

Physical Education 4–6

Draft, November 2014

[For implementation September 2015.]

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education and Early Childhood Development of the content, policies, or products of the referenced website. The Department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

School boards and educators are required under the Department's *Public School Network Access and Use Policy* to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to links@EDnet.ns.ca.

Physical Education 4–6, Draft, November 2014

© Crown Copyright, Province of Nova Scotia 2014

Prepared by the Department of Education and Early Childhood Development

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the Nova Scotia Department of Education and Early Childhood Development. For permission requests, please contact Education Program Services, Nova Scotia Department of Education and Early Childhood Development, at eps@EDnet.ns.ca.

Please note that all attempts have been made to identify and acknowledge information from external sources. In the event that a source was overlooked, please contact Education Program Services, Nova Scotia Department of Education and Early Childhood Development, eps@EDnet.ns.ca.

Cataloguing-in-Publication Data

Acknowledgements

The following individuals participated on the review team through the development of this document. Their professionalism and expertise is appreciated.

Name	Current Position	School Board, Department, or University
Mary Lou Andrea, MEd	Healthy Active Living Consultant	Cape Breton Victoria Regional School Board
Jennifer Bhalla, PhD	Sport and Exercise Psychology, and Lifeskills Consultant	ABLE: Education and Wellness Consultants
Cheryl Burke, BEd	Physical Education Teacher Harbourside Elementary	Cape Breton Victoria Regional School Board
Armel Boudreau, MEd	Physical Education Teacher École secondaire du sommet.	Conseil Scolaire Acadien Provincial
Ian Corkum, BScPE	Physical Education Teacher Hebbview Academy	South Shore Regional School Board
Selena Davidson, MEd	Physical Education Teacher Bayview Community School	South Shore Regional School Board
Stacy Dudley, BADance	Head of Dance Education The Collegiate School	The Collegiate School, Richmond, Virginia
Thomas Fahie, BScPE	Youth Development Coordinator Special Olympics Nova Scotia	Sport Nova Scotia
Natalie Flinn	Active Healthy Living Consultant	Nova Scotia Department of Education and Early Childhood Development
Andrew Foran, PhD	Associate Professor	Faculty of Education St. Francis Xavier University
Kaelin Gillis, BEd	Physical Education Teacher Riverside Education Centre	Chignecto Central Regional School Board
Doug Gleddie, PhD	Assistant Professor	Department of Elementary Education University of Alberta
Angie Kolen-Thompson, PhD	Associate Professor	Human Kinetics Department St. Francis Xavier University
Mike Hudson, MA	Sport Consultant Physical Activity, Sport, and Recreation	Nova Scotia Department of Health and Wellness
Lori LeBlanc MEd	Physical Education Teacher	Tri-County Regional School Board
James Mandigo, PhD	Associate Dean	Faculty of Applied Studies Brock University
Susan Marshall Steele, MEd	Physical Education Teacher Astral Drive Elementary School	Halifax Regional School Board
Lori Munro-Sigfridson, MEd	Active Healthy Living Consultant	Tri-County Regional School Board
Daniel B. Robinson, PhD	Assistant Professor	Faculty of Education St. Francis Xavier University
Bryan Smith, MEd	Physical Education Teacher & Vice Principal	Strait Regional School Board

	St. Andrew's Consolidated School	
Amanda Stanec, PhD	Physical Education Curriculum Writer and Consultant	ABLE: Education and Wellness Consultants
Mike Stewart, BScPE	Physical Education Teacher Dr. J. H. Gillis Regional High	Strait Regional School Board Nova Scotia Virtual School
Kelly Thompson, BScPE	Lab and Skills Instructor	Human Kinetics Department St. Francis Xavier University
Tanya Tobin, BScPE	Physical Education Teacher East Antigonish Education Centre/ Academy	Strait Regional School Board
Mary Veinotte, MEd	Physical Education Teacher Oxford School	Halifax Regional School Board
Natasha Warren, BScRec	Physical Activity Coordinator Physical Activity, Sport, and Recreation	Nova Scotia Department of Health and Wellness

Contents

Introduction	7
Background	7
Aim	7
Course Design and Components	9
Overview	9
Key Terms.....	15
Sample Scope and Sequence	17
Assessment and Evaluation in Physical Education	21
Outcomes	25
General Curriculum Outcomes	25
Specific Curriculum Outcomes.....	25
Contexts for Teaching and Learning	29
Teaching and Learning in Physical Education.....	29
Physical Education 4.....	35
Physical Education 5.....	63
Physical Education 6.....	91
Appendix A: Sample Lesson Plan Template	119
Appendix B: Assessment Example Strand A.....	121
Appendix C: Assessment Example Strand B.....	123
Appendix D: Assessment Example Strand C.....	125
Appendix E: Reflective Teaching Log Template.....	127
References.....	129

Introduction

Background

This document replaces the former physical education curriculum *Nova Scotia XXXX Curriculum: XXXX*. Quality physical education uses a diverse range of physical activities to teach the psychomotor, cognitive, and affective learning domains. Recognizing the current physical inactivity trends across Nova Scotia, and the need to develop an innovative curriculum that fosters 21st century learners' physical literacy, this curriculum was developed by a team of physical education professionals throughout Nova Scotia. A review team was formed to provide input and feedback during each phase of development. This review team consisted of: two physical educators from each Nova Scotia school board, three physical educators with part-time administrative duties or past administrative experience, government staff in education and health promotion, university professors, and physical education and exercise psychology consultants.

Aim

Current obesity and physical inactivity rates are at an all-time high in Nova Scotia (Thompson and Wadsworth 2012). Quality physical education is a place where all Nova Scotia children can grow as physically literate individuals. In order for students to become physically literate, they must participate in a quality physical education program. A quality physical education program is one that is participatory and not exclusive. Elimination games do not belong in quality physical education as they exclude many from opportunity to practice and grow in their skill competence, creativity, confidence, and strategic thinking. While recess, intramurals and sport are all valuable contributors to students' school experience and physical activity participation, none should be offered in lieu of a quality physical education program. Assessments are used to guide instruction, motivate learners, and evaluate students as well as the physical education program. Thus, the aim of this curriculum document is to provide physical educators with a set of learning outcomes that

- educate the whole child – psychomotor, cognitive, and affective
- support the development of physical literacy in students
- recognize the needs of a 21st century learner
- recognize the importance that nova scotia students participate in a quality physical education program at least 3 days a week for a total of 150 minutes
- understand the different demographics and cultures throughout nova scotia
- allow for cross-curricular planning and implementation

To develop physical literacy in students, students require diverse experiences in different types of physical activities. Such experiences will provide students with opportunities to understand the connectedness between: health-related physical fitness, movement skills, decision-making, relationships, environment, social justice, and expression of self.

In addition to developing physical literacy, a quality physical education program promotes students' mental health resiliency and benefits their academic achievement. Youth who engage in physical

activity demonstrate lower rates of anxiety and depression. As well, as physical activity levels among youth increase depression levels decrease (Kirkcaldy, Shephard and Siefen 2002; Sallis, Prochaska and Taylor 2000). Research also highlights positive associations between physical activity and academic performance (Ratey and Hagerman 2008; Tremblay, Inman and Willms 2000).

Course Design and Components

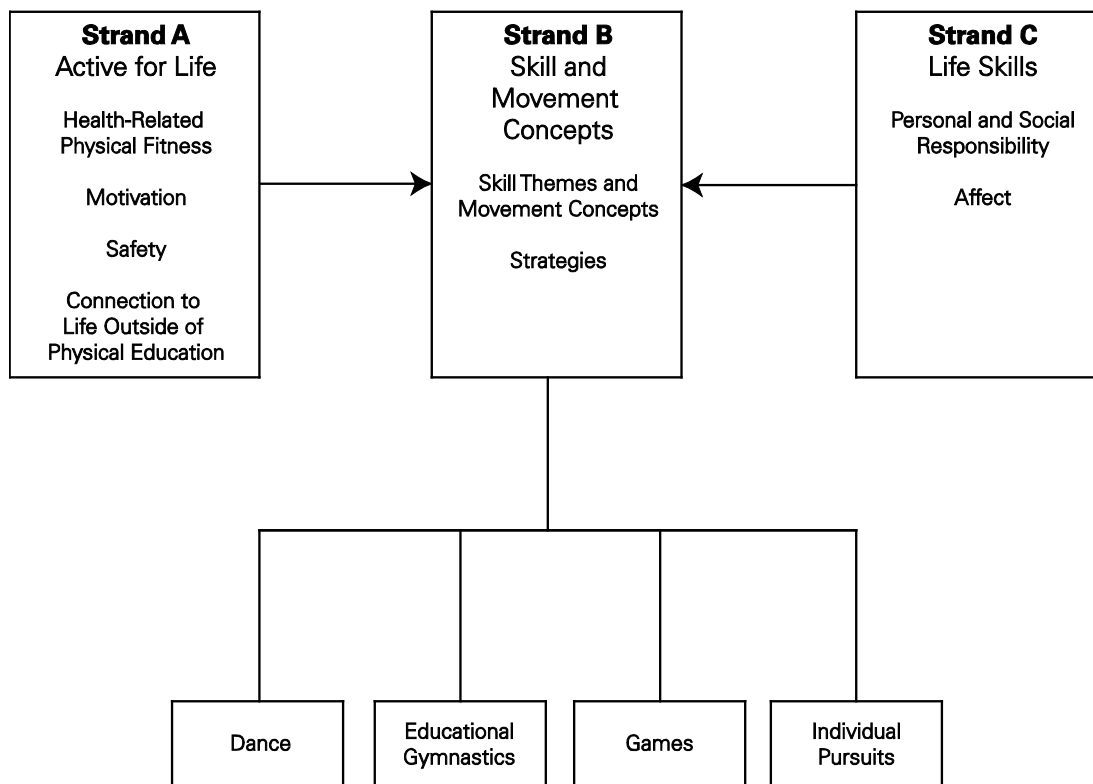
Overview

Safety Guidelines

Before designing a physical education program based on this curriculum document, it is imperative that safety guidelines are understood and followed. Nova Scotia is currently revising its physical education safety guidelines. They will be adapted from the Ontario Physical Education Safety Guidelines and will be web-based only. Physical educators are advised to follow the current on-line safety guidelines developed by Ontario Physical and Health Education Association (OPHEA) until the new Nova Scotia safety guidelines are complete. The OPHEA Elementary and Secondary Physical Education Guidelines (2009) are available at <http://safety.ophea.net/>.

Curriculum Strands

The diagram below illustrates the three curriculum strands and the four movement categories present throughout this document. The arrows indicate that curriculum outcomes in Strands A and C are taught in conjunction with the curriculum outcomes in Strand B. In other words, curriculum outcomes in Strands A and C are never taught independently of those in Strand B. All curriculum outcomes are taught while students are participating in one of the four movement categories: dance, educational gymnastics, games, and individual pursuits. Thus, one lesson plan (template available at Appendix A) may have outcomes from each of the Strands (i.e., A, B, C) and students will learn outcomes while participating in one of the four movement categories.



Strand A: Active for Life

HEALTH-RELATED PHYSICAL FITNESS

Health-related physical fitness includes: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Regular participation in physical activity at moderate to vigorous intensities through quality physical education is important for optimal growth and development of children and adolescents. It is important that students not only have opportunity to develop / maintain healthy fitness levels through physical education, but that they understand why this is important and how they apply this knowledge to their lives outside of school. When such participation occurs there are many health benefits; these include: improved cholesterol levels, blood pressure, body composition, bone density, cardiovascular and musculoskeletal fitness, and mental health (Canadian Society for Exercise Physiology 2011).

Connections to life outside of physical education are also made throughout this strand in the curriculum document. Students in grades 4-6 will begin to analyze their health related physical fitness, and learn how to set SMART (e.g., Specific, Measureable, Attainable, Realistic, Timely) goals related to their physical fitness. Student in these grades will also identify ways to increase physical activity for health benefit during the school day. Examples embedded throughout this document illustrate age appropriate activities and concepts for students in these grades.

MOTIVATION

Motivation concepts include intensity (i.e., amount of effort toward the task), direction (i.e., task should benefit the individual), and persistence (i.e., duration of effort toward the task). Students in grades 4-6 will be expected to demonstrate persistency in their efforts (e.g., working with others to achieve a goal, working independently to master a skill) in diverse activities (i.e., dance, educational gymnastics, games, individual pursuits). Specifically, students in these grades will be expected to apply motivation concepts toward task mastery. Physical educators should differentiate instruction so that all students will be able to experience success in order to increase their motivation toward master of a task(s). Examples embedded throughout this document illustrate age appropriate concepts for students in these grades.

SAFETY

Safety should be the overriding umbrella in every activity within a physical education program. Students in grades 4-6 should apply safety practices, and identify ways to participate in physical activity safely during other parts of their day. Information related to active transport is taught in these grades to manage risk related to transporting oneself through different human powered means (e.g., biking, scooter riding). Warm-up and cool-down activities, and how they impact safety (e.g., reduce injury), are also taught during these grades. Examples embedded throughout this document illustrate age appropriate safety concepts for students in these grades.

CONNECTIONS TO LIFE OUTSIDE OF PHYSICAL EDUCATION

All skills and concepts taught throughout the physical education program should make connections to life outside of physical education (Conley, Danish, and Pasquariello 2010). Connections should be made with all skills and concepts taught within all three curriculum strands (i.e., Strand A: Active for Life, Strand B: Skills, Movement Concepts, and Strategies, and Strand C: Life Skills). Students in these

grades will make connections related to their personal behavior, and also to their relationships throughout the school community (e.g., peers, teachers, staff). Examples embedded throughout this document illustrate age appropriate concepts for students in these grades.

Strand B: Skills and Movement Concepts

SKILLS AND MOVEMENT CONCEPTS

Skill Themes include different types of movements that are taught so students become skillful movers in many different environments. Fundamental Movement Skills (FMS) live within skill themes, and are taught through a *balance* of dance, educational gymnastics, games, and individual pursuit activities. Skills are always *action* words, but are sometimes categorized differently in different resources. Physical educators should plan to teach skills within all categories of skill themes. Examples embedded throughout this document illustrate age and developmentally appropriate activities for students in these grades. For the Nova Scotia curriculum document, skills have been categorized as

- Locomotor skills – Traveling skills (e.g., walking, running, hopping, skipping, jumping).
- Manipulative skills – Skills that require sending (e.g., kicking), receiving (e.g., overhead catch) or possessing (e.g., ball in scoop).
- Non-Manipulative skills – Skills that are non-locomotor (i.e., not traveling skills) and not manipulative skills. These skills include balance skills (e.g., counter balance, airplane) and stability skills (i.e., both static and dynamic).

(Graham, Holt-Hale, and Parker 2007; Langton 2007)

Movement Concepts are the ways in which skills can be modified as they are performed within the different movement categories in this curriculum (i.e., dance, educational gymnastics, games, individual pursuits). Examples embedded throughout this document illustrate age and developmentally appropriate activities for students in these grades. They *describe the skill theme* and can help students see the totality of human movement (Langton 2007). Movement Concepts speak to

- Body – How the body moves (i.e., see skill themes)
- Space – Where the body moves (i.e., area, direction, levels, pathways, extensions, planes)
- Effort – How the body moves (i.e., time, weight, space, flow)
- Relationships – With whom or what the body is relating as it moves (i.e., body parts to each other, individuals and groups, to rules, music, boundaries, stories, rhythm, apparatus) (Langton, 2007)

(Graham, Holt-Hale, and Parker 2007; Langton 2007)

Students in grades 4-6 continue to develop fundamental movement skills through a skills and movement concepts approach. Additionally, students in grades 4-6 will develop skill combinations. Skill combinations include several skills in sequence. The development of skills, skill combinations, and movement concepts will enable student to refine their fundamental movement skills and increase their repertoire. Students will be able to transfer all of these skills to various activities to increase their competence and confidence in physical activity participation. Developing an ability to

perform skill combinations and movement concepts while applying offensive and defensive strategies is a focus during these grades. Activities planned should be non-traditional so that they: are non-elimination, provide more opportunity for practice, and modify equipment to make games more developmentally appropriate.

Physical educators are encouraged to design their physical education programs considering their schools' access to equipment, facilities, outdoor spaces, community resources, and contact time with students per week. The Physical and Health Education (PHE) Canada Fundamental Movement Skills (FMS) series (Physical and Health Education Canada 2008-2012) is provided for all physical educators in Nova Scotia in order to support planning and implementation of this document. Information within this series includes: background information on FMS, example activities, modification suggestions for students with developmental and/or behavioural disabilities, and specific FMS teaching cues for skills, skill combinations, and movement concepts that can be adopted for skill criteria in assessment practices.

STRATEGIES

Students in grades 4-6 are given opportunity to apply age and developmentally appropriate *strategy* skills during different types of physical activities (i.e., dance, educational gymnastics, games, individual pursuits). Physical educators should plan activities so that they develop students' critical thinking skills (e.g., create space in game, demonstrate creativity in performance). Students can demonstrate effective decision making by adapting their behaviour as adaptations are put on: space, time, rules, and tasks within a diverse range of activities. Physical educators are encouraged to briefly pause activities to highlight effective strategies, or to question students' current strategies. Ideally, while students pause to listen to the physical educator's instruction, they hold strength, stability or flexibility enhancing positions. Examples embedded throughout this document illustrate age appropriate concepts for students in these grades.

Strand C: Life Skills

Physical education provides a unique opportunity to teach life skills to students. Research concludes that life skills must be taught in a way that allows students to make clear connections to life independent of the physical activity they are participating in (Conley, Danish, Pasquariello 2010). In other words, physical activity does not magically teach life skills or life lessons (Danish 2002). Thus, Strand C of this curriculum includes outcomes that are to be taught while students are participating in a diverse range of physical activities (i.e., dance, educational gymnastics, dance, individual pursuits) in order to support their personal, social, and emotional growth. Physical educators can pause an activity and request students to perform a task (e.g., stationary strength, stability or flexibility task) while key concepts related to their personal, social and emotional growth are taught.

PERSONAL AND SOCIAL RESPONSIBILITY

Hellison (2003) has been promoting the teaching and learning of personal and social responsibility in physical activity (i.e., sport, physical education) for over 30 years. In order for learners to develop personal and social responsibility, physical educators must plan for learning experiences that foster participation, self-direction, care, and compassion. Connections must be made between such experiences to behaviours outside of physical education (Martinek and Hellison 2009).

Developing an ethic of fairness and respect is critical in preparing 21st century learners for the global community in which they will grow up. Thus, students in grades 4-6 will focus on behaviours that help develop their coping and conflict resolution skills, as well as compassion and care for the environment, and fair play for all. Students will build on previous understanding about anti-bullying behaviors, and also be taught how to apply their rights (e.g., the right to be included) as well as the rights of others (e.g., the right to a peaceful resolution).

Students in these grades will make connections between these skills and their school community. In grade 6, students will begin to identify how this knowledge impacts their lives away from school. Examples embedded throughout this document illustrate age appropriate concepts for students in these grades.

AFFECT

Exploring feelings associated with physical activity is critical in order to modify or maintain behaviours in order to have positive feelings associated with physical activity. In grades 4-6, students will explore and communicate their feelings and experiences related to the diverse range of physical activities. During these years, students will draw upon collaborative experiences to determine what attributes make a good group member. They will also reflect upon past experiences with physical activity that were not positive so that they can determine what makes physical activity participation enjoyable for them. Feelings related to breathing techniques to clear and calm the mind will also be explored during these years. Examples embedded throughout this document illustrate age appropriate concepts for students in these grades.

Movement Categories

There are four diverse movement categories identified in the 4-6 physical education curriculum. All outcomes are taught through a *balance of experiences* within these categories. These categories include: dance, educational gymnastics, games, individual pursuits.

DANCE

Dance is the human body rhythmically moving through space and time with energy and effort (Kassing and Jay 2003, p. 4). Dance involves:

- Learning Skills and Movement Concepts
- Learning, Creating and Performing Dances
- Developing Dance Appreciation

Dance provides opportunity for students to develop their health-related physical fitness, competence in skills and movement concepts, and life skills. There are many different styles of dance (e.g., creative, educational, folk, modern, recreational) and physical educators should plan to expose students to as many different styles as possible. A culturally relevant curriculum comes alive through dance; students can be taught dances from their culture, as well as dances specific to the community in which they live. Students in these grades will apply skill combinations to their dance sequences, in addition to the skills and movement concepts they applied during grades P-3. Cross-curricular learning should occur through teaching dance to students in grades 4-6 (e.g., vocabulary words, history of the dance). A 21st century learner benefits from dance experiences as it provides

opportunity to develop skills related to creativity, communication, collaboration, risk taking, and critical thinking – in addition to developing fitness and fundamental movement skills, skill combinations, and movement concepts.

EDUCATIONAL GYMNASTICS

Educational Gymnastics is a student-centered and non-competitive means to develop students' health-related physical fitness, competence in skills and movement concepts, and life skills. Educational Gymnastics, unlike Olympic-style gymnastics, *does not*: demand that there is only one way to perform a skill, require expensive equipment, have spotting. Competitive gymnasts are judged on their ability to perform a skill based on specific cues. In physical education, student in a gymnastics unit is given opportunity to modify criteria. During educational gymnastics, students are given opportunities to modify skills (e.g., feet against wall for supported handstand rather than full hand stand at center of the room) in order to develop health-related physical fitness. Apparatuses are added to activities as students progress through the elementary years, and can be as simple as a bench.

Students in these grades will apply skill combinations to their gymnastic sequences and routines, in addition to the skills and movement concepts they applied during grades P-3. Cross-curricular learning should occur through teaching educational gymnastics to students in grades 4-6 (e.g., vocabulary words, learning the history behind the events). A 21st century learner benefits from educational gymnastics experiences as it provides opportunity to develop skills related to creativity, communication, collaboration, risk taking, injury prevention (e.g., learning how to fall safely), and critical thinking – in addition to developing health-related physical fitness and fundamental movement skills, skill combinations, and movement concepts.

GAMES

All games taught in a physical education program through this curriculum must be *non-elimination games and emphasize fair play*. Games should provide students opportunity to develop their health-related physical fitness, competence in skills and movement concepts, and develop their life skills. Thus, games should also be taught at moderate to vigorous intensities as much as possible in order to improve students' cardiovascular endurance.

Game categories are described differently in different physical education resources. Sometimes, games can cross over each other; thus, one game can be labeled as more than one type of game. For the purposes of this curriculum, games are defined as:

- *Educational* – Educational games are developed in collaboration with the classroom teacher. Educational games provide students opportunity to practice skills, movement concepts, and strategic thinking, and enhance their health related physical fitness. These games *also* reinforce concepts taught in classroom content area. Educational games can also be cooperative, low organized, or small-sided / modified.
- *Cooperative* – Cooperative games are designed to provide students opportunities to solve problems and work together. Cooperative games provide students opportunity to experience success while they practice skills and movement concepts. These games should be designed so students enhance their health related physical fitness.

- *Low Organized* –Low organized games are simple lead-up games. They develop at least one game skill, maximize opportunity for students to practice skills, movement concepts, strategic thinking and to enhance their health related physical fitness.
- *Small – Sided / Modified* – Traditional form of a sport should rarely, if ever, be taught or practiced in a physical education setting. This is because they often decrease opportunities for students to practice skills. Conversely, small-sided / modified games are designed to: promote opportunity for practice, to perform a task(s) at mastery, and to participate at moderate to vigorous intensities. These games modify more traditional games through: equipment (e.g., more equipment, smaller equipment); rules (e.g., duration of game shortened); and tasks (e.g., object of game based on skill development rather than scoring points). Students are more likely to develop confidence and competence when given an increase opportunity to practice. Small-sided / modified games are often categorized and taught as a *Games Approach*. These categories might include: target; net and wall games; striking and fielding games; and territorial games (i.e., Teaching Games for Understanding Model) (Griffin and Butler 2005).

INDIVIDUAL PURSUITS

For the purpose of this curriculum, individual pursuits include any type of physical activity that does not fall in the preceding three categories (i.e., dance, educational gymnastics, games). Individual pursuits occur indoors and outdoors and offer students opportunity to develop skills and movement concepts, enhance their health-related physical fitness, and develop life skills. Students learn skills through a variety of individual pursuits, such as:

- *Aquatics* - (e.g., swimming, snorkeling)
- *Group Fitness* – (e.g., step aerobics, spinning)
- *Mind / Body* – (e.g., yoga, Pilates, qigong, martial arts)
- *Winter Activities* – (e.g., skating, hiking, snowshoeing, cross country skiing)
- *Other Outdoor Pursuits* – (e.g., cycling, running, walking)

Key Terms

- *Active for Life* – Strand A of this curriculum, and includes specific curriculum outcomes (SCO's) related to: health-related physical fitness, motivation, safety, and connecting learning in all Strands to life outside of physical education class.
- *Active Transportation* – Transport that is human powered, and includes: biking, walking, running, scooter riding, skateboarding, and inline skating (Foran et al. 2012).
- *Age and Developmentally Appropriate* – Skills and concepts taught should be done so at both an age appropriate level (i.e., considers interests of the learner) and a developmentally appropriate level (i.e., considers growth and maturations, and differentiates instruction so all students have opportunity to experience success). It is important to consider *both* so that students with disabilities, who may need many modifications to experience success with a task, are also taught in a way that is age appropriate (i.e., they are not treated as though they are much younger in age than they are). Physical educators can refer to the PHE Canada FMS resources (Physical and

Health Education Canada 2008-2012) for detailed information related to developmentally appropriate information of skill themes and movement concepts.

- *Assessments* – Assessments are used to: guide physical educators’ instruction; determine specific feedback to give students; and combined to evaluate students’ learning and the physical education program. Assessments can be written, oral, and physical. Examples of assessments are available in Appendices B-D.
- *Beginner, Intermediate, Mastery Skill Criteria* – Skill criteria should be developed by the physical educators for each skill theme and movement concept being taught and may also be used when assessing students’ cognitive and affective domains. Skill criteria should be in line with teaching cues of the skills and students should be assessed in authentic environments. Rubrics can be developed and shared with students so they know exactly what skill cues are being assessed in a real-life (i.e., authentic, uncontrived) environment. Examples of skill criteria exist within the PHE Canada FMS resources (Physical and Health Education Canada 2008-2012).
- *Dance* – One of the four movement categories that are used to teach curriculum content for skills and concepts taught in Strands A, B, C.
- *Educational Gymnastics* - One of the four movement categories that are used to teach curriculum content for skills and concepts taught in Strands A, B, C.
- *Evaluation* – Is the summary of a students’ performance in physical education and encompasses learning from the physical, cognitive, and affective domains. A combination of a class set of student evaluations can be used to determine learning trends within the program (Hopple, 2005).
- *Fair Play* – To play fair, students: follow the rules of the activity; use non-discriminatory language; show self-control during and after activities; do not fake injuries; are honest, and do not employ dubious tactics even if they are legal.
- *Fundamental Movement Skills (FMS)* – FMS are the skills necessary to establish a strong foundation in motor skills. FMS (e.g., dodge, hop, skip, over arm throw, catch) can be applied to many different types of physical activities. Thus, acquiring fundamental movement skills will increase the likeliness that students will participate in large range of physical activities. Physical educators can refer to the PHE Canada FMS resources (Physical and Health Education Canada 2008-2012) for detailed information related to FMS.
- *Games* - One of the four movement categories that are used to teach curriculum content for skills and concepts taught in Strands A, B, C.
- *Individual Pursuits* - One of the four movement categories that are used to teach curriculum content for skills and concepts taught in Strands A, B, C.
- *Life Skills* – Psycho-social skills that are taught within physically active settings to help students: analyze knowledge; develop and apply personal skills to manage oneself, and develop and apply inter-personal skills to communicate and interact effectively with others. In this curriculum, particular attention is given to social and emotional development, social justice, and students’ affect.
- *Learning Readiness* – How ready a student is to learn. Learning Readiness is optimized after students have had recent bouts of aerobic activity in a fun and social environmental, and ideally outdoors (Ratey and Hagerman 2008).
- *Locomotor Skills* – Traveling skills. In performing locomotor skills, you travel from one place to another (Graham, Holt-Hale, and Parker 2007; Langton 2007).

