

Physical Education 7-9

Guide

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Physical Education 7-9

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Prepared by the Department of Education and Early Childhood Development

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Physical Education 7–9

Draft, November 2014

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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 of 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 of 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

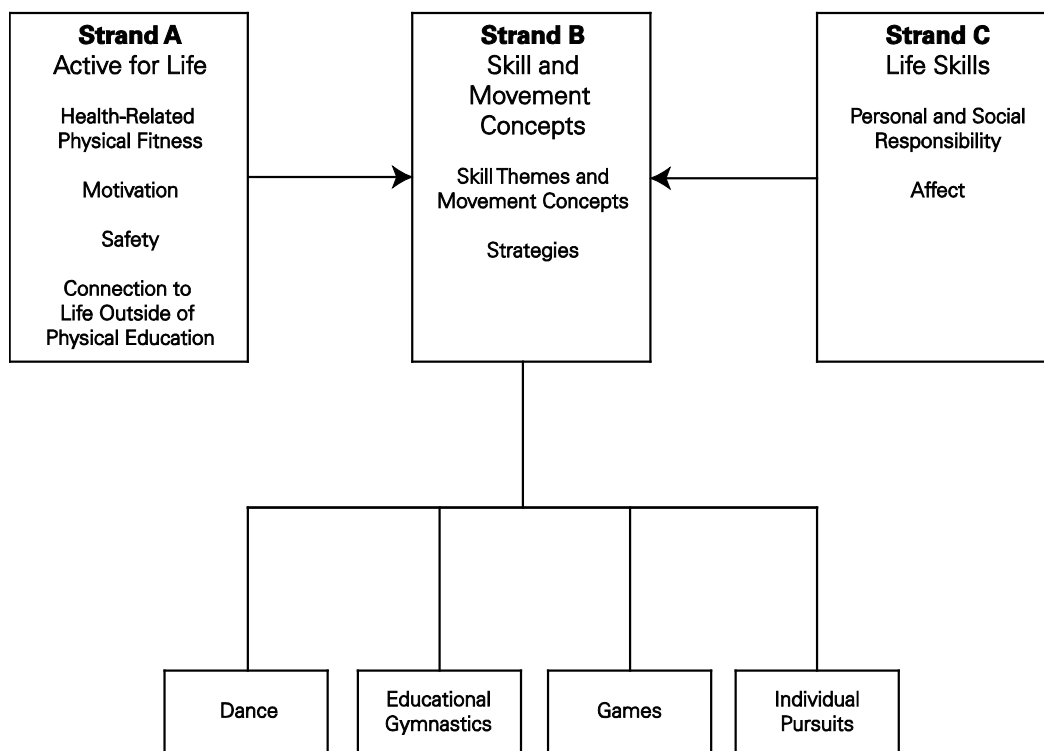
Overview

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 7-9 will analyze and evaluate their SMART (Specific, Measureable, Attainable, Realistic, Timely) goals related to their health-related physical fitness. Students will also analyze, and later evaluate, another individual's behaviour related to SMART goal setting practices through a case study approach. 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 7-9 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 in school (i.e., dance, educational gymnastics, games, individual pursuits) and away from school (e.g., youth physical activity clubs). Students in these grades will also be expected to examine motivation concepts related to learning readiness and independent participation in physical activity. 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 7-9 should apply safety practices, and identify ways to participate in physical activity safely during other parts of their day. Specifically, students in these grades will analyze and evaluate safety behaviours related to independent participation in physical activity pursuits (e.g., someone knowing they are exercising, following steps that manage risk). Examples embedded throughout this document illustrate age appropriate safety concepts for students in these grades.

CONNECTIONS TO LIFE OUTSIDE OF PHYSICAL EDUCATION

All skills and concepts taught throughout the physical education program should make connections to life outside of physical education (Conley, Danish, and Pasquariello 2010). Connections should be made with all skills and concepts taught within all three curriculum strands (i.e., Strand A: Active for Life, Strand B: Skills and Movement Concepts, and Strand C: Life Skills). Students in grades 7-9 will make connections related to their personal behavior, relationships throughout the school

community (e.g., peers, teachers, staff) and away from school (e.g., family). Examples embedded throughout this document illustrate age appropriate concepts for students in these grades.

Strand B: Skills and Movement Concepts

SKILLS 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 skill themes, and are taught through a *balance* of dance, educational gymnastics, games, and individual pursuit activities. Skills are always *action* words, but are sometimes categorized differently in different resources. Physical educators should plan to teach skills within all categories of skill themes. Examples embedded throughout this document illustrate age and developmentally appropriate activities for students in these grades. For the Nova Scotia curriculum document, skills have been categorized as:

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

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

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

- Body – How the body moves (i.e., skills).
- 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 7-9 will refine many fundamental movement skills through a skills, and movement concepts approach. Students in grades 7-9 will also develop new skills and skill combinations through the introduction of new activities. Skill combinations include several skills in sequence. The development of new skills, skill combinations, and movement concepts, as well as the refinement of previous skills, skill combinations, and movement concepts, will enable students to increase their repertoire and in turn their competence and confidence. Developing an ability to perform skill combinations and movement concepts while applying offensive and defensive strategies is a focus during these grades. Activities planned should be non-traditional so that they:

are non-elimination, provide more opportunity for practice, and modify equipment to make games more developmentally appropriate and to differentiate instruction.

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

STRATEGIES

Students in grades 7-9 are given opportunity to apply age and developmentally appropriate *strategy* skills during different types of physical activities (i.e., dance, educational gymnastics, games, individual pursuits). Physical educators should plan activities so that they develop students' critical thinking skills (e.g., move to space after sending an object, choose the best route to maneuver terrain via a mountain bike, demonstrate creativity in performance/routine). Students can demonstrate effective decision making by adapting their behaviour as adaptations are put on: space, time, rules, and tasks within a diverse range of activities. Physical educators are encouraged to briefly pause activities to highlight effective strategies, or to question students' current strategies. Ideally, while students pause to listen to the physical educator's instruction, they hold strength, stability or flexibility enhancing positions. Examples embedded throughout this document illustrate age appropriate concepts for students in these grades.

Strand C: Life Skills

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

PERSONAL AND SOCIAL RESPONSIBILITY

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

Developing an ethic of fairness and respect is critical in preparing 21st century learners for the global community in which they will grow up. Thus, students in grades 7-9 will first analyze and later

evaluate behaviours related to respect for diversity. Students in these grades will also analyze and evaluate behaviours related to: fair play; compassion, sensitivity, and responsiveness toward all others; and, respectful language (e.g., verbal, non-verbal) that values diversity (e.g., race, ethnicity, gender, sexual orientation, body shape and size, economic status).

Students in these grades will make connections between these skills and their local and more global communities. 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. Students in grades 7-9 will examine their feelings related to collaboration in different types of physical activities in and away from school, and analyze the impact of positive collaboration through making connections for their experiences to the local and more global communities. 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 7-9 physical education curriculum. All outcomes are taught through a *balance of experiences* within these categories. These categories include: dance, educational gymnastics, games, individual pursuits.

DANCE

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

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

Dance provides opportunity for students to develop their health-related physical fitness, competence in skills and movement concepts, and life skills. There are many different styles of dance (e.g., creative, educational, folk, modern, recreational) and physical educators should plan to expose students to as many different styles as possible. A culturally relevant curriculum comes alive through dance; students can be taught dances from their culture, as well as dances specific to the community in which they live. Students in these grades will refine previously learned skills, combinations, and movement concepts to their dance sequences, routines, and/or performances, in addition to developing new ones. Collaboration through dance should exist during these grades. Cross-curricular learning can increase meaning to students' learning through dance (e.g., learn or choreograph a dance that tells that story of a period of history, perform a contemporary version of a traditional dance to a group of people being studied in social studies). A 21st century learner benefits from dance experiences as it provides opportunity to develop skills related to creativity, communication, collaboration, risk taking, and critical thinking – in addition to developing fitness and fundamental movement skills, skill combinations, and movement concepts.

EDUCATIONAL GYMNASTICS

Educational Gymnastics is a student-centered and non-competitive means to develop students' health-related physical fitness, competence in skills and movement concepts, and life skills. Educational Gymnastics, unlike Olympic-style gymnastics, *does not*: demand that there is only one way to perform a skill, require expensive equipment, have spotting. Competitive gymnasts are judged on their ability to perform a skill based on specific cues. In physical education, student in a gymnastics unit is given opportunity to modify criteria. During educational gymnastics, students are given opportunities to modify skills (e.g., feet against wall for supported handstand rather than full hand stand at center of the room) in order to develop health-related physical fitness. Apparatuses are used during grades 7-9, and can be as simple as a chair or a bench.

Students in these grades will refine previous skills, skill combinations, and movement concepts to their gymnastic sequences and routines, in addition to developing new ones. 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, fundamental movement skills, skill combinations, and movement concepts.

GAMES

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

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

- *Educational* – Educational games are developed in collaboration with the classroom teacher. Educational games provide students opportunity to practice skills, movement concepts, and strategic thinking, and enhance their health related physical fitness. These games *also* reinforce concepts taught in classroom content area. Educational games can also be cooperative, low organized, or small-sided / modified.
- *Cooperative* – Cooperative games are designed to provide students opportunities to solve problems and work together. Cooperative games provide students opportunity to experience success while they practice skills and movement concepts. These games should be designed so students enhance their health related physical fitness.
- *Low Organized* –Low organized games are simple lead-up games. They develop at least one game skill, maximize opportunity for students to practice skills, movement concepts, strategic thinking and to enhance their health related physical fitness.
- *Small – Sided / Modified* – Traditional form of a sport should rarely, if ever, be taught or practiced in a physical education setting. This is because they often decrease opportunities for students to practice skills. Conversely, small-sided / modified games are designed to: promote opportunity for practice, to perform a task(s) at mastery, and to participate at moderate to vigorous intensities. These games modify more traditional games through: equipment (e.g.,

more equipment, smaller equipment); rules (e.g., duration of game shortened); and tasks (e.g., object of game based on skill development rather than scoring points). Students are more likely to develop confidence and competence when given an increase opportunity to practice. Students are more likely to develop confidence and competence when given an increase opportunity to practice. Small-sided / modified games are often categorized and taught as a *Games Approach*. These categories might include: target; net and wall games; striking and fielding games; and territorial games (i.e., Teaching Games for Understanding Model) (Griffin and Butler 2005). Physical educators may also choose to combine a tactical games approach with a sport education model at the secondary level (Collier 2005) as this can provide a wonderful platform to teach Strand C of the curriculum. However, physical educators must keep in mind that lessons should be planned to optimize physical activity of all students at moderate to vigorous intensities – whenever possible – so students can develop their skills in each of the physical, cognitive, and affective domains.

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)

Students may revisit a previously learned individual pursuit during grades 7-9, or be introduced to new pursuits. This, of course, will depend on resources, equipment, and local facilities. If revisiting a previously learned pursuit, progressions should be planned so that students are given opportunity to refine skills already in their repertoire.

Key Terms

- *Active for Life* – Strand A of this curriculum, and includes specific curriculum outcomes (SCO's) related to: health-related physical fitness, motivation, safety, and connecting learning in all Strands to life outside of physical education class.
- *Active Transportation* – Transport that is human powered, and includes: biking, walking, running, scooter riding, skateboarding, and inline skating (Foran et al. 2012).
- *Age and Developmentally Appropriate* – Skills and concepts taught should be done so at both an age appropriate level (i.e., considers interests of the learner) and a developmentally appropriate level (i.e., considers growth and maturations, and differentiates instruction so all students have opportunity to experience success). It is important to consider *both* so that students with

disabilities, who may need many modifications to experience success with a task, are also taught in a way that is age appropriate (i.e., they are not treated as though they are much younger in age than they are). Physical educators can refer to the PHE Canada FMS resources (Physical and Health Education Canada 2008-2012) for detailed information related to developmentally appropriate information of skills and movement concepts.

