

Physical Education Primary-3

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 If an outdated or inappropriate site is found, please report it to links@EDnet.ns.ca.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 Primary–3, 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	Department of Health and Wellness Government of Nova Scotia
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 St. Andrew's Consolidated School	Strait Regional School Board

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	23
General Curriculum Outcomes	23
Specific Curriculum Outcomes.....	23
Contexts for Teaching and Learning	25
Teaching and Learning in Physical Education	25
Physical Education Primary–1.....	31
Physical Education 2–3.....	59
Appendix A: Sample Lesson Plan Template	85
Appendix B: Assessment Example, Strand A.....	87
Appendix C: Assessment Example, Strand B.....	89
Appendix D: Assessment Example, Strand C.....	91
Appendix E: Reflective Teaching Log Template.....	93
References.....	95

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; and,
- 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

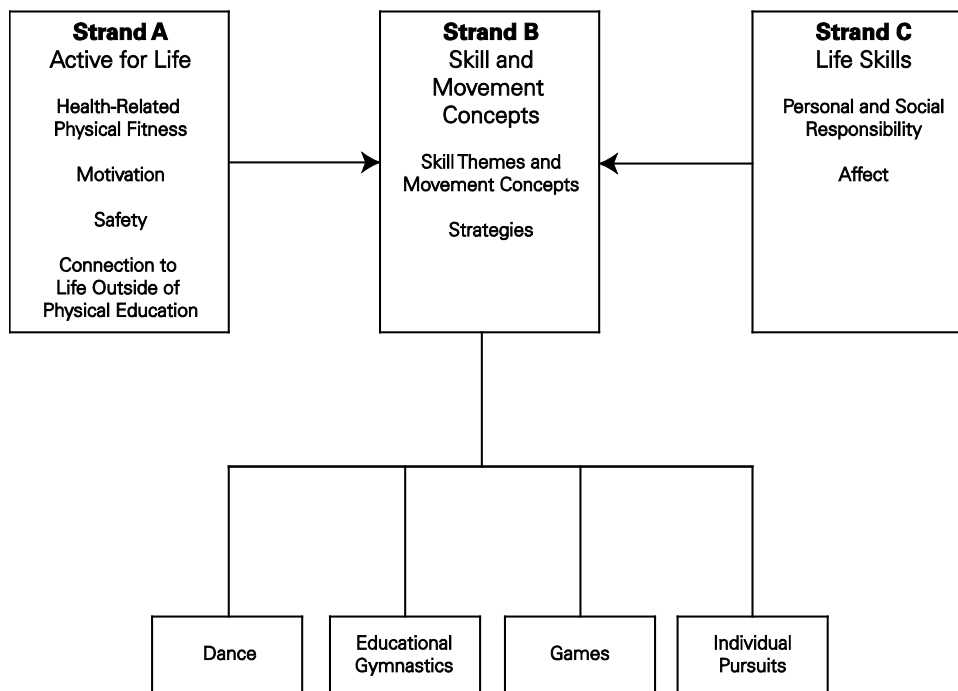
Overview

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 Primary to 3 will be introduced to these components and will learn how physical fitness applies to their bodies. 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 Primary to 3 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). 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 Primary to 3 should apply safety practices, and identify ways to participate in physical activity safely during other parts of their day. Information related to nature-based play is highlighted during these ages so that students consider safety practices while playing outside, and away from, school. Examples embedded throughout this document illustrate age appropriate 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' earliest connections should be made directly related to their personal behavior. Examples embedded throughout this document illustrate age appropriate concepts for students in these grades.

STRAND B: SKILL AND MOVEMENT CONCEPTS

Skill and Movement Concepts

Skills include different types of movements that are taught so students become skillful movers in many different environments. Fundamental Movement Skills (FMS) live within skills, 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 skills 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 Primary to 3 develop fundamental movement skills through a skill themes and movement concepts approach. These fundamental movement skills will serve as their foundation to apply to new activities as they develop. 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 that can be adopted for skill criteria in assessment practices.

Strategies

Students in grades Primary to 3 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). These strategies begin very concrete in earliest grades (e.g., stopping prior to arriving at a boundary line, change of speed during pursuit and evade games) and increase in the complexity of decision-making required (e.g., create space in game, demonstrate creativity in performance) as grades progress throughout the elementary school years. Physical educators are encouraged to briefly pause activities to highlight effective strategies, or to question students'

current strategies. 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). Thus, students in grades Primary to 3 will focus on behaviours that consider the well-being of themselves as well as their classmates through care, compassion, and effective strategies for cooperative learning experiences.

Developing an ethic of fairness and respect is critical in preparing 21st-century learners for the global community in which they will grow up. During grades Primary to 3, students will learn how to show respect for equipment, their environment, themselves, others, and how to demonstrate fair play. It is within this strand of learning outcomes that students will learn about the importance of supportive and inclusive language, and other anti-bullying behaviours. 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 Primary to 3, students will explore and communicate their feelings and experiences related to the diverse range of physical activities. Students will explore feelings during and after individual and group work task achievements, as well as when new skills are being taught and experienced. 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 Primary – 3 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 Skill 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. Cross-curricular learning should occur through teaching dance to students in grades Primary to 3 (e.g., vocabulary words, counting of beat and steps, the history and story 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.

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 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.

Cross-curricular learning should occur through teaching educational gymnastics to students in grades Primary to 3 (e.g., vocabulary words, counting the duration of holds, 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.

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 follows:

- *Educational* – Educational games are developed in collaboration with the classroom teacher. Educational games provide students the 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* – Small-sided / modified games are designed to promote opportunity for practice. 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).

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 maturation, 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 likelihood 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.phcanada.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 Primary – 3. The skills 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 [Not an exhaustive list] Grades Primary - 3 During these years students are learning fundamental movement skills (FMS). FMS will later be combined, built upon, refined, and applied to different environments.			
	Locomotor	Manipulative	Non- Manipulative
Primary - 1	<i>Land, Snow</i> Evading Galloping Hopping Jumping – for height Jumping – for distance Pursuing Running Skipping Walking <i>Ice</i> Skating	<i>Sending without Implement</i> Underhand roll Underhand throw Two hand overhead throw Striking with hand <i>Receiving without Implement</i> Catch below the waist <i>Possessing without Implement</i> Traveling with light object	Balancing Rolling Rocking Turning Twisting Hanging
2-3	<i>Land, Snow</i> 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 Snowshoeing Biking	<i>Sending without Implement</i> Overhand Throw Side arm throw Bounce pass Kicking <i>Sending with Short-Handed Implement</i> Side-arm strike <i>Receiving without Implement</i> Catch above the waist Catch below the waist Collect with feet <i>Receiving with a Short-Handed Implements</i> Catch above the waist Catch below the waist	Landing Curling Transferring Weight Dodging Stork Stand Log Roll Front Support Back Support Side Support Hanging

Example Scope & Sequence for: Skills [Not an exhaustive list]			
Grades Primary - 3			
During these years students are learning fundamental movement skills (FMS). FMS will later be combined, built upon, refined, and applied to different environments.			
	Locomotor	Manipulative	Non- Manipulative
	<i>Ice</i> Skating <i>Water</i> Swimming	<i>Possessing without Implement</i> Dribbling with feet Dribbling with hands <i>Possessing with Short-Handed Implement</i> Carrying with a short-handed implement Carrying a baton for relays <i>Other</i> Jump Rope Individual	

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

Example Scope & Sequence for: Movement Concepts		
Grades Primary - 3		
Effort: How the body moves	Space Awareness: Where the body moves	Relationships
<i>Speed / Time:</i> Fast, medium, slow <i>Force:</i> Strong, light Accelerate, decelerate <i>Flow:</i> bound - free	<i>Areas:</i> Personal / general <i>Levels:</i> High medium / Slow <i>Pathways:</i> Straight, curved, zigzag Pathways of balls in the air: straight, curved <i>Extensions:</i> Near/far	<i>Body/body parts to equipment</i> Round Narrow Wide Twisted Symmetrical/ nonsymmetrical <i>With objects and /or people</i> Over/under On/off Near/far In front/ behind Along / through Meeting / parting Surrounding Around Alongside <i>With people</i> Leading / following Mirroring / matching Unison / contrast Between groups Groups Partners Solo Alone in a mass

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

Example Scope & Sequence for: Strategies Grades Primary - 3
Strategies should be learned and assessed while students are applying skills, skill combinations, and movement concepts in different types of physical activities (i.e., dance, educational gymnastics, games, individual pursuits).
Travels in personal and general space Changes speed and direction strategically Chooses pathways of travel strategically Chooses appropriate force while sending objects Understands concept of direction in activities Understands how to evade an opponent strategically

(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. These assessments can be formal or informal and may be administered by physical educators, peers, or as self-assessments.
- *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). Criteria included in a rubric should be specific, observable, and considered to be worthy of learning (Gibbons and Robinson 2004/2005). In the physical domain, rubrics should be the teaching cues for the skill as well as what cues are related to the skill criteria: beginner, intermediate, mastery.
- *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		
Primary - 3		
Strands: A, B, C		
Physical Domain	Cognitive Domain	Affective Domain
Authentic Environments: Small-sided, small group, and modified games. Dance performance Gymnastics routine Group hike	Identify proper form (i.e., mastery form)	Physical educator observation in authentic environments
Checklists Task sheets Video self-checks	Oral Communication With physical educator With peers	Oral Communication With physical educator With peers
Rating sheets	Written: Exit Slips	Written: Exit Slips
Peer Assessments Check Sheet Verbal Communication	Draw a picture	Draw a picture

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 Primary-1

Students will be expected to

ACTIVE FOR LIFE

- AP.1** demonstrate an age- and developmentally appropriate understanding of health-related physical fitness components
- AP.2** demonstrate persistent behaviour and effort toward mastery during different types of physical activities
- AP.3** demonstrate an understanding of how to safely participate during nature-based play while at school, at home, and in the community
- AP.4** connect the skills and concepts learned in physical education to life outside of physical education

SKILL AND MOVEMENT CONCEPTS

- BP.1** demonstrate competency in skill and movement concepts within dance, educational gymnastics, games, and active pursuits
- BP.2** apply decision-making skills to skill and movement concepts during different types of physical activities in multiple environments
- BP.3** demonstrate an understanding that different types of activities have different rules and equipment and to apply this understanding while participating

LIFE SKILLS

- CP.1** demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities
- CP.2** demonstrate communication and interpersonal skills during different types of physical activities
- CP.3** demonstrate respect for self and others, equipment, and the environment, while participating in different physical activities

- CP.4** express their feelings while participating in and upon completion of different physical activities

Physical Education 2–3

Students will be expected to

ACTIVE FOR LIFE

- A2.1** demonstrate an age- and developmentally appropriate understanding of health-related physical fitness components and explain how participating in physical fitness activities will be of benefit to their health-related physical fitness
- A2.2** demonstrate persistent behaviour and effort toward mastery during different types of physical activities
- A2.3** demonstrate an understanding of how to safely participate in different types of physical activities while at school, at home, and in the community, including nature-based play and active transportation
- A2.4** connect the skills and concepts learned in physical education to others outside of physical education

SKILL AND MOVEMENT CONCEPTS

- B2.1** demonstrate competency in skill and movement concepts within dance, educational gymnastics, games, and active pursuits
- B2.2** demonstrate an understanding of decision-making skills while applying skill and movement concepts, as adaptations are placed on settings, space, time, rules, and tasks

LIFE SKILLS

- C2.1** demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities
- C2.2** demonstrate honesty and integrity by following the rules of an activity
- C2.3** demonstrate communication and interpersonal skills during different types of physical activities
- C2.4** express their feelings related to their experiences during and upon completion of different physical activities while participating alone and with others

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

Generally, from grades Primary to 3 (i.e., ages 4 to 9-10 years), there are few differences between males and females and their stage of physiological development (Malina, Bouchard, and Bar-Or 2004). Children between the ages of 6 to the onset of puberty are mostly in their 'quiet' stage of growth. During this phase of growth children grow on average 5 cm and gain approximately 2.5 kg per year. Prior to age 6, from ages 2 to 5 years, children are growing a little more rapidly at about 7 cm per year; this stage of growth is often called the 'preschool' growth spurt. There are minor differences at this stage of growth between boys and girls in regards to muscle and fat development, aerobic and anaerobic capacity (Malina, Bouchard, and Bar-Or 2004). Though minute, the differences, on average, favour boys' physiological performance. With growth and maturation differences so small, skill performance variance should not be great between the sexes and learning experiences should be planned with 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. The application of health-related physical fitness concepts, skills 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 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:

- 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, are 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 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-Curriculum 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. At the elementary level, these concepts might include topics such as: patterns, partitioning, sums, subtractions, fractions, odd and even numbers, letters, sight words, and other vocabulary words. Foreign language connections can be made teaching vocabulary words in English, French as well as other languages.