- *Measurements* – Scores that arrive through assessment in physical education (Hopple 2005). Measurements can be in the form of letters, numbers, and percentages.
- *Manipulative Skills* – Skills performed with an object or an implement (e.g., shorthanded paddle, bat, golf club). Manipulative skills require students to send, receive or possess. (Graham, Holt-Hale, and Parker 2007; Langton 2007). At the elementary level, objects being manipulated (e.g., balls) should be larger and lighter weight to afford students more opportunity for success.
- *Movement Concepts* – Ways that students can perform locomotor, manipulative, and non-manipulative skills in order to increase skill proficiency. Movement concepts can be categorized as: body awareness, space awareness, movement qualities, and relationships with objects, others, and self.
- *Nature-Based Play* – Outdoor playtime that is unstructured, imaginative, and exploratory.
- *Non-Manipulative Skills* – Skills that require balance, weight transfer and / or stability. These skills do not require travel (i.e., they are non-locomotor), objects or implements (i.e., pickle ball paddle, lacrosse stick) (Graham, Holt-Hale, and Parker 2007).
- *PECS* – Picture Exchange Communication System. A form of alternative communication in which a child is taught to communicate with an adult by giving them a card with a picture on it. PECS is based on the idea that children who can't talk or write can be taught to communicate using pictures.
- *Physical Literacy* - Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Physical and Health Education Canada, www.phecanada.ca/programs/physical-literacy/what-physical-literacy, retrieved on January 25th, 2013).
- *Pursuit and Evade* – Players move within boundaries in *pursuit* of others in attempt to *tag* them. Concepts practiced within these games include: managing boundaries; dodging; tagging; and evading players.
- *Skills* – A classification name given to all skills that are: locomotor, manipulative, and non-manipulative (Graham, Holt-Hale, and Parker 2007).
- *Skill Combinations* – Combining more than one skill to maneuver or complete a task.
- *SMART Goal* - SMART is a best practice framework for setting goals. A SMART goal should be Specific, Measureable, Attainable, Realistic, and Timely
- *Strategies* – A part of Strand B in this curriculum. Strategies encompass decision-making and critical thinking in physically active settings.

Sample Scope and Sequence

Physical educators should design their scope and sequence so that it reflects their physical education program's access to specific: equipment, facilities, outdoor spaces, and community resources. Below is a sample scope and sequence for skills and movement concepts that can be taught in grades 4-6. The skills, skill combinations, and movement concepts, like those in the example to follow, should be taught, learned, and assessed through diverse activities within a balanced representation of: dance, educational gymnastics, games, individual pursuits (Graham, Holt-Hale, and Parker 2007; Langton 2007; Rovegno and Bandhauer 2013).

Example Scope & Sequence for: Skills Grades 4-6

~ *This is not an exhausted list.* ~

During grades 4-6 students are becoming more refined in their movements and transfer their skills to different environments. They combine skills and movement concepts in a variety of ways in different physical activities. In grades 4-6, students are taught skills and skill combinations to build on fundamental movement skills learned in grades P-3.

Locomotor	Manipulative	Non-Manipulative (non-locomotor, balance, stability, and weight bearing)
<p><i>Land</i> Biking Climbing Hopping Skipping Galloping Dodging Sliding Pursuing Evading Jumping – for height Jumping – for distance Assemble: Jumping from one foot and land on two feet Sissone: jump from two feet and land on one foot Relevé: Walk forward, backward, or sideward with heels directly above balls of feet Chassé: One leg chases the other (frontward, backward, sideward) Biking <i>Snow</i> Pursuing & Evading Running Nordic Skiing: Classic (Cross Country) or Skate Ski Snowshoeing Alpine or Downhill Skiing <i>Ice</i> Skating (skates or sledge) <i>Water</i> Swimming Paddling Rowing</p>	<p><i>Sending Without Implement</i> Overhand throw Overhead strike Side arm throw Bounce pass Pass with instep Kick for distance <i>Sending with Short-handed or Long-handed Implement</i> Side arm strike <i>Receiving Without Implement</i> Catch above the waist Collect ball with feet Trapping with chest, thighs, feet <i>Receiving with Short or Long Handed Implements</i> Collect with implement <i>Possessing without Implement</i> Dribbling with feet Dribbling with hands <i>Possessing with Short or Long Handed Implements</i> Cradling <i>Other</i> Juggling with hands Juggling with feet Jump rope individually and in groups of 3</p>	<p>Landing Curling Transferring Weight Dodging Stork Stand Log Roll Front Support Back Support Side Support Airplane Relevé Frog Stand Headstand Bridge Tuck Jump Kicks</p>

(Graham, Holt-Hale, and Parker 2007; Langton, 2007; Sport New Zealand 2012, Rovegno and Bandhauer 2013)

Example Scope & Sequence for: Movement Concepts Grades 4-6		
Effort: How the body moves	Space Awareness: Where the body moves	Relationships
<p><i>Speed / Time:</i> Fast, medium, slow</p> <p><i>Force:</i> Strong, light Accelerate, decelerate</p> <p><i>Flow:</i> bound - free</p>	<p><i>Areas:</i> Personal / general</p> <p><i>Levels:</i> High medium / Slow</p> <p><i>Pathways:</i> Straight, curved, zigzag Pathways of balls in the air: straight, curved</p> <p><i>Extensions:</i> Near/far</p>	<p><i>Body/body parts to equipment</i> Round Narrow Wide Twisted Symmetrical/ nonsymmetrical</p> <p><i>With objects and /or people</i> Over/under On/off Near/far In front/ behind Along / through Meeting / parting Surrounding Around Alongside</p> <p><i>With people</i> Leading / following Mirroring / matching Unison / contrast Between groups Groups Partners Solo Alone in a mass</p>

(Graham, Holt-Hale, and Parker 2007; Langton 2007; Rovegno and Bandhauer 2013)

Example Scope & Sequence for: Strategies Grades 4-6
<p>Strategies should be learned and assessed in authentic environments while students are applying skills, skill combinations, and movement concepts in different types of physical activities (i.e., dance, educational gymnastics, games individual pursuits).</p>
<p>Responds to stimuli (i.e., others, equipment) while traveling (i.e., with or without objects). Communicates strategically with partner / teammates in authentic environments Applies basic understanding of movement concepts (e.g., levels) and non-manipulative (e.g., stability) skills. Applies appropriate force while sending objects in authentic environments Applies several basic offensive tactics (e.g., moving to space, communication, support) strategically in small-sided games. Applies several basic defensive tactics (e.g., shuffle step, cover, guard, communication) strategically in small-sided games.</p>

(Physical and Health Education Canada. 2008-2012. Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy [series]).

Assessment and Evaluation in Physical Education

Assessment is the process of gathering materials related to students' achievement. Assessment(s) should be used in each physical education class to gather measurements of students' performance in the psychomotor, cognitive, and affective domains. Each assessment should be developed and implemented directly related to the learning outcome(s) of the lesson. A lesson plan may include learning outcomes from more than one strand, although assessing all learning outcomes in each lesson may not occur. Assessment should never be considered an *add-on* and formative (i.e., informal or formal) assessment (e.g., peer, self, physical educator) should occur in each physical education lesson. *Students should always know when and what the physical educator is assessing, and the assessment should be in relation to a set of criteria (e.g., teaching cues, skill criteria).* Why is assessment critical to a quality physical education program?

- *Effects on teaching* – Physical educators can evaluate their effectiveness in teaching learning outcomes to students. Assessments can also diagnose students' learning needs in order to determine remedial strategies and specific differentiated instruction strategies. Physical educators use students' assessments to guide their future planning and teaching.
- *Effects on students* – Assessment in physical education can motivate students in three ways.
 - Goal setting to maintain or improve performance (i.e., mastery or healthy health-related physical fitness levels).
 - Formative feedback during learning (i.e., based on skill cues and positive skill specific feedback).
 - Summative feedback upon completion of learning activity.
- *Societal needs* – Reporting progress to wider audience (e.g., administration) and on an individual basis (e.g., parent(s)/guardian(s))

Important: *Assessment measurements (i.e., scores) should never be based on “improvement” because improvement: can be too dependent on opportunity to practice outside of physical education; can be too dependent on growth and maturation; students learn how to perform during pre-assessments strategically; and, is not equitable to students who are already at mastery or healthy health-related physical fitness levels.*

Key terms related to assessment:

- *Alternative Assessments* – Alternative assessments ask students to construct, perform, or demonstrate their learning in a way that allows for their full understanding to be measured (Hopple 2005).
- *Authentic Assessments* – Authentic assessments require students to demonstrate their understanding in a *real-life* situation (i.e., one that is not contrived) (Schiemer 2000). Students should never be assessed in an artificial setting with little to no application to how they would perform the skill outside of the assessments.
- *Criterion-Referenced Testing* – Compares students to a set of pre-defined standards.

- *Evaluation* – The combination of a student’s assessments to determine an overall marker of student achievement. All students’ assessments can also be combined and analyzed to determine if program goals were met.
- *Formative Assessments* – This assessment is typically informal and occurs on an on-going basis to let physical educators know what more they need to teach, or how to revise their current teaching. Examples of formative assessment:
 - *Norm-Referenced Testing* – Should not exist in 21st century physical education program. It compares students to others in their same age, class, grade, and school.
 - *Reliability* – An assessment is reliable when students get the same measure when they take the assessment more than one time with a short amount of time between trials.
 - *Rubrics* – A scale of criteria that explains in detail the possible levels of performance (Giles-Brown 2007). Collecting measurements of students’ work becomes easier for the physical educator through use of rubrics (Giles-Brown 2007). In the physical domain, rubrics should the teaching cues for the skill as well as what cues are related to the skill criteria: beginner, intermediate, mastery. Criteria included in a rubric should be specific, observable, and considered to be worthy of learning (Gibbons and Robinson 2004/2005). Examples of skill criteria that can be developed into rubrics exist within the PHE Canada FMS resources (Physical and Health Education Canada 2008-2012).
- *Summative Assessments* – This assessment is typically formal in nature and occurs at the end of a unit. Summative assessment determines students’ competence in performing skills or in understanding cognitive and affective concepts.
- *Validity* – An assessment is valid when it measures what it set out to measure.

Examples of how physical educators can assess students on outcomes within each strand of the document are available at Appendix B, C, and D.

Ways to Assess Learning Domains in Quality Physical Education		
Grades 4-6		
Strands: A, B, C		
Physical Domain	Cognitive Domain	Affective Domain
Authentic Environments: Small sided, small group, and modified games. Dance performances and sequences Gymnastics routine Group hike	Identify proper form (i.e., mastery form)	Physical educator observation in authentic environments
Task sheets Video self-checks	Oral Communication With physical educator With peers	Oral Communication With physical educator With peers
Rating sheets	Written <ul style="list-style-type: none"> • Exit Slips • Homework • Tests • Journals 	Written <ul style="list-style-type: none"> • Exit Slips • Homework • Tests • Journals • Poetry
Peer Assessments Check Sheet Verbal Communication	Images <ul style="list-style-type: none"> • Digital • Artwork 	Images <ul style="list-style-type: none"> • Digital • Artwork

Outcomes

General Curriculum Outcomes

Students will be expected to

- A** demonstrate knowledge, skills, and attitudes necessary to be active for life
- B** demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits
- C** participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility

Specific Curriculum Outcomes

Physical Education 4

Students will be expected to

ACTIVE FOR LIFE

- A4.1** demonstrate an understanding of health-related physical fitness components and develop personal SMART goals for health-related physical fitness
- A4.2** apply effective motivation concepts that demonstrates effort toward mastery during different types of physical activities, and explain ways to apply these concepts effectively to other areas of school life
- A4.3** apply safety and risk-management practices during physical education classes and identify how these practices enhance physically active living at home, at school, and in the community, including active transportation
- A4.4** perform warm-up and cool-down activities and explain the health benefits

SKILL AND MOVEMENT CONCEPTS

- B4.1** demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits
- B4.2** demonstrate competency in skill combinations and movement concepts while applying offensive and defensive strategies
- B4.3** demonstrate decision-making skills while applying skill combinations and movement concepts as adaptations are placed on settings, space, time, rules, and tasks

LIFE SKILLS

- C4.1** apply effective coping strategies and peaceful conflict-resolution skills across learning experiences in physical education and explain ways to connect these to other areas of school life
- C4.2** demonstrate proper care for built and natural environments
- C4.3** describe their feelings having collaborated with others and explore other areas within school life where collaboration could be beneficial to them and others
- C4.4** identify positive attributes of a group member during different types of physical activities, and explore other areas of life where they could use these attributes

Physical Education 5

Students will be expected to

ACTIVE FOR LIFE

- A5.1** demonstrate an understanding of health-related physical fitness components and develop SMART goals for health-related physical fitness.
- A5.2** apply effective motivation concepts to demonstrate effort toward mastery during different types of physical activities, and explain ways to apply these concepts effectively to other areas of school life
- A5.3** demonstrate an understanding of factors associated with learning readiness as it applies to physical education
- A5.4** apply safety practices during different types of physical activities in school, at home, and in the community and explain ways to manage risk related to physically active experiences in other areas of school life
- A5.5** apply safe practices to active transportation and explain the long-term impact of safe active transportation on health-related physical fitness
- A5.6** apply warm-up and cool-down activities safely during different types of physical activities, and explain how these activities can optimize performance

SKILL AND MOVEMENT CONCEPTS

- B5.1** demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits
- B5.2** demonstrate competency in skill combinations and movement concepts while applying offensive and defensive strategies
- B5.3** demonstrate decision-making skills while applying skill combinations and movement concepts during different types of physical activities as adaptations are placed on settings, space, time, rules, and tasks

LIFE SKILLS

- C5.1** apply effective coping strategies and peaceful conflict resolution skills across learning experiences in physical education and explain ways to connect these to all areas of school life
- C5.2** take age-appropriate action to demonstrate proper care for built and natural environments in school and within the school community
- C5.3** apply respectful language and behaviour toward self and others during different physical activities, and explain how respectful language and behaviour impacts the learning environment
- C5.4** demonstrate an understanding of how to give and receive specific feedback effectively, and explain how it positively impacts their performance and feelings

Physical Education 6

Students will be expected to

ACTIVE FOR LIFE

- A6.1** apply their understanding of health-related physical fitness components by analyzing their own behaviours related to SMART goals
- A6.2** apply effective motivation concepts to demonstrate effort toward mastery during different types of physical activities in school, and explain ways to apply these concepts effectively outside of school
- A6.3** use personal SMART goals to improve their learning readiness
- A6.4** apply appropriate safety practices during different types of physical activities in school, and outline ways to safely participate in physical activities outside of school
- A6.5** analyze potential opportunities for safe active transportation
- A6.6** lead warm-up and cool-down activities safely during different types of physical activities

SKILL AND MOVEMENT CONCEPTS

- B6.1** demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits
- B6.2** demonstrate competency in skill combinations and movement concepts while applying offensive and defensive strategies
- B6.3** apply appropriate decision-making skills, while applying skill combinations and movement concepts during different types of physical activities as adaptations are placed on settings, space, time, rules, and tasks

LIFE SKILLS

- C6.1** apply effective coping behaviours to different challenges while working alone and in collaboration with others and analyze the impact of these behaviours

- C6.2** analyze the impact of serving as a co-operative and productive member of a group
- C6.3** demonstrate initiative to ensure fairness for self and others during physical education
- C6.4** describe their mood and any changes that occurred during activities at moderate to vigorous intensities, and analyze ways to maintain or increase positive feelings associated with these experiences

Contexts for Learning and Teaching

Teaching and Learning in Physical Education

21st Century Learners

Physical educators should plan each lesson considering the needs of a 21st century learner. A curriculum framework should privilege learning in and via activity contexts, as compared to the past where a learning of activities was presented (Penney and Chandler 2000). Activities should be taught and assessed in ways that promote:

- Collaboration (i.e., with partners, in groups, on teams)
- Communication (i.e., body language, listening, speaking)
- Creativity (i.e., decision making, choreography, game design)
- Critical Thinking (i.e., apply, analyze, evaluate)
- Risk Taking (i.e., tactics, performance)

Growth and Development

During grades 4-6 (i.e., ages 8 to 11-12 years), some students may still be in their quiet stage of growth and grow, on average, 5 cm and 2.5 kg (Malina, Bouchard, and Bar-Or 2004). Generally, this is more likely true for boys than girls. Girls will likely enter puberty during this stage as their pubertal growth spurt occurs on average between the ages of 10 to 13 years. During this rapid phase of growth, girls may grow as much as 7 to 10 cm per year. Menarche is an early occurring event in puberty, occurring on average around 10-11 years of age. It should be noted in the year of peak growth in height, girls and boys are more susceptible to bone fractures. The reason for this is because peak bone development lags peak height development by one year (Malina, Bouchard, and Bar-Or 2004).

Since girls may be experiencing more rapid growth in height and weight during puberty at this stage while boys are still experiencing a more quiet growth, girls often surpass boys in body size (Malina, Bouchard, and Bar-Or 2004). This may or may not provide an advantage in some physical activities where size provides an edge. The reality is that some of the changes to a girl's body during puberty do not give her an advantage in physical activity. For example, in preparation for 'womanhood', girls experience an increase in adipose tissue (i.e., body fat) during their pubertal growth spurt.

On average, during this stage of growth, physiological performance, while not great, will favour boys. Learning experiences should be planned keeping this in mind.

Physical Literacy

Physical and Health Education (PHE) Canada defines physical literacy as:

“Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

- Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.
- These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.” (Physical and Health Education Canada, 2013, www.phecanada.ca/programs/physical-literacy/what-physical-literacy)

The three strands of this curriculum document support the development of a physically literate individual. During grades 4-6, the addition of skill combinations to the physical education program becomes a key piece to the planning, teaching, and assessment of students’ learning. In all, the application of health-related physical fitness concepts, skills, skill combinations, and movement concepts, strategies, and life skills (e.g., motivation, personal and social responsibility, social justice, affect) concepts are taught while promoting positive student development in critical thinking, communication, creativity, and risk taking behaviours.

Differentiated Instruction and Adapted Physical Education

Every physical education classroom will include students with a wide range of skill competence and cognitive learning needs. Thus, modifications should occur in all classes in order to differentiate instruction, not just those classes that include students with disabilities. Examples embedded in this document provide suggestions for physical educators how to meaningfully include students with behavioural and/or physical disabilities. Physical educators should access these resources when planning lessons for differentiated instruction and adapted physical education.

While some students may have an *Individualized Program Plan (IPP)*, others will simply be at different skill levels (i.e., beginner, intermediate, mastery) due to previous experience afforded to them. Each physical education lesson should be planned considering the varying skill levels (i.e., beginner, intermediate, mastery, IPPs) and learning needs of the learners. In order to provide each learner with opportunity for success, physical educators should plan to incorporate, or modify / adapt the following:

- Equipment – size, texture, and weight of objects.
- Group Size – smaller groups will increase opportunity to practice master skills.
- Games / Rules – one group might have a task to complete passes, while another group is tasked to communicate while participating. Groups can be formed according to skills that need practice by students.
- Peer Helpers –valuable to offer feedback and reinforce their understanding of what is to be applied.

- Visual Aids / Hand Signals – help students with auditory processing difficulties to understand structure and instructions.
- Picture Schedules – help students to follow routine and minimize confusion.
- Teaching Assistant – helpful to facilitate social interactions between students with disabilities and peers without disabilities.

(Block 2007)

It is important to realize that before modifications occurs, physical educators should ask the following questions:

- Does the modification allow for the learner to participate successfully, safely, and meaningfully?
- Does the modification make the learning environment unsafe for any of the students?
- Does the modification ruin the game/ activity so that the lesson objective is lost?

(Block 2007)

Surveying parent(s)/guardian(s), in addition to communicating with students, is a good way to learn more about students with and without disabilities. This way, interests and accessibilities outside of school can be determined and considered in planning. This will allow for meaningful learning experiences for the students. Keep in mind that social interaction (e.g., collaboration) is important for *all* students in physical education class (Block 2007).

If a student requires increased supports, physical educators can find success through an IPP. Physical educators creating plans can access supports and resources through their Active Healthy Living Consultant (i.e., if they have one), as well as occupational therapists, physical therapists, recreation therapists and other educators that work with the individual student.

Equipment and expertise can be accessed through the Isaak Walton Killam (IWK) Recreation Therapy Department Equipment Loan Program and Parasport Nova Scotia. These resources can help physical educators to assess student needs, help in the creation of Specific, Measureable, Attainable, Realistic, and Timely (SMART) goals as well as provide equipment and written resources as a part of a comprehensive program planning team. It is encouraged that students and their families be included in the program planning process and development of individual plans allowing for meaningful goals to be established that may be in keeping with personal goals away from school. Information on Parasport Nova Scotia, as well as details related to specific parasports, is available at: www.sportnovascotia.ca/Programs/Parasport/tabid/1016/Default.aspx.

Motivational Climate

A physical education learning environment should be a *task-involved* motivational climate. A task-involved motivational climate is an environment in which instruction focuses on improving, learning, and understanding the skill being taught (Stewart 2001). Task-involved motivational climates promote:

- *Students mastering a task* – Skills are taught with *skill cues* (e.g., kick – stand behind ball; step forward with kicking foot; plant non-kicking/supporting foot beside the ball; contact the ball with instep or laces; follow through). When skills and skill combinations are taught, the skill cues should be the focus and should be what is assessed (authentically). Skill cues should also be

basis for skill-specific feedback to students. For example, if students are working on sending an object (e.g., passing) in a small-sided game, points should be awarded for how many times a team can make 5 successful (i.e., mastery level) passes in a row. Points should *not* be awarded to who scored the most points on a goal as it loses the objective the lesson (i.e., to pass an object at a mastery level). Games could be 4 minutes in duration, and a point for each round is awarded to the team who reached the 5 successful passes. This way, students are less likely to *perceive* that they are unable to be successful in terms of “winning” and will continue to focus on improving their passing effectiveness.

- *Students performing a personal best score, or putting forth best effort* – Emphasis in tasks and games should be put on individuals performing better than before (e.g., personal best distance on a 5-minute fun run) or giving their best (e.g., a self-score of 10 on a 10 point scale related to effort).

While students will participate in games that have friendly competition – and, many skills learned in Strand C of this curriculum will be fostered in these environments, it is critical that the games are planned in a *task-involved motivational climate* so that all reward is given to working toward mastery and putting forth best effort.

Cultural Relevance

There is a broad range of learners in Nova Scotia and physical educators should plan lessons in a way that celebrates Nova Scotia’s cultural diversity. Gay (2010) provides the definition of culture as “a dynamic system of social values, cognitive codes, behavioural standards worldviews, and beliefs used to give order and meaning to our own lives as well as the lives of others” (Delgado-Gaitan and Trueba, 1991 as cited in Gay, 2010, pp. 8-9).

Students should participate in activities that are important to the community, and tie in learning experiences with the history of their respective communities. Students should also be afforded opportunity to explore and share their own cultural background within physical education experiences. Dance and games are great ways to incorporate cultural relevance into a physical education curriculum. It is important that physical educators not only travel back in time with students so they can learn about cultural and heritage, but that they also present contemporary / current versions of dances / activities. This way, students will have meaningful experiences and be able to make connections to the dances and activities more easily.

Cross-Curricular Connections

Physical educators should incorporate classroom curriculum into their physical education lessons often, if not always. In order to do this effectively, physical educators should collaborate with classroom teachers to determine what key concepts students are struggling with in the classroom.

Physical activity time should not be decreased due to inserting cross-curricular concepts. Rather, classroom curricular concepts are woven in throughout a quality physical education lesson to support those who learn kinesthetically, and to increase meaning of the lesson for the students.

Technology

Technology literacy is important for 21st century learners, and technology should be used in physical education when it fosters a positive motivational environment for students, and supports their learning of the outcomes. During grades 4-6, technology might include: music players, pedometers, GPS devices, iPad, iTouch, on-line physical activity tracking system, video clips, and various APPs. *Video games that do not teach proper skills (e.g., Nintendo Wii) should not be viewed as an effective use of technology, as they do not reinforce skill cues taught related to skills and movement concepts, and they do not promote social emotional learning.* Technology should not keep students from being physically active in physical education class. It should promote motivation and help students make connections in their learning in physical education.

Physical educators of 21st century curriculum should consider using twitter to connect with a global professional learning community of physical educators. In using the hashtags #pegeeks, #physed, #pechat, physical educators are asking questions, generating ideas, and generating global initiatives to foster physical literacy in students.

Physical education websites can be great resources to help foster physical educators' creativity when lesson planning. In the Resource / Note section following each group of SCOs, applicable physical education websites are listed.

Planning

Yearly plans should be developed with the curriculum and consider equipment, facilities, outdoor spaces, budget, and community resources. Yearly plans should reflect a balance in the four movement categories (i.e., dance, educational gymnastics, games, individual pursuits). Physical educators should consider their equipment, facilities, community resources, and natural environment when developing their yearly plans. The PHE Canada FMS Series (Physical and Health Education Canada 2008-2012) should also support planning purposes, as should the examples embedded within this document. Lesson plans and unit plans should be developed after the yearly plan has been developed. An example lesson plan template is available at Appendix A.

Physical Education 4

ACTIVE FOR LIFE

GCO A: Students will be expected to demonstrate knowledge, skills, and attitudes necessary to be active for life.

A4.1 Students will be expected to demonstrate an understanding of health-related physical fitness components and develop personal SMART goals for health-related physical fitness

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Jump Rope.** Students will learn the health related physical fitness benefits from jump rope activities, while developing jump rope skills as they move through stations. Stations might include forward jumping, backward jumping, jog step jumping, one foot jumping, *skier* jumping, *bell* jumping, *criss cross* jumping. Each station will also have a health-related physical fitness fact related to jump roping posted (e.g., jump rope aids in the development of cardiovascular endurance). Music is played during this activity, and students read the station fact while jumping rope. Students switch stations when the music stops. Physical educators offer skill specific feedback to students during this time, and can also use this time to assess students' jump roping skills according to skill criteria. Students should only be assessed once skill cues have been taught, and after they have been taught skill criteria for each type of jump displayed at the stations. Students are formatively assessed on their understanding of the health benefit of jump roping by completing exit slips toward the end of class.
 - **Teacher Sample Comment:** I love how you are keeping your feet together when you jump. Juliana the way you are using your wrists to move your jump rope, rather than your forearms, is one reason why you are able to jump so many consecutive times. Why is jump roping such a good activity for our health? (*Prompt for: strengthens our heart; it builds strength in our legs, you don't need a lot of equipment or money to jump rope; it is fun to do with friends or by yourself.*) **(A4.1)**
- **Fitness Clues.** Students participate in a fitness clue activity in an outdoor space. Students start at different locations and rotate around the space on the physical educator's cue. Each location contains a clue with facts about the different components of healthy-related physical fitness (e.g., muscular endurance, muscular strength, body composition). When students determine which type of physical fitness corresponds with their given facts, they perform the corresponding activity listed on the other side of the task card until the physical educator asks them to rotate. Physical educators remind students to perform the tasks carefully to maximize the benefit of completing them, and that it is not a race. Students return as a group to talk about their experiences, while stretching, at the end of class. The physical educator can ask them what location was the most challenging for them to determine the physical fitness concept, and what corresponding tasks were most difficult to complete at mastery for the students. Students can be prompted to determine where they are the most fit, and where they

need to improve their fitness. Physical educators analyze responses to determine students' understanding of health-related physical fitness concepts, and can plan future lessons accordingly.