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

- *Locomotor Skills* – Traveling skills. In performing locomotor skills, you travel from one place to another (Graham, Holt-Hale, and Parker 2007; Langton 2007).
- *Measurements* – Scores that arrive through assessment in physical education (Hopple 2005). Measurements can be in the form of letters, numbers, and percentages.
- *Manipulative Skills* – Skills performed with an object or an implement (e.g., short-handed 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 and communication in which a child is taught to communicate with an adult by giving them a card with a picture on it. PECS is based on the idea that children who can't talk or write can be taught to communicate using pictures.
- *Physical Literacy* - Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Physical and Health Education Canada, www.phecanada.ca/programs/physical-literacy/what-physical-literacy, retrieved on January 25, 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, measurable, achievable, 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 7-9. The skills, skill combinations, and movement concepts, like those in the example to follow, should be taught, learned, and assessed through diverse activities within a balanced representation of: dance, educational gymnastics, games, individual pursuits (Graham, Holt-Hale, and Parker 2007; Langton 2007; Rovegno and Bandhauer 2013).

Example Scope and Sequence for: Skills ~ This is not an exhausted list. ~ Grades 7-9		
During grades 7-9 students apply more automatic movements than in grades 4-6. Students combine skills and movement concepts in more complex physical activity experiences than in previous grades.		
Locomotor	Manipulative	Non- Manipulative (non- locomotor, balance, stability, and weight bearing)
<i>Land</i> Biking Climbing Hopping Skipping Galloping Dodging Sliding Pursuing Evading Jumping – for height Jumping – for distance Assemble: Jumping from one foot and land on two feet Sissone: jump from two feet and land on one foot Relevé: Walk forward, backward, or sideward with heels directly above balls of feet Chassé: One leg chases the other (frontward, backward, sideward) Biking	<i>Sending Without Implement</i> Overhand throw Overhead strike Side arm throw Bounce pass Pass with instep Kick for distance Punt Shoot for power <i>Sending with Short-handed and Long-handed Implements</i> Side arm strike <i>Receiving Without Implement</i> Catch above the waist Collect ball with feet Trapping with chest, thighs, feet <i>Receiving with Short or Long Handed Implements</i> Collect with implement <i>Possessing without Implement</i> Dribbling with feet Dribbling with hands	Landing Curling Transferring Weight Dodging Stork Stand Log Roll Front Support Back Support Side Support Airplane Relevé Frog Stand Headstand Bridge Tuck Jump Kicks

Example Scope and Sequence for: Skills ~ <i>This is not an exhausted list.</i> ~ Grades 7-9		
During grades 7-9 students apply more automatic movements than in grades 4-6. Students combine skills and movement concepts in more complex physical activity experiences than in previous grades.		
Locomotor	Manipulative	Non- Manipulative (non- locomotor, balance, stability, and weight bearing)
<i>Snow</i> Pursuing & Evading Running Nordic Skiing: Classic (Cross Country) or Skate Skiing Snowshoeing Alpine or Downhill skiing <i>Ice</i> Skating (skates, sledge) <i>Water</i> Swimming Flatwater Canoeing	<i>Possessing with Implement</i> Carrying with a long handed implement (e.g., cradling lacrosse stick, stick handling with hockey stick) Carrying a baton for relays <i>Other</i> Juggling with hands Juggling with feet Jump rope individuals and with pairs	

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

Example Scope and Sequence for: Movement Concepts Grades 7-9		
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; Rovegno and Bandhauer 2013)

Example Scope and Sequence for: Strategies Grades 7-9
Strategies should be learned and assessed in authentic environments while students are applying skills, skill combinations, and movement concepts in different types of physical activities (i.e., dance, educational gymnastics, games individual pursuits).
Responds to stimuli (i.e., others, equipment) smoothly while traveling (i.e., with or without objects). Communicates strategically with partner / teammates in authentic environments Applies understanding of movement concepts (e.g., levels) and non-manipulative (e.g., stability) skills. Applies offensive tactics (e.g., give and go, object placement, object force) strategically in small-sided games. Applies defensive tactics (e.g., supporting pass on defense, zonal versus player for player marking) strategically in small-sided games. Transitions effectively from offense to defense in small-sided games.

(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). In the physical domain, rubrics should the teaching cues for the skill as well as what cues are related to the skill criteria: beginner, intermediate, mastery. Criteria included in a rubric should be specific, observable, and considered to be worthy of learning (Gibbons and Robinson 2004/2005). Examples of skill criteria that can be developed into rubrics exist within the PHE Canada FMS resources (Physical and Health Education Canada 2008-2012).
- *Summative Assessments* – This assessment is typically formal in nature and occurs at the end of a unit. Summative assessment determines students’ competence in performing skills or in understanding cognitive and affective concepts.
- *Validity* – An assessment is valid when it measures what it set out to measure.

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

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

Outcomes

General Curriculum Outcomes

Students will be expected to

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

Specific Curriculum Outcomes

Physical Education 7

Students will be expected to

ACTIVE FOR LIFE

- A7.1** use their understanding of health-related physical fitness components to analyze their own behaviours and develop SMART goals that address them
- A7.2** analyze their behaviour as it relates to motivation concepts and determine ways to maintain or improve physical activity experiences
- A7.3** analyze the impact of their SMART goal-setting practices to optimize learning readiness
- A7.4** analyze ways to increase personal physical activity participation outside of the school day, alone and with others, and explain the potential impact on themselves and their family
- A7.5** analyze ways to manage risk while being physically active in various settings

SKILL AND MOVEMENT CONCEPTS

- B7.1** demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits
- B7.2** demonstrate competency in skill combinations and movement concepts while applying various strategies
- B7.3** analyze appropriate decision-making skills while applying skill combinations and movement concepts as adaptations are placed on setting, space, time, rules, and tasks

LIFE SKILLS

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

- C7.1** demonstrate compassion toward others and the environment, and analyze how compassion can improve a school or local community
- C7.2** demonstrate personal and social responsibility that values diversity and analyze how personal and social responsibility relates to social justice
- C7.3** demonstrate effective collaboration skills, behaviours that promote fairness, and analyze the impact of fair play on self and others

Physical Education 8

Students will be expected to

ACTIVE FOR LIFE

- A8.1** analyze and evaluate SMART goals for their health-related physical fitness, and develop SMART goals for a peer through a case-study approach
- A8.2** analyze and evaluate the impact of their participation in physical activities at moderate to vigorous intensities on the local community
- A8.3** analyze opportunities for social experiences during different types of physical activities, in school and the local community
- A8.4** analyze their behaviours related to optimizing learning readiness, and set SMART goals related to learning readiness to optimize academic performance
- A8.5** analyze ways to manage risk while being physically active in various settings

SKILL AND MOVEMENT CONCEPTS

- B8.1** demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits
- B8.2** demonstrate competency in skill combinations and movement concepts while applying various strategies
- B8.3** analyze decision-making skills while applying skills, skill combinations, and movement concepts as adaptations are placed on settings, space, time, rules, and tasks

LIFE SKILLS

- C8.1** apply an understanding of compassion toward others and the environment, and analyze how compassion can impact school climate and their community
- C8.2** apply an understanding of personal and social responsibility that values diversity and analyze how personal and social responsibility relates to social justice
- C8.3** demonstrate effective collaboration skills, behaviours that promote fairness, and analyze the impact of fair play on self and others

Physical Education 9

Students will be expected to

ACTIVE FOR LIFE

- A9.1** analyze and evaluate SMART goals for their health-related physical fitness, and evaluate the behaviours related to a peer's SMART goals through a case-study approach
- A9.2** analyze and evaluate the impact of their participation in physical activities at moderate to vigorous intensities on the global community
- A9.3** design a personal plan of action to maintain or improve physical activity participation in and away from school
- A9.4** evaluate ways to manage risk while being physically active in various settings

SKILL AND MOVEMENT CONCEPTS

- B9.1** demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits
- B9.2** demonstrate competency in locomotor skills, skill combinations, and movement concepts while applying various strategies
- B9.3** demonstrate understanding of how skills, skill combinations, and movement concepts experienced during physical education are transferred to physical activities that interest them away from school
- B9.4** evaluate decision-making skills while applying skills, skill combinations, and movement concepts during different types of physical activities as adaptations are placed on settings, space, time, rules, and tasks

LIFE SKILLS

- C9.1** apply an understanding of compassion toward others and the environment, and analyze how compassion can impact school climate and their community
- C9.2** evaluate personal and social responsibility that values diversity and analyze how personal and social responsibility relates to social justice
- C9.3** evaluate their collaboration skills, behaviours that promote fairness, and their impact on self and 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

These pre-teen and teen years, during grades 7-9 (i.e., ages 11-12 to 15-16 years), are accompanied by rapid growth in girls and boys (Malina, Bouchard, and Bar-Or 2004). Many girls will be at or near the end of their pubertal growth spurt at this stage, given that puberty occurs, on average, between 10 to 13 years. Boys will be just experiencing puberty at this stage since it occurs, on average, between 12 and 16 years. During this most rapid phase of growth, boys may grow 8 to 12+ cm per year. Additionally, boys not only increase in height and weight, but they also experience a decrease in body fat, resulting in an improved capacity to perform physical skills. It should be noted in the year of peak growth in height, girls and boys are more susceptible to bone fractures – should injury occur. The reason for this is because peak bone development lags peak height development by one year (Malina, Bouchard, and Bar-Or 2004).

There are additional physiological advantages that boys experience during their pubertal growth related to the growth, development and maturation of their cardiovascular/respiratory system and their musculoskeletal system (Malina, Bouchard, and Bar-Or 2004). Specifically, males have a larger blood volume, hematocrit, number of red blood cells, and hemoglobin all of which results in a greater oxygen carrying capacity or in other words greater capacity for aerobic and anaerobic metabolism. In regards to their musculoskeletal system, boys have larger muscles than females and their higher levels of testosterone are better able to increase their muscle size and strength.

It remains important that all girls and boys receive differentiated instruction, are taught skill cues and given opportunity to practice skills in authentic environments as much as possible so they can all reach their potential in pursuit of physical literacy. While boys may have physiological advantages related to physical performance prior to learning new skills, all students should receive instruction from physical educators that affords them opportunity to experience success and foster their physical development and health-related physical fitness.

Physical Literacy

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

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

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

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

Differentiated Instruction and Adapted Physical Education

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

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

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

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

(Block 2007)

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

- 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 and skill combinations are taught, the skill cues

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

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

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

Cultural Relevance

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

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

Cross-Curricular Connections

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

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

Technology

Technology literacy is important for 21st century learners, and technology should be used in physical education when it fosters a positive motivational environment for students, and supports their learning of the outcomes. During grades 7-9, technology might include: heart rate monitors, 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 Resources/Notes 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 7

ACTIVE FOR LIFE

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

A7.1 Students will be expected to use their understanding of health-related physical fitness components to analyze their own behaviours and develop SMART goals that address them.

A7.3 Students will be expected to analyze the impact of their SMART goal-setting practices to optimize learning readiness.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. 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

- **Crab Soccer.** Students assume a crab position play this game in a square indoor or outdoor space. Goals are set up as cones 2 meters wide and in four corners of the playing area. 3-4 large exercise balls should be used if this not played in small-sided version. Students score by kicking or heading the ball through the goals from the crab position. Upon completion of the game, students move to a designated area to stretch and cool down while the physical educator informatively assesses their understanding of what health-related physical fitness components were exercised during the activity through a discussion.
 - **Teacher Sample Comment:** The amount of physical activity we get, and the duration and frequency of the physical activity influences our physical fitness. Other than physical activity, what are some other influences on our health-related physical fitness? (*Prompt for: my genetics, my nutrition, the amount of sleep I get.*) How can you change your current behaviours to increase benefit to your health related physical fitness? (*Prompt for: I can make sure I get more sleep and eat foods that are less processed.*) (**A7.1**)
- **SMART Hiking.** Students briefly review moderate to vigorous activities as they use the “teach the teacher” method. Students share what the intensities mean, and why they are important to consider. This information is shared during a stretch prior to a class hike on local trails. Students hike in pairs or in groups of 3. During the hike, group members collaborate to determine creative SMART goals to increase their participation in physical activities at moderate to vigorous intensities. Upon completion of the hike students complete exit slips. The exit slips serve as formative or summative assessments to determine students' understanding of how to develop SMART goals related to physical activity at moderate to vigorous intensities. Physical educators revisit these goals several classes later and ask students to work with the same group members during a cardiovascular activity at moderate pace (e.g., running, biking, hiking, cross country skiing) where they communicate to peer analyze behaviours related to SMART goals. Students complete an exit slip stating one positive and one corrective feedback statement related to their current behaviours. Physical educators summatively assess students' understanding of analyzing physical activity participation through exit slips.