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.

Active Transportation

Active Transportation is an important concept for students of all ages. Physical education provides a logical platform to teach students about active transportation through physical skills, as well as safety and environmental factors. Students in grades Primary to 3 learn about safety factors (e.g., risk management) related to active transportation. They will also, through Strand B, develop many skills and movement concepts that will enhance their confidence and competence related to transporting themselves actively from point A to point B. Physical educators are encouraged to

establish mock obstacle courses to illustrate community surroundings (e.g., sidewalks, trails, traffic stops) so students learn necessary skills to transport themselves safely where appropriate (e.g., their neighbourhoods).

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. At the elementary level, 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 Primary-1

ACTIVE FOR LIFE

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

AP.1 Students will be expected to demonstrate age- and developmentally appropriate understanding of health-related physical fitness components.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. An example for how this concept could be assessed is also presented for each SCO. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Fast and Fun.** After participating in an activity at moderate to vigorous intensity (e.g., dancing at fast tempo for the duration of multiple songs, playing games that involve locomotor skills to be completed at a speed too fast for the children to carry on a conversation) students stretch as a group prior to leaving class and briefly discuss how the activity(ies) actually helped them to become healthier and to have fun. Student comments can serve as informal formative assessment so teachers can determine what concepts need to be revisited.
 - **Sample Teacher Comment:** Who can tell me how these games helped their heart to be healthier? (*Prompt for: helps us to learn better; helps our heart work better; we get to play with our friends; we can go outside.*) Awesome! Yes, through playing games and doing activities at a speed that makes it difficult to talk, you are really helping your body to become healthy and you are extra lucky because you get to do this while playing with your friends and often in the outdoors. I really hope that you will try to do this safely outside of PE class so that you will become even more healthy!
- **Changes to Heartbeat and Breath.** Students place a hand on their chest over their heart prior to participating in different activities (i.e., dance, educational gymnastics, games, individual pursuits) and again when the activity is completed at the end of class. Students will identify that their heartbeat and breath speed up while moving faster rather than slower during different physical activities. Students raise their hands to a high level if they felt like their heart beat and breath sped up, and can lower them to a low level if they felt like their heart beat and breath slowed down. Physical educators determine through students' hand signals if they understand how heartbeat and breath are impacted by physical activity. This information will guide future instruction.
 - **Sample Teacher Comment:** Can each of you tell the student nearest to you what differences you felt when you placed your hand on your chest to feel heart before and after our activity today? (*Prompt for: my heartbeat sped up; my breath sped up; I couldn't talk as easily.*) When might you be able to feel and recognize these types of changes in your heartbeat and breath when you are not playing during physical education class? (*Prompt for: when I'm riding my bike up a big hill; when I'm running with my older sister.*)

- **Fitness Station Fun.** Fitness stations can be set up to introduce exercises that focus on health-related physical fitness. Upon completion of these activities, students can stretch as a group and discuss how the activities helped them to become healthier, play with friends, and to have fun. Physical educators should remind students that it is more important to perform the activities at mastery, than it is to perform them quickly. Physical educators can assess students' technique while they are performing the activities. Physical educators can use formative assessments to determine students' understanding of how the activities helped them to become healthier, play with friends, and to have fun.
 - **Sample Teacher Comment:** It's so inspiring to see how much fun all of you had while participating in these activities. I especially liked how Jordie and Melanie were laughing and talking during the activities, yet remained on task and followed all the instructions while they moved to improve their muscular strength and their flexibility.
- **Animal Parade.** Students move in general space as different animals and apply skill themes and movement concepts suggested by the physical educator (e.g., kangaroos utilize leg strength, ostrich utilizes leg muscle endurance). When the music pauses, students move like a different animal using different space, effort, and relationships. Physical educators can call 'freeze' and the animals all meet in a boat pose position to work their core strength. During this time, physical educators formatively assess students by asking them what body parts were they exercising while moving like the different animals and how else can they work these muscles.
 - **Sample Teacher Comment:** What animals need strong upper bodies? That's right, monkeys! How can we exercise our upper bodies to make our arms strong? (*Prompt for: chair lifts, wall push-ups, lift books in front of our bodies, lift soup cans over our heads*).
- **Adaptations for Students with Disabilities.** With music playing, students perform supine and prone activities lifting arms and legs to develop muscular endurance and flexibility. Students with visual impairments work to improve flexibility and range of motion in the supine position through a range of movement tasks. Students with a visual impairment can slide both arms along the mat, keeping elbows straight, until his/her hands meet overhead (i.e., feel for where the top of the mat ends) and, then slides arms back down to resting position (i.e., hands touch hips). To increase sensory information, guided assistance is given for first several repetitions.
 - **Sample Teacher Comment:** When we are lifting and reaching, we are helping our bodies become extra strong. When we lift, we are building endurance in our core. When we reach, we are stretching and becoming more flexible.
- **Adaptations for Students with Disabilities.** Students who use a wheelchair for mobility can push down on their locked wheelchair, and lift their body exercising their upper body strength providing pressure and release. Students can work on IPP goals during this time and complete appropriate number of sets and repetitions. Physical educator, teacher assistant, student, or peer can help track repetitions to record students' activity. This way, progress can be determined as the student works toward reaching goals in IPP.
 - **Sample Teacher Comment:** Evan is safely demonstrating how strong his arms are by lifting himself up. Evan, you achieved your goal for today by completing 15 exercises three times with a short break in between. I am so impressed! Tonight, I want each of you to try this activity at home before you have supper. Keep track of how many times you can all lift and lower your body from a seated position to work your upper body strength.

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.)
- 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.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. 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.

AP.2 Students will be expected to demonstrate persistent behaviour and effort toward mastery 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. An example for how this concept could be assessed is also presented for each SCO. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Never Give Up!** Students should understand the importance of putting forth a great effort in physical education class. During different types of physical activities, physical educators can authentically assess students' behaviour related to persistency. Students should realize that the physical educator is assessing them on their ability to try their best and not give up (within reason). Formative assessment can occur by requesting students to use a hand signal if they thought they were persistent in their behaviour during physical education class. Students who live with autism and / or whom are non-verbal, can utilize a *Picture Exchange Communication System (PECS)* to communicate a self- effort rating within physical activities and / or in following class routines.
 - **Sample Teacher Comment:** Please name types of exercise that you can try your best in? (Prompt for: games we play at recess; all of the activities that we do in PE; when I go to dance class afterschool; when I am building snow forts with my friends).
- **Keep on Trying.** Through different tasks, within different types of physical activities, students consistently attempt to perform tasks while considering the teaching cues given to them. Physical educators assess on whether students are applying skill cues via skills specific feedback to attempt to perform the skill at mastery.
 - **Sample Teacher Comment:** It is so wonderful how you all are working so hard to perform these tasks at mastery. Skills will come with practice, but it hard to develop skills without being positive and determined to perform the cues suggested.
- **Adaptations for Students with Disabilities.** A white board, notepad, or hand held device can be 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 their effort toward activity. 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:** Jake, you are trying so hard during this activity. I cannot wait to record this effort at the end of class so you can show your dad. He is going to be so proud of you when he reads your physical education note pad this evening! Keep up the great effort.

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 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.
- 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.

AP.3 Students will be expected to demonstrate an understanding of how to safely participate during nature-based play while at school, at home, and in the community.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. An example for how this concept could be assessed is also presented for each SCO. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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 Safely.** Students will move safely in personal and general space, alone and with others, in the gymnasium, on playing fields, on playground equipment, and during physical education classes (i.e., dance, educational gymnastics, games, individual pursuits). Students who move utilizing a gait trainer will also move throughout personal and general space at speeds that are safe for them and their peers. Peers will move at speeds, and within boundaries, that make it safe for students who move using a gait trainer. Physical educators authentically assess students' ability to apply safety concepts during their participation.
 - **Sample Teacher Comment:** It's so fantastic how Caity and Bargav keep their heads up while running at different speeds. When we all move in this manner, we can continue to play and have fun while making our bodies stronger and healthier.
- **Proper Clothing.** Students will demonstrate knowledge of proper clothing when participating indoors and outdoors and on different surfaces during PE (e.g., running shoes will be worn during cardiovascular endurance activities; warm clothing will be worn during cold activities). Summative assessment could be completed in collaboration with the classroom teacher. Here, the physical educator develops an assessment sheet with pictures of the different seasons (sun for summer, snow for winter, tree with different coloured leaves for fall, and a rainbow and an umbrella for spring) in one column, and corresponding clothing in the other column. Students complete the assessment in their classrooms by drawing a line from the clothing that is most appropriate to wear while playing outside in each season.
 - **Sample Teacher Comment:** Who can tell me why it is not safe to wear a scarf while playing on playground equipment? (*Prompt for: It could get caught on something and knock me down; it could accidentally choke me.*) Please give me some examples of things in your yard at home that could make it unsafe for your play around while wearing a scarf? (*Prompt for: trees; clubhouse; play structure; toboggans.*)
- **Scavenger Hunt Safety.** During a scavenger hunt activity, students will identify boundaries, hazards, and play structures that should be considered in order to play safely outdoors. Prior to coming to the class and after the physical educator taught students about safety on school grounds, physical educators can develop an assessment sheet with pictures of all the different

items and boundaries found around school grounds. Students can complete the assessment sheet, ideally in collaboration with the classroom teacher, and circle all of the areas that are unsafe to participate on or near. This activity would be best at the very beginning of the school year so students can apply knowledge to physical education, recess, and lunch time play.