- **Teacher Sample Comment:** Who can tell me some important facts related to body composition? (Prompt for: A calorie is a unit of energy, Excess calories are stored as fat, It's important that you maintain certain levels of fat to be healthy.) What are some ways to maintain a healthy body composition? (Prompt for: Eat lots of vegetables and fruit and exercise, Avoid foods that are high in calories but low in nutrients.) **(A4.1)**
- **Firewood Carry.** Muscular strength and endurance have been previously covered prior to this activity. This lesson will focus on proper lifting technique. Students perform medicine ball activities within a game whereby they are trying to pile firewood for the winter (this game is a good Autumn activity). Mini-games last 2 minutes, and then students repeat to see if they can beat their score, while maintaining proper form. Students should be encouraged to define success as doing their best and using proper form (i.e., mastery). Upon completion of activity, physical educators use exit slips, or have a conversation with the students, to formatively assess students' understanding of muscular strength, muscular endurance, and proper lifting techniques.
 - **Teacher Sample Comment:** What is proper lifting technique? (*Prompt for: Knees bent, Back straight, Feet about shoulder width apart.*) Why is it so important for you to maintain proper form when you lift these medicine balls or firewood? (*Prompt for: We could get injured if we don't bend our knees and lift with our back.*) What type of physical fitness are we working when we perform these types of activities? (*Prompt for: Muscular Strength, Muscular Endurance.*) **(A4.1)**
- **Adaptations for Students with Disabilities.** Students are given a bingo sheet with a variety of muscular endurance activities related to their IPP goals (e.g., continuous tension, repetitive dynamic contraction, prolonged intense contractions, short rest periods). Students can perform these at home with family members for determined amount of time (e.g., 15 minutes). Students can work on tasks throughout a variety of lifetime activities based on IPP's noted interests (e.g., skating using a sledge, hand cycling, swimming). Physical educators assess students' understanding of health-related physical fitness by asking students to explain what activities correspond with what health-related physical fitness concept.
 - **Teacher Sample Comment:** David, wow! It's so awesome how many boxes you have checked off on your bingo sheet. You are really working on building your fitness through all of these activities in PE and at home. I am so proud of you. Your next bingo sheet will include even greater challenges and we will set new goals together. Can you tell me what type of health-related physical fitness you have been exercising? **(A4.1)**
- **Goal Setting.** Through health-related physical fitness assessments, teachers can help students to identify what areas of physical fitness need improvement in order to be in a healthier zone. Students then work on ways to develop this area of physical fitness throughout the school day (e.g., monkey bars at recess, running activities in safe areas before school). Students complete handouts for their goal setting activity and teachers assess students' understanding through examining students' goals related to SMART goal principles.
 - **Teacher Sample Comment:** What are some important points to remember when setting goals? (Prompt for: We have to keep them specific, We should make them attainable, Goals should be measurable, Goals should be timely.) What are times throughout the school day whereby you can help these goals be met? (Prompt for: At recess and lunch time, Before school.) **(A4.2)**

- **Adaptations for Students with Disabilities.** Students with intellectual disabilities might have an IPP goal related to social cues. Thus, these students would identify social cues of when to take turns, lead and follow during various dance activities, educational gymnastics, games, and other pursuits. Physical educators assess students' social cue performance with use of assessment template developed in conjunction with the students' IPP goals.
 - **Teacher Sample Comment:** I really think you are meeting your goals related to taking turns. I love that you no longer get upset if you have to wait a little bit. Your patience is fantastic and I am so proud of this improvement. **(A4.2)**

Resources/Notes

Internet

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)
- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Canadian Paralympic Committee: *IMPACT – Its more than Sport*: www.paralympic.ca (CPC n.d.)
- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- Nova Scotia Department of Health and Wellness. 2012. *“Thrive: A Plan for a Healthier Nova Scotia”* Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: Healthy Schools, Healthy Communities: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: Physical and Health Education Canada: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsources.com (PhysEd Source n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education*, 3rd Edition. Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education*, 7th Edition. New York, NY: McGraw-Hill.

- Griffin, L. L., and J. I. Butler. 2005 (Eds). *Teaching Games for Understanding: Theory, Research, and Practice*. Windsor, ON: Human Kinetics.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. Windsor, ON: Human Kinetics.
- Lund, J.L. and M. Fortman-Kirk. (2010). *Performance-Based Assessment for Middle and High School Physical Education*. Windsor, ON: Human Kinetics.
- Mitchell, D., Davis, B. and Lopez. R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.
- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy* (series). Ottawa, ON: Physical and Health Education Canada.
- Ratey, J. with E. Hagerman. 2008. *SPARK: The Revolutionary New Science of Exercise and the Brain*. New York: NY: Little Brown and Company.
- Redmond, K., A. Foran and S. Dwyer. 2010. *Quality Lesson Plans for Outdoor Education*. Windsor, ON: Human Kinetics.
- Rovegno, I., and D. Bandhauer. 2013. *Elementary Physical Education: Curriculum and Instruction*. Burlington: MA: Jones and Bartlett Learning.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics

ACTIVE FOR LIFE

GCO A: Students will be expected to demonstrate knowledge, skills, and attitudes necessary to be active for life.

A4.2 Students will be expected to apply effective motivation concepts that demonstrates effort toward mastery during different types of physical activities, and explain ways to apply these concepts effectively to other areas of school life

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Orienteering Scavenger Hunt.** During an orienteering like scavenger hunt throughout the school grounds, students collaborate in small groups to navigate to the different locations in the scavenger hunt activity. To make connections across the curriculum, collaborate with the classroom teacher to alternatively assess (e.g., through journaling) students' learning. Here, students have opportunity to explain other areas of school life where persistent behaviour, and the importance of focusing on the given task, is beneficial to them.
 - **Teacher Sample Comment:** Who can tell me why you were successful in this activity today? (*Prompt for: We didn't give up, We tried really hard, We followed your instructions and stayed focused.*) What other areas of school life might these behaviours help you to be successful? (*Prompt for: If we are struggling with a math problem, we might want to work with our classmates to figure out the correct way to complete the project.*)
- **Canoeing.** Students previously learned about paddling, the parts of the canoe, how to wear a personal flotation devise (PFD) properly, how to perform beginner strokes (i.e., power stroke, draw, push away, rudder), water safety, entering and exiting the canoe, and how to sit properly in the canoe. Physical educators ensure that the PFDs are Canadian Coast Guard approved and meet the physical education safety guidelines. In this activity, the physical educator calls out different strokes that were practiced on land, after students are in their canoes in the water. Physical educators can use give skill specific feedback and teaching cues related to the beginner strokes as they observe the hand position, paddle position, arm extension, and the core of the students' body in relation to the boat and water. Physical educators can formatively assess students' canoe stroking during this activity, and analyze students' performance to guide their future instruction. Discussions upon completion of class will afford the physical educator opportunity to determine students' understanding of how practicing these skills can be applied to other areas of student's lives.
 - **Teacher Sample Comment:** Please remember to keep enough space between you and the other paddlers so that no one gets hit during a practice stroke. Make sure that you focus on your hand positions and keep your core body stable in relation to your canoe and the water.

- **Adaptations for Students with Disabilities.** Students travel for time using a gait trainer or a wheelchair in accordance health-related physical fitness IPP goals while music is playing and while other students are working on cardiovascular endurance goals. All students record their time moving and their distance traveled. Modifications (e.g., safe travel zone, clearly marked boundaries) for students using adaptive equipment for mobility should be implemented. The physical educator can use skill specific feedback to students and ask them how their activities are helping them to get healthier and stronger. Physical educators ask students how to apply these behaviours to life away from physical education.
 - **Teacher Sample Comment:** I am so impressed with how far you have come in your distance and time since we began tracking your progress. Your persistence to meet these goals is fantastic. Thank you for trying so hard, and for being such a leader in the class. I appreciate how you apply every suggestion I give you and your positive attitude is really helping you. Where else in school do you think you could work like this.

Resources/Notes

Internet

- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Nova Scotia Department of Health and Wellness. 2012. "Thrive: A Plan for a Healthier Nova Scotia" Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsources.com (PhysEd Source n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.

- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. Windsor, ON: Human Kinetics.

ACTIVE FOR LIFE

GCO A: Students will be expected to demonstrate knowledge, skills, and attitudes necessary to be active for life.

A4.3 Students will be expected to apply appropriate safety and risk-management practices during physical education classes and identify how these practices enhance physically active living at home, at school, and in the community, including active transportation.

A4.4 Students will be expected to perform warm-up and cool-down activities and explain the health benefits

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Body Support.** Students work at the wall on upper body strength activities by working on hand stand with legs against the wall. Students should *not* have a spotter. Students should only walk their legs up the wall as high as they feel comfortable in doing so. Physical educators assess students' ability to participate safely in this activity (e.g., taking a break when body is tired; putting legs on the wall only at a height that the student feels comfortable with).
 - **Teacher Sample Comment:** Khalida, I love how you are taking breaks when you feel your arms get shaky, but then go right back up in your supported handstand. That is definitely the safe way to practice it. Can you think of a safe spot at home where you could practice this next to a wall? **(A4.1)**
- **Field Trip.** While walking to a community resource (e.g., pool to participate in swim to survive program, rink to go curling) students identify hazards and ways to reduce risk while practicing active transportation. Students self-assess their understanding of safety procedures prior to the field trip day responding to a scenario read to them (while they were in boat pose). Physical educators analyze responses and determine what topics, if any, need to be revisited prior to taking the students on the trip.
 - **Teacher Sample Comment:** Next class, we will have to walk through three traffic lighted crosswalks. What are some things we may want to do to make sure that we are safe?
(Prompt for: Press the button to highlight the person on the sign; listen to the signal that informs you it is safe to cross.) **(A4.3)**
- **Adaptations for Students with Disabilities.** Students with visual impairments learn to safely navigate the playing areas semi-independently with support of a peer. Physical educators assess students' understanding through oral communication on their understanding of all safety practices that need to be followed. Assessment occurs prior to participating in activities and student input is seriously considered to guide instruction.

- **Teacher Sample Comment:** Jake, I love you gave me the signal to let me know you were disoriented and confused. I want to make sure that when you do not feel comfortable with where you are, that you communicate this with someone immediately. Your safety is very important to us and we will do whatever we can to help you have a fun experience! **(A4.3)**
- **Adaptations for Students with Disabilities.** Students with visual and hearing impairments can create a safety plan that addresses obstacles and barriers related to their specific needs related to active transport. The destinations within this assignment should be directly related to their interests in physical activity as noted on their IPP. Physical educators assess students' safety plans to determine their understanding of best safety practice.
 - **Teacher Sample Comment:** Amelie, it is clear to me that you understand how your cane helps you identify obstacles such as sidewalk curbs, otherwise you could trip and injure yourself. Please keep practicing safety practices such as those you highlight! **(A4.3)**
- **Warm-Up for Urban Poling.** During an introduction to urban poling, students will self-design an individual dynamic warm up that considers movements for urban poling (e.g., large muscle groups). Physical educators assess students' understanding of the corresponding muscle groups during their warm ups.
 - **Teacher Sample Comment:** I like these warm up movements you are doing. It shows me that you understand our large muscle groups will be working hard in this activity. Why is it so important that we warm these muscles up? *(Prompt for: We will have less risk of injury.)* **(A4.4)**
- **Adaptations for Students with Disabilities.** When students without disabilities are given opportunity to choose their personal warm-ups for health-related physical fitness activities, students without disabilities should be given same opportunity as appropriate. Students can choose warm-up activities that warm-up muscles which will be exercised during activities that are in line with IPP goals. Physical educators assess students' understanding of choosing appropriate safe activities to warm up the areas of the body that are in line with IPP goals.
 - **Teacher Sample Comment:** Bernard, I see that you asked Adam to lock your chair prior to performing your warm-up activity today. That's fantastic. Thank you for being so focused on all aspects of your health and safety. **(A4.4)**
- **Active Learning related to Strand A.** During a health-related physical fitness cool-down, students stretch with a partner. While completing stretches clearly presented, students are to have a discussion around applying concepts learned related to physical fitness to their lives and relationships in the school community. Students are informally assessed, to guide physical educators' instruction, while the physical educator moves around the space listening to responses.
 - **Teacher Sample Comment.** Today you demonstrated a lot of persistency in your behaviour and you worked really hard. How could applying these practices to your relationships help you? *(Prompt for: You can work hard to support others, You will not give up on others, You will encourage others to follow directions to get the job done well.)*
- **Active Learning related to Strand B.** Upon completion of different activities in Strand B (i.e., dance, educational gymnastics, games, individual pursuits), physical educators facilitate discussion around the application of lessons to students' lives and relationships throughout school. Physical educators assess students' ability to make these connections through discussions, exit slips, or in journal entries in collaboration with the classroom teacher.

- **Teacher Sample Comment.** I witnessed a lot of fair play here today, which really pleases me. I wonder where you might apply these fair play practices at other times of the school day? *(Prompt for: Being honest during homework and tests, Doing a fair share of work during group projects, Making sure we play fair at recess and lunch time.)*
- **Active Learning related to Strand C.** Upon completion of different activities in Strand C (i.e., personal and social responsibility, care and compassion, valuing the expression of feelings), physical educators facilitate discussion around the application of lessons to students’ lives and relationships throughout school. physical educators assess students’ ability to make these connections through discussions, exit slips, or in journal entries in collaboration with the classroom teacher.
 - **Teacher Sample Comment.** Why is it important that you don’t just honor topics such as respect, caring, and expressing feelings in PE class? *(Prompt for: The whole school will benefit if we all apply these lessons to our school life outside of PE, We will feel better about ourselves as members of the school community if make good choices in our behaviours.)*
- **Adaptation for Students with Disabilities.** A clear structure is established for this active learning time at the beginning of the school year. This will help students who live with attention deficit hyperactivity disorder, or other behavioural disabilities. A clear routine will increase the likeliness of their staying on task when the physical educator pauses an activity to help students connect their learning to life away from physical education. Students with physical disabilities are given opportunity to make specific connections related to their IPP goals, and give examples of how they could work on these goals outside of school. Students with intellectual disabilities use a Picture Exchange Communication System (PECS) to communicate information to the teacher related to their experiences and their IPP goals, and to demonstrate an understanding of connecting the activities to life away from physical education. Physical educators use questions and prompts that relate directly to students’ and family’s input regarding students’ interests and preferred forms of physical activity away from school.
 - **Teacher Sample Comment.** According to the goals you set earlier in the year, I know you are looking forward to trying out for the Nova Scotia Parasport swim team. You are really improving your upper body strength and endurance which are so important for swimming. Keep up the great work! I cannot wait to email your parents and let them know how hard you are working in physical education class.

Resources/Notes

Internet

- Bonnie’s Fitware: www.pesoftware.com (Bonnie’s Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Nova Scotia Department of Health and Wellness. 2012. “*Thrive: A Plan for a Healthier Nova Scotia*” Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)

- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsource.com (PhysEd Source n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.

SKILL AND MOVEMENT CONCEPTS

GCO B: Students will be expected to demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits.

B4.1 Students will be expected to demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits

B4.2 Students will be expected to demonstrate competency in skill combinations and movement concepts while applying offensive and defensive strategies

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Dance. Dance Combination.** Physical educators create and teach a movement combination using age appropriate movements with upbeat tempo music. Or, students create the movement combination once steps have been taught. The combination might include the following: *Pivot turn:* Step forward on one foot; pivot and turn away from that foot; keeping the balls of the feet on the floor while turning to face back; step forward again on the same foot; pivot turn away from that foot again, still keeping the balls on the feet planted on the floor. The sequence will be: step, pivot, step, pivot. *Isolations:* Isolations are movements of a single body part as opposed to whole body movement (e.g., a sharp focus of the head to one side, circling a shoulder/shoulders back, moving the hips side to side). *Grapevine step:* Step side, cross step behind, step side, cross step behind, repeat. Add in clap and jump at the end of a grapevine sequence (e.g., side, behind, side, behind, side, behind, side, jump and clap). The combination should consist of no more than 48 counts, using 4/4 time (counting to eight and starting back at one). Physical educators formatively or summatively authentically assess students through their dance performance.
 - **Teacher Sample Comment:** I love how you keep the balls of your feet in contact with the floor at all times. These isolations are great, as one body part moves, the rest of you is frozen. I hope the clapping of my hands helps you to keep time to the music. **(B4.1)**
- **Dance. Remote Control.** Students line students up side by side. The physical educator stands at the other end of the room with a remote control in hand (or pretend). Students are to follow the following cues: *Play:* Move forward in real time. *Fast Forward:* Move forward at a fast speed. *Rewind:* Moving backwards in a fast speed. *Pause:* Freeze. *Slow Motion:* Moving forward in a slow speed. *Stop:* Go back to the beginning line to start again. Give students different *themes* (e.g., underwater sea animals on National Geographic, professional athletes on TSN, jungle animals on Animal Planet). Students are assessed on movement concepts during this activity, as long as they are reminded to perform tasks correctly, and not worry about where they are in relation to peers. Students are told prior to this activity that they will be assessed.

- **Teacher Sample Comment:** Remember all, the object is not to get to the front of the room first. The object is for you to turn into all of these characters, and to move in the different speeds and spatial directions given. **(B4.1)**
- **Educational Gymnastics. Rockin’ Robin.** Space the mats within the boundaries set for physical activity, with enough space between them for safe movement. At one end of each mat place a laminated picture of different skills students have previously been taught (e.g., forward rocker, frog jump, forward roll, egg roll, log roll, pencil roll, backward roll, mule kick, backward rocker). Students travel (e.g., galloping, skipping) through general space within boundaries without touching the mats, when music starts. When the music stops, students get into groups of no more than 3 behind each mat. The group of students read the card and perform the skill and take turns performing the skill on their mat. Physical educators replay music when students each perform the skill two times. If this toward the end of a unit, students are summatively assessed on their skills throughout this activity and are aware that they are being assessed.
 - **Teacher Sample Comment:** I love how you are performing these skills safely and following the instructions. Make sure that you really tuck your chin prior to performing the egg roll. As well, make sure that your wrists and shoulders stack when performing your mule kicks. **(B4.1)**
- **Educational Gymnastics. Tornadoes.** Students will play game Tornadoes. Students will travel around the marked playing area using the specified locomotor skill. When the physical educator calls out “tornadoes” and a group size, the students: form that number; join hands; and, spin in circle until the teacher calls “switch”. Then, the students go back to traveling safely through space. Physical educators assign varying skills and movement concepts to this game in terms of travel and how the groups will move when they form. Once the students are aware of specific skill theme and movement concept criteria, and that they are being assessed, the physical educator formatively or summatively assesses their skills and movement concepts during this game.
 - **Teacher Sample Comment:** I love to see how you all are maintaining proper form as you skip through the space as you maneuver around your peers. It was awesome how this group remained spinning as a low level tornado the entire time. Cassandra thank you for making sure that Aiden was welcomed into your group due to the odd number of students in this class. **(B4.1)**
- **Games. Geography Disc Golf.** This activity is similar to Frisbee golf and suggested to be done in collaboration with the classroom teacher. Students have prior knowledge of Canada’s provinces and capitals. Students will work together to build the golf holes in the shape of a Canadian province. Students collaborate in small groups privately to decide which province they would like to make for their golf hole. They also need to identify the capital of that province. After choosing a province, they use 8-12 jump ropes to draw the borders of their chosen province. They also write the capital on the card and place it on a tall cone in proper location within the province. Students should build their capitals while moving in a bear crawl. Students have 5 minutes to illustrate their map and to label the capital. They are not to tell anyone what their province and capital are! While students are doing this, the physical educator places cones within the provinces to serve as targets. They also place polyspots (i.e., teeing areas) based on where the students are putting together their province. Physical educators should vary the distance of the holes. Students then work with a partner, a scorecard, and a Frisbee. They decide who will throw first and then they alternate throwing the Frisbee trying to hit the cone in the province. Students send the Frisbee and try to hit the target (i.e., cone in the province). Students throw from where the Frisbee lands, not where it rolls. The object is to hit the provincial capital in the least amount of throws. At each hole or tee have the students record

number of throws they had on their scorecard. Also, have the students record their guess as to what province and capital for each hole. Tell them to keep their guesses to themselves. Students are to perform a cardiovascular activity (e.g., run two laps, jump rope 20 times) after completing each hole as reward for completing a hole. Upon completion have the students write their collective score on the board and their guesses at the provinces and capitals. Various sending methods (e.g., kicking, throwing) can be used in this activity. Math can also be incorporated by having students multiply their scores by particular numbers. Physical educators authentically assess students Frisbee throwing during this activity, as long as students know that they are being assessed and what the criteria is. Other sending skills can be assessed in this same way if the game is modified.

- **Teacher Sample Comment:** Trent I love how you are using a peace sign when you grip the Frisbee. Chloe your arm is close to your body, but not too tight against it, which is perfect form. Pias make sure that you step forward with the same hand that you are throwing your Frisbee with. **(B4.1)**
- **Games. Cage Ball.** Physical educators set up a large playing area. There should be at least one foam or gator skin ball per student. Physical educators explain to the students that they will be throwing during this activity. Students are divided into four groups and each group stands evenly spaced along one side of the playing area square. The cage ball is placed in the middle of this square. The interior of the large square is known as the "Danger Zone"; players are not permitted to enter this zone. Also, let students know that all play must cease when the physical educator's "stop" signal is given. Each student has a ball to begin each round. The physical educator gives the "start" cue and students begin to send all the balls using an overhand throw or underhand throw (i.e., depending on the distance of the cage ball to the students at the time that they throw). Students choose what throw is best. The object is to hit the cage ball with enough force that it will roll across another side of the square, or that it will stay out of their side. If the cage ball crosses over one group's playing area that side gets one point and then the ball is placed in the middle of the square and play begins again. The object of each round is to collect as few points as possible. The cage ball is not allowed to touch any students at any time. While students are playing, physical educators can assess their ability to perform the overhand and underhand throws correctly according to the cue(s) being used when these skills are taught. Students transition to plank/forearm plan when the physical educator should periodically "stops" the activity to give the group feedback on their throwing technique.
 - **Teacher Sample Comment:** I am so pleased with what I am observing. Russell you continuously stand sideways in a good straddle position which is fantastic. Anna since you rotate your hips and shoulders, you are generating exceptional power in your throw and this is why you are so successful in keeping the cage ball far away from you. Class, be sure that you step in opposition and follow through with lots of power! **(B4.1)**
- **Individual Pursuits. Team Building Group Juggle.** Working collaboratively, small groups identify and apply specific strategies to complete different tasks given by the physical educator. Students can send, receive, and possess different objects with and without implements (e.g., different size and textured balls, bean bags, badminton shuttles, rubber chicken) in attempt to successfully move through all members of the group without dropping an object. This activity is a good one at the beginning of the year so students can work together, learn names, and learn how to give positive and specific feedback to one another. It can also be effective as a culminating activity where physical educators assess students' ability to send and receive in relation to corresponding criteria. Physical educators vary this activity by adding additional objects to the rotation, requesting students say peers' names throughout the activity, etc.

- **Teacher Sample Comment:** Claude it is wonderful how you remember to bend your knees each time you catch the ball. Jane I love how you keep your eye on the bean bag at all time. This is really helping ensure that you are successful when receiving the ball. **(B4.1)**
- **Individual Pursuits. Gym Maps.** Students will learn to read maps and map legends (keys) and identify a variety of symbols that may be found on maps. Players form pairs and use 1 gym map and 1 map legend. The gym map will show equipment and boundary lines so students know where to travel. Partners decide who will hold the map while traveling together and who will be responsible for carrying the map legend (i.e., key) The map key tells students how to travel from spot to spot. Partners work together to find the starting place (each map is different), move in the right directions, and using the assigned locomotor skills to travel through general space. All groups are moving at the same time through different parts of the room following their own uniquely designed map. When the course has been completed, students hold the map in the air, switch maps with another group and begin again. Partners switch roles. Physical educators informally assess students' understanding of map reading throughout this activity, and formatively assess their understanding by requesting students to complete an exit slip upon completion of class.
 - **Teacher Sample Comment:** What types of locomotor travel did the map legend request you to move in? What cues did you use to gallop so efficiently (*Prompt for: I made sure I extended my lead leg.*) Great! Now, we will repeat this activity. This time, remind yourselves that the goal is to perform the tasks properly, not to try and complete the map legend commands as fast as possible. **(B4.1)**
- **Defensive Strategies. Mush Ball.** Small-sided game played within clearly marked boundaries. Students try to send a ball to a teammate who receives it in their end zone. The defensive team (i.e., team without possession) works to deny space and cover space to force an interception or turn over. This game can be played with a gator skin ball to develop passing or a soccer or playground ball to develop kicking. A combination of dribbling and kicking can also be used in this game. One point is awarded each time the defensive team forces an interception or turn over. Games last three minutes and one point is awarded to the team who wins each 3-minute game. Teams rotate every 3 minutes and play another team. Students are authentically assessed formatively or summatively during this activity.
 - **Teacher Sample Comment:** Connor I love how you moved forced your opponent to the outside of the playing area. This really decreased the amount of space that Reagan to complete a pass. **(B4.2)**
- **Defensive Strategies. Take Away.** Students have a cloth or pinnie tucked in the back of their shorts. Students try to take the cloth or pinnie away from their partner while protecting their own cloth or pinnie at the same time. Physical educators use formative assessment to give skill specific feedback related to how the students are applying defensive strategies (e.g., ready position).
 - **Teacher Sample Comment:** What are some ways that you can make sure that your partner does not get your cloth? (*Prompt for: I can use fakes or dodges to keep my partner from being able to reach my cloth; I can keep my feet moving quickly and not glued to the floor so that I can quickly move my body to an angle that will make it difficult for my partner to grab my piece of cloth.*) **(B4.2)**
- **Offensive Strategies. Catch-5.** This is a small-sided game (i.e., 4-5 students on each side). Students move throughout a playing area and try to make 5 complete passes in a row. Once 5 passes are made, the opposite team gains possession. If there is an interception, the team that intercepts the object immediately becomes the offense. This can be played with different

objects and with or without implements. This activity can be used as an authentic assessment for students' offensive strategies (e.g., cutting to space, sending lead passes, changing speed). Formative assessment is applied in this activity to offer skill specific feedback to students based on skill cues.