- **Teacher Sample Comment:** Previously, you have developed SMART goals related to physical activity participate at moderate to vigorous intensities. Based on your analysis of your behaviours since you developed your goals, please tell the person next to you one positive and one corrective regarding your behaviours. *(Prompt for: I found ways that I enjoy to be physically active at moderate to vigorous intensities, but I need to make sure that I am more consistent in my behaviour; I found ways to be active at moderate to vigorous intensities with friends which makes it more fun, but I do not think I was participating at a mild pace and perhaps not working as hard as I should for health benefits.) (A7.3)*
- **Adaptations for Students with Disabilities.** Students with disabilities should have SMART goals outlined in IPPs. These goals should be directly related to what the students enjoy (e.g., favorite physical activities, favorite hobbies). Physical educators should work with parent(s)/guardian(s) to help develop these goals and are encouraged to send home questionnaires to learn more about what types of physical activities the family enjoys doing together. Physical educators can assess students’ understanding as to how their behaviours are influencing their SMART goals in a number of ways – depending on the disability. Additional prompts may be required for students who need that support. Extra time to complete an exit slip or quiz may also be granted as necessary. Students with disabilities may benefit from having a storyboard or PECS to aid in their communication. Physical educators may present different images to the student, and invite the student to point to the image which best represents how she/he would improve physical activity at moderate to vigorous intensities (e.g., wheeling a chair in a race to illustrate tempo of travel). Physical educators can assess students’ level of understanding based on responses to the questions and prompts given.
 - **Teacher Sample Comment:** Luann, please point to the image that best demonstrates how you can exercise at moderate to vigorous intensities? Awesome! Yes! You can use a hand rowing machine at a fast pace. I’m so happy we borrowed one from the IWK because not only will this increase your upper body muscular strength and muscular endurance, it will also increase your cardiovascular endurance. **(AL7.1, AL7.3)**
- **Analyzing SMART Goals for Learning Readiness.** Students have previous knowledge of SMART goal setting strategies and have been applying their SMART goals related to learning readiness for several weeks. Students participate in different collaborative activities outdoors that meet B1 GCOs. Toward the end of a class period, students collaborate in groups of 4 and perform stationary strength activities (e.g., back to back in sitting with knees at 90 degrees). While working on these strengthening exercises, students share their goals and what actions they have been taking to meet their goals. Collaboratively, students peer assess behaviours and give specific feedback to each group member based on their actions. Students suggestions are recorded at the very end of class and analyzed by the physical educator to assess students’ understanding of learning readiness principles.
 - **Teacher Sample Comment:** What suggestions did your group give Leonard? (Prompt for: Our group told Leonard that maybe, since he rides his bike to school, that maybe he could leave home earlier so he can play at school with his friends. There is a group that plays flag football before school starts, and that might help him improve his chances of benefitting from learning readiness.) **(A7.3)**

Resources/Notes

Internet

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

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ACTIVE FOR LIFE

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

A7.2 Students will be expected to analyze their behaviour as it relates to motivation concepts and determine ways to maintain or improve physical activity experiences.

A7.4 Students will be expected to analyze ways to increase personal physical activity participation outside of the school day, alone and with others, and explain the potential impact on themselves and their family.

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

- **Motivational Concepts.** Students will participate in a variety of activities that meet outcomes within the SMC GCO. Toward the end of a class period, students collaborate with a partner and move through the stretching cool down stations. During this time, partners share their self-assessment regarding their motivation behaviours (e.g., intensity, direction, effort) in the activity(ies) of that day, as well as during physical activity pursuits away from school. Partners then exchange 2-3 suggestions on how they can maintain (i.e., if motivational concepts are already effectively applied) or improve behaviours related to motivation. Students write their suggestions on sticky notes and submit them to the physical educator as forms of formative or summative assessment.
 - **Teacher Sample Comment:** What suggestions did you give your partner related to motivation behaviours in physical education? (Prompt for: I told my partner not to get frustrated when learning something new, and to keep working hard until a task is mastered.) That's a very helpful suggestion. What would did you suggest would help your partner demonstrate effective motivational behaviours away from school? (Prompt for: I told my partner to keep a log in order to record physical activity, and then to give a check mark beside it if she put forth an awesome effort that day. If she sees a lot of check marks, she can feel proud of the motivation she put forth. If not, she can determine ways to start behaving in a more determined way.) **(A7.2)**
- **Physical Activity Participation.** Students collaborate with a partner (or, in groups of 3) of a similar running speed during an 8-minute warm up activity. Students run alongside their partner at a moderate pace (i.e., can maintain a conversation). During this time, students discuss ways that they can increase personal physical activity participation outside of school safely alone and with others, and explain potential impacts on themselves, and their family, in doing so. Students take turns sharing a suggestion at a time. As students stretch post-running activity, they are instructed to move to an indoor space where they will participate in a fitness activity. Here, students perform an activity at a station. At each station are post-it notes and pencils (i.e., they

stay at the station and students to not move with these objects). Students record their name on the post-it notes. At half the stations they record one way that they can increase their physical activity participation outside of school. At the other half of stations, students record how their participation can impact their health and also impact their family members. Students sprint to a designated wall and place their post-it note on the wall. Students move from station to station via a bear crawl. Student suggestions on the post-it notes serve as formative or summative assessment.

- **Teacher Sample Comment:** I see some of you recognize how your participation in physical activity can benefit your family. What is some of your reasoning for this? (*Prompt for: If I am physically fit, I will be less likely to get sick and I will have more energy, I will be able to help around the house more.*) (A7.4)
- **Adaptations for Students With Disabilities.** Modifications should be made to equipment, tasks, rules and boundary areas that will foster differentiated learning throughout all physical activities. Students should be given reasonable incentives to help foster motivation (e.g., a student with an Intellectual disability might receive a laminated image of a star once she/he completes a required amount of tasks). As well, students who live with intellectual disabilities should be given appropriate prompts, visuals, PECS, and storyboards to help them communicate responses related to motivation and learning readiness during assessments. Students with hearing impairments should have visuals and be placed in close proximity of the physical educator to increase likeliness of hearing and understanding instructions. Spaces utilized should be wheelchair accessible as much as possible. Physical educators should work with the students with disabilities, and their parents, to determine how goal setting related to learning readiness can be in line with the goals the students set for their physical development in physical education.
- **Teacher Sample Comment:** What are some ways that you can increase your physical activity participation away from school? (*Prompt for: Now that winter is here, I am hoping to participate in sledge hockey, this will help me become more physically fit and allow me to play a game I love with my friends.*) (A7.2, A7.3, A7.4)

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.)
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- 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.

A7.5 Students will be expected to analyze ways to manage risk while being physically active in various settings

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

- **Analysis of Safety During Physical Activities in School. Scooter Superhero Ball.** Students participate in a small-sided fitness game lying on scooters in a superhero position. Students can send the ball (i.e., playground, beach ball, foam ball) using their hands and feet. The object of the game is to send the ball through one of the four cones in the rectangular playing area. Prior to participating in this game, students complete enter slips related to risk management and use of scooters at low level. Physical educators formatively assess students' understanding of risk management by analyzing students' responses.
 - **Teacher Sample Comment:** If you were teaching this game at a summer camp to younger children, what you would tell them is necessary in order to participate with scooters safely? *(Prompt for: People should make sure to keep their arms and legs off of the floor so that another scooter does not roll over them) (A7.5)*
- **Risk Management for Physical Activities Away from School.** Students have previously experienced the example in SCO A7.4 and determined ways they will increase their physical activity participation away from school. Students submit (e.g., electronically, hard copy) a safety plan related directly to their chosen physical activities. Physical educators summatively assess students' responses to determine their understanding related to risk management and independent physical activity participation away from school.
 - **Teacher Sample Comment:** What are some safety considerations you should make when you think about the ways that you have chosen to increase participation away from school? *(Prompt for: Since I chose to travel to school using different types of active transport, I will have to remember to dress properly, wear a helmet when necessary, and follow all of the proper rules of the road.) (A7.5)*
- **Adaptations for Students with Disabilities.** Physical educators collaborate with the students with disabilities, and their parents, to determine how physical activity experiences can be increased safely away from school. Students who live with intellectual disabilities are given appropriate prompts, visuals, PECS, and storyboards to help them communicate responses related to safety and risk factors of participating in physical activities in and away from school. Hand signals and visuals are used as prompts for students. Visuals are placed on the physical education equipment to represent what the equipment represents (e.g., a laminated picture of

a stop sign on a tall orange cone). These students may not be able to participate independently and thus should recognize that they are to participate with a buddy or family member. Students with hearing impairments have visuals and be placed in close proximity of the physical educator to increase likelihood of hearing and understanding instructions. Students with autism are introduced to new spaces prior to independent participation. These students are made aware of time frames and establish consistent routines. Physical educators assess students' understanding of risk management in and away from school using oral, written, or story boards, PECS.

- **Teacher Sample Comment:** Now that you plan to attend the community centre to work out on the cardio equipment, what are some important safety practices you must keep in mind? *(Prompt for: I have to make sure my parents know when I am leaving the house to go exercise so they do not worry about me.) (A7.4, A7.5)*
- **Active Learning related to Strand A.** During a health-related physical fitness cool-down, students stretch with a partner. While completing stretches clearly presented, students are to have a discussion around analyzing their own behaviours related to the health-related physical fitness concepts. Students also examine the impact of physical activity participation away from school on their relationships in and away from school. Students are informally assessed, to guide teachers' instruction, while the physical educator moves around the space listening to responses.
 - **Teacher Sample Comment.** How did developing and analyzing behaviours related to SMART health-related physical fitness goals impact your peer or family relationships, if at all? *(Prompt for: I realized that I have really good friends because when I shared my goals and explained why I wanted to work out at the gym after school, they didn't laugh at me and then even came with me and I helped them to set goals, too. I think they appreciated my help.)*
- **Active Learning related to Strand B.** Upon completion of different activities in Strand B (i.e., dance, educational gymnastics, games, individual pursuits), physical educators facilitate discussion around the application of skills and decision making concepts learned. Physical educators assess students' ability to make these connections through discussions, exit slips, or in journal entries in collaboration with the classroom teacher.
 - **Teacher Sample Comment.** How could apply what you learned in stunts today to your fitness routine away from school? *(Prompt for: Many of the movements we performed built strength but required little to no equipment. I could do a lot of these activities at home to build strength.)*
- **Active Learning related to Strand C.** Upon completion of different activities in Strand C (i.e., personal and social responsibility, care and compassion, valuing the expression of feelings), physical educators facilitate discussion around the application of lessons to students' lives. Physical educators assess students' ability to make these connections through discussions, exit slips, or in journal entries in collaboration with the classroom teacher.
 - **Teacher Sample Comment.** How does learning about the Mi'kmaq people throughout dance performances influence your thoughts regarding social justice? *(Prompt for: It's important that we learn about history and honor traditions and cultures in Nova Scotia. This way, we become educated about the original inhabitants of Nova Scotia. Through education, all Nova Scotians can work together to make sure that fairness and equity exist.)*

- **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 likelihood of their staying on task when the physical educator pauses an activity to help students connect their learning to life away from physical education. Students with physical disabilities are given opportunity to make specific connections related to their IPP goals, and give examples of how they could work on these goals outside of school. Students with intellectual disabilities use a Picture Exchange Communication System (PECS) to communicate information to the teacher related to their experiences and their IPP goals, and to demonstrate an understanding of connecting the activities to life away from physical education. Physical educators use questions and prompts that relate directly to students' and family's input regarding students' interests and preferred forms of physical activity away from school.
 - **Sample Teacher Comment.** How might you apply the lessons learned in class today to your life away from school? (Prompt for: The equipment that was borrowed from the IWK is incredible. I am hoping that we can find ways to have access to a sledge outside of school so that I can attend public skating at the arena. This way, I can work out on my fitness goals, and have fun with my friends.)