- **Sample Teacher Comment:** Who can tell me why we should not leave the grassy area while completing this scavenger hunt? (Prompt for: the parking lot is nearby, and we could get hit by a car; the river is close and we are not allowed to play near the water.) What other areas would you say are unsafe around the school grounds? (Prompt for: the school's bus loop; the school driveway.)
- **Playground Fun!** Students are taught playground activities that can be played at home, during recess, and before and after schools (e.g., hopscotch, jump rope activities). Physical educators can formatively assess what activities can be played by the students outside of school by asking students individually during an activity. Physical educators can call students over to them, one at a time, and ask them to name ways they can exercise safely outside of physical education class. Students then immediately return to their activity. Physical educators determine, through student responses, if students understand simple ways to get healthier outside of physical education class – while participating safely.
 - **Sample Teacher Comment:** What safety concerns should we think about when we participate in these activities during school and outside of school? (Prompt for: *We should make sure we know about safe areas to play at home, just like we learned about at school; we shouldn't wear sandals when we jump rope as we could hurt our toes.*)
- **Permission to Play.** After participating in a moderate-vigorous intensity activity, students will stretch their warm muscles. Before beginning to stretch, physical educators can point out pictures with corresponding nouns hanging on the gymnasium walls that represent: parent(s)/guardian(s), grandparent(s), child care giver(s), older sibling(s), teacher(s), and neighbour(s). Students can move to the picture that represents who they should receive permission from. It is here that students will begin to stretch. Physical educators can assess students' understanding of who they should get permission to play outside after school from.
 - **Sample Teacher Comment:** Natalie, who in your life do you think you should tell someone before you go outside to play by yourself, with your brother, or with friends?
- **Bike Equipment Safety.** Prior to participating in a biking activity, students can identify specific equipment required to protect himself/herself when going outside to bike. Students can then begin to identify other necessary safety equipment in other types of physical activity. Students can complete exit slips upon the end of a class. On this exit slip, students print their name and are asked to circle all the safety equipment necessary for bike safety. Physical educators then review exit slips to determine if students understand the importance of helmets.
 - **Sample Teacher Comment:** It's so awesome that Tommy reminded Kelly to buckle her helmet before she mounted her bicycle. What other activities do you participate in that require you to wear a helmet? (Prompt for: *inline skating; ice skating; skateboarding; scooter riding.*)
- **Boundary Safety.** Students identify individuals in their communities that they should discuss outdoor playing boundaries with, prior to going to play alone and with others (e.g., parents, child care givers, older siblings). Using a picture exchange communication system (i.e., PECS), students who are non-verbal will illustrate safe play practices as they related to nature based play. In collaboration with the classroom teacher, students can draw a picture of the person they should seek permission from and tell the teacher who the image represents.

- **Sample Teacher Comment:** Some of you go to a babysitter’s or a childcare centre after school, and some of you go home or to a family member’s home. It is wonderful to hear that you all know the names of trusting adults in your lives that you need to receive permission from.
- **Ice Safety Game.** Students play a game of tag whereby they are to avoid the hoops on the floor (i.e., spots of thin ice). If students touch a hoop, or get tagged by Jack/Jill Frost, they become stuck (i.e., they do a balance task for 5 seconds so their bodies can improve their ability to navigate varying terrain). They become unstuck when another student comes and saves them. Physical educators authentically assess the students’ understanding of avoiding dangerous playing areas by the way students navigate, or attempt to navigate, around these designated areas.
 - **Sample Teacher Comment:** What are some important safety issues that you need to think about before you go on ice? (Prompt for: I need permission from a responsible adult; I should never go near ice by myself or without a trusted adult).
- **Adaptations for Students with Disabilities.** Students are shown cards with different images (i.e., images with safe practices, images with unsafe practices) related to the playground fun activity. Students point to the *safe* image representing different safety practices and procedures (e.g., playing hopscotch far away from moving vehicles). Physical educators can use students’ choices to assess if students understand safety procedures that are to be followed.
 - **Teacher Sample Comment:** Fatima, this is awesome. It is clear to me that you understand what a safe distance from the road means. I hope that you have fun playing these games at home, and then you always remember to play in a safe area.
- **Adaptations for Students with Disabilities.** Students who are visually impaired communicate the methods they will use to maneuver safely while playing.
 - **Teacher Sample Comment:** Simon, what are some procedures that you think are necessary for your play outside safely after school? (*Prompt for: I need to make sure that my playing area was checked by my parents before I play to make sure there are no objects there that I don’t know about. I should also ride my bike alongside the fence so that I can put my hand out and tap the fence to get my bearings as needed.*)

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 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.

ACTIVE FOR LIFE

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

AP.4 Students will be expected to connect the skills and concepts learned in physical education to life outside of 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. An example for how this concept could be assessed is also presented for each SCO. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Active Learning related to Strand A.** While stretching, or performing activities on the spot that increase muscular strength, muscular endurance, and / or flexibility, students should be given the opportunity to make connections from these experiences to life outside of PE. Student responses can be used as formative assessment to guide the physical educator's future instruction.
 - **Sample Teacher Comment:** Here, you are flexing your arms using dyno bands. What could you use at home to work your arm muscles in this way? (*Prompt for: soup cans; books.*) Can anyone think of ways that you could make your own weight to lift at home? (*Prompt for: fill empty parmesan cheese container with sand and rocks; fill empty bottles with water.*)(**AP.1, AP.2, AP.3, AP.4**)
- **Active Learning related to Strand B.** While stretching, or performing activities on the spot that increase muscular strength, muscular endurance, and / or flexibility, students are given the opportunity to make connections from these experiences to life outside of PE. Student responses are used as formative assessment to guide the physical educator's future instruction.
 - **Sample Teacher Comment:** Today, you moved a great deal in these active games while using a lot of different ways to do so. What are some ways that you could practice these skills outside of school? (*Prompt for: I could skip and gallop when I go to the mailbox; Instead of just running during games we play at home afterschool, we could play them while bear crawling or crab walking or skipping.*)(**BP.1, BP.2, BP.3**)
- **Active Learning related to Strand C.** While stretching, or performing activities on the spot that increase muscular strength, muscular endurance, and/or flexibility, students are given the opportunity to make connections from these experiences to life outside of PE. Student responses are used as formative assessment to guide the physical educator's future instruction.
 - **Sample Teacher Comment:** Sometimes, when we play games, we can be sad if we aren't on the side that wins the game. It's important that we behave in a way that makes us proud of ourselves. What are some things you can do after a game, when you don't win, that shows you are a good sport? (*Prompt for: We can high five or fist pump the other team's players;*

we can tell them that they did a good job today; we can tell ourselves that we tried our best.)(CP.4)

- **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 can 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 the student's and family's input regarding the student's interests and preferred forms of physical activity away from school.
 - **Sample Teacher Comment.** I am so pleased with how hard you are working. I can tell that it is important to you to ride your bike with your brother. Your balance is coming along so nicely when you mount your bike. I am confident you will be riding without your training wheels very soon. **(AP.4)**

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 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.

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.

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

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. An example for how this concept could be assessed is also presented for each SCO. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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. Walking Warm Up.** Play upbeat music and verbally give instructions to students (e.g., walk at varied tempos, gallop and switch leading feet, hop on one leg and then the other, big frozen poses / positions vs small poses / positions, freeze, creating hop scotch patterns, bending, lifting, swaying, melting). Physical educators use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.
 - **Sample Teacher Comment:** I love how Sheila is using her arms to really allow her to hop far on one foot. Can everyone try that now? Great! Dakota freezes so still upon command that he looks like a wax figure, I'd love to see the entire class listen carefully to my cues and freeze that quickly.
- **Dance. Magical Rocks.** While using different skill themes and movement concepts, students move throughout space within boundaries. Every time the teacher calls out *magical rocks*, students quickly get down on the floor, into a little ball, and remain frozen until the teacher claps his/her hands. Each time students are called back to *magical rocks* the teacher gives a new set of movement oriented instructions. Themes include, (a) animals: cats (i.e., graceful, prancing), puppies (rambunctious, running), horses (swift, galloping), butterflies (light, flying); (b) physical activities: (e.g., ice skating, swimming, soccer, dancing, tennis, painting) snowboard; and, (c) pure movements: (e.g., walking fast vs slow; galloping, hopping, jumping, big vs small, high vs low, stomping vs prancing). Physical educators use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.
 - **Sample Teacher Comment:** I love how much space you are talking up when I asked you to move while making yourself so big. I am so proud of you all for remembering what a medium level looks like, and I'm impressed that you can move at that level at different speeds.
- **Educational Gymnastics. Crabs and Crickets.** Students have a partner(s) and participate in a non-elimination game of Crabs (back support) and Crickets (front support), where all crickets are it. If they tag any crab, then they each change roles. Physical educators use formative

assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.

- **Sample Teacher Comment:** Kerpreet is doing an amazing job of keeping his bottom raised while moving as a crab, this is really helping him to work his arm and leg muscles. Jenny is moving her hands and feet at all times which is why she is so difficult to catch!
- **Educational Gymnastics. Get Moving.** Students move (e.g., jumping for height and distance, hopping for distance, skipping) throughout space and within boundaries and different tempos. When the teacher claps his/her hands all students perform the skill theme or movement concept that was called out. Physical educators use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.
 - **Sample Teacher Comment:** Bending your knees is essential to a proper take off and a safe landing. Great job Jackie and Catherine, you both are bending your knees at both times. Class, make sure that you do not move so fast that you lose the proper form. If we all focus on form, we all will be on level playing field.
- **Games. Non-Elimination Pursuit and Evade Games.** Teachers teach the specific components for walking, running, and jumping movements, and provide students opportunity to practice skills during creative non-elimination pursuit and evade games while modifying the boundaries, providing obstacles (e.g., polyspots), and requesting students change their speed during the game. All students are reminded to maintain a pace whereby the integrity of the movement is not lost. Physical educators use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.
 - **Sample Teacher Comment:** I love how Jerry pumps his arms when he runs and how Kulpna really bends her knees at take-off and landing while jumping. Everyone in the class is working hard to avoid the polyspots and other classmates so thank you for following the rules and playing safe. I love how you all are moving as fast as you can, while following all the teaching cues to perform the skills correctly.
- **Games. Bowling golf.** Targets are set up around teaching area and three different distanced “tees” are clearly marked. Different sized balls no larger than softball (1 / student) can be used during this *underhand roll* activity. Targets are large given the age of the students, and teachers can use letters or numbers to reinforce literacy or math concepts. Students work in pairs and take turns rolling toward the target, using correct form. While one partner rolls, the other partner observes while in a forearm plank (i.e., or modifying with knees on the floor/ground) position. The observer (i.e., assessor) gives feedback to her/his partner related to the teaching cues of the underhand roll, and their partners’ technique. Partners switch roles after each underhand roll is complete.
 - **Sample Teacher Comment:** Make sure that you remember to swing your arm back at least to waist level. Charlie, I like that you remembered to step forward with your opposite leg as your rolling arm. Dominique, I see that your rolling hand follows through toward your target. Great job!
- **Games. Towel catchers.** Students are in groups of four (i.e., two sets of pairs each group). Partners hold a towel stretched between them so it can be used to catch an object (e.g., balloon, soft ball). On the physical educator’s signal, one set of partners throws the ball to the other set of partners who try to catch it in the towel before it touches the floor. The ball can be thrown either with the hands or with the towel as this focus is to reinforce the *absorption* phase

of catching. This can also be played using two to three beach balls, requiring a whole group of students to play in a scattered playing area. Pairs say a letter of the alphabet each time they receive the ball in their towel. Games last for 60 seconds, and then repeat. Students try to get to a later stage of the alphabet each round. Physical educators use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.