- **Teacher Sample Comment:** Tamar it is so wonderful to see how you sped up to move away from an opponent, and then you called for the ball. This allowed you to become open, and to receive the ball with less chance of causing an interception. **(B4.2)**
- **Offensive Strategies. You Can't Touch This.** This is a small-sided game (i.e., 4-5 students on each side). 20 X 20 playing grids are clearly marked in the playing area. Students try to maintain possession of an object, and then try to score a point by sending an object to a teammate who receives the object in an end-zone. If one team scores a point, the other team begins the next round of play. Games should last 3 minutes and teams should rotate to play other teams. Teams keep ongoing track of their score, and the team with the highest total at the end of class is declared the winner. Physical educators can authentically assess students' ability to apply offensive strategies (e.g., cutting to space, sending lead passes, changing speed) to this game, in addition to assessing defensive strategies and students' sending, receiving, and possessing skills. Formative assessment is applied in this activity to offer skill specific feedback to students based on skill cues.
 - **Teacher Sample Comment:** Class, we need to make sure that we move in ways that take up all our playing space. Try and move to open space when your team is in possession. **(B4.2)**
- **Adaptations for Students with Disabilities.** Use coloured gymnasium tape to help students understand how to move their arms and legs in opposition as they perform specific locomotor movements (e.g., running, skipping) and manipulative skills (e.g., throwing, rolling, kicking) within different types of physical activities on different surfaces. Adapt game rules (e.g., additional time to possess objects), modify playing area (e.g., increase playing area to decrease onset of defensive pressure situations) and modify equipment (e.g., larger and softer equipment) to increase students' opportunities to experience success. Collapsible balls and oversized balls aid in students' ability to track, receive, and send. Visuals and prompts are used to increase students' understanding of tasks and instructions. Velcro gloves and balls are used to help students experience success while receiving objects. Imaginary bubbles may be in place to ease anxiety for students who do not like others in close proximity. Teacher's assistants and physical educators facilitate peer interaction as much as possible between students with disabilities and peers without disabilities. Activities, as much as possible, are adjusted to be in line with students' IPP goals and objectives.
 - **Teacher Sample Comment:** Nicole, can you please make sure that you put both your arm and leg forward that has purple gymnasium tape on it? That's better. Now, you are moving your arms and legs in opposition and can move more efficiently. **(B4.1, B4.2)**

Resources/Notes

Internet

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)
- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Paralympic Committee: *IMPACT – Its more than Sport*: www.paralympic.ca (CPC n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- Nova Scotia Department of Health and Wellness. 2012. *“Thrive: A Plan for a Healthier Nova Scotia”* Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013.)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsources.com (PhysEd Source n.d.)
- Ruschkin: Up Down All Around: www.ruschkin.com (Ruschkin n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., Egnor-Markos, N.J. and Walker, P.J. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.
- Griffin, L. L., and J. I. Butler. 2005 (Eds). *Teaching Games for Understanding: Theory, Research, and Practice*. Windsor, ON: Human Kinetics.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. Windsor, ON: Human Kinetics.
- Lund, J.L. and M. Fortman-Kirk. (2010). *Performance-Based Assessment for Middle and High School Physical Education*. Windsor, ON: Human Kinetics.

- Mitchell, D., Davis, B. and Lopez. R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.
- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy* (series). Ottawa, ON: Physical and Health Education Canada
- Rovegno, I., and D. Bandhauer. 2013. *Elementary Physical Education: Curriculum and Instruction*. Burlington: MA: Jones and Bartlett Learning.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics

SKILL AND MOVEMENT CONCEPTS

GCO B: Students will be expected to demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits.

B4.3 Students will be expected to demonstrate decision-making skills while applying skill combinations, and movement concepts as adaptations are placed on settings, space, time, rules, and tasks .

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Dance and Educational Gymnastics. Circle your Partner.** Students work collaboratively in pairs. One student uses his/her arms to create a circle around a body part of her/his partner. The student with the circle around her/him then tries to remove the body part without it touching her/his partner. Partner roles switch each round. Physical educators can assign different adaptations (e.g., move at low level, balance on one leg) as the game progresses. Physical educators can authentically assess students' decision making skills throughout this game that impact their ability to perform the task without touching partners.
 - **Teacher Sample Comment:** What helped you to be successful that round? *(Prompt for: I thought about how I would move before I moved; I focused on a spot on the wall that doesn't move so that I could maintain my balance before I began; I bent my knees so that I was less likely to lose my balance.)*
- **Games and Individual Pursuits. Snow Shoe Capture the Flag.** In an outdoor space students will play capture the flag while wearing snowshoes. Skills previously taught include: proper way to fit and wear snowshoes; perform the stomp and stride movement; safe running (i.e., no tackling, bumpers up); and extended arm swing in opposition of leg stepping). Teams strategize snow maneuvers to obtain the oppositions' flag. Physical educators authentically assess students' stomp and stride technique, their ability to turn left and right, and their ability to get up after falling town (i.e., Armadillo position, toe push, partner pull).
 - **Teacher Sample Comment:** What are some ways that we can maneuver efficiently and effectively during this game in the snow? *(Prompt for: I can make sure that I keep my lower leg's knee down and turned in the direction of travel; I can make sure that I use my arms to help gain momentum; I can make sure to roll on my back as soon as I fall down so that I can quickly get back up again.)*
- **Games. Non-Elimination Pursuit and Evade Games.** During pursuit and evade games, physical educators can pause the activity and modify game. Modifications can be made to space, time, rules and tasks. Physical educators formatively assess students' ability to apply the new descriptions within the game by observing students.

- **Teacher Sample Comment:** What types of things might help you in this round since we are adding more taggers? (*Prompt for: I will need to make sure that I move with my head up at all times; I will need to make sure that I am on the balls of my feet when I am stationary so I can move quickly.*)
- **Dance. Name Spelling.** Students create and spell the letters of their names using their bodies. Remind students to use all their body parts, to move with full-body movement, and to not just use their hands to make the letters. Once this task is complete, students add in movements/transitions to go in between the letters. This will allow the letters to flow from one to the next seamlessly (i.e., instead of moving straight from the letter ‘s’ to the letter ‘t’, add in a turn or a swing or a swaying movement to create a transition). Create transitions between every letter to create a dance sequence. Students may then perform their ‘name sequences’ with the class. Physical educators summatively assess students on their ability to apply instructions to the previously completed task.
 - **Teacher Sample Comment:** How did developing and adding in the moving transitions effect the shapes you designed for your names? (*Prompt for: I had to make sure that the end of my transition allowed me to begin moving in the shape of the upcoming letter; I had to practice in a focused way so that I would remember how all the letters flowed into each other.*)
- **Adaptations for Students with Disabilities.** Students with disabilities may need additional time to consider their options related to decision making in different types of physical activities. Others may need visuals and prompts from physical educators, teacher’s assistant, and peers so mastery is more possible. Students with disabilities may need more time than their peers to consider their options related to decision making in physical education. Some students may need visuals (e.g., images, white boards) and additional prompts to reinforce the modifications or adaptations that were made by the physical educator. Students who live with intellectual disabilities should be given appropriate prompts, visuals, Picture Exchange Communication System (PECS), and storyboards to help them communicate responses related to motivation and learning readiness during assessments. Students with hearing impairments should have visuals and be placed in close proximity
 - **Teacher Sample Comment:** How can you increase your chances to catch the rubber chicken? (*Prompt for: I can bend my knees and keep my heels off of the floor.*) Can you please hold up the body part that will catch the rubber chicken? (*Look for arms to be extended.*)
 - **Teacher Sample Comment:** The next time we play, there will be two taggers and they will be wearing yellow pinnies. How will you react when I say “GO”? (*Prompt for: I will move as fast as I can away from those two students wearing yellow pinnies; I will make sure to move throughout the space and not get stuck in a corner because there I will be easily tagged.*)

Resources/Notes

Internet

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)
- Bonnie’s Fitware: www.pesoftware.com (Bonnie’s Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)

- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- Nova Scotia Department of Health and Wellness. 2012. *“Thrive: A Plan for a Healthier Nova Scotia”* Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator’s Resource*; www.physedsources.com (PhysEd Source n.d.)
- Ruschkin: *Up Down All Around*: www.ruschkin.com (Ruschkin n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers’ Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.
- Kassing, G. and J. M. Danielle. 2003. *Dance Teaching Methods and Curriculum Design*. Windsor, ON: Human Kinetics.
- Mitchell, D., Davis, B. and Lopez, R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.
- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy* (series). Ottawa, ON: Physical and Health Education Canada.
- Redmond, K., A. Foran, A. and S. Dwyer. 2010. *Quality Lesson Plans for Outdoor Education*. Windsor, ON: Human Kinetics.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics

LIFE SKILLS

GCO C: Students will be expected to participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility.

C4.1 Students will be expected to apply effective coping strategies and peaceful conflict resolution skills across learning experiences in physical education and explain ways to connect these to other areas of school life.

C4.2 Students will be expected to demonstrate proper care for the built and natural environments .

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Effective Coping Behaviours. Nordic Skiing, Ascending Hills.** Previously learned skills include, ski and ski boot fitting, proper clothing, a crouched stance, and the glide and stride locomotor movement. In this activity, students will practice the Hearing Bone maneuver (i.e., set up, life ski, point toe as wide as possible/comfortable, plant ski at 45 degree angle, lean forward in the stance and push the legs, roll ankle slightly the outside edge of the ski and push; time the plant of the second ski; repeat with opposite foot). Physical educators teach students this skill on a moderate (i.e., not steep) incline. Ideally, a location would provide different elevations to differentiate instruction for students' practice. Students are also taught coping techniques (e.g., deep and calm breathing so put mind at ease; take breaks when they feel themselves getting frustrated; calmly raise hand and ask physical educator or a peer for suggestions). Physical educators formatively assess students' ability to apply calming techniques during their experience ascending the hill. Formal assessments can occur in collaboration with the classroom teacher through a journaling activity. Through journaling, students suggest how these same techniques can benefit their life related to academics and friendships.
 - **Teacher Sample Comment:** Where in life would calming techniques help you be successful? (Prompt for: When I am scared to take a test, these breathing techniques can help me to stay calm; If I am frustrated with a friend I can step back and count to ten so that I do not say something that is not kind.) **(C4.1)**
- **Peaceful Conflict Resolution Skills. Rock, Paper, Scissors.** This activity can be applied to any physical activity, and can be used when students disagree on a suggestion or a call in a game. Students should be taught to use the "rock, paper, scissors" strategy in order to minimize disruption to the group's success. It is essential that physical educators teach students when it is appropriate to use the "rock, paper, scissors" strategy for conflict resolution, and when a more mindful approach to conflict resolution should be taken (e.g., they would not use this strategy when deciding whether or not to cross an ice surface that has not be checked for its depth). An active discussion at the end of class serves as a formative assessment on conflict resolution. Exit

slips are used to collect formal assessments so all students' understanding, or lack of understanding, and documented to guide future instruction.

- **Teacher Sample Comment:** I love how you all used “rock, paper, scissors” when you could not decide if the foot was out of bounds during that play. When else can you apply this strategy (*Prompt for: At recess; During lunch time intramurals; When we play soccer after school while waiting for the bus to arrive.*) **(C4.1)**
- **Care for the Environment. Minding the Environment.** During all types of physical activities (i.e., dance, educational gymnastics, games, individual pursuits), students should be aware of the surroundings and care for the environment. When physical educators observe proper care (i.e., compassionate initiative) for the environment, they: pause activities; have students do a stationary activity that promotes health-related physical fitness; and highlight the behaviour that was observed. Physical educators assess students' behaviour related to care and compassion for the environment on an ongoing and authentic basis. Physical educators formally assess students' understanding through exit slips, verbal communication and journaling.
 - **Teacher Sample Comment:** Class, please pause and move into a plank or modified position. Great! Thanks! I just wanted to compliment Takia for picking up a piece of trash when she did not know I was looking. It is clear that she understands the importance of not littering, but also the importance to pick up litter. What are some other ways we can demonstrate care for our school's property? (*Prompt for: We can talk to our principal and try to get more recycling and trash bins around our school.*) That's a fantastic suggestion! Okay, when I say “go” I want everyone to stand up and begin playing immediately. Ready, “Go!” **(C4.2)**
- **Respect for Self and Others. Inviting Voices.** During all types of physical activities (i.e., dance, educational gymnastics, games, and individual pursuits), students should be aware of the importance of using inclusive language and practicing anti-bullying behaviours. When physical educators hear inclusive voices (i.e., inviting to all, non-discriminatory, anti-bullying), they: pause activities; have students do a stationary activity (e.g., wall sit) that promotes health-related physical fitness; and highlight the behaviour that was observed.
 - **Teacher Sample Comment:** Aalem, I love how when one of your teammates described himself in a negative way, you made sure that he knew his mistake was okay and that he is still a great student because he tried. What was even more impressive, was how you made sure to include him as soon as the game started again. Class, when else during our school day can we behave in this way? (*Prompt for: When we are working in our math groups and someone gets frustrated; When we see friends look sad, we can them if we can help; If we see someone being bullied, we can make sure we let a trusted adult know about it and we can try to make the person bullied feel better.*) **(C4.2)**
- **Adaptations for Students with Disabilities.** A structure should be established so that routines are in place to minimize distractions through management time. Proximity strategies are applied for students who have behavioural disabilities and Picture Exchange Communication System (PECS) may be used for those who live with Autism. Storyboards are used to help students who have difficulty expressing their feelings and speaking for themselves. Physical educators use hand signals, sign language, and visuals to support students who have a hearing impairment or auditory processing difficulty. If students are performing a stationary task while the physical educator is talking about life skill topics, a student who uses a wheel chair can work on chair raises with the chair locked. The alternative tasks assigned to students with disabilities should directly support her/his IPP goal(s). Physical educators assess students' personal and social responsibility through authentic assessments and through formative and summative written or oral assessments.

- **Teacher Sample Comment:** Ben, great job exercising your arm. You are well on the way to developing that upper body strength you want for wheelchair basketball. Also, I love how you calmly you asked for support when you were unable to move your chair because a friend left an obstacle in your way. Even though you were frustrated, you remained calm and you did not get upset with her. Those breathing exercises are really working! You are an incredible role model to your peers and I hope you will continue to make such great choices. (C4.1, C4.2)

Resources/Notes

Internet

- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Conley, C.A., Danish, S. J., and C. D. Pasquariello. 2010. "Sport as a Context for Teaching Life Skills," *Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners*, 168–176. New York, NY: Routledge.
- Danish, S. J. 2002. "Teaching Life Skills through Sport," *Paradoxes of Youth and Sport*, 49–60. Albany, NY: State University of New York Press.
- Gay, G. 2010. *Multicultural Education Series: Culturally Responsive Teaching* (2nd ed.). New York, NY: Teachers College Press.
- Hellison, Don. 2003. *Teaching Responsibility through Physical Activity*. Champaign, IL: Human Kinetics.

LIFE SKILLS

GCO C: Students will be expected to participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility.

C4.3 Students will be expected to describe their feelings having collaborated with others and explore other areas within school life where collaboration could be beneficial to them and others.

C4.4 Students will be expected to identify positive attributes of a group member during different types of physical activities, and explore other areas of life where they could use these attributes.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Example

- **Describing Feelings. Cooperative Games, Human Knot.** Students stand shoulder to shoulder in a circle with approximately 8-10 students in each circle. The physical educator instructs students to put their right hand up in the air, and then grab the hand of someone across the circle from them. Then, students are instructed to put their left hand up in the air and grab the hand of a different person. Physical educators check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly next to them. Students are to untangle themselves to make a circle without breaking the chain of hands. If students break the chain, their group needs to start over. Once students experience success in this activity, time adaptations, blindfolds, or requiring students to perform activity while balancing on one leg can be applied. Physical educators can have students express the different feelings they experienced upon completion of the activity. Students are informed that they are being assessed on their ability to express their feelings, and not on what they felt. Students can be assessed through verbal communication, exit slips, or through journaling.
 - **Teacher Sample Comment:** What are some feelings that you experienced throughout this activity? (*Prompt for: I was frustrated when we kept breaking hands; I was pumped the first time we completed the task, and even more pumped when we were able to do so even though you gave us a time limit; I was upset when two group members were not trying hard because I wanted us to master the task; I was surprised by some of the great comments that some shy members gave and I think that I should listen to what they have to say more often.*) What are some other times during your day when working with others would be helpful? (*Prompt for: When we are doing group work in the classroom; When my brother and I have to clean up our things it would go faster if we helped each other.*) **(C4.3)**
- **Collaboration. Effective Team Work.** Good team members exhibit traits that are helpful to the entire group (e.g., good listeners, use effective and supportive language, have positive body language). Collaborative experiences often exist in dance, educational gymnastics, games, and individual pursuits. Physical educators continuously remind students of traits that good team members exhibit. Physical educators pause activities, and have students perform stationary

fitness task, while a positive example of a good group member is highlighted. Students are involved in determining what positive traits make up a good group member. Authentic assessment serves as formative or summative assessment related to these traits (e.g., use of inclusive language, listens to others' suggestions and comments). Students should understand the criteria established by the physical educator to determine these traits and know when they are being assessed.

- **Teacher Sample Comment:** What are some examples of good teamwork that you observed or experienced today? (*Prompt for: Deshawn listened to my suggestion during the Human Knot activity, and I don't always feel like people care to hear my suggestions; Heather made sure that everyone had a turn to give a suggestion when our group did the Human Knot activity which I thought was really nice.*) Great! What other areas of school life would these types of behaviours be helpful? (*Prompt for: When we work in groups and learn new things in the classroom; When we are playing games at recess; When we participate in our outdoor activity club after school.*) **(C4.4)**
- **Adaptations for Students with Disabilities.** Students are given extra time as needed to communicate feelings in terms of oral or written communication. Students are offered choice of how to express their feelings. Images of different expressions that represent different moods are shown to help students communicate their feelings (e.g., students can point to image that best illustrates how they feel). Storyboards are used to help students who find it difficult to express their feelings and articulate their thoughts. Physical educators assess students' ability to express their feelings based on students' feedback. Additional prompts are used to encourage students to respond. Physical educators provide examples to the students to ensure the question is clear.
 - **Teacher Sample Comment:** Bryce, thank you for sharing your feelings with me. I think that it is wonderful you are having a fun time in physical education. I also want you to know that I will make sure that I plan lessons whereby you are able to participate or work on your IPP goals so that you do not feel excluded. I understand that it hurts your feelings when you feel you are excluded and so please continue to communicate this with me. **(C4.3, C4.4)**

Resources/Notes

Internet

- OPHEA: Healthy Schools, Healthy Communities: www.ophea.net (OPHEA n.d.)
- Palaestra: The Forum of Sport, Physical Education and Recreation for Those with Disabilities: www.palaestra.com (Palaestra n.d.)
- PE Central: The Premier Website for Health and Physical Education: www.pecentral.org (PE Central 2013)
- PHE Canada: Physical and Health Education Canada: www.phecanada.ca (PHE Canada n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.

- Conley, C.A., Danish, S. J., and C. D. Pasquariello. 2010. "Sport as a Context for Teaching Life Skills," *Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners*. New York, NY: Routledge.
- *Comprehensive Guide for Students and Practitioners*, 168–176). New York, NY: Routledge.
- Danish, S. J. 2002. "Teaching Life Skills through Sport," *Paradoxes of Youth and Sport*, 49–60. Albany, NY: State University of New York Press.

Physical Education 5

ACTIVE FOR LIFE

GCO A: Students will be expected to demonstrate knowledge, skills, and attitudes necessary to be active for life.

A5.1 Students will be expected to demonstrate an understanding of health-related physical fitness components and develop SMART goals for health-related physical fitness.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Physical Fitness Card Game.** A visual is posted displaying what cards represents what fitness task (e.g., King=1 push-up or modified push-up; Queen= hold plank or modified plank for 10 seconds; Jack = 1 squats or squat jumps; Hearts = that number of wall jumps; Spades = Hold boat pose for that many seconds; Diamonds = that number of mountain climbers; Clubs = that number of alternating lunges; Aces = 1 star jump; Joker = whenever it is chosen, the student who chooses it yells “joker” and everyone stops immediately and runs a lap within designated boundary lines. Students can participate in this activity alone, with partners, or in small groups. Physical educators remind students that this is not a race, and that it is more important to perform the exercises correctly (i.e., safely) than it is to move through more cards than others. Physical educators assess students' understanding of why they are performing these tasks through exit slips, through individual communication as students participate in the activity, or through whole group discussion while students stretch at the end of the activity.
 - **Teacher Sample Comment:** When you chose a queen of any suit, you were to hold your plank or modified position for 10 seconds. How does plank pose strengthen your body? (*Prompt for: Plank pose works our core and when we have a strong core we will be less likely to develop back pain; plank pose develops muscular strength in our arms.*) You are both correct! Be sure to stack your wrist, elbow, and shoulder joints when in plank pose so that you do not put stress on any body part.
- **Fitness Stations.** Fitness station cards are distributed throughout the teaching space. Fitness stations are chosen to represent a balance of the different areas of health-related physical fitness. Before beginning the activity on each fitness station card, students go “back to back” with a partner, and pretend to be sitting on a chair. They look at the station card and determine the amount of repetitions, or total time, they are to complete for that station. Physical educators discuss with the classroom teachers any multipliers or divisibles that students need extra practice with. Thus, a fitness station card might read: Hold superman pose for 7×8 seconds; or, Perform 3 sets of $56 \div 9$ squat jumps. Physical educators assess students' understanding of why they are performing these tasks through exit slips, through individual communication as students participate in the activity, or through whole group discussion while students stretch at the end of the activity.

- **Teacher Sample Comment:** How did these activities help you to get more fit? (*Prompt for: the poses at the yoga station helped us to increase our flexibility, and this will make it easier for us to move when we are playing, dancing, and exercising; the superman pose tones our abdomen, arms, and lower back muscles and stretches our spin.*)
- **Smart Goals.** The class will be divided into five groups and each group will begin at a station (stations are numbered 1-5). Each station has a fitness task assigned to it and the tasks represent a balance of the different types of health-related physical fitness. When students complete the task, they take the word and explanation that was placed in an envelope at that station. The five words placed throughout the stations are: Specific, Measureable, Attainable, Realistic, Timely. The definitions that follow explain how the goal should be established in relation to the word. For example, it should be a specific goal that is clear (e.g., I will be able to run at a “talking” pace for 1 mile without walking). The students discuss terms and help one another understand what it means. The group discussion occurs while students are stretching in the position listed on the term card. When the physical educator instructs students to “switch” groups move to the next station. Students have time to move through all five fitness stations and to discuss the term while performing each of the five assigned stretches. Physical educators formatively assess students’ understanding by rotation through stations and listening to students’ discussions. They can also ask students questions about each aspect of SMART goal setting to further check students’ understanding. Physical educators give exit slips or quizzes related to SMART goal setting to guide their future instruction. Later, students are required to set SMART goals based on these principles and these should be submitted to the physical educator. These goals can be established as homework, in collaboration with classroom teacher, or during physical education. If during physical education class, students write the goals while sitting in a wall sit or performing another stationary physical activity so valuable activity time is not hindered. Physical educators assess students’ responses to determine if they are in line with the SMART goal setting principles.
 - **Teacher Sample Comment:** When we set SMART goals, we want to make sure that they are in line with the SMART goal setting principles. What are the SMART goal principles you learned about today? (*Prompt for: Goals should be measureable so that we know if we achieved them or not; we should make sure that we set goals that are possible for us to reach so that we do not become discouraged; Goals should be realistic given the opportunities we have to work on them.*) Awesome! Why is it important that we think about working toward our goals when we are outside of school? (*Prompt for: We need to make sure that we have more physical activity time than just what we get in school so that we are more likely to be active enough where we will receive health benefit.*)
- **Adaptations for Students with Disabilities.** Spaces utilized should be wheelchair accessible as much as possible. Fitness tasks within activities such as “Physical Fitness Card Game” and “Fitness Stations” also include tasks related to students’ IPP goals. All tasks can have a coloured dot next to them, and the students without disabilities can complete the task next to the “red” dot and students working on IPP goals can complete the corresponding tasks next to the “green” dot. If one student is working on IPP goals related to mobility while using a chair, and another working on IPP goals related to muscle tone, there would be two coloured dots beneath the original task (i.e., task for students without disabilities). Peer helpers, teacher assistants, and the physical educators use verbal prompts as needed to remind students with disabilities of which tasks they should perform. Additional images may be necessary on these station task cards to help illustrate the request to students if they are unable to read the instructions independently. Safe boundary lines should be clearly marked and storyboards can be used to aid in the assessment’ of students understanding (i.e. students with Intellectual disabilities). Students with

physical disabilities (i.e., do not have intellectual disabilities) are assessed on their understanding of the activities the same way as their peers without disabilities.

- **Teacher Sample Comment:** Sondra, can you please point to the picture that best shows me your favorite exercise outside of school? Great! Can you now point to the stations around the gym that you just did that will help you to ride your bike? Awesome! Yes! The station that developed your flexibility will help you get on your bike and ride it.
- **Adaptations for Students with Disabilities.** Students with disabilities have SMART goals outlined on IPPs. These goals are directly related to what the students enjoy (e.g., favorite physical activities, favorite hobbies). Physical educators collaborate with parent(s)/guardian(s) to help develop these goals and are encouraged to send home questionnaires to learn more about what types of physical activities the family enjoys doing together. Physical educators assess students' progress related to their IPP goals by measuring their performance on an ongoing basis. If goals are attained, goals are modified and students begin to work toward new goals.
 - **Teacher Sample Comment:** Frances, I see that your family really enjoys going on hikes together. This is wonderful. I think that we should work together to develop some goals that will help you enjoy these experiences with your family. What are some things that you will need to work on in your physical fitness that will help you? (*Prompt for: I will need to make sure that I am in shape enough to enjoy the hike; I will have to be strong enough to carry a backpack while we hike.*) Great! Yes, so let us work on some SMART goals for you to determine how you can be properly prepared for the hikes this spring.

Resources/Notes

Internet

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)
- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Canadian Paralympic Committee: *IMPACT – Its more than Sport*: www.paralympic.ca (CPC n.d.)
- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- Nova Scotia Department of Health and Wellness. 2012. *“Thrive: A Plan for a Healthier Nova Scotia”* Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: Healthy Schools, Healthy Communities: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: Physical and Health Education Canada: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsources.com (PhysEd Source n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)

- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.
- Griffin, L. L., and J. I. Butler. 2005 (Eds). *Teaching Games for Understanding: Theory, Research, and Practice*. Windsor, ON: Human Kinetics.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. Windsor, ON: Human Kinetics.
- Lund, J.L. and M. Fortman-Kirk. (2010). *Performance-Based Assessment for Middle and High School Physical Education*. Windsor, ON: Human Kinetics.
- Mitchell, D., Davis, B. and Lopez. R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.
- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy* (series). Ottawa, ON: Physical and Health Education Canada.
- Ratey, J. with E. Hagerman. 2008. *SPARK: The Revolutionary New Science of Exercise and the Brain*. New York: NY: Little Brown and Company.
- Redmond, K., A. Foran and S. Dwyer. 2010. *Quality Lesson Plans for Outdoor Education*. Windsor, ON: Human Kinetics.
- Rovegno, I., and D. Bandhauer. 2013. *Elementary Physical Education: Curriculum and Instruction*. Burlington: MA: Jones and Bartlett Learning.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics

ACTIVE FOR LIFE

GCO A: Students will be expected to demonstrate knowledge, skills, and attitudes necessary to be active for life.

A5.2 Students will be expected to apply effective motivation concepts to demonstrate effort toward mastery during different types of physical activities, and explain ways to apply these concepts effectively to other areas of school life.

A5.3 Students will be expected to demonstrate an understanding of factors associated with learning readiness as it applies to physical education .

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Move and Think.** Students can be authentically assessed on: how hard they try; the quality of their effort towards activities; and their persistence with tasks on an ongoing basis, during all types of physical activities. Students are assessed on their understanding of how they can apply motivation concepts to other areas of their school life. During this activity, which may last for 10 minutes, students should have options related to different types of cardiovascular activities (e.g., running, jump rope, snowshoeing, cross country skiing, biking) and be asked to move independently. Students are reminded that physical activity can clear one's mind and promote creativity if completed at a moderate intensity. During this time, students are to determine how working hard to achieve a goal can benefit them in other areas of school life. Upon completion of the 10 minutes, students complete an exit slip and physical educators analyze responses to determine their understanding of how motivation concepts can be applied to other areas of school life (e.g., academics).
 - **Teacher Sample Comment:** During your 10 minutes of physical activity, I noticed that you all stayed on task and put forth a great effort. I am so pleased with this. As you know, you will benefit in many ways if you continue to grow as individuals and give persistent effort. What are some areas you can apply these behaviours to school outside of physical education? (*Prompt for: I can make sure I work hard during my classroom activities; I can try hard when we play games at recess, I can make sure that I do my best effort on my math assignments.*) **(A5.2)**
- **Learning Readiness.** Physical educators make connections to learning readiness prior to, and completion of, different physical activities at moderate to vigorous intensities. These activities are outdoors and involve collaboration with others. Like all physical education experiences, these activities should be upbeat and fun. Connections are drawn to how such physical activity can promote learning readiness (i.e., help students be best prepared to learn optimally). The connections are made while students are in a stationary physical activity so that they are building strength rather than just sitting still and losing valuable physical activity time. Thus, information is presented by the physical educator in small pieces and over time. Students are

assessed on their understanding of learning readiness through formative and summative assessments that are written (e.g., exit slips, quizzes) or oral (e.g., group discussions, whole class discussions, teacher – student conversation).