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.)
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SKILLS 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.

B7.1 Students will be expected to demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits.

B7.2 Students will be expected to demonstrate competency in skill combinations and movement concepts while applying various strategies.

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. Creative Map Dance.** Each student begins class with a piece of paper and pencil. Students place their pen/pencil on the paper in one of the corners of the piece of paper. Students are divided into two groups, and participate in two separate rectangular dance areas (i.e., indoors or outdoors). Students draw a design without lifting up the pencil for 10 seconds and then are instructed to stop. This design represents each student's route through her/his map. Students walk the path/route of their map through the space while memorizing their path. Then, students assign specific locomotor movements for each section of their route (e.g., gallop when traveling west, skip while traveling east, crawl while traveling north). Students memorize these movements within their pathways. All students execute their dance routes at the same time. Once students figure out how to maneuver around classmates, they are encouraged to interact with others as they pass by on their route (e.g., high 5, swing your partner round, skip around each other). Physical educators can assign specific skill combinations to be demonstrated and assessed during this activity. Physical educators authentically assess students on their competence in performing skills, skill combinations and movement concepts during this activity.
 - **Teacher Sample Comment:** Class, you are demonstrating mastery in many of your skills. What is one way that you might improve performance when applying skill combinations? (*Prompt for: I need to make certain that I am counting steps in my head; In order to hold some positions, I need to flex and extend my muscles.*) **(B7.1)**
- **Dance. The Mi'kmaq Culture.** Physical educators plan this activity in conjunction with students' social studies teacher as Nova Scotia students study the Mi'kmaq culture in grade 7. Applying a flipped classroom design, physical educators group students and assign each group a dance performed within the Mi'kmaq culture. Dances, and their stories, are available at: www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2 (Native Dances retrieved on March 2, 2013). Students research their assigned dance and watch it performed on a computer outside of physical education class. Students work in their groups to learn and memorize the dance in physical education class. Physical educators project the dances

using their iPad and LCD projector while students practice. Students present the history of their dance in social studies class and perform and peer teach their classmates their assigned dance. Physical educators authentically assess students' ability to demonstrate competence in the skills, skill combinations and movement concepts within their dance, and the dances they learn from their peers.

- **Teacher Sample Comment:** When I observed the dances, I was amazed how much the transitions helped to tell the story of each individual dance. How did you work with your group to ensure that these transitions were done at mastery and kept with the story of the dance? (*Prompt for: We had to make sure that our movements were in synch by keeping time to the music and by being aware of each other at all times; We had to perform weight transfers successfully while at low level while using our arms to express the words of the story.*) **(B7.1)**
- **Educational Gymnastics. Creative Balance Beam Routine.** Students design balance beam routines to be performed on lines on the floor. These lines can be on games' courts or made with gymnasium tape. Mock beams are permitted next to the wall so students can perform inversions with support and students must design routine to manage risk to perform routines in close proximity to the wall. Students must include assigned skills (e.g., standing straddle, piked inverted straddle, initiation lunge, finish lunge, arms in opposition, arms at different levels, hand stand with or without wall support, one leg balance, extensions on balls of the feet, half turn, full turn). Students memorize routines and are formatively assessed by peers (e.g., three positives, two correctives) during practice. Physical educators record final performances with iPad and analyze performances to authentically assess students' ability to demonstrate competence in skills, skill combinations, and movement concepts while on the mock beam.
 - **Teacher Sample Comment:** If you were a physical education teacher, what would you tell a student in order to help him/her perform the routine at mastery? (*Prompt for: It's important that you widen your base as much as possible in order to maintain balance; Staying focused and keeping your eyes on a focal point will increase your chances of not falling off the "beam".*) **(B7.2)**
- **Educational Gymnastics. Stuntastics.** Using a flipped classroom approach, students research stuntastics outside of physical education class. Students are required to identify the different components of stuntastics (i.e., tumbling component, dance component, static components, stunt components, pyramid component, choreography component). Students participate in a station rotation the next class. The stations each represent the components in stuntastics: tumbling, dance, static, stunt (i.e., partner/groups), pyramids. Students are formatively assessed on their competence to perform the tasks at each station as they move through the stations.
 - **Teacher Sample Comment:** Observe your group perform the task at your station and provide skill specific feedback (i.e., two positives, two correctives) to each group member. (*Prompt for: You really did a great job of pushing your forearms into the mat so that you are able to maintaining your balance next to the wall in the tripod headstand; I noticed that your legs were straight when you did the cartwheel which suggests that you were flexing your quadriceps muscles.*) **(B7.2)**
- **Games. Body Ball.** Students participate in body ball games. Students participate in teams of 6 and boundary lines are set up in rectangular areas (e.g., indoors or outdoors). One teammate on each team is wearing a vest with Velcro on it. Students move through space sending and receiving the ball (i.e., with Velcro on it) as they collaborate to score a point. Teams score a point when their target player receives the ball on her/his chest. Teams move through game stations to play other teams every 7 minutes. The team with the most goals at the end of 7

minute wins that round. The team with the highest cumulative score at the end of class wins the game. Teams switch target players half way through each round. Physical educators authentically assess students' skills, skill combinations, and movement concepts during this game.

- **Teacher Sample Comment:** Freeze! Everyone drop into a deep squat on the spot. What is a key component to experiencing success as an individual player in this game? (*Prompt for: I have to make sure I use pivots when I possess the ball so that I can move quickly away from a defender.*) What is a key component to experiencing success as a team in this game? (*Prompt for: We have to remember we have lots of options when we possess the ball on how we send it to a teammate. We can throw overhand or underhand and apply different force depending on the distance we are trying to send it to.*) **(B7.2)**

- **Games. Omnikin Ball Flag Football / Rugby.** Students participate in small-sided games of 6 wearing flag football flags. Students score a point when they possess the ball over the end zone line. Games start with one team kicking the ball to the opposition like in a football game. Students can pass forwards, backwards, to the side, and on diagonal. The offensive team loses possession when their flag is pulled while they are in possession of the Omnikin ball. Students are only allowed to travel 5 steps while in possession of the Omnikin ball. Each player must possess the Omnikin ball once before any player on their team possesses the ball twice. Several game stations are set up and teams play games that are 7 minutes long. Teams score a point when they successfully receive the ball in the end zone. The team with the most points at the end of that round earn 1 point toward a cumulative score. Students rotate game stations to play other teams and the team with the most total wins wins the game. Physical educators authentically assess students' skills, skill combinations, and movement concepts during this game.

- **Teacher Sample Comment:** What are key skill combinations used in this game that help your team to be effective? (*Prompt for: It's really important that we are able to run and throw the ball at the same time since we are only permitted to maintain possession for 5 consecutive seconds.*) **(B7.2)**

- **Individual Pursuits. Track & Field Sending Fitness Fun.** Using a flipped classroom approach, students will research the history of the highland games in Nova Scotia and identify traditional sending (i.e., throwing) activities within the Heavy Weight Events outside of physical education class. Students will also research sending (i.e., throwing) events in the Modern Olympic Games through the flipped classroom approach. Stations are set up to perform (e.g., shot put, javelin, disc) or mimic these events (e.g., stone throw, caber toss) these events. Softballs are used to represent stones, and pool noodles with rock-filled centers and closed ends will represent cabers. Students apply skill combinations to send objects at each station. In between sending stations, students move through fitness stations that have been set up. Fitness stations focus on both core and upper body strength (e.g., donkey kicks) so students can learn about the connection between the core and upper body for sending objects for distance.

- **Teacher Sample Comment:** As you travel from station to station via crab walk, discuss each phase of movement related to the throws performed with each skill combination at the previous station? (*Prompt for: When sending the discus, it's important that careful focus is on the spin because it serves as the preparation to the actual throw; The follow through is done while you are traveling so you want to watch where the discus was released while maintaining balance as you continue to spin.*) **(B7.2)**

- **Individual Pursuits. Geocaching.** Students participate in a geocaching activity in groups of 5. Students have previously learned how GPS hand-held devices function, how they operate, and

how to locate a cache. Group members collaborate to hide caches and record corresponding waypoints throughout a designated area (e.g., school grounds, community park). Students use hand held GPS devices to locate the caches hid by other groups. Students travel (e.g., snowshoe, run) at moderate to vigorous intensities to locate caches and to solve the corresponding code. Physical educators authentically assess students skills, skill combinations, and movement concepts as they move through this activity.

- **Teacher Sample Comment:** As you all cool down with your group, please collaborate to determine three ways skill-related physical fitness was exercised today. (Prompt for: It takes coordination to travel while wearing snow shoes in deep snow; At times, the terrain varied a lot so we had to use agility to maneuver through it.) **(B7.2)**
- **Offensive and Defensive Strategies: Invasion / Territory. Modified Lacrosse (Baggataway).** In conjunction when students are learning about the Mi'kmaq people in social studies, physical educators will apply a flipped classroom approach to introducing students to the sport of baggataway. Students will come to class and participate in modified games of the current version of baggataway, lacrosse. Both girls and boys sticks (i.e., varied pocket sizes) will be available so students can possess (i.e., cradle), send (i.e., throw, shoot), and receive (i.e., catch at high and medium levels, collect ground balls) during each modified game. Each student must possess the ball once before any students can possess the ball twice in each of the modified games. Students are authentically assessed on their ability to demonstrate mastery in offensive and defensive strategies through a round robin tournament consisting of 5 minute games.
 - **Teacher Sample Comment:** I loved watching you perform some pivots during these games. What other skills can you perform that would increase your team's success while on offense? (Prompt for: Give and go and fakes are things we can use to maintain possession.) Great! What about defensive? (Prompt for: We should try and keep our feet in a sliding motion rather than a cross over motion so that we don't lose our balance and so that we can move at a fast pace.) **(B7.2)**
- **Offensive and Defensive Strategies: Target & Invasion / Territory Combination. Backwards Bombardment.** Students are divided into 2 teams and each team has 3 balls (e.g., one team has 3 yellow balls and yellow pinnies, the other team has 3 green balls and green pinnies). Each team has 2 "goals" on their side. The goals are tall cones with an object (e.g., tennis ball, playground ball) on top of it. Both teams apply offensive and defensive strategies as they attempt to position themselves in a good position to shoot at the target. Students are authentically assessed on their ability to demonstrate mastery in offensive and defensive strategies in these games.
 - **Teacher Sample Comment:** If you were to give the other team feedback on their defensive performance today, what would you tell them regarding their defensive stance? (Prompt for: I liked how the defensive players were on the balls of their feet and keep their arms extended and knees bent.) Awesome. How might you coach your offensive teammates for the next round of this game? (Prompt for: I think that they need to modify the force the use in order to increase difficulty for us to respond to from a defensive perspective.) **(B7.2)**
- **Dance and Educational Gymnastics. Sequences.** Students collaborate in groups of 4 and choreograph a sequence including specified skills, skill combinations, and movement concepts set by the physical educator (e.g., front supports, stability postures at each of three levels). Physical educators record the groups' sequences using their iPads. Group members watch their sequences, and collaborate to determine three ways that they can improve their performance. Group members repeat their routine applying their three modifications. Again, physical educators record the sequences and students evaluate their performance according to criteria.

While each group participates in this activity, the other students are moving through stability and strengthening stations. Physical educators assess students' ability to analyze performance in order to improve performance / perform at mastery level through this activity.

- **Teacher Sample Comment:** When you were performing your gymnastics sequences today you all did many things right. What might you do differently next time to improve your performance as you work toward mastery? (*Prompt for: We need to make sure that we focus on a spot that is not moving to increase our chances to stay balanced during the airplane posture that we do in unison; We should communicate clearly with one another as we form a pyramid to make sure that our support base doesn't fall.*) (B7.2)

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- **Adaptations for Students with Disabilities.** Use coloured gymnasium tape to help students understand how to move their arms and legs in opposition as they perform specific locomotor movements (e.g., running, skipping) and manipulative skills (e.g., throwing, rolling, kicking) within different types of physical activities on different surfaces. Adapt game rules (e.g., additional time to possess objects), modify playing area (e.g., increase playing area to decrease onset of defensive pressure situations) and modify equipment (e.g., larger and softer equipment) to increase students' opportunities to experience success. Collapsible balls and oversized balls aid in students' ability to track, receive, and send. Visuals and prompts are used to increase students' understanding of tasks and instructions. Velcro balls and gloves are used to help students experience success while receiving objects. Imaginary bubbles are used to ease anxiety for students who do not like others in close proximity. Teacher's assistants and physical educators attempt to facilitate peer interaction as much as possible between students with disabilities and peers without disabilities. Activities, as much as possible, are adjusted to be in line with students' IPP goals and objectives.
 - **Teacher Sample Comment:** If you were to teach younger students how to properly use a stick while playing sledge hockey on ice, what might you say? (*Prompt for: I would make sure they understood why the top end of the stick had metal teeth on it. I would show them how the teeth are used to help maneuver the sledge, to gain momentum, and to help turn the sledge.*) (B7.2, B7.2, B7.3)

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 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.)