- **Sample Teacher Comment:** You all are really understanding that in order to absorb the force of the ball, you have to *give* a little bit and bring the arms back toward the body. Keep it up! What are some tips that might help you get further in the alphabet? (*Prompt for: I could say my partner's name to make sure that she/he is ready; I could tell make sure that I have my arms wide enough apart that I can make a cushion for my towel.*)
- **Individual Pursuits. Imaginary Forest.** Teachers teach movement phases (i.e., preparation, force production, follow through / recovery) of different types of movement within skill themes. Using music as the start, change, and stop signals, students move in different pathways as they jump through the forest (i.e., gymnasium, playing field), filled with thorns (e.g., cones), rocks (e.g., polypots), broken tree limbs (e.g., noodles), and small bridges (e.g., aerobic steps). Physical educators authentically assess students during this activity to determine what skill criteria (e.g., beginner, intermediate, mastery) students' achieve. Students know what they are being assessed on during this activity.
 - **Sample Teacher Comment:** Sonya, it's really nice to see how you use your arms to give you power to jump from one part of the forest to another while avoiding the rocks, tree limbs and your classmates! Bending your knees when you land, as Andrew is doing perfectly, will allow you to jump again right away. This will help you move faster through the forest!
- **Individual Pursuits. Get Up! Get Down!** During Nordic skiing, it is important that students learn how to get up after falling down since the ground support may not allow for students to push themselves up. Teachers teach students to: kneel over the skis; move their legs and rotate their hips allowing the skis to come together; roll hips from fetal position; rock back and forth to gain momentum; once skis are under their body weight students place hands and knees on skis and push themselves up with their legs. Physical educators check students' understanding upon completion of the activity to determine if they understand ways to move from a low level to a high level while wearing skis.
 - **Sample Teacher Comment:** Class, what are some tips to help get up when you fall down while wearing skis? (*Prompt for: you can do a partner pull where a partner stands beside you and helps you up; make sure that you ask for help if you are in the deep snow too long so you do not get too cold and wet; make sure that you rock back and forth with enough force to get your knees over the skis.*)
- **Individual Pursuits. Terrain Park:** Nordic skiing and snowshoeing. Physical educators set up obstacles in a designated area and include: mounds of snow so students can travel up and down; hula hoops students must go through; pylons students must go around; a fall down-get up zone; and, a glide and stride zone. Students travel through the terrain park while physical educators authentically assess their skills. Students will know that physical educators are assessing: turning skills, balance, weight transfer, pushing with stationary leg. Additional skills may also be assessed if they were taught, as long as the students know what the physical educator is assessing.
 - **Sample Teacher Comment:** I love how Amelie is allowing her weight to centre over her gliding ski and how Michael is exaggerating his glide and stride. I see all of you are mimicking a walking action and this is fantastic. This really increases your speed.

- **Adaptations for Students with Disabilities. All Movement Categories.** Students with a disability links arms or holds a scarf with a peer with a peer to demonstrate where to move, and pacing, during an activity. Peer partners help guide the student with the disability through a clearly marked boundary and to model expected behaviours and skills. Peer partners should alternate often. Physical educators use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.
 - **Sample Teacher Comment:** Lyn, you and Levi worked so well together. You both moved your arms creatively while maintaining contact with your scarf. It was so cool to watch how you worked as a team to move at different levels, while extending your opposite arms different ways.

- **Adaptations for Students with Disabilities. All Movement Categories.** Use gymnasium tape or poly spots to help reinforce the concept of moving forward, backward, and side to side. It can also help the student understand the where to stand while performing balancing activities to maintain the personal space. The colours of the tape or polyspots can help clarify the direction and set a nice visual image for the student to follow. Physical educators use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.
 - **Sample Teacher Comment:** Hafsa is doing a wonderful spot finding on his green polyspot while performing these balancing activities so well. Can everyone demonstrate to me that you understand how to maintain personal space each time we freeze and do a balance activity? I also love how Hafsa and Melissa are both looking at the school emblem on the stage as a focus point to help their balancing skills.

- **Adaptation for Students with Disabilities. All Movement Categories.** Students with physical disabilities and whom utilize gait trainers, wheelchairs, or crutches for ambulation, practice walking or wheeling at various paces and tempos within a clearly marked modified boundary, using manageable obstacles (e.g. polyspots) that will not impede movement altering speeds during the game. Physical educators use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.
 - **Sample Teacher Comment:** Tyrone, you just might get a speeding ticket for moving around the poly spots so fast. Your arm strength has increased a great deal and you are really able to maneuver your chair better because of it. I'm so proud of you.

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.)
- Nova Scotia Department of Health and Wellness. 2012. *“Thrive: A Plan for a Healthier Nova Scotia”* Province of Nova Scotia. thrive.novascotia.ca
- 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.)
- 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 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.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. 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.
- 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.

BP.2 Students will be expected to apply decision-making skills to skill and movement concepts during different types of physical activities in multiple environments.

BP.3 Students will be expected to demonstrate an understanding that different types of activities have different rules and equipment and to apply this understanding while participating.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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. Mirroring.** Partners are assigned a number 1 or a number 2. Calm music is playing to aid focus. Students begin sitting, facing one another, with their hands up (palms facing their partners palms). Partner #1 moves her/his hands slowly so that partner #2 can follow. Once students master following the 'leaders' hands/arm movements, switch the leader to partner #2. Students can stand up and use different body parts, while staying on the spot. Continue adding locomotor movement. Remind them to continue *to look at their mirror* and not to *follow the leader* while moving. Remind students to keep their movements slow and easy. Physical educators use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.
 - **Sample Teacher Comment:** Be sure to perform all movements slowly. The object of this activity is that you move together, not who can move the fastest. The audience should not be able to tell who is the leader, and who is the follower. I love how you all are following your partner so carefully. **(BP.2)**
- **Educational Gymnastics. Follow the Leader.** Students take turns leading, while moving using different skill themes and movement concepts called out by the teacher. When the music stops, the leader becomes the follower. All students move with their heads up, watching for others and the boundary lines. Physical educators use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.
 - **Sample Teacher Comment:** Kala, I appreciate that you sped up when I asked to you. Now both of your feet are off the ground at one time, and your running form looks terrific. Thank you for following my cues. **(BP.2)**
- **Games. Non-Elimination Pursuit and Evade.** Students increase their speed and switch directions according to the location of peers and boundary lines during non-elimination pursuit and evade games in order to avoid being caught. Physical educators can use formative assessment to determine appropriate skill specific feedback related to change of pace and direction.

- **Sample Teacher Comment:** Sara is doing an excellent job changing her speed in order to make it difficult for Kwame to catch her. Let us see if we can all speed up as the person in pursuit approaches us. **(BP.3)**
- **Individual Pursuits. Call those in the Wild.** Students move under a parachute mimicking an animal when their assigned animal called. Students then move over the rippled parachute, while mimicking a different assigned animal when their animal is called. Students will move to avoid collision with others during this activity. Physical educators can use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skill themes and movement concepts.
 - **Sample Teacher Comment:** It makes me the happiest teacher in Nova Scotia when I see you all following the directions and making such safe choices. We can continue to have a fun time in physical education when you make such great decisions. **(BP.3)**
- **Adaptations for Students with Disabilities. Speed Bumps and Stop Signs.** Students with physical disabilities learn to manage speed and accuracy while responding to a variety of stop and start signals demonstrating skill proficiency when using various pieces of equipment including: sport chairs, sledges, hippocamps, and adaptive bikes. All equipment is available to borrow through the IWK Recreation Therapy Department equipment loan program.
 - **Sample Teacher Comment:** I am so happy to see how you are able to stop quickly and pivot turn when I give the signal. What did you do so you could respond so quickly? *(Prompt for: I was looking where I was going and listening for your signal instead of paying attention to what my classmates were doing. I pulled my hand back on my right wheel and forward with my left to turn right.)* **(BP.2, BP.3)**
- **Adaptations for Students with Disabilities. All Movement Categories.** During the above mentioned non-elimination pursuit and evade games, clearly mark playing area with large colourful cones. Two to three taggers can be in pursuit at once, and can use large bright coloured exercise balls or soft pool noodles to tag, rather than their hands. This provides a clear visual of who the tagger is. It also provides kinesthetic feedback to the students who live with disabilities. When the oversized ball is rolled and tags a student, or the pool noodle touches a student, that student then becomes the tagger.
 - **Sample Teacher Comment:** If you try and roll the ball to tag a peer, make sure that you move to it as quickly as possible to keep the game moving. It's awesome how you are moving your bodies to avoid being tagged. **(BP.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 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.
- 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 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.

CP.1 Students will be expected to demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities.

CP.3 Students will be expected to demonstrate respect for self and others, equipment, and the environment, while participating in different 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. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Wellbeing, Safety, and Learning.** During all physical activities, students should make choices that do not hinder their learning environment, nor the learning environment of their peers. Physical educators can summatively assess students on their understanding of this concept by administering an assessment sheet. This sheet would have images of appropriate behaviours (e.g., helping a peer stand up while wearing snowshoes, sharing a piece of equipment, cheering on a peer) and inappropriate behaviours (e.g., misuse of equipment, participating out of boundary lines). Students could circle appropriate behaviours. If a student has a disability that prevents him/her from circling images, the physical educator, teacher's assistant, or peer points to the images and ask for a signal (e.g., smile, blink) to represent a circle.
 - **Sample Teacher Comment:** Today, while participating in gymnastic stations, what really stood out as awesome in my mind was the fact that you all stayed on task and were focused on your own performance. It is really helpful to your peers when you do not distract their practice time. I hope that you are a good classmate, like you are in PE, when you are learning in your classroom. **(CP.1)**
- **Care and Compassion.** During physical activities, people can (despite all attempts for safety) sometimes trip over themselves, a ball, or other piece of equipment. Physical educators look for examples of students seeking to help peers when these things happen, and point out their positive contribution to the group. Formative assessment requests students to "give one, take one" where they tell a peer a way that they can be nice to someone during physical education, and they listen to the peer's suggestion as to how she/he can be nice to someone during physical education. The physical educator circulates through space during this sharing time, and listens to students' responses, to determine if students understand the concept of how to demonstrate care and compassion.
 - **Sample Teacher Comment:** Melina, it's so amazing that you stopped in the middle of the game, even though you were about to score a point, to make sure that Adam was okay. All, please tell the person closest to you about a time that you made a decision like this one to be a kind person to a friend. **(CP.1)**

- **Collaboration Skills.** During all physical activities, students implement positive communication (i.e., verbal, non-verbal, listening) skills while working with partners and in groups allowing healthy relationships to develop a supportive learning environment for all. Physical educators formatively assess positive communication during all activities in physical education, and highlight examples of positive communication from students as motivation for all students.
 - **Sample Teacher Comment:** We did a lot of partner work in our dance activities today. It is so cool how you really listened to your partner’s tips when we did our peer activity. Even cooler is the fact that you took what your partner suggested for you to do, and improved your performance. I’m so impressed! **(CP.1)**