- **Teacher Sample Comment:** You all seemed to have fun today because you are all smiling and laughing as we moved back inside to stretch. What was so fun about today? (*Prompt for: Physical activity is more fun when we can play and work with our friends; Even though it was cool outside, we got moving and stayed warm and just had fun playing such a fun game; It is fun when we can work together and work hard and support each other during games.*) Great! Those are all excellent ways to enjoy physical activity. Now, how is it that these games help us to be better learners? (*Prompt for: Our brains are better prepared to learn new information after we exercised; We will be less stressed about school stuff if we can have fun and enjoy each other through exercise.*) **(A5.2)**
- **Adaptations for Students with Disabilities.** A white board, notepad or hand held device are used as a motivation technique where students receive a check when they complete tasks listed on the board or pad. Tasks should be related to IPP goals, and completed alongside peers without disabilities as much as possible. When physical educators are assessing A5..2, they can check off squares at the end of each class with the help of the student’s assistant related to effort toward specific activities. When physical educators are assessing whether students are applying skills related to specific teaching cues, they check off a corresponding square on the student’s white board, notepad, or hand held device. The white board or notepad can accompany the child to physical education class each day.
- **Teacher Sample Comment:** Mary, I see that you wheeled yourself around this space two more times than you estimated you would be able to do in this period of time. I am so proud of you. Not only did you maneuver your chair quickly, you avoided all of the obstacles and did so safely. I’m really proud of you. I see that you are sweating! Can you tell me how this activity might help you learn better when you go back to your classroom? (*Prompt for: You taught us about learning readiness and I think that because I am sweating and because I had fun with my friends, I will be better prepared to learn better for the rest of the day!*) I agree. **(A5.2, A5.3)**

Resources/Notes

Internet

- Bonnie’s Fitware: www.pesoftware.com (Bonnie’s Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Nova Scotia Department of Health and Wellness. 2012. “*Thrive: A Plan for a Healthier Nova Scotia*” Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)

- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsources.com (PhysEd Source n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. Windsor, ON: Human Kinetics.

ACTIVE FOR LIFE

GCO A: Students will be expected to demonstrate knowledge, skills, and attitudes necessary to be active for life.

A5.4 Students will be expected to apply safety practices during different types of physical activities in school, at home, and in the community and explain ways to manage risk related to physically active experiences in other areas of school life.

A5.5 Students will be expected to apply safe practices to active transportation and explain the long-term impact of safe active transportation on health-related physical fitness.

A5.6 Students will be expected to apply warm-up and cool-down activities safely during different types of physical activities, and explain how these activities can optimize performance.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Capture the Equipment.** Students play a modified game of capture the flag on a large outdoor space, called capture the equipment. Rather than flags, different objects (e.g., rugby balls, footballs, rubber chickens, foam balls) are used so students can practice their sending, receiving and possessing skills. With a larger playing area like this, many safety factors will have to be considered and discussed prior to the activity (e.g., boundaries, listening for teacher's signal to come back together as a group). Authentic assessment determines students' understanding of applying appropriate safety practices (e.g., staying within clearly outlined boundaries) during physical education. Formative assessment in the form of written or oral communication determine students' understanding of what other times of day these principles are to be followed.
 - **Teacher Sample Comment:** Today we did a great job following the safety guidelines for our class. What are some ways that we can play safely outside of school? (*Prompt for: Don't chase a ball on the street, Don't play too close to water or the road, Make sure we wear proper clothing.*) (A5.4)
- **Adaptations for Students with Disabilities.** Equipment used in the Capture the Equipment game includes equipment that varies in weight and firmness. Students with disabilities may have more success catching equipment that is lighter and softer. Students who live with disabilities and who prefer for others not to stand in close proximity may have an imaginary bubble around them. An imaginary bubble is also a safe idea for students who use a wheelchair. Peers know not to "enter" this imaginary bubble so that the student with the disability is less anxious during the activity, or so that students do not accidentally cause the student who uses the wheelchair to tip over. Physical educators can assess students' ability to participate safely authentically during an activity such as this one.

- **Teacher Sample Comment:** Paul I loved how you gave Isabelle the 1-meter bubble during this activity. Carter, you made a fantastic catch to help your team get that point. I love how you wheeled yourself so quickly **(A5.4)**
- **Biking.** Students navigate throughout a mock neighborhood on a playing field. Stop signs, roadblocks, two-way traffic signs and other items are represented with equipment and signs. Students follow the rules of the road and biking etiquette to demonstrate an understanding of bike safety. Every few minutes, the physical educator can pause the activity. Here, students mimic what they would do if on a bicycle and heard a loud warning sound (e.g., horn). During the “pause”, the physical educator asks different students to identify long-term health benefit from safe and active transport. Physical educators can use this as a culminating activity for a bike unit; thus, authentically assessing students’ understanding of bike safety and bike skills and the benefits from safe and active transport.
 - **Teacher Sample Comment:** Today, you participated in a mock active transport activity on your bikes. Please tell the person nearest you, three safety factors you should consider before you use your bike as a mode of transportation. Great! Camille, I love that you called out *on your left* as you passed Henry. It was clear to me, too, that you looked over your left shoulder prior to choosing to pass him. It’s important always to ride this safely. If you were to bike to and from school and then work when you have a job, what benefits would you get related to health-related physical fitness? *(Prompt for: I would improve my cardiovascular endurance which means I will lower my resting heart rate. This is good for my heart as my heart will last longer because it will be in better shape and used less over the years.)* **(A5.5)**
- **Adaptations for Students with Disabilities.** Pedals can be removed from a bicycle to help students with a coordination difficulties travel during the biking activity. In doing so, the students will have additional support. Students can use their feet to gain momentum and place feet on the ground to center their balance. As students develop balance and gain confidence, they can stride by pushing off of one leg at a time. Adaptive bicycles can be borrowed from the IWK recreation therapy department.
 - **Teacher Sample Comment:** Xavier, it is so nice to see how confident you are becoming on your bike. I noticed that you were striding really well around the obstacles and your balance is improving a great deal. Keep looking forward as you move as this will continue to give you more time to react to the obstacles in front of you. **(A5.5)**
- **Winter Hike.** Prior to leaving school for a winter hike in the snow, students are to collaborate in small groups to design a warm up activity that is appropriate this type of physical activity. Students are authentically assessed on their understanding of appropriate clothing for a winter hike, as well as their understanding of what muscles need to be warmed up prior to participating in a winter hike.
 - **Teacher Sample Comment:** I am really impressed with this group! They made sure to take off some of their heavy layers so that they did not overheat when we go outside. I also liked that they remembered to not only warm up their leg muscles, but also their shoulders and arms. **(A5.6)**
- **Adaptations for Students with Disabilities.** Students with physical lower body disabilities may use a cane or walking stick to support their bodies while hiking in the snow. Students with visual impairments may need to have a peer or teacher’s assistant walk next to them to serve as a guide. Students with autism should be shown a Picture Exchange Communication System (PECS).
 - **Teacher Sample Comment:** What differences in your body do you feel when you warm up and cool down? *(Prompt for: I am able to move more freely when I warm up. I know this*

because if I move quickly to get the mail or doing another activity when I am not warmed up, my movements are not as fast and I feel short of breath.) (A5.6)

- **Active Learning related to Strand A.** During a health-related physical fitness cool-down, students stretch with a partner. While completing stretches clearly presented, students are to have a discussion and apply concepts learned related to physical fitness to their lives and relationships in the school community. Students are informally assessed, to guide teachers' instruction, while the physical educator moves around the space listening to responses.
 - **Teacher Sample Comment.** Today we learned about learning readiness. I wonder what you can do to increase the likeliness that you attend school each day ready to learn as much as you can? *(Prompt for: Instead of coming inside and walking around my classroom before school starts, I can organize a game outside with my friends where we move fast and get our hearts beating; I can ask my mom to see if I can ride my bike with her early in the morning while she runs our dog so that I can get fresh air and physical activity.)*
- **Active Learning related to Strand B.** Upon completion of different activities in Strand B (i.e., dance, educational gymnastics, games, individual pursuits), physical educators facilitate discussion around the application of lessons to students' lives and relationships. Physical educators assess students' ability to make these connections through discussions, exit slips, or in journal entries in collaboration with the classroom teacher.
 - **Teacher Sample Comment.** Today, you really worked hard on your defensive strategies during our 4 vs 4 invasion game stations. What other games can you play outside of school that these skills would be helpful? *(Prompt for: I play soccer with my friends after school in my yard and so these skills would definitely help me in our neighborhood games; Even though it is played on ice, these skills would help me when during the pond hockey games; These skills are good for road hockey games and we play road hockey outside a lot.)*
- **Active Learning related to Strand C.** Upon completion of different activities in Strand C (i.e., personal and social responsibility, care and compassion, valuing the expression of feelings), physical educators facilitate discussion around the application of lessons to students' lives and relationships throughout school. Physical educators can assess students' ability to make these connections through discussions, exit slips, or in journal entries in collaboration with the classroom teacher.
 - **Teacher Sample Comment.** Why is it important to develop effective conflict resolution skills when you consider the entire school day? *(Prompt for: If I am upset with a friend when we are working on a school project, it is important that we have a resolution so that we can complete the task; If I am frustrated with a grade that I receive from my teacher, it is important that I talk to him/her to determine what I could do better next time rather than getting angry or sad; At recess, we are the referees in our own games so it is important that we are able to resolve conflict quickly or else we will lose fun playing time.)*
- **Adaptation for Students with Disabilities.** A clear structure is established for this active learning time at the beginning of the school year. This will help students who live with attention deficit hyperactivity disorder, or other behavioural disabilities. A clear routine will increase the likeliness of their staying on task when the physical educator pauses an activity to help students connect their learning to life away from physical education. Students with physical disabilities are given opportunity to make specific connections related to their IPP goals, and give examples of how they could work on these goals outside of school. Students with intellectual disabilities use a Picture Exchange Communication System (PECS) to communicate information to the teacher related to their experiences and their IPP goals, and to demonstrate an understanding of connecting the activities to life away from physical education. Physical educators use

questions and prompts that relate directly to students' and family's input regarding students' interests and preferred forms of physical activity away from school.

- **Teacher Sample Comment.** Special Olympics events are beginning in a few weeks. I cannot wait to come watch you compete for your community! I know that you will be participating in either skills for soccer or in the soccer games. Your IPP suggests that you develop muscular strength and endurance and so we are going to really work on your kick these next few weeks. I am also going to send home these sheets with fun activities you can do at home. This way, you will be really prepared for your upcoming Special Olympics!

Resources/Notes

Internet

- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Nova Scotia Department of Health and Wellness. 2012. "Thrive: A Plan for a Healthier Nova Scotia" Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsources.com (PhysEd Source n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.

SKILL AND MOVEMENT CONCEPTS

GCO B: Students will be expected to demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits.

B5.1 Students will be expected to demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits.

B5.2 Students will be expected to demonstrate competency in skill combinations and movement concepts while applying offensive and defensive strategies.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Dance: Seasons of the Year.** Students are placed in small groups (i.e., 3-4 students in one group). Each group is assigned one season by the physical educator, and groups do not know what other groups' assigned season is. Students have five minutes to perform a cardiovascular activity of choice (e.g., jump rope, running) where they can discuss activities typically associated with that season (e.g., swimming during summer, curling during winter) associated with their particular season. Upon completion, while stretching, each group is given one piece of paper and one pencil. After stretching, students perform plank or modified plank position with their heads and arms facing the center of the circle. Each student remains in plank or modified plank while one student at a time writes down a nouns related to their given season (e.g., ocean, sand, sunscreen, goggles) and an emotion related to their assigned season (e.g., playful, fun, exciting). Once each student gives a noun and emotion, they stand up and choreograph a dance incorporating these nouns, emotions, skills, skill combinations, and movement concepts. Physical educators play different pieces of music while the students are on task. Physical educators encourage students to choose a song that is played that best fits with their emotions in their dance. Students are invited to perform their dance the last several minutes of class time. Physical educators authentically assess students' skills, skill combinations, and movement concepts.
 - **Teacher Sample Comment:** I see that you all really combined a lot of dance specific skills in your performance. Your extensions and use of arms for expression were beautiful and I can tell that you associated spring time with growth. Well done! **(B5.1)**
- **Dance. Movement Combination.** The physical educator teaches the following dance sequence to students. Students being in a wide stance. Students wrap both arms under the right leg in a low lunge. Then, they lift and bend the left leg up, turn to face side and put the left leg back in a low lunge. Students place hands on the floor for balance. They lift the arms up off the floor and raise them up to the ceiling then, they place hands back on floor. Sharp focus of the head to the front and then back to the floor. Students stand and turn left to face the front, lift their arms up above head, bend elbows and bring arms down to 'muscle position' (i.e., hands in fists).

Students drop arms sharply and put them straight down by sides and finish with a spiral turn to the right and toward the floor, and then stand back up. Physical educators formatively and summatively assess students authentically once they learn the combination. Students apply skill specific information from formative assessments to refine their performance. Students also peer assess each other if they are placed in pairs and one half of the group performs the sequence while the other half observes and assesses. Then, students switch roles and the assessor becomes the performer.

- **Teacher Sample Comment:** When you drop your arms sharply, how does this impact your performance? (*Prompt for: It shows our movements in a way that makes them stick out more; It can look cool if we are all in sync with each other.*) Great! You all did an amazing job learning this combination so quickly. I appreciate your hard work and really enjoyed watching your sequences. **(B5.1)**
- **Educational Gymnastics. Advanced stability elements.** Students participate in educational gymnastics stations where they move throughout the stations in small groups. Students switch stations when the music pauses. Stations might include: Station 1. Students perform forward rolls on, onto, and / or off a mat or a box while using various weight transfers and various starting and finishing shapes. Station 2. Students jump on, onto, off, and over a box with a simple jump step or shape or ½ or 1/1 turn. Station 3. Students hold a stationary front support while they recite multiples of 8 and they rest for 10 seconds when they reach 80. Station 4. Students hold a stationary tri-pod balance (i.e., headstand with a low center of gravity) as long as they can. Then they rest for 10 seconds and repeat. Station 5. Students work collaboratively with a partner to perform partner supports as presented on the station task card. Here, students use one another as the main piece of apparatus (e.g., elevated push-ups with feet on partner’s back). Physical educators authentically assess student on these skills, skill combinations, and movement concepts.
 - **Teacher Sample Comment:** I love how you all are choosing a focal point and using it to help maintain your balance when you land. Molly, can you tell me what would help you jump onto that box with more ease? (*Prompt for: I need to make sure that I use my arms to gain momentum to get on the box; I need to really bend my knees before take-off.*) **(B5.1)**
- **Educational Gymnastics. Sharks and Islands.** The tagger is a shark. Students are immune from being tagged by the shark if they are standing on an island (e.g., mat, inside a hula hoop, on top of a box). While on the island, students must be in a boat pose position. Students must leave their island as soon as another student wants to go on their island. Students must perform a solid landing when they leave their island. If a shark tags a student, that student becomes a shark and the shark now searches for an island. Physical educators can authentically assess students’ landings during this activity.
 - **Teacher Sample Comment:** Zyshaun, when you land, what might you consider doing to increase your likeliness of “sticking” your landing? (*Prompt for: I have to remember to bend my knees when I land and get my center of gravity to the ground; I should always pick a focal point immediately when I land.*)
- **Games. Ultimate Ball.** Students participate in this game using a sponge ball, gator skin ball, playground ball, beach ball, or handball. Physical educators set up different stations with different balls and have teams rotate through the stations. Or, students choose the station they wish to play in understanding that the game will occur at a slower pace when the larger and softer balls are used. Games have two teams of 4-5 players on each team. To score a point, one team has to catch their ball in opposition’s end zone. Players send (i.e., with hands) the ball through the space. The player in possession of the ball is not allowed to travel with the ball (i.e.,

can only pivot). If the ball goes out of bounds, the opposing team gains possession and sends it in from the sideline. Games last 5 minutes and teams should rotate and play other teams. A cumulative score is kept; thus, a team may not “win” one round but has potential to win the class tournament. Physical educators are able to formatively assess or authentically assess students’ skills, skill combinations, and movement concepts during this activity.

- **Teacher Sample Comment:** I love how you all are applying a lot of force when you send the ball to further distances. Why would you not want to use the same amount of force when your teammate is close to you? *(Prompt for: if you send a ball with too much force, it will be difficult for your teammate to receive the ball.)* **(B5.1)**
- **Games. Culminating Net/Wall Game.** Students are divided into groups of 5-6. Half of the students are on one side of the net, and the other half of the students are on the other side of the net. One student starts and sends the object (e.g., badminton shuttle, tennis ball, volleyball, beach ball) over the net to their teammates. After sending the object, the player runs safely in the clearly marked zone to the end of the other line. The object of the game is to keep the object in the air for as many touches as possible. Students are timed for 90 seconds. If they drop the object, they simply pick it up and begin counting from the number where they left off. The total score after 90 seconds is the one they remember. Students participate in this activity for 3-5 rounds. In between each round, students perform five burpees and five wall jumps and meet back as a group in plank position with heads in the center of the circle. Here, each teammate offers one suggestion on how the team can beat their score next round. This activity can be modified to authentically assess different sending skills (i.e., with and without implements).
 - **Teacher Sample Comment:** Who was able to beat their score this round? Why do you think that was? *(Prompt for: I think that we applied our strategy and gave good tips to one another and this helped us to be closer to mastery on our underhand forehand stroke; I think that staying on the balls of our feet helped us move quicker to the spot where the shuttle was going to land.)* **(B5.1)**
- **Individual Pursuits. Golf.** Physical educators set up a golf course in an outdoor space. Students have previously learned how to perform different golf strokes. Students send golf balls using different strokes (i.e., putt, drive, chip) within a physical education class. Go-go balls are used in lieu of regular golf balls for safety purposes. Plastic cups can be placed as targets throughout the course, which is clearly marked. Physical educators observe students perform the strokes and formatively or authentically assess their skill related to skill criteria. Authentic assessment determines students’ understanding of stroke choice. If formative assessment is used during this activity, physical educators provide skill specific feedback based on stroke criteria.
 - **Teacher Sample Comment:** Class, what stroke is most effective from the #4 tee, and why? *(Prompt for: A drive is the best stroke because I need the ball to travel a far distance and a chip or putt would be less lively to travel the distance.)* What are some important tips you would offer to someone performing the putt for the first time? *(Prompt for: your feet should be about shoulder width apart, stand up straight and extend your arms, draw elbows in so they snug your rib cage, tilt your upper body forward until your putter lands behind the ball.)* **(B5.1)**
- **Individual Pursuits. Horizontal climb.** Before doing this activity, students have previously been taught how to make a plan for a route, how to reach up and use their legs to extend themselves upward, and how to properly spot one another while on the climbing wall. In this activity, students transverse the wall staying below the 4-6 height line marked clearly on the wall. Students are to think about what route they will take before beginning their horizontal climb,

and then follow that route. Physical educators assess students' understanding of both transversing a climbing wall and also safe spotting behaviours during this activity.

- **Teacher Sample Comment:** What tips helped you to be successful during this activity? *(Prompt for: I made sure to stay focused on my route plan so that I did not get distracted and lose my balance; I took spotting as seriously as I should because I would not want a classmate to get hurt; I really extended my arms and legs when I needed to.) (B5.1)*

- **Adaptation for Students with Disabilities.** Use coloured gymnasium tape to help students understand how to move their arms and legs in opposition as they perform specific locomotor movements (e.g., running, skipping) and manipulative skills (e.g., throwing, rolling, kicking) within different types of physical activities on different surfaces. Adapt game rules (e.g., additional time to possess objects), modify playing area (e.g., increase playing area to decrease onset of defensive pressure situations) and modify equipment (e.g., larger and softer equipment) to increase students' opportunities to experience success. Collapsible balls and oversized balls aid in students' ability to track, receive, and send. Visuals and prompts should be used to increase students' understanding of tasks and instructions. Velcro may be used to help students experience success while receiving objects. Imaginary bubbles may be in place to ease anxiety for students who do not like others in close proximity. Teacher's assistants and physical educators facilitate peer interaction as much as possible between students with disabilities and peers without disabilities. Activities, as much as possible, are adjusted to be in line with students' IPP goals and objectives.

- **Teacher Sample Comment:** This is incredible! Not only did you wheel yourself over to an open space at a quick pace, you were able to stop and hold up your lacrosse stick and catch the ball when it was thrown to you. It is obviously that your head was up that you kept the eye on the ball the entire time it was in the air. **(B5.1)**

- **Defensive Strategies. Ultimate Ball.** The following defensive strategies can be applied to the above example of Ultimate Ball (B5..1) to focus the game on defensive strategies. The physical educator requires the defensive team to play person-to-person defense. The defensive team must stay at least two arm lengths away from player with the ball. The defensive team may not grab ball from offensive player when they are in control of the ball. Physical educators initially use formative assessment to guide feedback and instruction. Or, this activity can be used to authentically assess students' application of defensive strategies throughout the games. Rather than players score a point by passing the ball to a teammate in the end zone, they maintain a point if they follow these defensive strategies and are not scored on during the five-minute game.

- **Teacher Sample Comment:** How can you move to ensure that the person you are defending does not get possession of the ball? *(Prompt for: I can stay between my person and the ball; I can reach out with my arms extended to block or intercept a pass.) (B5.2)*

- **Defensive Strategies. Circle Tag.** Students are divided into group of 6. Five students link arms and form a circle and one student is on the outside of the circle. One student within the circle is designated as the person that the chaser is trying to catch. Thus, the students in the circle must work together to move quickly to keep the chaser away from the student within the circle. Defensive strategies such as communication and quick feet are necessary. Physical educators assess students' authentically on their skills during this activity.

- **Teacher Sample Comment:** Please tell the person closest to you what movements seem to benefit you the most when you are focusing on defensive strategies. *(Prompt for: I think it's most important that I stay on the ball of my feet so that I can quickly change my direction*

and my speed; I think it's most important that I keep my head up and pay attention at all times.) (B5.2)

- **Offensive Strategies. Sneak Attack.** This game is played after teaching students offensive principles (e.g., change of pace). Students are divided into five teams. Each team has a specific colour and a home base (i.e., hula hoop). Within each base are items (i.e., bean bags, foam balls, foam taggers, footballs, small ones) and the items are the same colour if possible. All students begin each round with one foot inside their home base. When the physical educator gives the signal, players try to capture the items in the other teams' home base. Students can be tagged by any opposing teams. If tagged, students are to "quicken their feet" and move to a playing area where they move through a speed ladder marked off (e.g., gymnasium tape if an indoor space, playground chalk if an outdoor space). Students immediately move to their home base with hands in the air and then can join back in the game immediately. Students are not allowed to stand near home base for more than 3 seconds and must count aloud when they are standing near it. Each round lasts 5 minutes. Upon completion of each round, students count their total items and one student moves to white board and records the total. Students then have 12 seconds to organize equipment just as it was at the start. Repeat. The winner of this game, is the team with the total cumulative score at the end of class. Physical educators formatively or summatively authentically assess students during this activity.
 - **Teacher Sample Comment:** As a group, please move to a wall and sit in a chair position. Discuss ways that your group can improve performance in this next round. *(Prompt for: I think we can change our pace when we are running so that other groups have a hard time catching us; I think that we need to move with our heads up and be alert of what is going on around us; I think that communicating will help us to be more successful because it can help us see what hoops are the best ones to attack.) (B5.2)*

- **Offensive Strategies. Carpet Scooter Ball.** Students play small-sided game of 4 v 4. The game is played in a rectangular space and a hoop hangs at eye level. Each student has one carpet square and move throughout the playing area as though they are on a scooter (i.e., one foot on carpet square and one foot pushes). Students are reminded to move to an open space to receive a pass during the game. To score a point, students must move the object (e.g., foam ball, beach ball, bean bag) down the playing space and throw the ball into the hoop after completing three successful passes in a row among their team. Students in possession may only hold the object for a maximum of 5 seconds, and defensive players must always remain two arm's length away from student in possession of the object. Physical educators authentically assess students' ability to travel using the carpet squares while applying offensive strategies to the game.
 - **Teacher Sample Comment:** What helped you to maneuver quickly using the carpet square? *(Prompt for: I really had to use a lot of force when I pushed off with my working leg; I had to keep my supporting knee bent to lower my center of gravity; It was important to keep my body at medium level so that I could change directions quickly as I need to.) (B5.2).*

Resources/Notes

Internet

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)
- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Paralympic Committee: *IMPACT – Its more than Sport*: www.paralympic.ca (CPC n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- Nova Scotia Department of Health and Wellness. 2012. *“Thrive: A Plan for a Healthier Nova Scotia”* Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013.)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsources.com (PhysEd Source n.d.)
- Ruschkin: Up Down All Around: www.ruschkin.com (Ruschkin n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., Egner-Markos, N.J. and Walker, P.J. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.
- Griffin, L. L., and J. I. Butler. 2005 (Eds). *Teaching Games for Understanding: Theory, Research, and Practice*. Windsor, ON: Human Kinetics.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. Windsor, ON: Human Kinetics.
- Lund, J.L. and M. Fortman-Kirk. (2010). *Performance-Based Assessment for Middle and High School Physical Education*. Windsor, ON: Human Kinetics.

- Mitchell, D., Davis, B. and Lopez. R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.
- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy* (series). Ottawa, ON: Physical and Health Education Canada
- Rovegno, I., and D. Bandhauer. 2013. *Elementary Physical Education: Curriculum and Instruction*. Burlington: MA: Jones and Bartlett Learning.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics

SKILL AND MOVEMENT CONCEPTS

GCO B: Students will be expected to demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits.