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- Griffin, L.L and J.I. Butler 2005 (Eds). *Teaching Games for Understanding: Theory, Research and Practice*. Windsor, ON: Human Kinetics
- Hopple, C. 2005. *Elementary Physical Education Teaching and Assessment: A Practical Guide*. Windsor, ON: Human Kinetics.
- Lund, J.L. and M. Fortman-Kirk. (2010). *Performance-Based Assessment for Middle and High School Physical Education*. Windsor, ON: Human Kinetics.
- Mitchell, D., Davis, B. and Lopez. R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.
- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy* (series). Ottawa, ON: Physical and Health Education Canada
- Rovegno, I., and D. Bandhauer. 2013. *Elementary Physical Education: Curriculum and Instruction*. Burlington: MA: Jones and Bartlett Learning.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics

SKILLS 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.

B7.3 Students will be expected to analyze appropriate decision-making skills while applying skill combinations and movement concepts as adaptations are placed on setting, 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

- **Games. Sledge Hockey.** Students participate in small-sided sledge hockey games on ice or on a gymnasium floor. Physical educators modify the game in different ways throughout the class to authentically assess students' ability to adjust as adaptations (e.g., decrease playing area size, decrease the amount of time students are allowed to possess the puck or ball) are put on the game. Physical educators authentically assess students' ability to respond effectively to the constraints. Students are formatively assessed on their understanding of how to think critically about options in different game situations through responses (e.g., verbal, written).
 - **Teacher Sample Comment:** Today, during the cool down using the yoga poly spots, please analyze your offensive decision making strategies in today's game reflecting on the game before and after the playing space was decreased. *(Prompt for: We communicated well, but we need to make sure that we move to open space quickly if we want to keep possession; Our passes needed to be faster when the playing space decreased because our opposition was nearby.) (B7.3)*
- **Adaptations for Students with Disabilities.** Students with disabilities may need additional time to consider their options related to decision making in different types of physical activities. Others may need visuals and prompts from physical educators, teacher's assistant, and peers so mastery is more possible. Students with disabilities may need more time than their peers to consider their options related to decision making in physical education. Some students may need visuals (e.g., images, white boards) and additional prompts to reinforce the modifications or constraints that were made by the physical educator. Students who live with intellectual disabilities should be given appropriate prompts, visuals, PECS, and storyboards to help them communicate responses related to motivation and learning readiness during assessments. Students with hearing impairments should have visuals and be placed in close proximity of the physical educator to increase likeliness of hearing and understanding instructions.
 - **Teacher Sample Comment:** Hamaar, I am going to show you the two video clips of your turning on your sledge. In this one, you turn with your back straight, in the second one you turn to the right while leaning to the right and pushing off with your left hand. Which was

more efficient? (Prompt for: I was able to gain more momentum when I pushed off with my left hand and leaned to the right.) (B7.2, B7.3)

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 Canada: www.native-dance.ca (Native Dance Canada 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.)

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- Colvin, V.A., N.J. Egner-Markos and P.J. Walker. 2008. *Teaching the Nuts and Bolts of Physical Education*. Windsor, ON: Human Kinetics.
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- Graham, G., S. Holt-Hale, and M. Parker. 2007. *Children Moving: A Reflective Approach to Teaching Physical Education* (7th Edition). New York, NY: McGraw-Hill.
- Kassing, G. and J. M. Danielle. 2003. *Dance Teaching Methods and Curriculum Design*. Windsor, ON: Human Kinetics.
- Mitchell, D., Davis, B. and Lopez, R. 2002. *Teaching Fundamental Gymnastics Skills*. Windsor, ON: Human Kinetics.
- Physical and Health Education Canada. 2008-2012. *Fundamental Movement Skills: The Building Blocks for the Development of Physical Literacy* (series). Ottawa, ON: Physical and Health Education Canada.

- Redmond, K., A. Foran, A. and S. Dwyer. 2010. *Quality Lesson Plans for Outdoor Education*. Windsor, ON: Human Kinetics.
- Schiemer, S. 2000. *Assessment Strategies in Elementary Physical Education*. Windsor, ON: Human Kinetics

LIFE SKILLS

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

C7.1 Students will be expected to demonstrate compassion toward others and the environment, and analyze how compassion can improve a school or local community.

C7.2 Students will be expected to demonstrate personal and social responsibility that values diversity and analyze how personal and social responsibility relates to social justice.

C7.3 Students will be expected to demonstrate effective collaboration skills, behaviours that promote fairness, and analyze the impact of fair play on self and 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

- **Compassion: Toward Others and the Environment. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators teach students about compassionate behaviours. Outside of physical education class, students can research ways to apply compassionate behaviours toward others and the environment. Students can collaborate in small groups during an instant activity and share ideas that they identified. Students will be authentically assessed throughout activities in physical education class on their ability to demonstrate competence in applying compassionate behaviours to others and the environment. Physical educators formatively or summatively assess students' understanding of how to apply these behaviours, and how compassion can improve a school or local community. Physical educators assess students' take home assignment responses (e.g., electronically, hard copy assignments) and exit slips.
 - **Sample Teacher Comment:** While you warm up in your groups, please collaborate to determine ways that you are able to demonstrate compassion while we participate in the snowshoeing geocaching activity. (*Prompt for: I can make sure that each group member has mittens before we begin; I can make sure that I help a peer get up if she/he has fallen down; If I see a can lying on the ground, I can pick it up and recycle it.*) **(C7.1)**
- **Personal and Social Responsibility: Social Justice. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators teach students about personal responsibility and social responsibility, and how they relate to diversity and social justice. Outside of physical education, students analyze ways that applying personal and social responsibility can impact social justice positively in a school or local community. Physical educators authentically assess students' ability to demonstrate competence in behaviours related to personal and social responsibility that promote social justice. Physical educators formatively and summatively assess students' understanding of personal responsibility, social responsibility, social justice and how they have the potential to positively impact a school or

local community. Physical educators assess students' take home assignment responses (e.g., electronically, hard copy assignments) and exit slips.

- **Sample Teacher Comment:** As you collaborate in your groups for your Mi'kmaq dance performance, please determine ways that you can demonstrate personal and social responsibility to positively impact social justice related to the Mi'kmaq people. *(Prompt for: When we practice our dance, we can be sure to use respectful language and actions when learning and performing our dance routines; We can make sure that we honor the cultures and traditions of the Mi'kmaq people as we share their history and stories through dance; In learning about these dances and the stories, we are helping to ensure that the stories told by the Mi'kmaq people do not get lost.) (C7.2)*
- **Collaboration Skills. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators teach students effective collaboration skills (e.g., mindful listening, thoughtful responses, inviting everyone to have a voice). Students research ways outside of class how they can apply these skills to all group work activities throughout their physical education experiences. Physical educators authentically assess students' ability to choose and apply appropriate the collaborative skills which are most effective for the activity they are participating in. Physical educators formatively and summatively assess students' understanding of effective collaboration skills and how decision making is a critical piece to applying the different skills in during different experiences. Physical educators assess students' take home assignment responses (e.g., electronically, hard copy assignments) and exit slips.
 - **Sample Teacher Comment:** During the small-sided sledge hockey games, what collaborative skills did you choose to apply while working with your teammates? *(Prompt for: When the size of the playing area was decreased you gave us a short amount of time to come up with a game plan on how we would respond to this. Rather than one person making all the decisions, we each took a turn giving one idea and then as a group we decided which ideas would be most effective.) (C7.3)*
- **Promoting Fairness. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators teach students ways that they can promote fairness through their behaviours (e.g., calling a ball out of bounds when no one else knows for certain and the call puts their team at the disadvantage, making sure each member in a dance sequence or educational gymnastics routine has an opportunity to choreograph equal counts). Students research ways outside of class how they can apply these skills to their lives in and away from physical education. Physical educators authentically assess students' ability to choose and apply appropriate behaviours that promote fairness for themselves and their classmates. Physical educators formatively and summatively assess students' understanding of promoting fairness, and their analysis of how such behaviours can positively impact their lives outside of physical education. Physical educators assess students' take home assignment responses (e.g., electronically, hard copy assignments) and exit slips.
 - **Teacher Sample Comment.** Please tell the person closest to you one example you observed of behaviour to promote fairness in today's modified lacrosse games. *(Prompt for: We were supposed to each possess the ball once before any of our teammates could possess the ball twice. One time, someone called for the ball even though she had already possessed it one time and others did not. When she realized that she immediately communicated that I shouldn't pass to her; When the ball went out of bounds one time, I didn't see it. I appreciate how a member of the other team said it was out of bounds even though that meant our team regained possession.) (C7.3)*

- **Adaptations for Students with Disabilities.** A structure is established so that routines are in place to minimize distractions through management time. Proximity strategies are applied for students who have behavioural disabilities and PECS may be used for those who live with Autism. Storyboards are used to help students who have difficulty expressing their feelings and speaking for themselves. Physical educators use hand signals, sign language, and visuals to support students who have a hearing impairment or auditory processing difficulty. If students are performing a stationary task while the physical educator is talking about life skill topics, a student who uses a wheel chair can work on chair raises with the chair locked. The alternative tasks assigned to students with disabilities 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.

 - **Sample Teacher Comment:** Please share one example where you observed social justice through personal and social responsibility in today's physical education class. *(Prompt for: I appreciated how we modified our game a little bit so that I could play and develop skills with my peers. Sitting volleyball is so fun and everyone was sweating, serving, striking and communicating. It was awesome getting to play this game with my friends.) (C7.1, C7.2, C7.3)*

- **Valuing Collaboration. All Movement Categories.** Throughout the school year, physical educators plan many activities that foster collaboration among students. Students analyze their feelings associated with collaboration (e.g., overcoming obstacles). Students analyze the potential impact on a community when positive feelings are associated with collaboration (e.g., create active transportation routes to school). Physical educators formatively and summatively assess students' understanding of how exploring their feelings related to collaboration can lead to productive behaviours (e.g., submitted video presentations, electronic journals, discussions while active, exit slips).

 - **Sample Teacher Comment:** Please summarize the main points your video presentation on how positive collaborative experiences have potential to influence a community. *(Prompt for: When people associate collaboration with positive feelings, they will be more likely to seek opportunities to collaborate in the future. When community members feel this way they will be more likely to come together to build a stronger community.) (C7.1)*

- **Calming the Body and Mind. All Movement Categories.** Physical educators plan lessons considering the importance of fostering moderate-vigorous intensity activities for students. Students apply breathing exercises upon completion of these activities to begin the cool-down process and to aid in recovery. Students analyze additional ways that they can apply breathing activities in order to improve performance. Physical educators authentically assess students' ability to demonstrate competence in applying breathing techniques effectively. Physical educators formatively and summatively assess students' understanding of how their application of such exercises can positively benefit themselves and others (e.g., submitted video presentations, electronic journals, discussions while active, exit slips).

 - **Sample Teacher Comment:** I love how your group chose to develop your 3-minute video assignment as an infomercial! You were sure to include different ways you can apply breathing techniques to benefit your life and those around you. It was creative, collaborative, and very entertaining! **(C7.3)**

- **Adaptations for Students with Disabilities.** Students can be given extra time as needed to communicate feelings in terms of oral or written communication. Students are offered choice of how to express their feelings. Images of different expressions that represent different moods are shown to help students communicate their feelings (e.g., students can point to image that

best illustrates how they feel). Storyboards are used to help students who find it difficult to express their feelings and articulate their thoughts. Physical educators assess students' ability to express their feelings based on students' feedback. Additional prompts are used to encourage students to respond. Physical educators provide examples to the students to ensure the question is clear.