- **Respect for Equipment and Environment.** During all physical activities, students should play safely with equipment and in the environment. Students should only use the equipment for its intended purpose. While participating in the environment, students should never touch anything that could damage or hurt it (e.g., nests, animals) nor should they litter. Physical educators formatively assess positive communication during all activities in physical education, and highlight examples of positive communication from students as motivation for all students.
 - **Sample Teacher Comment:** Yesterday, when we were outside, Jeremiah was frustrated. He almost took his stick and swung it out of frustration. I just wanted to thank Jeremiah, in front of all of you, for making such a smart choice and not damaging the stick. He could have broken the stick, or accidentally hurt a friend. Jeremiah, thank you for choosing to play safely and being a great example! **(CP.3)**

- **Respect for Self and Others.** During all physical activities, students use kind and inclusive language, and support one another in different types of physical activities. Physical educators formatively assess positive communication during all activities in physical education, and highlight examples of positive communication from students as motivation for all students.
 - **Sample Teacher Comment:** Today, during dance class, I heard someone tell a peer that she was a great dancer. That really made me happy. But, what if you have classmates who have not danced much, and they have not had a chance to become really good just yet? *(Prompt for: I could practice with them at recess; I could tell them to practice at home and not to give up trying.)* **(CP.1)**

- **Adaptations for Students with Disabilities.** A structure is established so that routines are in place to minimize distractions through time management. Proximity strategies can be applied for students who have behavioural disabilities and PECS can be used for those who live with Autism. 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 wall sit 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 task is assigned to the student who uses a wheel chair 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:** Kassie, I love your ideas for making sure that you are responsible in physical education class and in the classroom. **(CP.1, CP.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 Edition. Baltimore, MD: Paul H. Brookes.
- Conley, C.A., S.J. Danish, 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 Edition. 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.

CP.2 Students will be expected to demonstrate communication and interpersonal skills during different types of physical activities.

CP.4 Students will be expected to express their feelings while participating in and upon completion of different 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. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Express all Feelings Associated with Physical Activity.** In collaboration with the classroom teacher, students draw an image to represent their experience with a new physical activity in PE class. Physical educators assess students' ability to express feelings through their image. In doing so, physical educators determine if students were excited, happy, frustrated or sad during the new activity. This feedback is important tool to discuss ways to maintain positive experiences during new activities, or how to increase the joy in new experiences during new activities.
 - **Sample Teacher Comment:** It was so wonderful to read how you all felt when you first learned how to do the crab walk during our gymnastics lesson the other day. I loved reading how Miquel thought it was so cool because he never thought he could move with his belly up on his hands and feet the length of the gym. **(CP.2)**
- **Express Joy Related to Physical Activity.** Students complete an assessment sheet (as an exit slip, as homework, or in collaboration with the classroom teacher) that has images on it representing different activities in physical education class. Students then complete the "face" beneath each image to represent a happy, sad, angry, or confused expression. Students then tell the physical educator (or, classroom teacher if this is done in collaboration with the classroom teacher) why these activities made them feel this way. The physical educator use feedback from students to plan either modify future teaching practices, or to have current teaching practices reinforced.
 - **Sample Teacher Comment:** Junior, I am so sorry that you felt scared in trying this new activity. Sometimes, when we learn new things, it can be a bit scary. Please know that I just want you to try your best and that I am so proud of you for telling me how you feel. Now, what are some things you think we can do to make this experience more fun for you? **(CP.4)**
- **Adaptations for Students with Disabilities.** Students are given extra time as needed to communicate feelings in terms of oral or written communication. Images of different expressions that represent different moods can be shown to help students communicate their feelings (e.g., students can point to image that best illustrates how they feel). Physical educators assess students' ability to express their feelings based on feedback by the student. Additional

prompts are used to encourage student response. Physical educators provide examples to the students to ensure the question is clear.

- **Sample Teacher Comment:** I see that you pointed to the happy face when I asked you how you felt about playing this activity. I am so happy you are having a positive experience. I could tell you enjoyed playing these games with your friends. That’s wonderful. It is important to express how you feel so that we can make sure you continue to have fun in physical education. **(CP.2, CP.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 Edition. Baltimore, MD: Paul H. Brookes.
- Conley, C.A., S.J. Danish, 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 2-3

ACTIVE FOR LIFE

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

A2.1 Students will be expected to demonstrate an age- and developmentally appropriate understanding of health-related physical fitness components and explain how participating in physical fitness activities will be of benefit to their 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. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Superhero Fitness.** Kid Cardio, Ms. Strength, and Mr. Flex are superheroes who are worried about children on Earth who have too much screen time, and eat too much junk food. Three students are designated as superheroes at one time. In a non-elimination pursuit and evade game, the superheroes are the taggers. Once tagged, students perform a corresponding activity, in the designated areas, that aids development in that health-related physical fitness category. Students are told they are given opportunity to get healthier when tagged. The teacher chooses activities that will be assigned to each superhero (e.g., different locomotor movements within boundaries at a pace faster than talking for those tagged by Kid Cardio), or could have task cards developed with varying exercises within each category. Switch superheroes often. Physical educators can summatively assess students' understanding by using exit slips and having numbered pictures on the gymnasium walls. The first picture (i.e., #1) would be of someone running or walking; the second picture (i.e., #2) would be of muscles; and, the third picture (i.e., #3) would be of someone stretching or doing yoga. Upon completion of the game, prior to cool-down, physical educators have students in their designated exit slip station. Teachers would ask students to write down the number that Kid Cardio would best represent, that Ms. Strength would best represent, and that Mr. Flex would best represent.
 - **Teacher Sample Comment:** In this game, you were also rewarded for working on your health related physical fitness. Once you worked to become healthier in the different areas of fitness, you returned to the pursuit and evade game. In life, what are some ways that we are rewarded for developing a strong physical fitness? (*Prompt for: we have a stronger heart; we will get sick less often; we will be able to lift heavy things without getting hurt; it will be easier to run because we won't be too heavy.*) Great.
- **Horton Hatches the Egg.** Students might read the book *Horton Hatches the Egg* by Dr. Seuss, with their classroom teacher, prior to physical education class, after previously learning about health-related physical fitness concepts. Hula hoops are spread out throughout the gymnasium, with one poly spot placed inside each hula hoop. Students pretend to be Horton the Elephant, and their goal is to hatch as many eggs as possible. To *hatch an egg* students get inside their hula hoop, or on their poly spot, and perform the assigned activity *properly* or *at mastery*. Upon completion of an activity, they have hatched one egg. Students choose activities from task cards

that have different physical fitness activities on them. The task cards should have a picture of the activity, as well the word naming the activity (e.g., FitDeck Elementary Series Fitness Cards) to enhance literacy practice. Students keep track (i.e., addition practice) of how many eggs they can hatch throughout the class. Upon completion of the activity, the physical educator can ask students for examples of activities they completed that correspond with the various types of health-related physical fitness.

- **Teacher Sample Comment:** Rajaa is doing an exceptional job of performing the tasks carefully. Remember, to hatch an egg you must perform the task properly so that your body can receive the most benefit from the exercise. Gabriel, please tell me what fitness concept is getting trained when you do the plank position? (*Prompt for: muscular endurance.*) Class on your way to lining up to leave the gymnasium, please tell the student closet to you if you hatched an odd or even number of eggs.
- **Follow Up.** Upon completion of fitness activities such as *Superhero Fitness* and *Horton Hatches and Egg*, students meet in a circle upon completion of class to stretch prior to leaving class. During this time, students identify ways that participating in health-related fitness activities will help them in the future (i.e., for the rest of the day). Physical educators can formatively assess students' understanding of how physical activity can help them. Physical educators should make sure to ask students who typically do not volunteer or who are more shy to make sure that their understanding is assessed.
 - **Teacher Sample Comment:** Please stand up and do a burpie properly, and then sit down and raise your hand if you can give me one example of how these activities will help you in the near future and the distant future. (*Prompt for: I will have fun; I will feel good about myself; I will get in a good mood; my heart will work better because it will not have to work as hard as an unhealthy heart.*)
- **Adaptations for Students with Disabilities.** For the *Horton Hatches an Egg* activity, students can work on IPP goals in order to hatch an egg. Tasks that support the specific IPP goals (e.g., should be pasted onto task cards and/or station signs similarly to those task cards and / or station signs being utilized in fitness activities of the other students. Students with disabilities are assigned different peer assistants, in addition to their teacher's assistant, to demonstrate pacing, and fitness activities for the different activities. The physical educator or teachers' assistant ask students to identify the body part(s) that is being exercised during task as well as what type of physical fitness is being developed during the exercise.
 - **Teacher Sample Comment:** Brigitte, this is awesome how you are really increasing your balance while practicing these yoga postures. I know that your goal is to be able to ride your bike with your sisters and increasing your balance will really help you be able to reach your goal. I am so proud of you! Can you tell me some other times throughout the day where you can practice your balance? (*Prompt for: When I wait for the bus, I can stand near by a tree and practice standing on one leg as I remove my hand from the tree (i.e., for support) for short periods of time.*)
- **Teacher Sample Comment:** Frankie, I love the way you checked off every image on your picture board today. I am so proud of you for following your schedule. I am also impressed with how you have been increasing your cardiovascular endurance by trying so hard during our pacing activities. You are well on your way to meet your goal of running to your neighbor's house, with your older brother, afterschool! Keep it up, buddy!

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.)
- 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.
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. 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.

A2.2 Students will be expected to demonstrate persistent behaviour and effort toward mastery 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. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Persistent Direction.** Students will be aware of class structure and routines, and will follow them to optimize learning time during different physically active experiences. Physical educators develop a rubric with criteria related to demonstrating persistent behaviour (i.e., giving effort toward direction) in class structure and routines. The criteria are clearly communicated to students, and the physical educator assesses students' application of their understanding of the importance of following structure and routines.
 - **Teacher Sample Comment:** Hussien, today, you always do an excellent job of entering class and immediately participating in our instant warm-up. I noticed that you even did six options when I assigned five. Class, even though Hussien performed an extra activity in the allotted time, he completed each of them with correct form. Hussien didn't rush the activities. Tomorrow, I am going to ask how many of the exercises you completed properly while thinking about the teaching cues that go with each exercise. I am going to look to see if you can focus and be productive as Hussien was today. When you behave in this way, you allow your body more opportunity to be healthy and to get stronger.
- **Applying Skill Specific Feedback.** Students will apply teachers' feedback to increase chances of mastery while practicing their skill themes, movement concepts, and health related physical fitness activities. The feedback should be specific, and speak to persistent behaviours as well as teaching cues of the specific skills. Physical educators assess on whether students are applying skill cues via skills specific feedback to attempt to perform the skill at mastery.
 - **Teacher Sample Comment:** Tiara, I love how you placed your supporting leg next to the ball when you kicked it after you heard me say that cue. All, can you try and mimic Tiara's behaviour in applying these skill cues? It's really going to help you to perform the kick properly.
- **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 A2.2, 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:** Ella, this is outstanding. You checked off each goal related to your muscular strength. If you keep working on these cues and putting forth such a great effort, you will be very prepared for your special Olympic soccer competition next month.