B5.3 Students will be expected to demonstrate decision-making skills while applying skill combinations and movement concepts during different types of physical activities as adaptations are placed on settings, space, time, rules, and tasks.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Dance and Educational Gymnastics. Move and Work Together.** Students work collaboratively with a partner. They place a foam tagger, chopstick, or a ruler vertically between their hands. One partner places the palm of his/her hand on the top of the object, and the other partner places the palm of her/his hand on the bottom of the object. The child with his/her hand on the bottom is the leader. The object of this activity is to move through space using various skills, skill combinations, and movement concepts while keeping the chopstick from falling to the ground. The student with the hand on the top is the leader and chooses the skills, skill combinations, or movement concepts. Each time the physical educator switches the music, partners switch leaders. Physical educators assess students' ability to apply skills, skill combinations, and movement concepts with a difficult constraint placed on the activity.
 - **Teacher Sample Comment:** Class, I notice that you work really well with one another during this activity. It is not easy to switch levels while holding on to an object like this but you all are making it look easy! What are you doing to be so successful? (*Prompt for: We are watching each other's eyes so that we know when the leader is ready to move; We make sure that we listen to the leader; We makes sure that we move slowly and careful and really focus on the task.*) I also thought it was amazing that some of you could chasse with your partner and keep the foam tagger in between our hands! That takes great timing, communication and precision. **(B5.3)**
- **Games. Golf.** During a mock golf course in an outdoor space, students are authentically assessed on their ability to perform the particular strokes (e.g., drive, chip, putt). Physical educators authentically assess students' ability to choose the appropriate stroke, and their ability to perform the stroke at mastery.
 - **Teacher Sample Comment:** Adrien, I noticed when you were on that slight incline, you chose to chip the ball. Why did you do that? (*Prompt for: I chipped the ball because that allows the ball to reach a high peak in a short distance and that is what I needed to get my ball up over this small hill.*) That's true, and you were also successful in your chip! Keep it up! **(B5.3)**

- **Individual Pursuits. Rock Climbing.** Physical educators can map out a route for students on the rock climbing wall. This route can be mapped out using coloured tape, and should be only mapped out if the physical educator knows that the students can safely move through this route. Students are assessed on their ability to maneuver through the designated course while they are spotted by a classmate.
 - **Teacher Sample Comment:** This is great! While I noticed you were tempted several times to take a less challenging route, you stayed on the red course. I'm so proud of you! Why did you choose this route? (*Prompt for: It's important that I followed your instructions because it is good to improve my skills.*) **(B5.3)**
- **Games. Sneak Attack Game.** During a game of sneak attack (B5..1), students are to apply appropriate decision making skills related to offensive strategies. Physical educators authentically assess students during this game by observing students applying decisions (e.g., change of pace, cutting into different directions to lose taggers).
 - **Teacher Sample Comment:** While some of you were tagged several times, I was so proud to see you attempting to make very smart offensive decisions. While sometimes you were simply outnumbered, it was fantastic how you would slow down and then accelerate quickly to try and get an item from another team's hoop. **(B5.3)**
- **Adaptations for Students with Disabilities.** Students with disabilities may need additional time to consider their options related to decision making in different types of physical activities. Others may need visuals and prompts from physical educators, teacher's assistant, and peers so mastery is more possible. Students with disabilities may need more time than their peers to consider their options related to decision making in physical education. Some students may need visuals (e.g., images, white boards) and additional prompts to reinforce the modifications or adaptations that were made by the physical educator. Students who live with intellectual disabilities should be given appropriate prompts, visuals, PECS, and storyboards to help them communicate responses related to motivation and learning readiness during assessments. Students with hearing impairments should have visuals and be placed in close proximity of the physical educator to increase likelihood of hearing and understanding instructions.
 - **Teacher Sample Comment:** Please point to the picture that best represents the stroke you would use if you were trying to get the golf ball in the cup standing very close to it. Awesome! Now, can you point to the golf club that will help you to perform this golf stroke? Fantastic! Let's go pick out a putter so that you can practice your putting. **(B5.3)**
 - **Teacher Sample Comment:** What colour is the line that I asked you to follow on the rock climbing wall? Yes! Red. Can you please come over to the wall with me and point to the red pieces of tape that map out the route I would like you to travel? Great! Now that you have shown me you know the route to travel, let's see you travel along the wall while following this path. **(B5.3)**

Resources/Notes

Internet

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)
- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)

- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- Nova Scotia Department of Health and Wellness. 2012. “*Thrive: A Plan for a Healthier Nova Scotia*” Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator’s Resource*; www.physedsources.com (PhysEd Source n.d.)
- Ruschkin: Up Down All Around: www.ruschkin.com (Ruschkin n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers’ Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.
- Kassing, G. and J. M. Danielle. 2003. *Dance Teaching Methods and Curriculum Design*. Windsor, ON: Human Kinetics.
- Mitchell, D., Davis, B. and Lopez, R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.
- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy* (series). Ottawa, ON: Physical and Health Education Canada.
- Redmond, K., A. Foran, A. and S. Dwyer. 2010. *Quality Lesson Plans for Outdoor Education*. Windsor, ON: Human Kinetics.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics

LIFE SKILLS

GCO C: Students will be expected to participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility.

C5.1 Students will be expected to apply effective coping strategies and peaceful conflict resolution skills across learning experiences in physical education and explain ways to connect these to all areas of school life.

C5.2 Students will be expected to take age-appropriate action to demonstrate proper care for built and natural environments in school and within the school community.

C5.3 Students will be expected to apply respectful language and behaviour toward self and others during different physical activities, and explain how respectful language and behaviour impacts the learning environment.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Effective Coping Behaviours. Orienteering, Circle Compass Game.** Students have previous knowledge of how to use a compass. In a large outdoor open space, place a series of letters around the perimeter of that space. The physical educator marks a starting point in middle of circle. Each student receives a card with a number of bearings on them. Each represent the location of a specific letter. Students must take the bearing indicated on their card, and then run out to the corresponding letter and then return back to the starting point. Here, students record letter that they located and take new bearing. Students continue until they have received all their letters and have spelled the code word arranged by the physical educator. Physical educators authentically assess students' ability to apply effective coping behaviours during this activity. Physical educators have students work independently or in pairs to observe how coping behaviours are applied in groups. Upon completion of the activity, students meet back as a group and share with someone (while stretching) how these coping strategies might be applied to academics, relationships, and extra-curricular activities. At this time, physical educators formatively assess students' responses to determine if they understand how to apply these coping behaviours to their academics, relationships, and extra-curricular activities.
 - **Teacher Sample Comment:** I noticed some of you forgot exactly how to realign yourselves with the correct bearing. What did you do when you realized that you forgot how to do this? (*Prompt for: I took a few deep breaths and just calmed myself down and then I remembered what you taught us the other day; I was really frustrated at first, but then I just counted to 10 and took a short break before I came and asked you for a little bit of help.*) **(C5.1)**
- **Peaceful Conflict Resolution Skills. Games, Carpet Scooter Ball.** During the carpet scooter ball (B1.X) activity, students will be responsible to self-officiate their game. During this time, physical educators can make it clear that students must apply peaceful conflict resolution skills whenever

students disagree about a call. Physical educators authentically assess students' ability to listen to others and to demonstrate a willingness to resolve the conflict. Upon completion of carpet scooter ball, students can complete an exit slip as a means of formative assessment so the physical educator is able to determine their understanding of how to apply these skills to other areas of school life.

- **Teacher Sample Comment:** Today, I loved how you all demonstrated different ways to resolve conflict. It was clear to me that you understand that it is important to listen to the other person's reasons, but also to state your own reasons for a debate. What other areas of school life will these skills be helpful? (*Prompt for: at recess we do not have a referee and these skills might help us to debate less and get to play less; When do we group work in our classrooms, it is important that each group member has a voice in the task, even if the group decides not to use it.*) **(C5.1)**
- **Care for the Environment. All Movement Categories.** During all types of physical activities (i.e., dance, educational gymnastics, games, individual pursuits), students are aware of the surroundings and care for the environment (i.e., indoor and outdoor spaces). Physical educators teach students that to care for an environment is taking compassionate initiative (i.e., cleaning it up) in addition to not harming it. Physical educators assess students' behaviour related to care and compassion for the environment on an ongoing and authentic basis. Physical educators formally assess students' understanding through exit slips, verbal communication and journaling.
 - **Teacher Sample Comment:** Today, while playing golf, I noticed that Cecile asked you all to freeze and put your clubs down. Why did she do that? (*Prompt for: A car drove into the parking lot and parked close to the field. She asked us to stop so we wouldn't hit the card while practicing our drives. We switched to putting until the car left.*) Why do you think I am so proud of Cecile for taking such initiative? (*Prompt for: You taught us that physical activity is best when it is conducted in ways that aren't harmful to the environment or animals or any objects within the playing space.*) **(C5.2)**
- **Sticking up For What is Right. All Movement Categories.** Early in the school year, physical educators have students explore the impact from taking initiative to ensure fairness for themselves and all others. Through assignments, students can communicate with teachers the positives that arise from demonstrating leadership in this capacity as a form of pre-assessment. Student's responses will guide physical educator's instruction regarding the topic. Physical educators work collaboratively with classroom teachers to provide opportunity for students to journal how they can apply these behaviours in and away from school. Throughout the school year, physical educators authentically assess students on their ability to take initiative to demonstrate fairness for themselves and others during all physical activities.
 - **Teacher Sample Comment:** Today, I noticed that when I required each teammate to touch the ball before a shot is taken, that several of you suggested that you ignore that request in the game. That made me disappointed. But, I became happy quickly when several of the teammates spoke out about how that was not fair and how it was actually cheating. That took courage of you speak up and I am so proud of the way you did it. You were kind but assertive and I know your peers also appreciate your sticking up for them. Class, this is only fun when everyone has opportunity to play! **(C5.3)**
- **Respectful Language and Behaviour. All Movement Categories.** Physical educators teach students, through stationary strengthening activities or stretching activities, the importance of using respectful language and behaviour. Students complete exit slips related to respectful language and behaviour and this can serve as formative assessment to guide the physical

educator's future instruction. This is taught early in the school year so physical educators can authentically assess students' ability to use thoughtful and respectful language and demonstrate respectful behaviour during all physical activities.

- **Teacher Sample Comment:** Jayden, why do you think I might not be pleased with the choice of words you just used? (*Prompt for: I hurt Josh's feelings when I called him that name and could make him sad and not want to come to PE anymore. What do you think might make this situation better? (Prompt for: I should first apologize to Josh, and then I should make sure that I do not use language like that anymore.)*) **(C5.3)**
- **Adaptations for Students with Disabilities.** A structure should be established so that routines are in place to minimize distractions through management time. Proximity strategies are applied for students who have behavioural disabilities and PECS may be used for those who live with Autism. Storyboards are used to help students who have difficulty expressing their feelings and speaking for themselves. Physical educators use hand signals, sign language, and visuals to support students who have a hearing impairment or auditory processing difficulty. If students are performing a stationary task while the physical educator is talking about life skill topics, a student who uses a wheel chair can work on chair raises with the chair locked. The alternative tasks assigned to students with disabilities should directly support her/his IPP goal(s). Physical educators assess students' personal and social responsibility through authentic assessments and through formative and summative written or oral assessments.
- **Teacher Sample Comment:** During the orienteering activity, I noticed that you asked Yael not to push your wheelchair and that you wanted to do it yourself. I appreciate how you communicated this to her in a way that was kind. I also appreciate that you are taking initiative to participate at a level that you know you can achieve. **(C5.1, C5.2, C5.3)**

Resources/Notes

Internet

- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Conley, C.A., Danish, S. J., and C. D. Pasquariello. 2010. "Sport as a Context for Teaching Life Skills," *Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners*, 168–176. New York, NY: Routledge.
- Danish, S. J. 2002. "Teaching Life Skills through Sport," *Paradoxes of Youth and Sport*, 49–60. Albany, NY: State University of New York Press.
- Gay, G. 2010. *Multicultural Education Series: Culturally Responsive Teaching* (2nd ed.). New York, NY: Teachers College Press.
- Hellison, Don. 2003. *Teaching Responsibility Through Physical Activity*. Champaign, IL: Human Kinetics.

LIFE SKILLS

GCO C: Students will be expected to participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility.

C5.4 Students will be expected to demonstrate an understanding of how to give and receive specific feedback effectively, and explain how it positively impacts their performance and feelings.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Example

- **Reciprocal Learning in Different Physical Activities. All Movement Categories.** Physical educators teach students effective ways to observe peers perform skills in order to optimize the feedback that is shared upon completion of these episodes. Thus, students should demonstrate an understanding of: proper positioning (i.e., on an angle where they can properly observe their peer perform the task(s), and effective feedback (i.e., positive and specific). Ideally, students observe peers while performing a stationary strengthening or flexibility activity in order to optimize physical activity within a class. Physical educators authentically assess students' ability to give effective feedback through all physical activities conducted using reciprocal teaching. Students are formatively and summatively assessed through informal or formal assessments (e.g., written, verbal) on how giving and receiving feedback impacted both their feelings and their performance.
 - **Teacher Sample Comment:** How did giving skill specific feedback to your group members influence your performance? (*Prompt for: Reminding my group members of the skill cues you taught us helped me to remember to perform the skills at mastery, too.*) How did you feel when your peers gave you feedback? (*Prompt for: I felt good because they gave the feedback in a kind tone and I knew that they were just trying to help me; I felt excited because their tips were really helpful and I was proud of myself for improving my performance.*) **(C5.4)**
- **Bad to Good. All Movement Categories.** Once a community has been established within the physical education class, students work collaboratively in small groups to discuss past experiences related to physical activity that were negative. This discussion occurs while students are participating in a cardiovascular activity (e.g., jump rope, running) at moderate (i.e., talking) pace. Physical educators assess students' ability to determine possible solutions for future physically activity experiences through written (e.g., exit slips, open ended questions) or verbal communication.
 - **Teacher Sample Comment:** What type of solutions have you determined to increase your positive experiences related to a past negative experience in physical activity? (*Prompt for: I can make sure that stand up for myself when I feel excluded from games during recess time*)

to make sure that I get to play, too; I can make sure that I do not compare myself to others because it is important that I work toward being the healthiest me that I can be.) (C5.5)

- **Adaptations for Students with Disabilities.** Students are given extra time as needed to communicate feelings in terms of oral or written communication. Students are offered choice of how to express their feelings. Images of different expressions that represent different moods are shown to help students communicate their feelings (e.g., students can point to image that best illustrates how they feel). Storyboards are used to help students who find it difficult to express their feelings and articulate their thoughts. Physical educators assess students' ability to express their feelings based on students' feedback. Additional prompts are used to encourage students to respond. Physical educators provide examples to the students to ensure the question is clear.
 - **Teacher Sample Comment:** Please point to the image of that looks like how you felt when your peers were giving you tips to performing the skills today? I'm so happy you enjoyed it. Now, please point to the physical activities on this paper that you enjoy the most. What activities did you enjoy the least? I see that you didn't yesterday's activity very much. Thank you for sharing this with me! I will do my best to make that more fun for you next time. I will be certain to play your favorite music while we play. **(C5.4, C5.5)**

Resources/Notes

Internet

- OPHEA: Healthy Schools, Healthy Communities: www.ophea.net (OPHEA n.d.)
- Palaestra: The Forum of Sport, Physical Education and Recreation for Those with Disabilities: www.palaestra.com (Palaestra n.d.)
- PE Central: The Premier Website for Health and Physical Education: www.pecentral.org (PE Central 2013)
- PHE Canada: Physical and Health Education Canada: www.phecanada.ca (PHE Canada n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Conley, C.A., Danish, S. J., and C. D. Pasquariello. 2010. "Sport as a Context for Teaching Life Skills," *Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners*, 168–176. New York, NY: Routledge.
- Danish, S. J. 2002. "Teaching Life Skills through Sport," *Paradoxes of Youth and Sport*, 49–60. Albany, NY: State University of New York Press.

Physical Education 6

ACTIVE FOR LIFE

GCO A: Students will be expected to demonstrate knowledge, skills, and attitudes necessary to be active for life.

A6.1 Students will be expected to apply their understanding of health-related physical fitness components by analyzing their own behaviours related to SMART goals.

A6.3 Students will be expected to use personal SMART goals to improve their learning readiness.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Let's Make a Deal!** Three binders are on a table in a safe zone of the playing area. Each binder has different fitness tasks inside. These binders represent the “doors” used in the game show, Let's Make a Deal. Students are in groups of four and the physical educator sets the pace of this activity. Students from each group take turns choosing the “prize” behind each door. The “prize” is the fitness task. Students should be reminded that it is a benefit to participate in fitness activities as their bodies become stronger, they think more highly of themselves, and they will be less stressed. When a student from a group chooses a “door”, the physical educator opens the “door” (i.e., corresponding binder) and that group performs that task. Fitness tasks should vary to exercise all body parts. After the group performs the task properly, the physical educator gives them a fake dollar bill. The physical educator is facilitating each group at once time. The group at the end of the period with the most money wins. The physical educator discusses at the end of class that all students win when they choose to make healthy and active choices. Physical educators assess students' understanding of the fitness concepts through informal formative assessment (i.e., discussion) or through summative assessment (e.g., exit slips or quiz).
 - **Teacher Sample Comment:** Today, we did different exercises that helped to develop our health-related physical fitness. What types of physical fitness did we work on? (*Prompt for: muscular strength, muscular endurance, flexibility.*) Each of us tends to have a personal preference to how we are physically activity outside of physical education class. How do the physical activities that you participate in, influence your health-related physical fitness? (*Prompt for: I ride my bike to school and this helps my cardiovascular endurance; I always feel better after I am finished practicing my highland dancing; I feel tired, in a good way, after hockey practice – my muscles are tired so I am exercising my muscular endurance and cardiovascular fitness.*) **(A6.1)**
- **Fun Fitness Flying Frisbee.** Physical educators mark six large circle targets. Students participate in this activity in 3 groups. Each group has two targets 10 meters apart (vary distance as needed). Within each target, are lines (i.e., picture pieces of a pie) and there is a bullseye circle in the center of the circle. This game is best played on a black top and playground chalk can be used to outline these areas. Each space within the target represents a different area of physical

fitness. Polyspots are placed in these areas with fitness tasks attached beneath them. One student in each group will send a Frisbee to the target circle. The entire group will perform the corresponding fitness activity. Students will take turns sending the Frisbee to the target. If the Frisbee lands in the bullseye, the students can choose the fitness task they would like to complete. Physical educators assess students' understanding of the fitness concepts through informal formative assessment (i.e., discussion) or through summative assessment (e.g., exit slips or quiz).

– **Teacher Sample Comment:** Please tell your group members what physical activities you did today will best help you improve the area of physical fitness that you feel you need the most work in? (*Prompt for: I am a figure skater and so I think that the yoga tasks were great for me as they help me to balance and increase my flexibility; I am training for a 1 mile fun run with my dad and so I think the running activity will help me the most; Since I participate in sledge hockey, I think that the upper body strength exercises are best for me, they will help strengthen my arms so that they will not tire as quickly when I play.*) **(A6.1)**

- **Mock Morning.** Physical educators plan a class to emulate a morning before school for students. As they enter the teaching space (i.e., preferably outdoors), the physical educator sounds a signal that students' alarm clocks are going off. Students have 60 seconds to: move around the outdoor space in a bear crawl movement; find a group of peers to participate in a physical activity with; and get in the physical activity immediately. The physical educator will have equipment available to the students and remind them that the activity must promote cardiovascular endurance and promote learning readiness. Physical educators also remind students to apply their SMART goals related to learning readiness to this activity. This activity summatively and authentically assesses students' understanding of learning readiness. Upon completion of the class, students stretch as a group within close proximity and have a discussion about learning readiness and goal setting.

– **Teacher Sample Comment:** Today, I wanted to see if you could demonstrate to me that you understand what is necessary in order to optimize learning readiness. I loved seeing these games! You were having fun, exercising and spending time with your friends. Sounds like a fun way to enhance learning to me! Lately, you have been developing and applying SMART goals for learning readiness. How has your physical activity behaviour been influenced by applying these SMART goals? (*Prompt for: I got up early before school so that I could make sure to walk the dog with my dad, next week we are going to try and run; The goals motivated me to play outside with my neighbor before our bus came each day this week, we had fun together and I felt happy going to school.*) **(A6.1)**

- **Adaptations for Students with Disabilities.** Students with Down Syndrome will likely have goals on their IPP related to muscle tone and strength. Therefore, during various types of fitness activities, the physical educator has task cards that represent physical activities that help develop muscle tone and strength. These activities are directly related to IPP goals, and students can work on these activities alongside peers who may be performing different physical fitness tasks. Thera-bands and body weight are used during these activities. Physical educators assess students' performance related their IPP goals. If a student has a goal to perform 3 sets of 20 front arm raises using a 2 lb. weight, than this is what are assessed and documented. If a student achieves this goal, goals should be adjusted accordingly.

– **Teacher Sample Comment:** Annie, you are really doing a wonderful job developing your upper body strength. I know that you want to play basketball with your cousins when you are home in your yard. This is wonderful! Can you show me how you can do this exercise at

home on your own? Great! You can also lift a soup can if you do not have weights at home. I will be sure to let your parents know that you might want to do this! **(A6.1)**

- **Goal Setting.** Physical educators can review SMART goals during an introduction of a class, while students are performing stationary fitness tasks. Students develop SMART goals outside of physical education class to enhance or maintain health-related physical fitness through physical activity in and away from school. Students can then track their physical activity related to these goals for two weeks. Upon completion of the two-week tracking period, students are to analyze their behaviours related to these goals and write a letter to themselves with positive and corrective feedback related to their behaviours. Physical educators can assess the letters to determine if students understand what behaviours positively influence their SMART goals, and if they understand how to assess and modify their behaviours through an analysis.
 - **Teacher Sample Comment:** What are some ways that your physical activity behaviours this past week - including over the weekend - influenced your SMART goals in a positive way? *(Prompt for: I want to improve my upper body strength and I made sure that did plank pose both days on the weekend; When I was told to walk my dog, I actually ran with her so that I could work on my goal of running for 12 minutes without having to walk; Instead of sitting down during recess, I invited some of my friends to jog around the fields so that we could talk and get our exercise in; My goal is that I want to run at a pace that feels good and so I asked my cousin to run with me and we talked the whole time so that I knew I wasn't going too fast; I did some wall walkers with my younger brother because I really want to be able to do a hand stand by the end of the school year.) (A6.3)*
- **Adaptations for Students with Disabilities.** Students with disabilities should have SMART goals outlined on IPPs. These goals should be directly related to what the students enjoy (e.g., favorite physical activities, favorite hobbies). Physical educators should work with parent(s)/guardian(s) to help develop these goals and are encouraged to send home questionnaires to learn more about what types of physical activities the family enjoys doing together. Physical educators can assess students' understanding as to how their behaviours are influencing their SMART goals in a number of ways – depending on the disability. Additional prompts may be required for students who need that support. Extra time to complete an exit slip or quiz may also be granted as necessary. Students with disabilities may benefit from having a storyboard or Picture Exchange Communication System (PECS) to aid in their communication. Physical educators may present different images to the student, and invite the student to point to the image which best represents how she/he would improve physical fitness (e.g., picture of a child running or a picture of a child sitting down a computer). Physical educators can assess students' level of understanding based on responses to the questions and prompts given.
 - **Teacher Sample Comment:** Zac, please give me a thumbs up if you think you did exercises that will help your physical fitness at recess today. I agree! I saw you walking fast around the playground at recess time and you chose not to sit and watch others play. I also loved how you were walking with some friends. It is more fun to reach our goals when we involve others! **(A6.1, A6.3)**

Resources/Notes

Internet

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)
- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Canadian Paralympic Committee: *IMPACT – Its more than Sport*: www.paralympic.ca (CPC n.d.)
- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- Nova Scotia Department of Health and Wellness. 2012. *“Thrive: A Plan for a Healthier Nova Scotia”* Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: Healthy Schools, Healthy Communities: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: Physical and Health Education Canada: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsources.com (PhysEd Source n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.
- Griffin, L. L., and J. I. Butler. 2005 (Eds). *Teaching Games for Understanding: Theory, Research, and Practice*. Windsor, ON: Human Kinetics.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. Windsor, ON: Human Kinetics.
- Lund, J.L. and M. Fortman-Kirk. (2010). *Performance-Based Assessment for Middle and High School Physical Education*. Windsor, ON: Human Kinetics.
- Mitchell, D., Davis, B. and Lopez. R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.

- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy* (series). Ottawa, ON: Physical and Health Education Canada.
- Ratey, J. with E. Hagerman. 2008. *SPARK: The Revolutionary New Science of Exercise and the Brain*. New York: NY: Little Brown and Company.
- Redmond, K., A. Foran and S. Dwyer. 2010. *Quality Lesson Plans for Outdoor Education*. Windsor, ON: Human Kinetics.
- Rovegno, I., and D. Bandhauer. 2013. *Elementary Physical Education: Curriculum and Instruction*. Burlington: MA: Jones and Bartlett Learning.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics

ACTIVE FOR LIFE

GCO A: Students will be expected to demonstrate knowledge, skills, and attitudes necessary to be active for life.

A6.2 Students will be expected to apply effective motivation concepts to demonstrate effort toward mastery during different types of physical activities in school, and explain ways to apply these concepts effectively outside of school.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Tchoukball.** Students can participate in the naturally small-sided game of Tchoukball to foster cardiovascular endurance, sending (i.e., passing, shooting), receiving (i.e., catching, rebounding) and possessing skills. Since students are not likely exposed to this activity outside of physical education, it will be the first time many students will have participated in it. Thus, students are informed that the physical educator will be assessing: how hard to they try to learn the skills within this game context and how persistent they are in trying to demonstrate the game's skills even if the skills are difficult. Upon completion of the game, students form a circle to stretch and the physical educator can facilitate a discussion. Physical educators informally and formatively assess students based on their responses during the discussion.
 - **Teacher Sample Comment:** What motivation concepts did you choose to apply in and away from school this past week? (*Prompt for: I chose to give my best effort; I chose to make sure that I did not give up when things got tough; I chose to really try to do things correctly rather than rushing through to complete a task.*) How did applying these motivation concepts make influence your experience? (*Prompt for: I was impressed that I could achieve something I never achieved before.*) How did you feel about yourself after applying these motivational concepts? (*Prompt for: I was really proud of my effort.*)
- **Adaptations for Students with Disabilities.** A white board, notepad or hand held device are used as a motivation technique where students receive a check when they complete tasks listed on the board or pad. Tasks should be related to IPP goals, and completed alongside peers without disabilities as much as possible. When physical educators are assessing A2.1, they can check off squares at the end of each class with the help of the student's assistant related to effort toward specific activities. When physical educators are assessing whether students are applying skills related to specific teaching cues, they check off a corresponding square on the student's white board, notepad, or hand held device. The white board or notepad can accompany the child to physical education class each day.
 - **Teacher Sample Comment:** Bashir, I see today we collected three stars! Wow! You really accomplished a lot, today. I am so proud that you stayed on task. If you continue to

complete this many tasks, you will most certainly achieve that extra 10 minutes of physical activity time on Friday. Keep up the amazing work!

Resources/Notes

Internet

- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Society of Exercise Physiology: csep.ca (CSEP n.d.)
- Nova Scotia Department of Health and Wellness. 2012. "Thrive: A Plan for a Healthier Nova Scotia" Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: *Physical and Health Education Canada*: phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; physedsources.com (PhysEd Source n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. Windsor, ON: Human Kinetics.

ACTIVE FOR LIFE

GCO A: Students will be expected to demonstrate knowledge, skills, and attitudes necessary to be active for life.

A6.4 Students will be expected to apply appropriate safety practices during different types of physical activities in school, and outline ways to safely participate in physical activities outside of school.

A6.5 Students will be expected to analyze potential opportunities for safe active transportation.