- **Sample Teacher Comment:** How does participating in parasport activities make you feel as a community member? (Prompt for: It feels really awesome to wear a jersey and work with my teammates to achieve a goal. We support each other and I think we all feel proud to be on a team.) How might these feelings influence future experiences within your community? (Prompt for: Before experiences like parasport were available I didn't always view myself on the inside of a community. Now, I know I can be a leader and I know that I can be a great group member. I need to transfer these skills and become involved in other areas of the community in addition to parasport.) (C7.1, C7.3)

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.)

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- Block, B. 2007. *A Teachers' Guide to Including Students with Disabilities in General Physical Education* (3rd Ed). Baltimore, MD: Paul H. Brookes.
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- 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.
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Physical Education 8

ACTIVE FOR LIFE

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

A8.1 Students will be expected to analyze and evaluate SMART goals for their health-related physical fitness, and develop SMART goals for a peer through a case-study approach.

A8.2 Students will be expected to analyze and evaluate the impact of their participation in physical activities at moderate to vigorous intensities on the local community.

A8.4 Students will be expected to analyze their behaviours related to optimizing learning readiness, and set SMART goals related to learning readiness to optimize academic performance.

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

- **Collaborate and Communicate to Reach Your SMART Goals in Physical Fitness.** Physical education students developed SMART goals related to their health-related physical fitness four weeks prior to this activity. Students participate in an 8-minute run at a moderate (i.e., talking) pace in groups of 4. During this time, the physical educator signals (e.g., pauses music) when 2 minutes have passed. Each group member has 2 minutes to communicate their self-evaluation related to their individual SMART goals. Upon completion of the running warm-up, group members spend 5 minutes stretching. Here, students communicate suggestions to each group member on exercises that he/she should do in a 30-minute workout program (i.e., to improve areas of physical fitness identified as needing improvement). Students then choose task cards from hula hoops placed in the center of the learning space. These task cards contain activities for muscular strength, muscular endurance, flexibility, and cardiovascular endurance. Students choose cards that will help them reach their SMART goals given their current self-analysis and evaluation and perform appropriate tasks for the last 30 minutes of class time. Physical educators assess students' ability to make appropriate choices in their health-related physical fitness based on their choices in fitness activities, and through their communication (e.g., written, verbal) of self-analysis and evaluation.
 - **Teacher Sample Comment:** How has analyzing and evaluating your behaviours related to your SMART goals influenced your physical activity behaviours? (*Prompt for: I have realized that I need to set aside time in my daily routine so that I stay focused on achieving my SMART goals; I learned that when I record my physical activity it keeps me motivated because I see improvements along the way to my SMART goals; I realized that I really need to find new ways to improve my muscular strength because the wall push-ups do not seem to be working as effectively as I would like.*) (A8.1)

- **Collaboration, Critical Thinking and Fitness Fun.** Students are given a case study (i.e., electronic, hard copy). An example case study is located at Appendix E. Students read the case study outside of physical education class and submit their response to the physical educator (i.e., electronic, hard copy). Physical educators have the choice to use the case study provided as an example, or to develop their own case study to distribute to students. Physical educators summatively assess completed case studies to determine students' ability on how to set SMART goals related to health-related physical fitness goals for a peer.

 - **Teacher Sample Comment:** Please identify some considerations that you should take when setting SMART goals related to health-related physical fitness? (*Prompt for: I need to make sure that I apply appropriate frequency, intensity, and duration in my training plan so that I am able to improve or maintain my physical fitness; I need to make sure that if I am trying to improve my muscular endurance that I plan to do activities that will strengthen my core.*) **(A8.1)**

- **Physical Activity at Moderate to Vigorous Intensities and its Impact on Local Community.** Students snowshoe at moderate intensity for 20 minutes while traveling with a partner or in groups of 3. Group members analyze and evaluate their current physical activity behaviours at moderate-vigorous levels related to their SMART goals, during this time. Upon completion of the activity, students move to an indoor space where stretching stations are spread out around the perimeter of the space. Each station contains post-it notes and pencils and students do not travel with pencils. Once the students complete the stretching task at a station, group members collaborate to determine one way in which widespread physical activities at moderate to vigorous intensities can potentially impact a local community. Groups record their responses on a post-it note and one group member places the note on the designated wall. There are five stations in total and each station is a stretch that focuses on the large muscle groups (e.g., quadriceps) that are used in snowshoeing. Once students have stretched, they move to the wall where post-it notes are placed and assume a modified plank position. The physical educator reads responses and students give feedback in how to group the post-it notes can be categorized (e.g., economical, physical, emotional). Formative assessment is used to determine students' understanding of potential impacts on the local community from widespread participation in physical activity at moderate to vigorous intensities.

 - **Teacher Sample Comment:** Why did you say that the community would be happier if citizens participated in physical activity at moderate to vigorous levels? (*Prompt for: Our group discussed how we felt when we completed such activity. We are happier and we feel good about ourselves. If more people participated in this way, they would likely be happier too and it would just be a more upbeat community overall.*) **(A8.2)**

- **Away from School.** Students collaborate in groups of four to choreograph a dance that includes or mimics skills used in four different types of physical activities that they are able to participate in and away from school. Upon performing their dances to the class, students stretch using yoga poly spots and discuss ways participation in these activities impact their community. Students record their group's summaries on the paper located under the yoga poly spot. Physical educators analyze responses as forms of informal assessment to guide their future instruction.

 - **Teacher Sample Comment:** What are some ways that physical activity participation impacts a community? (*Prompt for: there is less traffic and pollution when people use active transportation; there is more social interaction and people feel a part of the community when they gather for fun experiences.*) **(A8.2)**

- **Learning Readiness.** Students tell the person closest to them the definition of learning readiness as a review. Students have already learned what learning readiness is and have already learned about SMART goal setting in previous lessons. Physical education teachers then reveal a definition on a screen or wall using their iPad and LCD projector. There will be five fitness stations throughout the space and pencils are located at each space. Students do not travel with the pencils. Students will each have one piece of paper containing the following words down the left side: Specific, Measureable, Attainable, Realistic, Timely. Each fitness station will have one of the following letters displayed above it. S.M.A.R.T. Upon completion of each fitness activity, students write down how their goal related to learning readiness meets the corresponding criteria (e.g. S = Specific = I will go outside before school for 15 minutes all five days of the school week and play a fun and fast paced game with my friends; M = Measureable = On Friday afternoons I can reflect back on my week to determine if I met my goal; A = Attainable = My aunt can drop me off at school early because my bus is usually late and so I can come and play with friends that arrive before me.). Physical educators collect sheets at the end of class and summatively assess students' understanding of how to set SMART goals related to learning readiness in order to optimize academic performance.
 - **Teacher Sample Comment:** What is one way that your goal meets SMART goal criteria for learning readiness? (Prompt for: My goal is realistic in that I am able to find ways to exercise in the morning. While I can't include friends because I live in the country, I am able to get up and run with my dog and my neighbour for 20 minutes because we have head lamps and live by a gravel road with no traffic.) **(A8.4)**
- **Adaptations for Students with Disabilities. Adaptations for Students with Disabilities.** Students with disabilities should have SMART goals outlined on IPPs. These goals should be directly related to what the students enjoy (e.g., favorite physical activities, favorite hobbies). Physical educators should work with parent(s)/guardian(s) to help develop these goals and are encouraged to send home questionnaires to learn more about what types of physical activities the family enjoys doing together. Physical educators can assess students' understanding as to how their behaviours are influencing their SMART goals in a number of ways – depending on the disability. Additional prompts may be required for students who need that support. Extra time to complete an exit slip or quiz may also be granted as necessary. Students with disabilities may benefit from having a storyboard or PECS to aid in their communication. Case studies can be read orally to students who need support in this manner. Physical educators can assess students' level of understanding based on responses to the questions and prompts given.
 - **Teacher Sample Comment:** Joannie, please point to the image that best demonstrates how you can exercise at moderate to vigorous intensities? Awesome! Yes! You can use a hand rowing machine at a fast pace. I'm so happy we borrowed one from the IWK because not only will this increase your upper body muscular strength and muscular endurance, it will also increase your cardiovascular endurance. **(A8.1, A8.2)**

Resources/Notes

Internet

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)
- Bonnie's Fitware: www.pesoftware.com (Bonnie's Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Canadian Paralympic Committee: *IMPACT – Its more than Sport*: www.paralympic.ca (CPC n.d.)
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- PHE Canada: Physical and Health Education Canada: www.phecanada.ca (PHE Canada n.d.)
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- 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.)

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ACTIVE FOR LIFE

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

A8.3 Students will be expected to analyze opportunities for social experiences during different types of physical activities, in school and the local community.

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

- **Fun Fit Communities.** Physical educators project an image of their community with an iPad and LCD projector. Students collaborate in groups of 3-4 and move throughout fitness stations to complete fitness activities. Post-it notes and pencils are located at each station and students are not permitted to travel with the pencils. Upon completion of a station, students look up at the community map on the wall and write down physical activity opportunities that foster social interaction (i.e., one example per fitness station). One student then crab walks and places the post-it note on the area of the map where it is located while the other group members move via crab walk to the next station. Physical educators formally assess students' understanding of the type of opportunities for physical activity and social interaction in the community through review of students' responses. A map of the school can be projected another day, or on another wall, and students can determine physical activity opportunities that foster social interaction using a similar activity with different fitness stations.
 - **Teacher Sample Comment:** Why is important to analyze physical activity opportunities that you can participate with friends or family? *(Prompt for: It's important that we realize how many options are available, sometimes people think there is nothing to do because they never thought about taking dance lessons, joining a floor ball league, or participating in archery. These are things that we can do with our friends and family and builds our health-related and skill-specific skills. (A8.3)*
- **Adaptations for Students With Disabilities.** Modifications should be made to equipment, tasks, rules and boundary areas that will foster differentiated learning throughout all physical activities. Students should be given reasonable incentives to help foster motivation (e.g., a student with an Intellectual disability might receive a laminated image of a star once she/he completes a required amount of tasks). As well, students who live with intellectual disabilities should be given appropriate prompts, visuals, PECS, and storyboards to help them communicate responses related to motivation and learning readiness during assessments. Students with hearing impairments should have visuals and be placed in close proximity of the physical educator to increase likeliness of hearing and understanding instructions. Spaces utilized should be wheelchair accessible as much as possible. A white board, notepad or hand held device are used as a motivation technique where students receive a check when they complete tasks listed on the board or pad. Tasks should be related to IPP goals, and completed alongside peers

without disabilities as much as possible. When physical educators are assessing A2.1, they can check off squares at the end of each class with the help of the student's assistant related to effort toward specific activities. When physical educators are assessing whether students are applying skills related to specific teaching cues, they check off a corresponding square on the student's white board, notepad, or hand held device. The white board or notepad can accompany the child to physical education class each day.

- **Teacher Sample Comment:** What are some ways that you can increase opportunities to optimize your learning readiness? (Prompt for: I can ask the principal if we can offer indoor sledge hockey as a morning intramural activity; I just got fat wheels for my birthday and so I can ride my bike around school grounds before school or down the halls if it's snowing outside.) **(A8.3, A8.4)**

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.)
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- 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.

A8.5 Students will be expected to analyze ways to manage risk while being physically active in various settings.