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.

A2.3 Students will be expected to demonstrate an understanding of how to safely participate in different types of physical activities while at school, at home, and in the community, including nature based play and active transportation.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Established Structure.** Students will follow class procedures (e.g., participate within specified boundaries; stop and go cues) to optimize safety of the class. Ongoing assessment occurs through physical educators' use of rubrics. This allows physical educators to communicate with students all the necessary safety practices to manage risk. This rubric can be used to guide instruction, assess students' behaviour, communicate specific feedback, and communicate with parent(s)/guardian(s) as necessary.
 - **Teacher Sample Comment:** Please tell the person next to you why it's important that we all follow the same class procedures during PE class? (*Prompt for: it allows us to have more time to learn and have fun, it keeps us safe.*)
- **Move Safely.** Students demonstrate an understanding of potential risk caused by human-made obstacles (e.g., light switches, fire alarms) and natural boundaries (e.g., parking lots, streams, pot holes) while participating in different types of physical activities (e.g., educational gymnastics, dance, individual pursuits, small sided games). Physical educators authentically assesses students' understanding on an ongoing basis through observing their behaviours in each less.
 - **Teacher Sample Comment:** Mankato, thank you! Class, did you notice that Mankato did not run into the parking lot to retrieve his ball? Instead, he came to me right away and asked for permission. Fantastic!
- **Proper Clothing.** Students arrive to class prepared to participate safely in class activities (e.g., shoelaces tied, hair tied back, use of running shoes, appropriate clothing for indoors and outdoors). Physical educators assess students' understanding of safe dress through a cognitive assessment sheet. Students circle the images that best reflect safe clothing choice for physical activity. The images also have vocabulary words beneath them to enhance literacy connections. This can be completed at the end of class, or in collaboration with students' classroom teacher.
 - **Teacher Sample Comment:** Who can tell me why I would like you all to have your ears and hands covered during this activity? (*Prompt for: we might not want to be outside if hands aren't cold; if we have to use our hands to cover our ears we might lose our balance trying*)

to snowshoe; it's more fun to do winter activities when we are dressed warmly.) Why is important for you to wear running shoes during these game? (Prompt for: we are less likely to slip, if someone steps on our foot, it won't hurt as badly.)

- **Active Transport Safety Game.** Students begin at a numbered fitness station assigned by the teacher. Students perform a health-related fitness task properly at the fitness station. Once students complete each fitness activity, they move (i.e., using different locomotor movements assigned by the teacher) to a designated area containing boxes with active transport safety information cards inside them (i.e., *information on safe practices for walking, biking, skateboarding, scooter riding, inline skating*). Students examine the picture, read the words on the card, and then place the card back in the box. Students then move to the next station or pick up the next fitness card. Toward the end of the lesson, students form a semi-circle for an active cool-down discussion about the safety cards. Through this activity, physical educators formatively assess students' ability to recall safety practices that accompanies each method of active transport.
 - **Teacher Sample Comment:** Who should you receive permission from prior to actively transporting yourself? (Prompt for: a parent or caregiver.) What types of active transport require a helmet? (Prompt for: biking, skateboarding, inline skating.) What type of clothing could be dangerous when you active transport yourself? (Prompt for: baggy pants on a bicycle, overly long pants while skateboarding, dark clothing, non-layered clothing.)
- **Imagine Safe Active Transport.** After learning about potential safety hazards related to active transport to school or other destinations, students work collaboratively to choreograph a dance sequence with a partner. Students are required to demonstrate how they could safely transport themselves using their preferred method of transport through obstacles (e.g., cliffs, high traffic areas, slippery surfaces). Students' explain their choreography to the teacher while they are forming and practicing their sequences. During this time, the physical educator assesses students' understanding of safety and active transport. Physical educators apply specific required skills and movement concepts and use this sequence as an opportunity to authentically assess.
 - **Teacher Sample Comment:** I loved watching these dances and especially loved when I could see you buckling your helmets before gliding on your skateboards. The creativity was awesome and you really showed me that you remembered what we have been learning about active transportation!
- **Adaptations for Students with Disabilities.** Students with an intellectual disability are shown cards with different images (i.e., images with safe practices, images with unsafe practices). Students point to the *safe* image representing different safety practices and procedures (e.g., hair tied back, shoelaces tied). Physical educators use students' choices to determine if students understand safety procedures that are to be followed in class.
 - **Teacher Sample Comment:** Sakinah, I'm so proud of you. You chose the correct image on how you should wear your hair to PE class. I want you to be safe, so it's important that your hair isn't in your face and covering your eyes.
- **Adaptations for Students with Disabilities.** Students with severe Cerebral Palsy and who use a wheelchair, use adaptive equipment (i.e., a hippocampe mobility wheelchair, snowcoach) from the IWK Children's Hospital in order to have mobility on the snow. Students identify boundaries and barriers (e.g., curbs, changes in elevation). Students participate in a modified game of Ultimate Frisbee in small groups, with small playing areas, on sleds, with one partner pushing the sled while person in the sled: receives, possesses for no more than 10 seconds, and sends the ball. Students try to get three passes in a row without losing possession or dropping the

object. Student participation in this activity serves as a means to authentically assess their ability to apply safety practices to physical activity.

- **Teacher Sample Comment:** Danny, you have really mastered this hippocampe, haven't you? I also loved how you would slow down when you came in close contact with your peers, in order to keep all of you safe. You were able to adjust your steering and speed when on the playground demonstrating safe playing skills. Well done!

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 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.

ACTIVE FOR LIFE

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

A2.4 Students will be expected to connect the skills and concepts learned in physical education to others outside of 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. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Active Learning related to Strand A.** Students work collaboratively in pairs and utilize poly spots with yoga postures on them. Students move throughout space with their partner holding postures until the teacher cues them to move to the next poly spot by ringing a chime softly. Students form a semi-circle toward end of class for their savasana (i.e., final relaxation) period. During this time, the teacher speaks to them in a soft and calming tone while music plays in the background (e.g., sounds in nature music). Examples that the students give at the beginning of next class (see teacher sample comment) can be used as a formative assessment.
 - **Teacher Sample Comment:** When you practice yoga such as this, you allow your body to build muscular strength, muscular endurance and flexibility. I want you to imagine in your minds, where you might be able to perform some of these postures and practice this breath work outside of PE class. I want you think about what times of day you think you could make this type of activity occur? As well, I want you to think about when and where you might do activities such as these with a friend. Next class, I'm going to ask for examples of where you practiced some of these postures and who you practiced them with – if anyone.
- **Active Learning related to Strand B.** Upon completion of different activities in Strand B (i.e., dance, educational gymnastics, games, individual pursuits), teachers facilitate discussion around participating in different activities with friends. These discussions should occur during a stationary activity (e.g., wall sit, plank pose) or during cool down while students are stationary (e.g., stretching). Student responses are used as formative assessment to guide the physical educator's future instruction.
 - **Teacher Sample Comment:** There were many times today that I saw you all smiling. Why do you think that was? (Prompt for: I improved my best performance today; I loved getting to play with my friend; I was frustrated before class but this activity was so cool that I just forgot about being frustrated.) That's awesome. What are some types of activities might you be able to participate in with friends where you could practice these skills? (Prompt for: We could play these types of pursuit and evade games at recess and gallop properly when we do them; We could play capture the flag afterschool with our neighbors and instead of just running, we could skip.)

- **Active Learning related to Strand C.** Upon completion of different activities with Strand A1 (i.e., health related physical fitness activities) and/ or Strand B (dance, educational gymnastics, games, individual pursuits), teachers facilitate discussion around the feelings associated with participating in different activities with friends. These discussions should occur during a cool down period while students are still active (e.g., when students are stretching). Student responses are used as formative assessment to guide the physical educator’s future instruction.
 - **Teacher Sample Comment:** Today, you and a partner had hard to work hard to complete the task properly. Who can tell me how that made them feel? (*Prompt for: I felt proud because we both gave good suggestions on how to master the task; I felt happy because my partner told me that I did a good job.*) Great! How might we behave in these ways outside of PE class where we can make one another feel this good? (*Prompt for: We can set goals on the monkey bars at recess and work together to reach our goals; We can make sure that when we see someone try hard we tell them good job; We can make sure that if someone is not yet very good at a skill that we tell them to keep trying and that it is okay.*)
- **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 should be 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 can 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 the student’s and family’s input regarding the student’s interests and preferred forms of physical activity away from school.
 - **Sample Teacher Comment.** When you completed your goals for this year, you mentioned looking forward to swimming this summer. 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.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.

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.

B2.1 Students will be expected to demonstrate competency in skill and movement concepts within dance, educational gymnastics, games, and active pursuits.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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. Walking Warm Up with Partners.** Play upbeat music and verbally give instructions to students in pairs (e.g., walk at varied tempos side by side, gallop and switch leading feet side by side, hop on one leg and then the other next to your partner, big frozen poses / positions vs small poses / positions, freeze, creating hop scotch patterns, bending, lifting, swaying, melting in sync with your partner). Students, on command, find a different partner and create an interesting shape joining different body parts (e.g., elbows, knees, hands, heads). Physical educators use formative assessment to determine appropriate skill specific feedback. In giving such feedback, students will be more likely to master the skills and movement concepts.
 - **Teacher Sample Comment:** Joelle and Raheem are really swaying well with one another and taking up a lot of space while doing so. Rhett and Penny made a shape that covered three levels which was really creative. Keep it up, all!
- **Dance. Entry Dance.** Students will learn that some Aboriginal people use to enter into a Pow Wow. The first is *toe-flat*: Students step with the ball of the foot (toe) and then lowering the heel down (flat) in two separate movements in beat to the music. When music changes, students will do the *eagle shuffle* (i.e., straight arms are extended behind students body with the palm of the hand facing down, knees are bent, students take small shuffling steps forward, the feet never leave the floor). Students can use these steps to create a powwow circle, entering in one at a time or side by side. Each time the music changes, students change their steps between the *toe-flat* and the *eagle shuffle*. Physical educators use formative assessment to determine appropriate skill specific feedback related to skill themes, movement concepts, and rhythm.
 - **Sample Teacher Comment:** Please touch the ball of your foot so that I know that you understand what the ball of your foot is. Jake and Keesha, remember to keep your feet in constant contact with the floor when you perform the eagle shuffle.
- **Educational Gymnastics. Creative Partner Balancing.** Students identify how many body parts they can name that could be used for "bases of support" while balancing. With a partner, students are given opportunity to create and perform balances with their partners. Physical educators formatively or summatively assess students' understanding of bases of support during this activity. Students should know that they are being assessed.