A6.6 Students will be expected to lead warm-up and cool-down activities safely during different types of physical activities.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Investigators.** Prior to participating in different types of physical activities, students are required to serve as investigators before the activities begin. In small groups, students collaborate to determine potential risk for the activity involved. During this collaboration, students should be either participating in a running (i.e., at talking pace) warm up or stationary strengthening or stability activity. Students identify potential risk and determine ways to minimize risk for the upcoming activity. Physical educators listen to students' responses to formatively assess their understanding of how to minimize risk. Students then scan the playing area and identify any potential risks that they observe. Students also complete exit slips allowing the physical educator to assess their understanding of how to apply risk management to other parts of students' school day.
 - **Teacher Sample Comment:** I loved how you followed all of the safety rules during today's activities. Now, if you were to play this outside of physical education class, what are some safety considerations you should recall? (*Prompt for: We need to make sure our safety equipment fits properly.*) **(A6.4)**
- **Adaptations for Students with Disabilities.** Students who have disabilities may need the support of a peer to scan the playing area during the Investigator activity. Peer helpers should switch often. Students with disabilities identify potential risks related to any special needs they may require (e.g., safe surface and elevation level to wheel chair). Peers are encouraged to support peers with disabilities to minimize risk and investigate playing spaces considering all members of the class.
 - **Teacher Sample Comment:** Stevie, I see that your group pointed out that the hill is too steep and too rocky for your chair to move safely. I love how you decided that you would follow the path down to the field, instead. Group, this is awesome how you decided to all go around the path so that you could stay together as a team while making sure that Stevie was able to travel safely. This is team work at its finest! **(A6.4)**

- **Active Transportation. Four Seasons.** Throughout the school year, physical educators revisit active transport students can experience active transport on different surfaces using different forms of transportation (e.g., bike, scooters, skateboards, inline skates, snowshoes, running shoes) throughout the different seasons. Students draw maps of active transport routes that they could use and bring these maps to physical education class. In groups of approximately four, students use physical education equipment to set up a scaled down version of their respective routes. Students in their groups travel through the route following all safety procedures. Authentic assessment can be used to observe active transport specific skills. Authentic assessment can also be used in this activity to assess students' understanding of how to respond to traffic lights, stop signs, narrow road shoulders, and proper equipment and clothing.

 - **Teacher Sample Comment:** Cala, I appreciated that you reminded Jacoby that his helmet was too loose before he rode his scooter. I also loved when I saw Deshante tell Mimi that she may want to begin slowing down sooner, rather than waiting until she was really close to the pretend stop sign. When you support your peers like this, it not only shows me you remember what we have learned, it shows me that you care for your classmates and want them to be safe. Keep it up! **(A6.5)**
- **Adaptations for Students with Disabilities.** Students with disabilities can travel throughout the mock routes with a buddy to manage risk. Students with Autism can be given a map of the mock routes to be traveled in advance so that they can go over the map and become familiar with the activity and the routes they are to follow. Hand signals and visuals can be used as prompts for students. Visuals are placed on the physical education equipment to represent what the equipment represents (e.g., a laminated picture of a stop sign on a tall orange cone). Authentic assessment is used to observe active transportation specific skills — to assess students' understanding of how to respond to traffic lights, stop signs, narrow road shoulders, and proper equipment and clothing.

 - **Teacher Sample Comment:** The buddy system is a great system for anyone who using active transport as a means of transportation. What are some additional safety precautions that one should take when traveling with a buddy? *(Prompt for: You should make sure that you travel single file; You should make sure that you pay attention to all of your surroundings and do not just talk to each other and ignore obstacles.)* **(A6.5)**
- **Get Warm, Get Cool.** Students can collaborate in small groups to design warm-up and cool-down activities for different types of physical activities (i.e., dance, educational gymnastics, games, individual pursuits). Students can be authentically assessed on their understanding of performing dynamic stretches prior to activities that are going to be more vigorous in nature. Authentic assessment can also be used to assess students' technique in performing dynamic stretches. This activity can be used throughout the school year as different types of physical activities are being taught.

 - **Teacher Sample Comment:** Today, we are going to be playing some 4 vs 4 fast tempo invasion games. What types of stretches should we perform for a warm-up? *(Prompt for: High knees, Back kicks, Pointers, Quad Walks.)* Great! What are some considerations we should remember prior to performing these activities? *(Prompt for: When we do high knees, we should keep our feet moving as quickly as possible and be sure to bring our knees above waist height; During back kicks and the glute walk, we should put our left hand on our left knee and our right hand on our left ankle, and then pull both in toward our chest.)* **(A6.6)**
- **Adaptations for Students with Disabilities.** Students with disabilities design and perform warm-up and cool-down activities that are applicable to their activities for the day. Their activities may

or may not vary from the rest of the class, and are in line with IPP goals. Students with intellectual disabilities will benefit from the use of coloured tape to remember to move arms and legs in opposition for some of the dynamic stretches. Authentic assessment is used to assess students' dynamic stretching technique.

- **Teacher Sample Comment:** Chantelle, this is fantastic! When you perform the low lunge, you are remembering to try and reach the green tape on your left elbow toward the green tape on you left heel. Then, you did the same with the purple tape on your right elbow and ankle. This is really going to warm your body up properly! **(A6.6)**
- **Active Learning related to Strand A.** During a health-related physical fitness cool-down, students stretch with a partner. While completing stretches clearly presented, students are to have a discussion around analyzing their own behaviours related to the health-related physical fitness concepts and its impact on their relationships in and away from school. Students are informally assessed, to guide physical educators' instruction, while the physical educator moves around the space listening to responses.
 - **Teacher Sample Comment.** What are some key components of applying SMART goals when you consider learning readiness? *(Prompt for: You need to make sure that the goals you set are specific, measureable, attainable, realistic, and timely; You should make sure that you remember that learning readiness is promoted best if activity is moderate to vigorous, outdoors, fun and with friends.)*
- **Active Learning related to Strand B.** Upon completion of different activities in Strand B (i.e., dance, educational gymnastics, games, individual pursuits), physical educators facilitate discussion around the application of skills and decision making concepts learned. Physical educators assess students' ability to make these connections through discussions, exit slips, or in journal entries in collaboration with the classroom teacher.
 - **Teacher Sample Comment.** Today, you demonstrated a lot of examples of how you can perform well due to effective decision making during our activities. When I decreased your playing area, you responded with quicker and sharper passes which was awesome. When else in life does someone place adaptations on you? *(Prompt for: I'm not allowed to play near our creek; I'm not allowed to play near the street.)* Yes. The reason we place adaptations in games is to help you practice making decisions that will improve your skills. The reason they are placed on you outside of school is to help you make sure you are safe and that you grow up making smart choices. If you had to give yourself one constraint to improve behaviour in one area of your life, what would it be? *(Prompt for: I would not use the phone until my homework was completed; I would make sure that I stopped texting while crossing the street because that is not a safe behaviour.)*
- **Active Learning related to Strand C.** Upon completion of different activities in Strand C (i.e., personal and social responsibility, care and compassion, valuing the expression of feelings), physical educators facilitate discussion around the application of lessons to students' lives and relationships throughout school. Physical educators assess students' ability to make these connections through discussions, exit slips, or in journal entries in collaboration with the classroom teacher.
 - **Teacher Sample Comment.** How do you feel after completing our 8 minute speed walk / run activity? *(Prompt for: I feel happy that I accomplished something that is good for my health; I feel happy that I reached my goal).* I notice that most of you feel positively about your feelings after participating in activities at this intensity. What are some ways that you can add such behaviour into your lives so that you can have this sense of accomplishment related to exercise outside of physical education class? *(Prompt for: I do not play sports, but*

I can still exercise at home and set goals related to jump roping; I can ask my neighbor if he wants to come running with me before school if our parents give us permission to do so; I can ask my dad if I can use his stationary bike because he does not use it until we go to bed at night.)

- **Adaptation for Students with Disabilities.** A clear structure is established for this active learning time at the beginning of the school year. This will help students who live with attention deficit hyperactivity disorder, or other behavioural disabilities. A clear routine will increase the likeliness of their staying on task when the physical educator pauses an activity to help students connect their learning to life away from physical education. Students with physical disabilities are given opportunity to make specific connections related to their IPP goals, and give examples of how they could work on these goals outside of school. Students with intellectual disabilities use a Picture Exchange Communication System (PECS) to communicate information to the teacher related to their experiences and their IPP goals, and to demonstrate an understanding of connecting the activities to life away from physical education. Physical educators use questions and prompts that relate directly to students' and family's input regarding students' interests and preferred forms of physical activity away from school.
 - **Teacher Sample Comment.** When I met with you and your dad at the beginning of the school year, you both said it was very important that you worked on skills that would help you mountain bike with him this summer. Your balance and coordination has come such a long way since then! Today, when you try to bike throughout this obstacle course at a faster speed than usual, I want you remember what we learned about calming breathing exercises. If you happen to fall down or need to take a break because you are nervous, what are some ways you can calm your mind and then improve your performance? *(Prompt for: I can make sure that take long deep breaths, I can make my breath audible while I inhale for three seconds and then exhaling for three seconds.)*

Resources/Notes

Internet

- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Nova Scotia Department of Health and Wellness. 2012. *"Thrive: A Plan for a Healthier Nova Scotia"* Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsources.com (PhysEd Source n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.

SKILL AND MOVEMENT CONCEPTS

GCO B: Students will be expected to demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits.

B6.1 Students will be expected to demonstrate competency in skills, skill combinations, and movement concepts within dance, educational gymnastics, games, and active pursuits.

B6.2 Students will be expected to demonstrate competency in skills, skill combinations, and movement concepts while applying offensive and defensive strategies .

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Dance. Story Creation.** Students are placed in small groups (i.e., 3-4 students in one group). Students have five minutes to perform a cardiovascular activity of choice (e.g., jump rope, running) at an intensity where they can speak to one another. During this time, students create a story (i.e., has a beginning, middle, and end). Upon completion of the cardiovascular warm-up, students create a dance that tells the story through the application of skills, skill combinations, and movement concepts. Physical educators can provide a list of required elements for the performance (i.e., skills, skill combinations, and movement concepts to be assessed). Physical educators play different music throughout the practice, and groups can choose one of the options played for their performance. Groups perform their dances during last part of class and other groups watch from different active stationary positions (e.g., stretching to reach their toes, plank position). Groups try to determine the story that is being told through movement. Physical educators formatively assess (i.e., only formatively due to time constraint of 5 minutes) the required skills, skill combinations, and movement concepts in the performance, as well as students' ability to collaborate, problem solve, and move creatively.
 - **Teacher Sample Comment:** I love how you all included the required elements but how they took on such a different look, depending on the story being told. It was really cool seeing your chasse movements performed so well and with such precise timing. I loved how well you all worked together to perform the skill combinations and movement concepts in sync. **(SMC6.1)**
- **Dance. Dance Combination.** Physical educators teach a dance combination after all the steps within the dance have been previously taught. Prior knowledge includes specifics of each dance element. The following dance combination is taught: Students extend right arm out to right side (counts 1, 2); Circle right arm above head (counts 3,4,5,6), continue to circle and place hands on knees; Jump up (count 7, 8); Land with hands knees on bent knees (count 8); Spiral turn to left. Once the legs have unraveled, do not stand. Lay down on the left side, facing the front (counts 1-4); Lay down on left side (5,6); Sit back up, the head being the last thing to come up (counts 7,8); Spin on bottom to the left (counts 1-3); Hit the floor with the right hand (count 4); Jump up

to standing, using the right hand, to face back (counts 5, 6); Turn to the right to face front, using the shoulder to initiate the turn (counts 7,8); Pas de bouree starting with the right, again on the left (counts 1 and 2, 3 and 4); Deep lunge down (in prep for the “coffee grinder”) with the right leg extended to side (count 5); One full rotation of the “coffee grinder” (counts 5-8). Physical educators authentically assess students’ skills, skill combinations, and movement concepts during this activity.

- **Teacher Sample Comment:** Class, a Pas de Bouree translates to mean “small stepping movement” so be certain to keep this in mind when you transfer your weight from foot to foot each of the three times. I love how you all move to low level in preparation of the “coffee grinder”. **(B6.1)**
- **Educational Gymnastics. Stations to Increase Muscular Strength and Muscular Endurance.** Students participate in educational gymnastics stations where they move throughout the stations in small groups. Students switch stations when the music pauses. Station 1: Handstand against the wall. Station 2. Students get in front support and then do push-ups. Station 3. Partners join hands and stand on either side of a line. Students try to pull the partner over the line and can change their base (i.e., wide, narrow) and center of gravity (i.e., level: low, medium, high). Station 4. Partner Combative Handshaking. In front support, face to face with partner, each student resists while the partner tries to pull her/him over. Station 5. Wheel barrel relays. One partner holds the other partner’s quadriceps muscles, and walks on his/her hands across the floor. Station 6. Cartwheel work. Students perform proper sequencing for cartwheel (i.e., hand, hand, foot, foot) progression. Physical educators formatively assess students’ skills, skill combinations, and movement concepts and use observations to provide students with skill specific feedback.
 - **Teacher Sample Comment:** Your efforts today helped you develop both your muscular strength and muscular endurance. What are some ways that you can modify push-ups so that you can build up to performing several sets of them at mastery? *(Prompt for: I can bend my knees if I get tired because it is better to perform them in a modified way rather than keep my knees lifted; I can make sure to rest when I get tired and then do another set.)* **(B6.1)**
- **Educational Gymnastics. Cartwheel focus.** Students focus on transferring their weight from one hand to the other while performing the cartwheel. Students have previous knowledge of the steps to be performed in the cartwheel (i.e., hand, hand, foot, foot). Students work independently during this activity. Each student has two bean bags and a bucket or a target marked on the floor. Students place the two beanbags where they estimate their hands will land while practicing the cartwheel. Students can choose to place their hands next to the beanbags as they practice the cartwheel motion. Students who are approaching mastery, or who have mastered the cartwheel, can pick up the beanbags and attempt to underhand toss them into their target (i.e., bucket) when they complete the cartwheel.
 - **Teacher Sample Comment:** Who can teach me how to properly perform a cartwheel? *(Prompt for: You need to step with your lead foot, place that hand on the floor, then the opposite hand, and then the opposite foot as the leading foot.)* That’s right! Who did better today than ever before, and why? *(I did better today because I was focused on getting my hands next to the bean bags and, because we were all practicing at the same time, I was not worried if I looked silly or not because no one was watching me.)* **(B6.1)**
- **Games. Net/Wall Game, Overhand Strike.** Students play in groups of 5 or 6. Two players are on each side of a rectangular playing space and 1 or 2 players is on center line (i.e., acting as a net). Students perform a listed activity (e.g., burpee, wall push-ups, donkey kicks) prior to each point

played. This list should be posted nearby for all students to see. One student overhand strikes the ball and tries to send it to space on the opposing team's side. The opposing team tries to receive the ball by catching it overhead or underhand. A point is awarded to the team sending the ball when it is not received by the opposition. When a point is made, all members of the group run around the rectangle and return to perform the activity posted. Then, the teammate of the team who was awarded the point attempts to send the ball to an open space. Students rotate positions (i.e., one side, the center line, opposite side) upon physical educator's signal (i.e., music stops) every 3 – 5 minutes. Cumulative scores are kept. Once students master the overhand strike, they can attempt to resend the object back using a forearm volley rather than catching it. Physical educators formatively assess students or authentically assess students' overhand strike during this activity.

- **Teacher Sample Comment:** Jamieson, I noticed that your hand was closed when you made contact on the ball when you sent it over, please try to keep your hand open and your fingers spread. Class, make sure that your arm is outstretched when you make contact with the ball. Why would I say this? (*Prompt for: it will make the ball go faster; it will generate force.*) **(B6.1)**
- **Games. Invasion Game, Modified Speed Ball.** This game can be played with 5 v 5 and prior practice and incorporates many forms of sending (i.e., kicking, throwing, punting, passing with hands and feet), possessing (i.e., dribbling with feet), and receiving (i.e., trapping with feet, catching with hands). When the ball is on the ground, general soccer rules apply. When the ball is in the air, general basketball rules apply. Football rules apply in the forward passing of the ball, and in the scoring. The object of the game is for the team in possession of the ball to advance the ball down the field toward the other team's goal line and attempt to score. The opponents of the team in possession of the ball try to intercept and obtain possession of the ball in order to move it toward their goal line in an attempt to score. In the small-sided version, field kick and drop kick goals are not counted as there will not be enough football end zones to play small-sided versions of the game. Thus, a touchdown is scored when an offensive player passes to a teammate in the opposition's end zone. This counts as 6 points. Physical educators switch teams every 5 minutes so players can play other teams within one physical education class. A cumulative score is kept throughout all games. Physical educators use speed ball as an efficient game to authentically assess many skills, skill combinations, and movement concepts.
 - **Teacher Sample Comment:** Everyone please move into plank position for one minute so I can summarize what I am observing while you play. I see that Joannie is dribbling with the ball really close to her feet which allows her to possess the ball more safely. I also love how when Fred passes the ball, he makes sure to consider how far and how close his teammates are to him. What do you think I mean by this? (*Prompt for: He sometimes uses a lot of force in his passes, and he sometimes uses only a little force; He sometimes throws over his head if his teammate is far away, and he throws underhand if they are nearby, this keeps the ball from being intercepted.*) Great! You got it. Okay, when I say "go" jump up and begin playing immediately. Ready, Go! **(B6.1)**
- **Individual Pursuits. Taekwondo.** Physical educators, if they are not familiar with Taekwondo, may partner with a local Taekwondo centre and invite an instructor to the physical education class. Students can learn about Taekwondo (i.e., history, risk management, health benefits). An instructor can teach students a pattern (i.e., a series of techniques combined to form a form or sequence). Students can then work in partners to memorize the sequence and perform the pattern. Physical educators assess students' ability to demonstrate the pattern. Additional assessment determines students' understanding of the health-related physical benefits of Taekwondo.

- **Teacher Sample Comment:** What health-related physical fitness benefits do we receive from participating in Taekwondo? (*Prompt for: We improve our cardiovascular endurance; It helps our muscular strength and endurance; Taekwondo is an excellent way to have a healthy amount of body fat and to become really flexible.*) Yes! You are correct, Taekwondo is an awesome way to get more physically fit. Are there any other additional benefits? (*Prompt for: It is a great stress relief; You don't need a lot of equipment to participate in Taekwondo.*) **(B6.1)**
- **Individual Pursuits. Mountain Biking, Descending Hills.** Before doing this activity, students are previously taught how to fit for a bike, bike safety, and basic bike maneuvering. In this activity, students bike up a gradual incline and then descend the hill keeping their bottom back and over (i.e., not on) the seat, their knees bent and feet at the same height off the ground, and with their arms in an outstretched position while hands grasp the handle bars. Students are taught to look ahead a metre or so that they can react to the obstacles as they approach them. As students demonstrate mastery in this technique, they move down a steeper hill that contains obstacles (e.g., polypots, cones, sticks). Physical educators formatively assess students in these activities.
 - **Teacher Sample Comment:** Why is it important that you look ahead while you descend hills on your mountain bike? (*Prompt for: If you look ahead, you have time to maneuver your bike around the oncoming objects in a relaxed way, but if you don't look ahead, you can hit a root or a rock and go flying off of your bike.*) **(B6.1)**
- **Defensive Strategies. Defensive Game Plan.** Players have previous understanding of defensive strategies (e.g., person to person defense, zone defense, quick feet). Students are in groups of 5 and play a small-sided game of mush ball. In this game, students are to send the ball to a teammate and make five successful passes before they are allowed to attempt to score. To score, students send the ball over the opposition's end zone where it is received without touching the floor or being intercepted. Prior to playing this game, students work collaboratively with their teams to determine a defensive strategy. Students must: decide what defensive strategies they will implement in the upcoming game, write their strategies down, and submit to the physical educator. Students should have no more than 3 minutes to record their strategies, and should record them while doing a sitting forward bend and sitting straddle stretch after a dynamic warm-up has already occurred. Physical educators analyze these strategies, along with observations, to authentically assess students' understanding of defensive strategies in the game. Different balls can be used to change the tempo of the game and differentiate instruction (e.g., tennis ball, playground ball, beach ball). If this activity is used to formatively assess students, skill specific feedback should be given to the players based on determined defensive strategies. Students should have 3 minutes to complete strategies and should record them while doing a sitting straddle stretch after a dynamic warm-up has already occurred. This game can be used to formatively or summatively authentically assess students' ability to demonstrate mastery in skills, skill combinations, and movement concepts while applying defensive
 - **Teacher Sample Comment:** I observed team red chose using a zone defense. What did you all have to do to make this effective in today's activity? (*Prompt for: We really had to keep our heads up and communicate so that if our player moved out our zone, our teammate would know about it if she couldn't see it at the time.*) **(B6.2)**
- **Defensive Strategies. Get it Back.** This game is played to teach students that when they are playing defense, it is important that they regain possession in order to move to an offensive position. Students participate in pairs and each has a scarf tucked into the back of their shorts with most the scarf hanging down. One partner begins on offense and tries to capture the other player's scarf. The defensive player must demonstrate defensive strategies (e.g., quick feet, low

center of gravity, effective use of body positioning). When the scarf is caught, students switch roles. Physical educators formatively assess students during this activity to provide skill specific feedback.

- **Teacher Sample Comment:** What will help you be effective in this activity when you are on defense? (*Prompt for: I need to make sure that I keep my center of gravity low and stay on the balls of my feet so that I can move quickly.*) **(B6.2)**
- **Offensive Strategies. Cone Ball.** Physical educators modify this game by using different types of balls (e.g., handballs, foam balls, gators kin balls, soccer balls, playground balls). Students are in small groups (e.g., 5 v 5) and the object of the game is to shoot and score by hitting one of the three tall cones placed within a line marking the goal area on the opponents' defensive side of the playing space. All shots must be taken outside of the clearly marked goal area line (i.e., like a handball court). Players are given a maximum of 3 seconds to possess the ball. Prior to shooting the ball at a cone, students must complete five complete passes. A penalty shot is called if a defensive player enters his/her goal area for the intentional purpose of keeping an opponent from scoring, or when a defender fouls an offensive player who attempts to take a shot from the goal area line. If a goal goes out of bounds, a member of the opposite team sends the ball back into play from that spot. Physical educators formatively or summatively authentically assess students' ability to demonstrate mastery in skills, skill combinations, and movement concepts while applying offensive strategies during this activity.
 - **Teacher Sample Comment:** Before we begin, please gather with your team and do squats with your body weight using proper technique. While you perform these squats, please determine ways that your team can be successful on offense. (*Prompt for: We can move to open space and then call for the ball; After we send the ball to a teammate, it's important that we move immediately in hopes of receiving the ball again; When we have the ball, we need to keep our head up to see what options exist to send the ball right away because we only have three seconds.*) **(B6.2)**
- **Offensive Strategies. Offensive Game Plan:** Players have previous understanding of offensive strategies (e.g., creating space, changing directions, change of pace). Students are in groups of 5 and play a small-sided game of mush ball. In this game, students send the ball to a teammate and make five successful passes before they are allowed to attempt to score. To score, students send the ball over the opposition's end zone where it is received without touching the floor or being intercepted. Prior to playing this game, students meet with their teams to come up with an offensive strategy. Students must: decide what offensive strategies they will implement in the upcoming game, write their strategies down, and submit to the physical educator. Students have no more than 3 minutes to record their strategies, and record them while doing a sitting forward bend and sitting straddle stretch after a dynamic warm-up has already occurred. Physical educators analyze these strategies, along with observations, to authentically assess students' understanding of offensive strategies in the game. Different balls can be used to change the tempo of the game and differentiate instruction (e.g., tennis ball, playground ball, beach ball). If this activity is used to formatively assess students, skill specific feedback should be given to the players based on determined defensive strategies. Students have 3 minutes to complete strategies and record them while doing a sitting straddle stretch after a dynamic warm-up has already occurred. This game can be used to formatively or summatively authentically assess students' ability to demonstrate mastery in skills, skill combinations, and movement concepts while applying offensive strategies.
 - **Teacher Sample Comment:** I noticed that some teams seemed to maintain possession more than other teams. Why do you think this is? (*Prompt for: Some teams' players kept moving continuously and would make sharp cuts in direction, this, made them open more often; I*

know that when Frances would slow down and then speed up it was hard for me to catch her so I think that was a good offensive strategy.) (B6.2)

- **Adaptation for Students with Disabilities.** Use coloured gymnasium tape to help students understand how to move their arms and legs in opposition as they perform specific locomotor movements (e.g., running, skipping) and manipulative skills (e.g., throwing, rolling, kicking) within different types of physical activities on different surfaces. Adapt game rules (e.g., additional time to possess objects), modify playing area (e.g., increase playing area to decrease onset of defensive pressure situations) and modify equipment (e.g., larger and softer equipment) to increase students' opportunities to experience success. Collapsible balls and oversized balls aid in students' ability to track, receive, and send. Visuals and prompts should be used to increase students' understanding of tasks and instructions. Velcro gloves and balls may be used to help students experience success while receiving objects. Imaginary bubbles may be in place to ease anxiety for students who do not like others in close proximity. Teacher's assistants and physical educators facilitate peer interaction as much as possible between students with disabilities and peers without disabilities. Activities, as much as possible, should be adjusted to be in line with students' IPP goals and objectives.
 - **Teacher Sample Comment:** Eric, that's awesome! I love how you are making sure to check your white board for the order of the Taekwondo skills that are in this pattern we are learning. I also love how you are making sure that when you extend your arm with the purple sticker on it, that you step with your foot that has a matching sticker on it. This way, they are in opposition and you will get more force that way. **(B6.1, B6.2)**

Resources/Notes

Internet

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)
- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Paralympic Committee: *IMPACT – Its more than Sport*: www.paralympic.ca (CPC n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- Nova Scotia Department of Health and Wellness. 2012. *“Thrive: A Plan for a Healthier Nova Scotia”* Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013.)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsources.com (PhysEd Source n.d.)
- Ruschkin: *Up Down All Around*: www.ruschkin.com (Ruschkin n.d.)

- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., Egner-Markos, N.J. and Walker, P.J. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.
- Griffin, L. L., and J. I. Butler. 2005 (Eds). *Teaching Games for Understanding: Theory, Research, and Practice*. Windsor, ON: Human Kinetics.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. Windsor, ON: Human Kinetics.
- Lund, J.L. and M. Fortman-Kirk. (2010). *Performance-Based Assessment for Middle and High School Physical Education*. Windsor, ON: Human Kinetics.
- Mitchell, D., Davis, B. and Lopez, R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.
- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy* (series). Ottawa, ON: Physical and Health Education Canada
- Rovegno, I., and D. Bandhauer. 2013. *Elementary Physical Education: Curriculum and Instruction*. Burlington: MA: Jones and Bartlett Learning.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics

SKILL AND MOVEMENT CONCEPTS

GCO B: Students will be expected to demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits.

B6.3 Students will be expected to apply appropriate decision-making skills, while applying skill combinations and movement concepts during different types physical activities as adaptations are placed on settings, space, time, rules, and tasks

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Dance and Educational Gymnastics. Dance Combination.** After the students learn and perform the dance combination in B1.1 example, they are to work with a partner. Each group choreographs eight-sixteen counts to add on to the end of the combination. Physical educators authentically assess students' understanding of the sequence, counting, keeping time and staying in sync, and their choreography. Peer assessment is used as formative assessment prior to showcasing their finished sequences. Here, students pair with another group of two and provide each other skill specific feedback. Students are formatively assessed on the quality of feedback while their peers are assessed on their application of the suggestions.
 - **Teacher Sample Comment:** I love how when you lost count, you quickly kept the beat by snapping your fingers, glanced at your partner, and then began dancing again right away. Rather than get upset, you remained calm and made some really great decisions that allowed you to show me you knew this sequence really well. Well done! **(B6.3)**
- **Games. Modified Speed Ball.** While student are playing modified speed ball (B1.3) they can demonstrate effective decision making as they try to make successful passes. Students will demonstrate effective decision making in various ways, including: the force at which they send the ball to a teammate; how they move and cut in space in order to receive a ball while under less pressure; their decisions on who to pass to in the end zone when they have possession and see a potential point to be scored.
 - **Teacher Sample Comment:** Ricky, I love it! Why did you choose to pass the ball behind you to a teammate while on offense, rather than forcing a pass to the end zone even though a teammate was in the end zone and calling for the ball? *(Prompt for: Well, Lylah seemed to be covering Cedric in the end zone. So, I was worried about an interception. I thought if I passed it behind me to Chase, that it would give us time to change our speed and maybe get more than one of our players in the end zone.)* **(B6.3)**
- **Individual Pursuits. Mountain Biking.** During a mock mountain biking course physical educators authentically observe students' decision making skills based on the routes that the students take to move through the course. Cones, logs, and other items are placed within the course so students demonstrate their ability to "pick a line" and follow it. When students "pick a line" they

are planning ahead how they will maneuver through the course. It is important that students pick a line that is at their skill level so that they are able to maneuver safely through the course. Students self-assess their decision making after moving through the course to reflect on how they would travel differently, if at all, through the course.