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

- **Safety Analyses: Archery.** Students have learned risk management related to archery (e.g., maintain control of arrow tips while measuring the arrows for length, not wrapping the index finger of the bow hand around the arrow to keep it on the arrow rest while drawing the arrow; using common sense when aiming and be aware of others). Students have previously been taught archery according to the 11 steps to archery success by the National Archery in Schools Program. Students have demonstrated competency in the following skills: shoot, aim, tournament target shooting, and etiquette. Physical educators review risk management and students participate in a balloon breaking activity (Dwyer 2010). Students follow shooting and aiming procedures as they attempt to pop balloons attached to an archery butt. As students break balloons, they are responsible for blowing them up and replacing them when they retrieve their arrows. Students analyze (e.g., electronically, hard copy) their individual behaviours related to safety during this activity and record suggestions of how behaviours could be modified to improve risk management in future archer experiences. Physical educators summatively assess students' understanding of safety practices in archery through analyzing students' suggestions.
 - **Teacher Sample Comment:** What safety considerations must be taken in order for you to participate in activities such as archery safely? (*Prompt for: We must not goof around because the consequences are too great; Each of us must follow signal commands.*) What does a three whistle blow mean? (*Prompt for: You unknock your arrow.*) **(A8.5)**
- **Safety Analyses: Physical Activities Away from School.** Students have previously experienced the example in SCO A8.4 and identified different ways to increase physical activity participation outside of school. Students submit (e.g., electronically, hard copy) a safety plan related directly to their chosen physical activities. Students complete this safety plan outside of physical education class. Physical educators summatively assess students' responses to determine their understanding related to risk management and independent physical activity participation away from school.
 - **Teacher Sample Comment:** It's cool that you are plan to join the local racquetball club at the fitness centre. What are some safety considerations you should consider? (*Prompt for: I need remember to bring my goggles to protect my eyes, I need proper footwear that allows*

me to change speed and direction quickly and not trip, I need to wear clothing that allows me to move safely.) (A8.5)

- **Adaptations for Students with Disabilities.** Students who live with intellectual disabilities are given appropriate prompts, visuals, PECS, and storyboards to help them communicate responses related to safety and risk factors of participating in physical activities in and away from school. Hand signals and visuals are used as prompts for students. Visuals are placed on the physical education equipment to represent what the equipment represents (e.g., a laminated picture of a stop sign on a tall orange cone). These students may not be able to participate independently and thus should recognize that they are to participate with a buddy or family member. Students with hearing impairments have visuals and be placed in close proximity of the physical educator to increase likeliness of hearing and understanding instructions. Students with autism are introduced to new spaces prior to independent participation. These students are made aware of time frames and establish consistent routines. Physical educators assess students' understanding of risk management in and away from school using oral, written, or story boards, PECS.
 - **Teacher Sample Comment:** It is so cool that you are joining the goal ball team through Sport Nova Scotia parasport. Can you please share with your classmates the safety equipment needed in order to participate in this game safely? (*Prompt for: You should wear knee and elbow pads so that you do not get bruised while playing, you need to make sure that you have a proper beep ball so that you can hear where the ball is at all times.*)
- **Active Learning related to Strand A.** During a health-related physical fitness cool-down, students stretch with a partner. While completing stretches clearly presented, students are to have a discussion around analyzing their own behaviours related to the health-related physical fitness concepts. Students also examine the impact of physical activity participation away from school on their relationships in and away from school. Students can be informally assessed, to guide teachers' instruction, while the physical educator moves around the space listening to responses.
 - **Teacher Sample Comment.** How did developing SMART health-related physical fitness goals for a peer through a case study approach impact your relationships in and away from school? (*Prompt for: When my aunt was asking me about what I learned in school, I told her. She asked if I could help her set some SMART goals related to her health-related physical activity and I did. I loved it because I was able to use something I was learning and apply it to life outside of school.*)
- **Active Learning related to Strand B.** Upon completion of different activities in Strand B (i.e., dance, educational gymnastics, games, individual pursuits), physical educators facilitate discussion around the application of skills and decision making concepts learned. Physical educators assess students' ability to make these connections through discussions, exit slips, or through journal entries in collaboration with the classroom teacher.
 - **Teacher Sample Comment.** How can the skills learned, combined, and performed during your dance activities transfer to physical activity participation in other types of physical activities? (*Prompt for: Dance improves health-related physical fitness and also requires skill-related physical fitness. I enhanced both types of fitness through the activities which will help me in all types of activities such as hiking with my family or playing traditional sports.*)

- **Active Learning related to Strand C.** Upon completion of different activities in Strand C (i.e., personal and social responsibility, care and compassion, valuing the expression of feelings), teachers facilitate discussion around the application of lessons to students' lives. Teachers can assess students' ability to make these connections through discussions, exit slips, or through journal entries in collaboration with the classroom teacher.
 - **Teacher Sample Comment.** How might the experiences you had on our overnight camping trip influence your behaviour in areas away from school? (*Prompt for: The biggest lesson I learned is that it's important not to judge people without knowing them. On our trip, I got to know my small group so well and learned so many wonderful things about them that I would never have known otherwise. I'm going to make sure that I ask people questions and make them feel comfortable talking to me.*)
- **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 likelihood of their staying on task when the physical educator pauses an activity to help students connect their learning to life away from physical education. Students with physical disabilities are given opportunity to make specific connections related to their IPP goals, and give examples of how they could work on these goals outside of school. Students with intellectual disabilities use a Picture Exchange Communication System (PECS) to communicate information to the teacher related to their experiences and their IPP goals, and to demonstrate an understanding of connecting the activities to life away from physical education. Physical educators use questions and prompts that relate directly to students' and family's input regarding students' interests and preferred forms of physical activity away from school.
 - **Teacher Sample Comment.** In your movie trailer, you demonstrated a lot of muscular strength. What are ways that you can continue to develop upper body strength away from school? (*Prompt for: I'm going to make sure that I join a gym. I learned while making this trailer with my friends that they like doing activities that I do. There are so many activities that we can do that are the same and I really enjoyed teaching them some creative ways to build strength. It will be cool to hang with friends at a gym on the weekends rather than doing the exercises at home.*)

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.)
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SKILLS AND MOVEMENT CONCEPTS

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

B8.1 Students will be expected to demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits.

B8.2 Students will be expected to demonstrate competency in skill combinations and movement concepts while applying various strategies.

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. Movement Combination.** An example of this movement combination is available at: <https://mail.google.com/mail/u/0/#search/kara/13d471ddb8fba9a> Physical educators distribute the following dance combination to groups. Physical educators assign different genres of music to each group. Using 1 iPod Touch per group, students play their assigned music while practicing their dance combination. Students read the dance combination and apply the assigned skills, skill combinations, and movement concepts as they memorize the dance. Students perform their dance combinations to peers as peers move through stationary stretching stations so that they are an active audience. Standing in a wide stance, wrap arms around waist, moving to the left (i.e., counts 1, 2). Reach up to right diagonal with both arms (i.e., count 3). Reach down to left foot with both arms (i.e., count 4). Step on right leg and create a circle with arms (i.e., counts 5, 6). Leap (grand jete) onto right leg (i.e., counts 7, 8). Hinge back to slide body, on back, to floor (i.e., counts 1-4). Roll right, one full log roll (i.e., counts 5, 6). Sit up and bend knees, curve upper body and hide head in arms (i.e., count 7). Arch back and open arms, focus at ceiling (i.e., count 8). Push body weight up, leading with the right foot (i.e., counts 1, 2). Handstand or donkey kick (i.e., touch up) to stand (i.e., counts 3-8). Once standing, reverse movement and go back to floor (i.e., counts 1, 2). Back shoulder roll over right shoulder to land on knees, sitting up (i.e., counts 3-6). Hide head in arms again (i.e., count 7). Arch back and open arms, focus at ceiling (i.e., count 8). Physical educators summatively assess students' competence in performing the skills, skill combinations, and movement concepts combined as a dance combination.
 - **Teacher Sample Comment:** How did the dance change with the different genres of music? (Prompt for: The length of the count changed as the tempo within the music genres changed; We had to perform steps at a slower pace while still staying true to the count in the music.)
- **Dance. Acadian Dance.** Physical educators plan this activity in conjunction with students' social studies teacher as Nova Scotia students study the Acadian culture and the Expulsion of the Acadians in grade 8. Applying a flipped classroom design, physical educators place students in

groups. Students research Acadian dance and music outside of physical education class, and collaborate within their groups to choreograph a modern version of a traditional Acadian dance. Students submit (e.g., electronically, hard copy) their dance combination and chosen music to physical educators. Physical educators authentically assess students' ability to demonstrate competence in their dances.

- **Teacher Sample Comment:** What key concepts did you have to keep in mind at all times during your dance, in order to perform your dance successfully? (*Prompt for: We have to be aware of our peers at all times so that we could perform transitions keeping appropriate space between one another; We had to make sure that our rotations were done in relation to others as well as in relation to the prompts that we chose for our dance combination.*) **(B8.1)**

- **Educational Gymnastics. Movie Trailers.** Students collaborate groups of 5 to create movie trailers highlighting skills, skill combinations, and movement concepts learned through educational gymnastics. Students perform an assigned list of skills creatively, as well as additional skills they choose, within their movie trailer. Students can collect footage using smart phones, digital cameras, tablets and other media. Students can collect footage in and away from physical education class. Physical educators analyze movie trailers to assess students' ability demonstrate competence in the skills, skill combinations, and movement concepts.

- **Teacher Sample Comment:** What allowed you to be successful in this activity? (*Prompt for: We made certain that we communicated effectively and practiced our skills, movement concepts, and movement concepts in and away from class so that we could demonstrate mastery in the assigned tasks; We made sure that even when we were tired we gave a great effort which allowed us to move in sync and make our movie more professional.*) **(B8.2)**

- **Educational Gymnastics. Stuntastics.** Physical educators apply the “teach the teacher” instructional method and students review the components within a stuntastics routine. Students collaborate in groups of 4 to choreograph a stuntastics routine addressing all components within a stuntastics (i.e., tumbling component, dance component, static components, stunt components, pyramid component, choreography component) routine. Physical educators assign specific skills within each component that must be included in the choreography, and these are the skills that will be assessed. Groups submit (e.g., electronically, hard copy) their stuntnastic routines to the physical educator. Physical educators record students' routines with their iPads. Students are authentically assessed on skills, skill combinations and movement concepts in this activity.

- **Teacher Sample Comment:** How were you able to perform three backward rolls applying the various starting and finishing positions? (*Prompt for: it is important that you always begin each roll with your knees deeply bent, your heels on the ground and your body curled while tucking your chin; Whilst rolling, you have to push with your shoulders and then your hands; You should straighten your arms so that you can lift up and roll your body overhead and then your feet come back to the floor.*) **(B8.2)**

- **Games. Modified Ultimate.** Students participate in games of 5 aside modified ultimate. Games are played using different types of objects (e.g., Frisbees, gator balls). Students are not allowed to travel while in possession of the object. The object of the game is to send the object to an end zone where a teammate receives it. Every player on the team must possess the object before any player can receive the object twice. Students are authentically assessed on skills, skill combinations and movement concepts in this activity.