- **Teacher Sample Comment:** What body parts can you use for your basis of support? (*Prompt for:* knees, hands, elbows, feet, tummy, back, bottom.) Wonderful! Girls and Boys, please make sure that your weight is over your *base of support*, and try to work together to hold your balance for at least five seconds. If you lose your balance, that’s okay! Just think about ways that you can hold it longer next time and then go again.
- **Educational Gymnastics. Boing Boing Shape and Numbers.** Students will move throughout general space. Students will spring on two feet and every third spring they will land and balance as a different shape or number. Physical educators can call out letters or numbers or let students choose. To traverse the curriculum, collaborate with classroom teachers and have students spell out vocabulary words during this activity. Physical educators assess students’ ability to take off and land properly on two feet according to skill criteria for takeoff and landing. Students should know that they are being assessed, as well as the criteria being used for their assessment.
 - **Teacher Sample Comment:** I love how PJ is bending his knees at both takeoff and landing, and how Paulette is using her arms to propel her up and forward. It is amazing to see all the different ways you can demonstrate a particular number or letter.
- **Games. Cooperative Hoops.** One hoop per student to start. Students are told that hoops will be taken away and that they can let other students join their hoop. Students begin in general space. On signal (e.g., teacher signal, music) students begin to move throughout general space using assigned locomotor pattern (e.g., gallop, slide) and movement concept (e.g., levels, pathways). When the music stops (or on the teacher signal) students must get back into a hoop as quickly as possible. Repeat. Teacher continuously removes hoops.
 - **Teacher Sample Comment:** Zion, I think everyone should know that you called out for Clara when she seemed shy about joining a group when her hoop was removed. You reached out and welcomed her into your hoop. Today, not only is everyone performing the skills correctly, you are also working together to achieve a group goal. I’m so proud of you.
- **Games. Wolf’s Den.** Boundaries mark a large playing area with a middle zone (Wolf’s den) marked off (i.e., gymnasium lines, cones). One player will begin in this Wolf’s den and this is the “wolf”. The other players are rabbits and begin on either end of the playing area. On the physical educator’s command, students try to move to the opposite side of the playing area without being tagged by the “wolf”. If they are tagged, they become wolves and join in the Wolf’s den. Wolves can never leave the Wolf’s den and rabbits must commit to moving through the middle zone once they initially step foot in it each round. Physical educators can request that students move while using specific locomotor movements, but students must be reminded to perform these movements correctly when participating in a game that is at fast speed. There are many modifications that can be applied to this game. For example, rabbits can move while possessing an object (e.g., Nerf ball); rabbits can send their object over the Wolf’s den (e.g., overhand throw) to a rabbit on the other side, and a successful throw/roll and catch will give both rabbits free pass to opposite side. Physical educators use formative assessment to determine appropriate skill specific feedback related to skill themes, movement concepts, and rhythm. Assessments and feedback will adjust according to conditions and constraints placed on the game.
 - **Teacher Sample Comment:** It’s important that you change your pace as you move throughout this game. This way, you will be more likely to escape the Wolf’s den. I love how some of you moved from one side to the other keeping the Nerf ball close to your body. This decreased the chances that it would be knocked out of your hand. The dodging moves I saw

today were really much better than in the past. It seems like you are all getting really low so that you can quickly change directions.

- **Individual Pursuits. Cabot Trail Geography Fun Run.** Stations are designed to represent the legs of the Cabot Trail Relay. Students are taught the components of the relay including the number of legs, teams, community collaboration, and organization. Although there are 17 legs in the actual relay, students will participate in a modified version. Each station will represent an aspect of the natural environment that is experienced along the actual route (e.g., using an equalizer fitness bar to represent a tree, students perform modified pull-ups to simulate climbing a tree). Each station can represent kilometers that correspond with the Cabot Trail Relay. Students' distances can be totaled per class and logged on a large map. Physical educators collaborate with the classroom teacher to teach students about the terrain and geography specific to Cape Breton as a unique part of Nova Scotia.
 - **Teacher Sample Comment:** Bryce and Simone, you both worked incredibly hard today as you traveled from station to station. I could tell by how hard you were breathing when running from one station to the next. What part(s) of your body needs to be strong for you to climb a tree? That's right! Your arms and legs. How can we exercise our upper and lower bodies strong outside PE? (*Prompt for: I can climb the monkey bars during recess and lunch to make my arms stronger; I can climb up and down the hill in my backyard with my Mom or Dad to make my legs stronger.*)
- **Individual Pursuits. Geocaching.** Prior to this lesson, students have already learned how to move using various locomotor patterns at mastery, identified the buttons on the GPS, learned how the GPS unit functions and operates, and are able to enter a waypoint and locate a cache. Using multiple canisters, one per each group, groups can find numerous caches for letters and numbers to decipher a code. This code could lead the class to the ultimate cache they all seek together with the physical educator. Remember to stagger the groups. Every group should have their own 001, then they are to move to 002, 003, and so on. Students should move using prescribed locomotor movements. Physical educators authentically assess students in this culminating activity to determine their ability to: master various locomotor movements; work together; and, to properly use the caches.
 - **Teacher Sample Comment:** This is awesome. You all are moving at a fast speed, but not jeopardizing your locomotor movements. Class, make sure that you do not linger at your cache when you locate it. Please just get the cache and then immediately move to the next. Also, be sure to give groups space when they are looking for a canister.
- **Adaptations for Students with Disabilities.** Students with autism wear headphones if loud noises (e.g., music) confuse and/or startle them during activities. Students work closely with a peer helper, and peer helpers switch often so that all students work with one another. Physical educators place coloured stickers or tape on a sleeve or pant leg to help remind students which side their left or right side. Soft, large, and textured balls should be made available for students with disabilities. Students with disabilities utilize foam pool noodles during pursuit and evade activities to compensate if they are at a beginner level in coordination and speed. Pool noodles are also effective for those who do not wish to be in close proximity to others. Physical educators use hand signals, sign language, and visuals to support students who have a hearing impairment or auditory processing difficulty.
 - **Teacher Sample Comment:** I love how you all are working so well together as peer helpers. I am so impressed with how you continue to step with the leg that has the green sticker and throw with the hand that has a green sticker. Soon we will be able to take these stickers off as you are practicing at mastery!

- **Adaptations for Students with Disabilities.** Obstacles can be set up during a variety of activities in all movement categories. The entire class can participate in an obstacle course activity. When students are waiting for their turn to move through the obstacle course (i.e., a course that fosters practice of the skills and movement concepts being taught and assessed), they jump rope in a determined zone to maximize their physical activity. Students with disabilities can work on an IPP task in this same *zone*. There will also be safety boundary lines clearly marked throughout the obstacle course, so students can navigate through the obstacle course safely (utilizing her/his chair for mobility. The student will practice tasks (e.g., pivoting the chair, changing speeds) based on his/her IPP goals and aspirations (e.g., aspires to play wheel chair basketball). Physical educators develop a rubric that breaks down components of the child's IPP goals and assess the student in relation to the rubric.
 - **Teacher Sample Comment:** Zoe, you are not only gaining so much strength in the *zone*, you are cruising in your chair while maintaining control. Together, these skills will really help you be a wonderful basketball player from the chair position. I hope you remember me when you are famous!

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.)
- Nova Scotia Department of Health and Wellness. 2012. *“Thrive: A Plan for a Healthier Nova Scotia”* Province of Nova Scotia. thrive.novascotia.ca
- 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.)
- 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.)

Internet

- 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.
- Hople, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. 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.
- 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.

B2.2 Students will be expected to demonstrate an understanding of decision-making skills while applying skill 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. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Educational Gymnastics.** When performing balance/stability skills during an educational gymnastics task, students bend their knees, extend their arms, and gaze at a focal point to increase opportunity for success and to avoid falling off an apparatus. Physical educators can ask several students each day what skill cues they are applying to their practice. This way, physical educators formatively assess students' ability to apply teaching cues to their practice and/or performance.
 - **Teacher Sample Comment:** Megan and Guy reminded one another of helpful tips that allow us to hold our poses longer, such as extending their arms. I want each of you to provide others in your group with at least two tips to help them be successful in this task. **(B2.2)**
- **Dance.** Students recognize and respond accordingly when the dance space has been modified in terms of its size. Consequently, students make sharper turns in a smaller space and perform more dynamic stability movements with others. Physical educators authentically assess this outcome by applying constraints to a dance routine and observing students' decision making according to these constraints. Students should be aware what is being assessed during these activities.
 - **Teacher Sample Comment:** "Tim, Lola, and Samir decided that, due to the small space requirement, they were going balance on one foot. This allows them to use one another for support while remaining in the marked boundaries. What other creative ways can your group minimize space?" **(B2.2)**
- **Adaptations for Students with Disabilities.** Students move through an obstacle course via wheelchair for mobility. Students can experiment with force and skills to practice pivot turns, move in various directions through different spaces. Physical educators ask students what skill cues they are applying to their practice. This way, physical educators formatively assess students' ability to apply teaching cues to their practice and their performance.
 - **Teacher Sample Comment:** Josie It's so great that you are taking your time moving through this obstacle course the first time. Why do you think I am pleased with this? *(Prompt for: I will be less likely to collide with something, I will keep my chair in control better.)* That's right! Class, it's always important that we really practice skills carefully, and don't rush

them, so that we can really improve just like Josie is doing through this obstacle course.
(B2.2)

- **Adaptations for Students with Disabilities.** Students with intellectual disabilities perform locomotor movement control activities such as cone relays. Using various locomotor skills related to their IPPs, students travel at varying speeds toward a cone with a tennis ball on top of it. Students move as close to the cone as possible, without knocking the ball off the cone, and then return to their starting position traveling via a different locomotor skill.
 - **Teacher Sample Comment:** Mi’kal, your galloping has improved so much. I love how you have a clear leading foot. Can you switch leading legs for me this time? It is fantastic how you slowed down before reaching the cone. Look, it is still there. That shows me that you understand how to move in certain spaces, just like you will do in games that we play. Great job! (B2.2)

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.)
- 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 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.
- 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 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.

C2.1 Students will be expected to demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities.

C2.2 Students will be expected to demonstrate honesty and integrity by following the rules of an activity.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Wellbeing, Safety, and Learning. Individual Pursuits, Sledding.** During a sledding session, students will demonstrate how to safely navigate the hill while traveling up and down the slope. Students will also demonstrate the wellbeing and safety of others as they wait in turn prior to sliding down the hill. Physical educators authentically assess students during a sledding activity during physical education class on these concepts. Students should understand the assessment criteria prior to participating in the activity.
 - **Sample Teacher Comment:** There are many reasons why sledding makes our bodies healthy and strong, and allows us to have fun. What are some ways that you allowed this activity to be so fun today? (*Prompt for: We took turns, We followed directions, We ran up the hill on the proper side.*) Awesome! Yes! When we play safely, we will have so much opportunity to experience fun activities in PE class. I hope you all play this way outside of PE class, too. **(C2.1)**
- **Care and Compassion. Dance.** With music playing, students will use creativity to perform movements associated with examples of *compassion*. Students will actively (e.g., while doing wall-sit) take time to think about what compassion looks like in their lives. Physical educators informally and formatively assess students' understanding on compassion based on students' input at the end of the lesson.
 - **Sample Teacher Comment:** Compassion is when we care for others and take action to help them feel better. What are some ways that you can demonstrate compassion in PE class? (*Prompt for: I can make sure that people feel welcomed in my group, I can make sure that I help someone get up if she/he falls down.*) Great, now, I want you to perform movements that help to illustrate some of these movements. **(C2.1)**
- **Collaboration. Educational Gymnastics, R.E.S.P.E.C.T.** After learning what the word *respect* means at the beginning of an educational gymnastics lesson, the physical educator may or may not work in collaboration with a classroom teacher to teach *respect* as a spelling word. Students create balancing positions to spell the word *respect*. Performing these shapes can be done alone

or with others. While students are creating and balancing in these shapes, the physical educator rotates around the class and asks students to define the word *respect*. Physical educators assess students' understanding of the word based on their oral communication to the physical educator, as well as their behaviours.