- **Teacher Sample Comment:** How do you think you did in choosing and following your mountain bike line? (*Prompt for: I think I chose well because I was able to clear almost all the obstacles, and I am confident that I can clear all with a little more practice; I think I chose well because I worked hard and had to concentrate, but I still had fun and wasn't discouraged.*) **(B6.3)**
- **Games. Cone Ball.** During the cone ball activity (B1.6), physical educators can authentically assess students' ability to perform skills, skill combinations, and movement concepts at mastery while applying offensive strategies when adaptations are in place. Physical educators can modify the equipment (e.g., decrease size of ball in play), playing space (e.g., decrease to decrease reaction time in the game), and possession time limit (e.g., allow students to be in possession for three seconds maximum rather than five seconds) during cone ball.
 - **Teacher Sample Comment:** Freeze in plank! How might this game change if I decrease the playing area? (*Prompt for: We will have to make quicker passes; We will have to make sure we communicate when we have the ball and when we are moving to space; We will have to make sure that we are never flat footed.*) Awesome! Okay, now, play within the blue lines when I say go. Ready, Go! **(B6.3)**
- **Adaptations for Students with Disabilities.** Students with disabilities may need additional time to consider their options related to decision making in different types of physical activities. Others may need visuals and prompts from physical educators, teacher's assistant, and peers so mastery is more possible. Students with disabilities may need more time than their peers to consider their options related to decision making in physical education. Some students may need visuals (e.g., images, white boards) and additional prompts to reinforce the modifications or adaptations that were made by the physical educator. Students who live with intellectual disabilities should be given appropriate prompts, visuals, Picture Exchange Communication System (PECS), and storyboards to help them communicate responses related to motivation and learning readiness during assessments. Students with hearing impairments should have visuals and be placed in close proximity of the physical educator to increase likelihood of hearing and understanding instructions.
 - **Teacher Sample Comment:** How can you increase your chances of catching the ball during speed ball? (*Prompt for: I need to make sure that I have my Velcro wrist bands on and that I call for the ball.*) **(B6.3)**
 - **Teacher Sample Comment:** Ginny, I would love to see you walk through your planned route for me so that I can observe your choices. Why did you choose this route? (*Prompt for: I want to make sure that I make safe choices as I bike through my path.*) **(B6.3)**

Resources/Notes

Internet

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)

- Bonnie’s Fitware: www.pesoftware.com (Bonnie’s Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Native Dance. 2013. *The Mi’kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- Nova Scotia Department of Health and Wellness. 2012. “*Thrive: A Plan for a Healthier Nova Scotia*” Province of Nova Scotia. thrive.novascotia.ca
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator’s Resource*; www.physedsources.com (PhysEd Source n.d.)
- Ruschkin: Up Down All Around: www.ruschkin.com (Ruschkin n.d.)
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d.)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)

Print

- Block, B. 2007. *A Teachers’ Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.
- Kassing, G. and J. M. Danielle. 2003. *Dance Teaching Methods and Curriculum Design*. Windsor, ON: Human Kinetics.
- Mitchell, D., Davis, B. and Lopez. R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.
- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy* (series). Ottawa, ON: Physical and Health Education Canada.
- Redmond, K., A. Foran, A. and S. Dwyer. 2010. *Quality Lesson Plans for Outdoor Education*. Windsor, ON: Human Kinetics.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics

LIFE SKILLS

GCO C: Students will be expected to participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility.

C6.1 Students will be expected to apply effective coping behaviours to different challenges while working alone and in collaboration with others and analyze the impact of these behaviours.

C6.2 Students will be expected to analyze the impact of serving as a co-operative and productive member of a group.

C6.3 Students will be expected to demonstrate initiative to ensure fairness for self and others during physical education.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Examples

- **Effective Coping Behaviours. Canoe Table Tennis.** Students form a circle while in their canoes. Bright coloured ping balls are thrown into the center of the circle. Students try to get the table tennis balls into their canoes. Different table tennis balls represent different points. Students are to follow all risk management skills during this game. Physical educators authentically assess students' coping behaviours during this game. Upon completion of the activity, outside of physical education class, students journal their behaviours related to coping behaviours during this activity. Physical educators assess their ability to analyze their coping behaviours through reading students' journal entries.
 - **Teacher Sample Comment.** What type of experiences did you have today that caused you to use some coping strategies? (*Prompt for: I was really nervous that when I went to collect a table tennis ball that my partner might not remember that it was my turn; I was nervous that we would tip over.*) Did you effectively apply coping strategies to put yourself at ease? (*Prompt for: Yes! I did. I felt as though the deep breaths helped me stay relaxed and then I reminded myself that I have these skills and shouldn't be nervous; Yes, and now I need to make sure I use them before tests or presentations because I get nervous during those times, too.*) **(C6.1)**
- **Independent Behaviours. Educational Gymnastics Stations.** During the station activity (B6..1) students move through stations that help them develop muscular strength and muscular endurance. Some activities at these stations are completed independently, and others involve partner work. Physical educators authentically assess students' ability to take initiative and demonstrate on-task independence while working alone and in collaboration with others. Through exit slips or group discussions, physical educators formatively and summatively assess students' ability to analyze the impact of taking initiative on themselves and others.

- **Teacher Sample Comment:** Today was fantastic. You all stayed on task and worked so hard during solo and partner activities. Why do you think that I am so proud of you for this? *(Prompt for: When we work hard and on our own, we will get more fit and more healthy; When we stay on task, we do not bother our peers and they are more likely get a lot of our of the class, too.)* Yes! Exactly. How about life outside of physical education class? Are there any areas you think you could take more initiative in order to positively impact your life others? *(Prompt for: I think I could probably do more to help at home because it might help others to be less stressed; I think that I could make sure I did my homework each night so that my other teachers were proud of me and noticed that I was working hard.)* **(C6.1)**
- **Collaboration Skills. Defensive and Offensive Game Plan.** During the defensive and offensive (B6..2) game plan activities, physical educators authentically assess students on their ability to apply knowledge of how to serve as an effective group member. Physical educators authentically assess students only once students have been taught that effective group members: listen, offer suggestions, use positive tones, and are supportive. Physical educators also assess students’ as effective group members during all other types of physical activities. Students answer an open-ended question as homework that requests they analyze the impact on themselves and others from serving as effective group members in and away from school. Physical educators summatively assess students’ understanding of effective group member behaviour through analyzing students’ responses.
 - **Teacher Sample Comment:** During both the defensive and offensive game plan, I saw some excellent examples of effective group member participation. What did I see among your group that would lead me to this conclusion? *(Prompt for: Our group passed around the ball and each person held the ball when speaking, before any group member was allowed to speak twice, this made sure that no one talked too much and that everyone had a chance.)* How do you think you could improve as a group member? *(Prompt for: I’m really shy, but I have good ideas and need to make sure that I find ways to share my ideas with my group; I get excited and want to always be the one sharing ideas, I need to make sure that I ask other group members for their thoughts and ideas and listen more.)* **(C6.2)**
- **Fair Play and its Application to PE. All Movement Categories.** The importance of demonstrating initiative to ensure fairness for students and others (e.g., following the rules, including all students, peaceful resolutions) during all types of physical activities will be reviewed early in the school year. Students can work collaboratively while they establish class expectations and rules to determine a fair play game plan (i.e., how fair play will come to life in their physical education class). Several times throughout the school year, students will be granted opportunity to analyze class effectiveness of implementing the fair play game plan through verbal or written (e.g., exit slip, assignment) communication. Physical educators can summatively assess students’ understanding through authentic (i.e., their actual behaviours throughout the year) and formal (e.g., exit slips, assignment) assessments.
 - **Teacher Sample Comment:** Please tell the person next to you how you think our class is doing when we consider our fair play game plan? *(Prompt for: I think that we are playing more honestly than we did last year and we do not let the strongest personalities rule the decisions; I think that we are doing an awesome job letting individuals determine resolutions to conflicts.)* Andre welcomed Jenny came into his group even though they already had 3 group members. This is awesome. Not only does it make Jenny feel better to be invited to a group, you understand that activities can be modified so that each of you plays. Each of you has a right to play and have fun in my PE class so today’s gold star goes to Andre for behaving so inclusively! **(C6.3)**

- **Adaptations for Students with Disabilities.** A structure should be established so that routines are in place to minimize distractions through management time. Proximity strategies can be applied for students who have behavioural disabilities and PECS can be used for those who live with Autism. Storyboards can be used to help students who have difficulty expressing their feelings and speaking for themselves. Physical educators can use hand signals, sign language, and visuals to support students who have a hearing impairment or auditory processing difficulty. If students are performing a stationary task while the physical educator is talking about life skill topics, a student who uses a wheel chair can work on chair raises with the chair locked. The alternative tasks assigned to students with disabilities should directly support her/his IPP goal(s). Physical educators can assess students' personal and social responsibility through authentic assessments and through formative and summative written or oral assessments.
 - **Teacher Sample Comment:** How can you make sure that you are included in these activities? (*Prompt for: When I know of modifications that can be made that would make it more fun for me and my peers, I will communicate these with you.*) Awesome! Yes! The key is that you have fun while working on your goals related to physical education. If you know of any equipment or activities that will help you to do this, please know that I welcome every suggestion you might have. **(C6.1, C6.2, C6.3)**

Resources/Notes

Internet

- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- OPHEA: *Healthy Schools, Healthy Communities*: www.ophea.net (OPHEA n.d.)
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- PHE Canada: *Physical and Health Education Canada*: www.phecanada.ca (PHE Canada n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Conley, C.A., Danish, S. J., and C. D. Pasquariello. 2010. "Sport as a Context for Teaching Life Skills," *Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners*, 168–176. New York, NY: Routledge.
- Danish, S. J. 2002. "Teaching Life Skills through Sport," *Paradoxes of Youth and Sport*, 49–60. Albany, NY: State University of New York Press.
- Gay, G. 2010. *Multicultural Education Series: Culturally Responsive Teaching* (2nd ed.). New York, NY: Teachers College Press.
- Hellison, Don. 2003. *Teaching Responsibility Through Physical Activity*. Champaign, IL: Human Kinetics.

LIFE SKILLS

GCO C: Students will be expected to participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility.

C6.4 Students will be expected to describe their mood and any changes that occurred during activities at moderate to vigorous intensities, and analyze ways to maintain or increase positive feelings associated with these experiences.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Teacher Sample Comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These Teacher Sample Comments include prompts that can be used or modified to check students' understanding of the concepts being learned and to guide future teaching practices.

Example

- **Moderate to Vigorous Intensities and Feelings. All Movement Categories.** Throughout the school year, physical educators plan for many different types of activities to be experienced at moderate to vigorous intensities. Students describe their mood during (e.g., thumbs up, thumps down) or after (e.g., written, verbal) these activities. Formal assignments are given to students to complete as homework whereby they think critically of ways to maintain or increase positive feelings associated with these feelings. Students' responses are analyzed to determine their understanding of how to make activity enjoyable. Student responses are posted on a bulletin board in the school foyer to remind teachers, staff, and other students to foster enjoyment in physical activities.
 - **Teacher Sample Comment:** I love how some of you recognize how fun exercising with a friend can be. How can you increase opportunities to exercise with your friends at these intensities? *(Prompt for: We can run some laps together while talking before we eat our lunch each day; When we hang out on the weekends we can take my dog for a run and still visit and talk to each other.)*
- **Moderate to Vigorous Intensities and Breathing Exercises. All Movement Categories.** When students complete an activity at moderate to vigorous intensity, it is important that they use calm breathing exercises to begin the cool down process for their bodies. Students are assessed (e.g., written, orally) on the benefits of calming breath upon completion of moderate to vigorous intensities. Physical educators also assess students on their understanding of how calm breathing exercises can be helpful in other areas of their life (e.g., when they face peer pressure and need time to think of a plan).
 - **Teacher Sample Comment:** As you can see, calm breathing begins the cooling down process for our bodies. The term "cooling down" can also be used to describe certain emotions. Please tell me how these breathing exercises might positively influence your behaviours outside of physical activities. *(Prompt for: if we are upset, sometimes taking deep breaths can help us to relax and become calm and then we will make better decisions.)*
- **Adaptations for Students with Disabilities.** Students are given extra time as needed to communicate feelings in terms of oral or written communication. Students are offered choice of

how to express their feelings. Images of different expressions that represent different moods are shown to help students communicate their feelings (e.g., students can point to image that best illustrates how they feel). Storyboards are used to help students who find it difficult to express their feelings and articulate their thoughts. Physical educators assess students' ability to express their feelings based on students' feedback. Additional prompts are used to encourage students to respond. Physical educators provide examples to the students to ensure the question is clear.

- **Teacher Sample Comment:** You did amazing during your speed walking today. You worked so hard! Please point to the picture of the face that looks like how you feel after working so hard. Great! I'm so glad you are pleased with yourself. Can show you point to the image of a person who looks like he/she might benefit from some deep breaths to calm down? Awesome! Yes, that person look very frustrated and would likely be able to calm down a bit with some deep slow breathing.

Resources/Notes

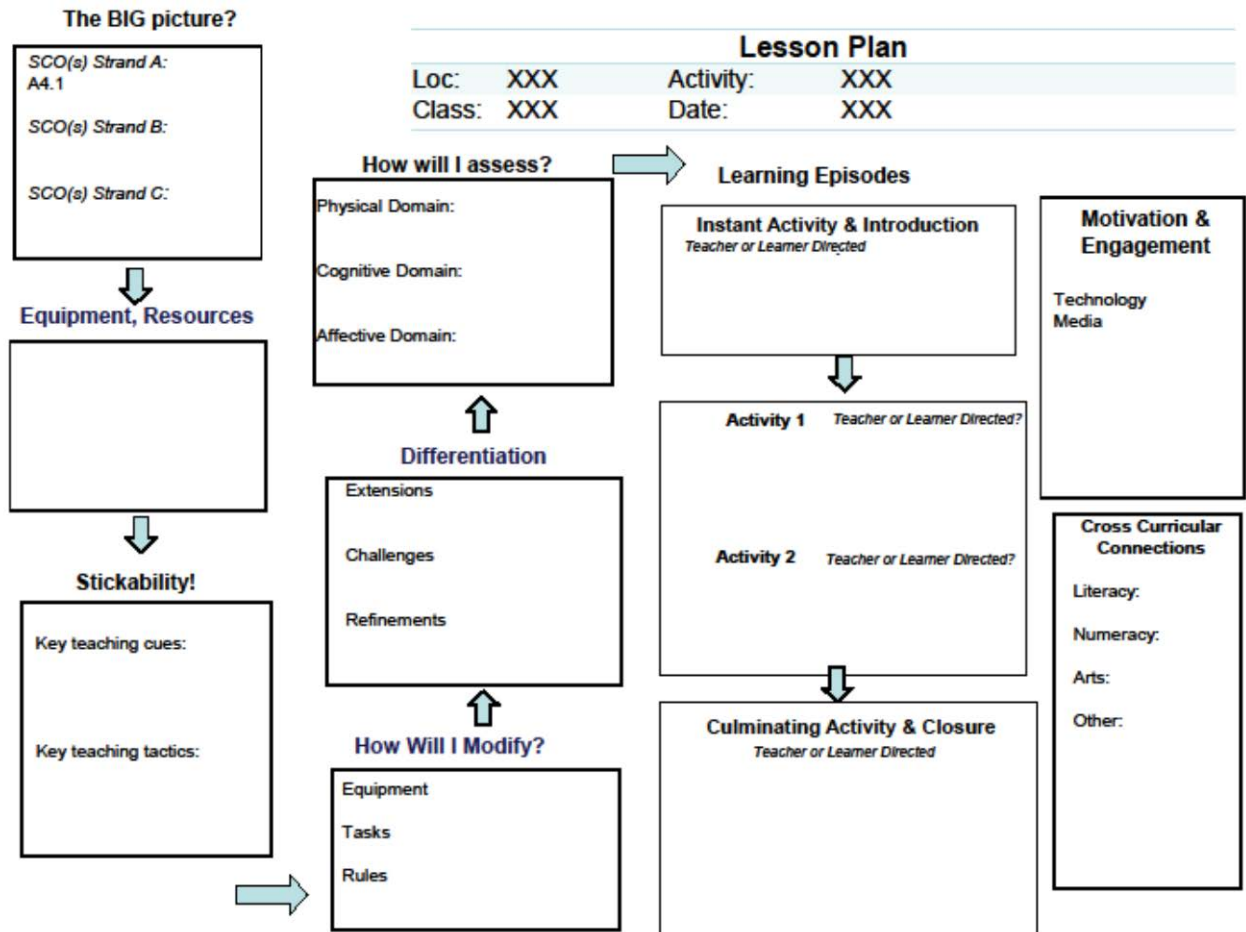
Internet

- OPHEA: Healthy Schools, Healthy Communities: www.ophea.net (OPHEA n.d.)
- Palaestra: The Forum of Sport, Physical Education and Recreation for Those with Disabilities: www.palaestra.com (Palaestra n.d.)
- PE Central: The Premier Website for Health and Physical Education: www.pecentral.org (PE Central 2013)
- PHE Canada: Physical and Health Education Canada: www.phecanada.ca (PHE Canada n.d.)

Print

- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
- Conley, C.A., Danish, S. J., and C. D. Pasquariello. 2010. "Sport as a Context for Teaching Life Skills," *Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners*, 168–176. New York, NY: Routledge.
- Danish, S. J. 2002. "Teaching Life Skills through Sport," *Paradoxes of Youth and Sport*, 49–60. Albany, NY: State University of New York Press.

Appendix A: Sample Lesson Plan Template



Appendix B: Assessment Example, Strand A

A5.1 Students will be expected to demonstrate an understanding of health-related physical fitness components and develop SMART goals for health-related physical fitness.

Here is an example of a cognitive assessment that can be used to determine if students understand how to set SMART goals related to health-related physical fitness that can be applied throughout the school day.

Cognitive Assessment

Record at least 2 SMART goals for increasing health-related physical fitness during the school day. Adhere to SMART goal setting principles when you record your goals. Return this sheet to our next physical education class.

1. _____

2. _____

3. _____

SCORING RUBRIC

Beginner	1	Students record clear goals that adhere to SMART goal principles in 0 or limited instances.
Intermediate	2	Students record clear goals that adhere to SMART goal principles some of the time.
Mastery	3	Students record clear goals that adhere to SMART goal principles most of the time.

Appendix C: Assessment Example, Strand B

B6.1 Students will demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and recreation pursuits.

Here is an example of a class checklist containing skill criteria for descending hills on a mountain bike. Students are assessed after they have been taught skills necessary to descend a hill. Students are assessed in an authentic environment. Using a checklist such as this helps physical educators choose appropriate skill specific feedback for students as a formative assessment. This checklist is also useful to combine with the rubric that follows to summatively assess students. Students are aware that they are being assessed.

Skill Cues: Descending on a Mountain Bike

Class List	Preparation Phase			Execution Phase			Follow Through
	1. Extend arms while leaning back over seat.	2. Knees bent and feet at the same height.	3. Bottom off of the bike saddle	4. Look ahead.	5. Smooth stirring.	6. Weight in feet.	
							7. Switch gears appropriately to continue.

SCORING RUBRIC

Beginner	1	Student demonstrates fewer than 4 steps of descending on a mountain bike most of the time while descending in authentic environments (mock or actual).
Intermediate	2	Student demonstrates 4 or more steps of descending on a mountain bike some of the time while descending in authentic environments (mock or actual).
Mastery	3	Student demonstrates 6-7 steps of descending on a mountain bike most of the time while descending in authentic environments (mock or actual).

Appendix D: Assessment Example, Strand C

C6.2 Students will be expected to analyze the impact of serving as a co-operative and productive member of a group.

Here is an example of an affective assessment that can be used to determine students' understanding of how to be a cooperative and productive member of a group during different types of physical activities.

Affective Assessment

Record responses to these questions below. Questions are related to appropriate behaviours while collaborating with others. Return this sheet to our next physical education class.

- A. Today, you collaborated with others to create a story, and then choreographed a dance to tell your story through movement. Please share two examples of how you collaborated positively and effectively within your group.

1. _____

2. _____

- B. How might positive and effective collaboration with others influence you and others, in and away from school?

1. _____

2. _____

SCORING RUBRIC

Beginner	1	Students mostly record examples that lack clarity and understanding of what is necessary to collaborate positively and effectively within a group.
Intermediate	2	Students seldom record examples that demonstrate an understanding of how to collaborate positively and effectively within a group.
Mastery	3	Students almost always record examples that demonstrate an understanding of how to collaborate positively and effectively within a group.

Appendix E: Reflective Teaching Log Template

Curriculum Outcomes Taught, Learned, Assessed	Reflective Teaching Log	
<p>SCO(s) Strand A:</p> <p>SCO(s) Strand B:</p> <p>SCO(s) Strand C:</p>	Loc: XXX	Activity: XXX
	Class: XXX	Date: XXX
	<p>Did the assessment(s) provide students skill specific feedback? How?</p> <p>How will the assessment(s) guide your future instruction? How?</p>	
<p>Were outcomes met? Notes: regarding meeting outcomes.</p>	<p>Were the students motivated? Engaged? How might you change your lesson to improve these areas?</p>	
	<p>What worked in this lesson?</p> <p>What would you modify in this lesson?</p>	<p>Next lesson, I need to be sure to...</p>

References

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)
- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education (3rd Ed)*. Baltimore, MD: Paul H. Brookes.
- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Paralympic Committee: *IMPACT – Its more than Sport*: www.paralympic.ca (CPC n.d.)
- Canadian Society of Exercise Physiology 2011. *Canadian Physical Activity Guidelines for Children 5-11 Years*. www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements_E.pdf
- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
- Conley, C.A., Danish, S. J., and C. D. Pasquariello. 2010. "Sport as a Context for Teaching Life Skills," *Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners*, 168–176. New York, NY: Routledge.
- Danish, S. J. 2002. "Teaching Life Skills through Sport," *Paradoxes of Youth and Sport*, 49–60. Albany, NY: State University of New York Press.
- Foran, A., D. Robinson, J. Barlow, Z. Crouse, C. Dickinson, and J. McGowan. 2012. "Making Tracks: Active Transportation Safety Education for Children and Youth." *The Journal: Physical and Health Education*. Summer: 6-15.
- Gay, G. 2010. *Multicultural Education Series: Culturally Responsive Teaching (2nd ed.)*. New York, NY: Teachers College Press.
- Gibbons, S. L., and B. A. Robinson. 2004/2005. "Student-friendly Rubrics for Personal and Social Learning in Physical Education." *The Journal: Physical and Health Education*. Winter: 4-9.
- Gilles-Brown, L. 2007. *Physical Education Assessment Toolkit*. Windsor, ON: Human Kinetics.
- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education (7th Edition)*. New York, NY: McGraw-Hill.
- Griffin, L. L., and J. I. Butler. 2005 (Eds). *Teaching Games for Understanding: Theory, Research, and Practice*. Windsor, ON: Human Kinetics.
- Hellison, Don. 2003. *Teaching Responsibility Through Physical Activity*. Champaign, IL: Human Kinetics.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. Windsor, ON: Human Kinetics.
- Kassing, G. and J. M. Danielle. 2003. *Dance Teaching Methods and Curriculum Design*. Windsor, ON: Human Kinetics.

- Kielburger, M. and C. Kielburger. 2002. *Take Action!: A Guide to Active Citizenship*. Toronto, ON: Gage Learning Corporation.
- Kirkcaldy, B., R. J., Shephard, and R. G. Siefen. 2002. "The Relationship Between Physical Activity and Self-Image and Problem Behaviour Among Adolescents." *Social Psychiatry and Psychiatric Epidemiology* 37(11): 544-50.
- Langton, T. W. 2007. "Applying Laban's Movement Framework In Elementary Physical Education." *Journal of Physical Education, Recreation & Dance* 78(1): 17- 24; 39; 53.
- Lund, J.L. and M. Fortman-Kirk. (2010). *Performance-Based Assessment for Middle and High School Physical Education*. Windsor, ON: Human Kinetics.
- Martinek, T., and D. Hellison. 2009. *Youth Leadership in Sport and Physical Education*. New York, NY: Palgrave MacMillan.
- Mitchell, D., Davis, B. and Lopez, R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.
- Native Dance. 2013. *The Mi'kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
- Nova Scotia Department of Education. 1998. *Physical Education Curriculum: Primary - XXXX*. Halifax, NS: Province of Nova Scotia.
- Nova Scotia Department of Health and Wellness. 2012. *"Thrive: A Plan for a Healthier Nova Scotia"* Province of Nova Scotia. thrive.novascotia.ca
- Palaestra: *The Forum of Sport, Physical Education and Recreation for Those with Disabilities*: www.palaestra.com (Palaestra n.d.)
- PE Central: *The Premier Website for Health and Physical Education*: www.pecentral.org (PE Central 2013)
- Penny, D. and T. Chandler. 2000. "Physical Education: What Future(s)?" *Sport, Education, and Society* 5(1): 71-87.
- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy (series)*. Ottawa, ON: Physical and Health Education Canada.
- Physical and Health Education Canada. 2013. "What is Physical Literacy?" *Physical and Health Education Canada*. www.phecanada.ca/programs/physical-literacy/what-physical-literacy
- PHE Canada: Physical and Health Education Canada: www.phecanada.ca (PHE Canada n.d.)
- PhysEd Source: *The Physical Educator's Resource*; www.physedsources.com (PhysEd Source n.d.)
- Ratey, J. with E. Hagerman. 2008. *SPARK: The Revolutionary New Science of Exercise and the Brain*. New York: NY: Little Brown and Company.

- Redmond, K., A. Foran and S. Dwyer. 2010. *Quality Lesson Plans for Outdoor Education*. Windsor, ON: Human Kinetics.
- Rovegno, I., and D. Bandhauer. 2013. *Elementary Physical Education: Curriculum and Instruction*. Burlington: MA: Jones and Bartlett Learning.
- Ruschkin: Up Down All Around: www.ruschkin.com (Rusckin n.d.)
- Sallis, J. F., J. J. Prochaska, and W. C. Taylor. 2000. "A Review of Correlates of Physical Activity of Children and Adolescents." *Medicine and Science in Sports and Exercise* 32(5): 963-975.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics.
- Special Olympics Canada: www.specialolympics.ca (Special Olympics Canada n.d)
- Sport New Zealand: *Fundamental Movement Skills among Children in New Zealand*. www.sportnz.org.nz/en-nz/young-people/Guidelines--Resources/Fundamental-Movement-Skills-Report/ (Sport New Zealand 2012)
- Sport Nova Scotia: *Sport Makes a Difference*: www.sportnovascotia.ca (Sport Nova Scotia n.d.)
- Stewart, A. 2001. "Student Recognition and Perceived Benefit of Two Different Teaching Styles in Physical Education." Unpublished Masters Thesis.
- Thompson, A. M., and L. A. Wadsworth. 2012. "Keeping Pace: Physical Activity and Healthy Eating Among Children and Youth. Key Findings from 2009-2010 Study." Government of Nova Scotia.
- Tremblay, M. S., J. W. Inman, and J. D. Willms. 2000. "The Relationship Between Physical Activity, Self-Esteem, and Academic Achievement in 12 Year-Old Children." *Pediatric Exercise Science* 12: 312-324.