- **Sample Teacher Comment:** What areas within physical education class should *respect* be modeled? (*Prompt for: We should respect each other, We should respect the equipment, We should respect the class rules.*) Awesome. Yes! When we respect all of these things, we have more opportunity to play, learn, and have fun with our friends. How can you show respect for your partner when you perform partner balances? (*Prompt for: We have to consider our partner's safety, We have to focus on what we are doing or else our partner could get hurt.*) **(C2.2)**
- **Fair Play. Games.** During all experiences in PE, students should use inclusive and supporting language. Highlight students when they use such words and the structure of the class should be built around fair play principles. Physical educators use ongoing authentic assessment to assess students' fair play behaviour, and students should be aware of the assessment criteria established.
 - **Sample Teacher Comment:** Everyone Freeze. When I say *go*, please run/wheel and touch three walls and sprint/wheel fast back to this area and meet in a chair sit position. *Go!* I wanted to freeze this game to congratulate Alphonse. Alphonse, I loved how you realized that you stepped out of bounds during this activity. Class, it was difficult for any of us to see but what Alphonse did was wonderful. I am so happy to see that you all take fair play seriously. When we follow by the rules, even when no one is looking, we can feel better about ourselves and will be happier. **(C2.2)**
- **Adaptations for Students with Disabilities.** A structure is 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 task assigned to the student who uses a wheel chair 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:** Syna, I love how the image you drew illustrates that you know how to be helpful classmate and a good friend. I hope that you will continue to apply these kind behaviours every day. I am so proud of you. **(C2.1, C2.2)**

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 Edition. Baltimore, MD: Paul H. Brookes.
- Conley, C.A., S.J. Danish, and C. D. Pasquariello. 2010. "Sport as a Context for Teaching Life Skills," *Routledge 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 Edition. 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.

C2.3 Students will be expected to demonstrate communication and interpersonal skills during different types of physical activities.

C2.4 Students will be expected to express their feelings related to their experiences during and upon completion of different physical activities while participating alone and with others.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. Sample teacher comments are also given to illustrate how positive and specific feedback can be used to enhance students' learning. These sample teacher 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

- **Health-Related Physical Fitness. Pacing.** Students practice pacing while running with a partner or in a small group. The goal is to run at a speed where they can maintain a *talking* pace. Students are required to ask group members questions that they do not know about them (e.g., middle names, number of siblings, favourite hobbies). Upon completion of the activity, students can meet to stretch and the teacher can have a conversation with them about their experiences. Through this conversation, physical educators formatively assess students' understanding about pacing, as well as students' ability to express feelings related to their participation in the activity.
 - **Sample Teacher Comment:** How did you feel while running? Did you like running at this pace? How did you feel learning about your group members? Did you have more fun participating with others during the running activity, rather than participating alone? **(C2.4)**
- **Games. Key Punch.** During *key punch*, a cooperative game, students must communicate the team plan to every member of their group in order for all members to be able to complete the task. The task is that everyone steps in the boundary line (i.e., one at a time) and steps on the number(s) within the boundary that has been assigned to them. The goal is that all numbers are touched at the lowest possible time. If more than player one is in boundary area at a time, the group must start over. Upon completion of the activity, physical educators assess students' ability to express their feelings related to their experiences through whole class conversation, exit slips, or through journal writing.
 - **Sample Teacher Comment:** Does anyone in the group not feel welcomed or a sense of belonging to the group? It's important that each of you feel part of the group and that each of you gives input in order for your time in *key punch* to be as low as possible. How did it make you feel when the group heard your suggestion and it helped the group lower their best score? **(C2.4)**
- **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

can be shown to help students communicate their feelings (e.g., students can point to image that best illustrates how they feel). Storyboards can be used to help students who find it difficult to express their feelings and articulate their thoughts into words. Physical educators assess students' ability to express their feelings based on feedback by the student. Additional prompts may be used to encourage student response. Physical educators provide examples to the students to ensure the question is clear.

- **Sample Teacher Comment:** I see that you pointed to the sad face when I asked you how you felt about playing this activity. I am so sorry you did not have a wonderful experience. What do you think would make this experience more fun for you? While I am disappointed that you are sad, I am happy you felt comfortable enough to share your feelings with me. I am going to work hard to make sure that you have a fun time in my class. **(C2.4)**

Resources/Notes

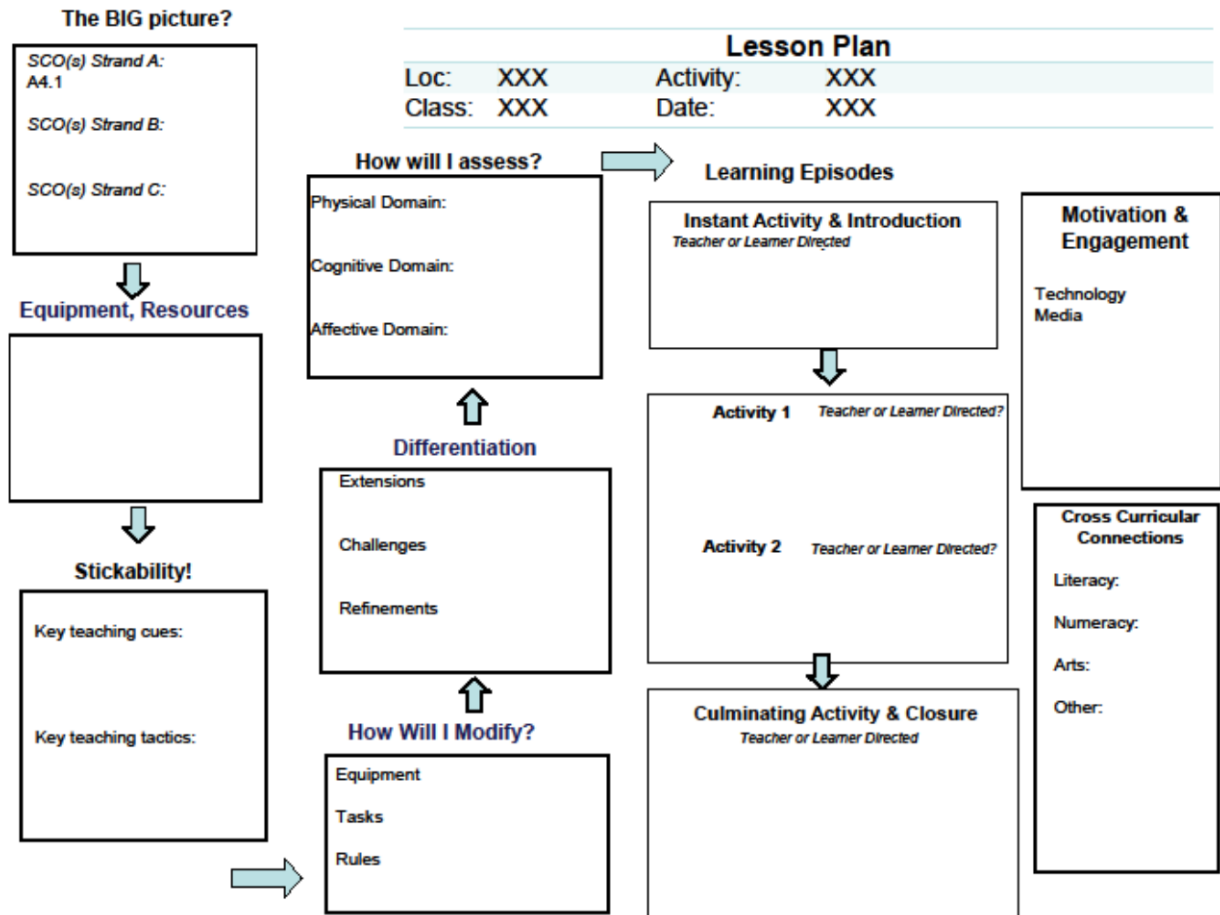
Internet

- 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 Edition. Baltimore, MD: Paul H. Brookes.
- Conley, C.A., S.J. Danish 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

AP.1 Students will be expected to demonstrate an age- and developmentally appropriate understanding of health-related physical fitness components.

Here is an example of a cognitive assessment that can be used to determine if students understand which physical activities increase the heart rate.

Cognitive Assessment

Circle the pictures that represent physical activities that can increase your heart rate.



SCORING RUBRIC

Beginner	1	The student circles no images that accurately represent physical activities that will increase heart rate.
Intermediate	2	The student circles only one of the two images that accurately represents a physical activity that will increase heart rate, and none of the images that inaccurately represents a physical activity.
Mastery	3	The student circles the two images that accurately represent physical activities that will increase heart rate, and none of the images that inaccurately represents a physical activity.

Appendix C: Assessment Example, Strand B

B2.1 Students will be expected to demonstrate competency in skill and movement concepts within dance, educational gymnastics, games, and active pursuits.

Here is an example of a class checklist containing skill criteria on the log roll. Students are assessed after they have been taught the log roll and are aware that they are being assessed. 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.

SKILL CUES: LOG ROLL

Class List	Preparation Phase			Execution Phase	Follow Through
	<i>1. Lie on back and extend arms over head.</i>	<i>2. Legs straight and together.</i>	<i>3. Palms face the ceiling.</i>		
				<i>4. Roll rigid: front body, side body, back body.</i>	<i>5. Stop or repeat.</i>

SCORING RUBRIC

Beginner	1	Student demonstrates fewer than 3 steps of the log roll most of the time while performing the log roll in authentic environments.
Intermediate	2	Student demonstrates 3-4 steps of the log roll most of the time while performing the log roll in authentic environments.
Mastery	3	Student demonstrates 5 steps of the log roll most of the time while performing the log roll in authentic environments.

Appendix D: Assessment Example, Strand C

CP.4 Students will be expected to express their feelings while participating in and upon completion of different physical activities.

Here is an example of an affective assessment that can be used to help students explain their feelings in different types of physical activities during and upon completion of physical activities.

Affective Assessment

Circle the expression that best represents how you felt during and after you participated in today's physical activity?

DURING ACTIVITY



AFTER ACTIVITY



SCORING RUBRIC

Beginner	1	Students do not circle an emoticon.
Intermediate	2	Students circle at least 1 emoticon that represents how they felt during or after the physical activity.
Mastery	3	Students circle 2 emoticons that represent how they felt during and after the physical activity.

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>	<p>Loc: XXX</p> <p>Class: XXX</p>	<p>Activity: XXX</p> <p>Date: XXX</p>
<p>Were outcomes met? Notes: regarding meeting outcomes.</p>	<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 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," *Routledge Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners (pp. 168-176)*. New York, NY: Routledge.

Danish, S. J. 2002. *Teaching Life Skills Through Sport*. In M. Gatz, M. Messmer, and S. Ball- Rokeach (Eds.). *Paradoxes of Youth and Sport (pp. 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.
- 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.