- **Teacher Sample Comment:** Freeze in a plank or modified plank position! When I say go, please move on your hands and feet (i.e., keeping body off of the floor) to close proximity with your teammates and remain in plank position when you meet up with your teammates. Collaborate to determine your team can be more effective when we resume play in 30 seconds. Ready, Go! (*Prompt for: we can make sure that we apply more fakes and pivots; We need to really follow through toward our targets as we send objects.*) **(B8.3)**
- **Games. High Tides on the Bay of Fundy.** Students participate in this activity early in the school year to establish a community within the group. Each group of students (i.e., approximately 8) receives carpet squares (i.e., one less carpet square than there are people in the group). A distance is marked by two lines (e.g., jump ropes, sidewalk chalk, gymnasium lines, gymnasium tape) approximately 10-15 meters apart. Students must travel the marked distance with their carpet square abiding by the following guidelines. No student can touch the ground as they move across the space (i.e., the tide has rolled in). No carpet square can be on the ground without a student touching it with a body part. If a student touches the ground, or a carpet square is left unattended, the group must restart the activity. Before the activity restarts, students are reminded of the importance of agility and focus and move through several agility stations (e.g., agility ladder outlined with gymnasium tape or sidewalk chalk) before they can restart the activity. Each time the activity starts again, the student who led the activity off during the first attempt moves to the back of the line and a new person will be in the lead off position. When students have to restart a round, one more carpet square is removed from the group. Students collaborate in groups to determine ways to efficiently and competently complete the task. Physical educators authentically assess skills, skill combinations, and movement concepts during this activity.
 - **Teacher Sample Comment:** What stability skills did you use in order to be successful in the High Tides on the Bay of Fundy activity? (*Prompt for: I had to balance on one leg while placing the carpet square forward and at a low level; I had to straddle while having one foot on top of someone in my group's foot; I had to maintain my balance on one foot while also extending my arms in order to support a group member.*) **(B8.2)**
- **Individual Pursuits. Track and Field Olympic Jumping Games.** Students participate in a modified Olympic Games. Each group chooses their own country and researches their country using a flipped classroom approach outside of physical education. Students are invited to attend class wearing their country's colours and displaying their flag on a sign or banner. National Anthems are played throughout class as students move through the stations. At any one time, each country is represented at each station. Stations are all related to jumping and jumping combinations and modified versions or actual events of jumping events in Olympic games. Stations may include: high jump, standing long jump, running long jump, triple jump, 100 m hurdles (or, cones), 400 m hurdles. Physical educators authentically assess skills, skill combinations, and movement concepts during this activity. Physical educators can cognitively assess students' understanding of how the skill combinations in these activities contain the same components through the use of exit slips.
 - **Teacher Sample Comment:** What did these skills and skill combinations have in common? (*Prompt for: Each station task included a form of a jump that includes: preparation phase, take off phase, flight phase, and landing phase.*) **(B8.1)**
- **Individual Pursuits. Camping Relay Obstacle Course.** Students have previously learned hard skills (e.g., set up shelter, set up tent, backpack sizing, nutrition packing, utensil packing, clothing choices) necessary for a successful overnight camping trip. Students participate in this activity to authentically assess their understanding of how to pack a backpack prior to an overnight camping trip. Students participate in groups of 4. At one end of the space are ample supplies of

items necessary for an overnight camping trip. Each group has a list of supplies that they need to gather and pack in each of their backpacks (i.e., emptied school bags if a proper camping backpacks are not available during this activity). Students apply skill-related physical fitness components to move through the mock hike obstacle course while wearing their packs. Objects are placed through the space where group members travel to mimic things in nature (e.g., streams, logs, moss, rocks). While one group member moves through the course to obtain one item at a time. The other group members participate in the health-related physical fitness activities listed on the wall near their home “campsite”. Physical educators authentically assess students’

- **Teacher Sample Comment:** How are components in skill-related and health-related physical fitness necessary in order to enjoy an overnight camping trip where you hike to your campsite? *(Prompt for: As we travel and set up our campsite we apply both types of skills. We use skill-related physical fitness by maneuvering over rocks, in streams, around logs and we use health-related physical fitness in that we need a certain level of cardiovascular endurance and flexibility in order to demonstrate such agility.) (B8.2)*
- **Dance. Cultural Dance.** Physical educators teach students traditional steps and combinations within the Acadian culture. This occurs in collaboration with the social studies teacher as students are learning about the Acadian expulsion. Students choreograph a dance routine within given time and skill combination parameters. Acadian music is played to add emotion to the dance. Students are then required to modify their choreography (e.g., design new dance without music, increase the time parameters of the dance). Physical educators record both dances. Students are authentically assessed on their ability to evaluate their performances through review of the recorded group dances.
 - **Teacher Sample Comment:** Your Acadian dances were really impressive today. What considerations did you take when you revised your dances? *(Prompt for: Our group needed to add more expression with the elimination of the music; Our group needed to make sure that we added skill combinations and movement concepts that were a mix of mild, moderate and vigorous intensity so that we would be able to perform the positions sharply and not get too tired too quick.) (B8.1, 8.2)*

Resources/Notes

Internet

- Active Living Alliance of Canada: www.ala.ca (ALA Canada n.d.)
- Bonnie’s Fitware: www.pesoftware.com (Bonnie’s Fitware n.d.)
- Canadian Paralympic Committee: *IMPACT – Its more than Sport*: www.paralympic.ca (CPC n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Native Dance. 2013. *The Mi’kmaw of Eastern Canada – Traditional Dances*. www.native-dance.ca/index.php/Mi%27kmaq/Traditional_Dances?tp=z&bg=5&ln=e&gfx=h&wd=2
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- 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

SKILLS AND MOVEMENT CONCEPTS

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

B8.3 Students will be expected to analyze decision-making skills while applying skills, skill combinations, and movement concepts, as adaptations are placed on settings, space, time, rules, and tasks

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. 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

- **Games. Net / Wall Games.** Students rotate through a variety of small-sided net/wall activities that vary in rules, size of playing area within boundary lines, equipment, and time limits on possession. Physical educators record games at one station with their iPads. The next class, physical educators have different stations set up and students remain in their groups from the previous class. Students move through stations. One station is designated for students to watch pieces of their performance from the previous class while in a plank or modified plank position. Students complete station exit slips with suggestions for future participation to increase performance through decision making. Physical educators analyze responses and assess students' understanding of applying such decisions.
 - **Teacher Sample Comment:** Today, we participated in modified net/wall activities. If you were the coach of your group, what goals would you set based on today's performance? (*Prompt for: The other team was very successful at striking with the cricket stick so I think that we could try to increase the speed of our pitches to decrease their reaction time.*) **(B8.3)**
- **Adaptations for Students with Disabilities.** Students with disabilities may need additional time and/or visuals to determine how to perform skills at mastery during different types of physical activities. Some students may need additional prompts to reinforce the adaptations that were made by the physical educator. Equipment, tasks, rules, and games may also be modified for students with disabilities. Seated (i.e., students sit on their bottoms or on a scooter) versions of net/wall games can be played.
 - **Teacher Sample Comment:** Freeze! I want you to gather with your seated volleyball teammate and determine one way that each of you can make better decisions to improve your group's performance in this game? (*Prompt for: I can make sure I communicate with my teammates so that we cover all of our space on defense.*) Liam, please point to the picture that demonstrates mastery sending of a beach ball from a seated position. **(B8.3)**
- **Offensive and Defensive Strategies: Net/Wall Game Round Robin Tournament.** Students participate in a round robin tournament with games lasting 5 minutes each. Physical educators set up 4 games in a playing space and students are divided into groups of approximately 4. The four games include modified versions of: badminton, pickle ball, volleyball (i.e., with a volleyball

or gator ball as the object) and volleyball from a seated position. Students score a point each time they send the object over the net and the opposition is unable to successfully defend the ball. At the end of 5 minutes, a signal is sounded and the team winning that round completes the game with 1 point. The team with the highest cumulative score at the end of class wins the game. Students are authentically assessed on their ability to demonstrate mastery in offensive and defensive strategies in these games.

– **Teacher Sample Comment.** When we play net / wall games such as these, what are some offensive strategies and how would a defender respond to them? (*Prompt for: We can vary the force of how we send the object when on offense, and a defensive player will have to adjust speed and react accordingly to how much speed and distance the object is traveling.*) **(B8.2, B8.3)**

- **Offensive and Defensive Strategies: Invasion / Territory. Ultimate Flag Football / Mushball.** Students apply offensive and defensive games in small-sided modified flag football games while wearing flags. Each game is set up in rectangular spaces. Different objects (e.g., tennis ball, football, gator skin balls) are possessed, received, and sent at each station. Players can only pivot when they are in possession and the object of the game is to send a ball successful over the goal line where it is received by a teammate. Games last for 5 minutes and then teams move on to play other teams. If a team won a game, they earned 1 point no matter the score of the game. The team with the most cumulative wins at the end of the class wins the game. Students are authentically assessed on their ability to demonstrate mastery in offensive and defensive strategies in these games.

– **Teacher Sample Comment:** If you were a coach, and several of your players lost possession due to interceptions, what would you tell them? (*Prompt for: I would tell them that they need to make sure they pass to an open player; I would tell them to communicate to make sure their teammates are ready to receive the object; I would tell them to keep their feet moving at all times so that they are ready to move to receive a pass or to work to regain possession.*) **(B8.2, B8.3)**

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

– **Teacher Sample Comments:** Before you begin play at the sitting volleyball station of the net/wall tournament, please collaborate with your teammates to how you will transfer from offense to defense in this parasport. (*Prompt for: Let's discuss positioning and area of play. One person can call the ball at all times (e.g., over, long, short). This allows us to move towards the net on short hits or fall back on deep serves. We can also name the ball so we all know who is going to dive or pass the ball so it doesn't hit the ground.*) **(B8.1, B8.2, B8.3)**

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 Canada: www.native-dance.ca (Native Dance Canada 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.)

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LIFE SKILLS

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

C8.1 Students will be expected to apply an understanding of compassion toward others and the environment, and analyze how compassion can impact school climate and their community.

C8.2 Students will be expected to apply an understanding of personal and social responsibility that values diversity and analyze how personal and social responsibility relates to social justice.

C8.3 Students will be expected to demonstrate effective collaboration skills, behaviours that promote fairness, and analyze the impact of fair play on self and 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

- **Compassion: Toward Others and the Environment. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators build upon students' prior knowledge of compassion. Students are expected to demonstrate compassionate behaviours during all activities in physical education. Physical educators assess students' ability to analyze and evaluate their behaviours related to compassion toward others and the environment, in and away from school. Physical educators assess students' take home assignment responses (e.g., electronically, hard copy assignments) and exit slips.
 - **Sample Teacher Comment:** Now that we have completed our overnight camping trip, what would you evaluate our class related to compassionate behaviour toward each other and the environment? (*Prompt for: We definitely left no trace which shows our understanding of the importance of leaving no trace; When Remy cut her finger, we all chipped in to help with the responsibilities she was unable to do because of her injury.*) **(C8.1)**
- **Personal and Social Responsibility: Social Justice. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators build upon students' prior knowledge of personal responsibility, social responsibility, and how they relate to diversity and social justice. Students are expected to demonstrate personal and social responsibility to promote social justice during all activities in physical education. Physical educators assess students' ability to analyze and evaluate their behaviours related to personal and social responsibility to enhance social justice in and away from school. Physical educators assess students' take home assignment responses (e.g., electronically, hard copy assignments) and exit slips.
 - **Sample Teacher Comment:** How would you evaluate your group's behaviours related to social justice during the "High Tides in the Bay of Fundy" activity? (*Prompt for: We helped*

each other and worked collaboratively and respectfully despite our differences; We made sure people knew it was okay if they made a mistake.) (C8.2)

- **Collaboration Skills. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators build upon students' prior knowledge of effective collaboration skills (e.g., mindful listening, thoughtful responses, inviting everyone to have a voice). Students are expected to demonstrate effective collaboration skills during all activities in physical education. Physical educators assess students' ability to analyze and evaluate the effectiveness of their collaboration skills in and away from school. Physical educators assess students' take home assignment responses (e.g., electronically, hard copy assignments) and exit slips.
 - **Sample Teacher Comment:** How did your group demonstrate effective collaboration skills through the development of your movie trailer? (*Prompt for: We made sure that each group member could put forth several ideas and then we voted on the one we would adopt so that it was an equitable process; We did a really good job listening to people's suggestions, even the shy people because they can have very thoughtful responses like anyone else.) (C8.3)*
- **Promoting Fairness. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators build upon students' prior knowledge of how they can promote fairness. Students are expected to promote fairness for themselves and others during all activities in physical education. Physical educators assess students' ability to analyze and evaluate their ability to promote fairness in and away from school. Physical educators assess students' take home assignment responses (e.g., electronically, hard copy assignments) and exit slips.
 - **Sample Teacher Comment:** During your ultimate flag football game, would you give your group a good evaluation when you consider fairness? (*Prompt for: Absolutely. One time, a player's flag didn't disconnect when it was pulled, and he made sure that the other team still received credit for getting the flag.) (C8.3)*
- **Adaptations for Students with Disabilities.** A structure is established so that routines are in place to minimize distractions through management time. Proximity strategies are applied for students who have behavioural disabilities and PECS may be used for those who live with Autism. Storyboards are used to help students who have difficulty expressing their feelings and speaking for themselves. Physical educators use hand signals, sign language, and visuals to support students who have a hearing impairment or auditory processing difficulty. If students are performing a stationary task while the physical educator is talking about life skill topics, a student who uses a wheel chair can work on chair raises with the chair locked. The alternative tasks assigned to students with disabilities 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.
 - **Sample Teacher Comment:** What role did you play within your group as you developed your movie trailer? (*Prompt for: At first I didn't really get along with them or feel like they cared what I said, but then I did a good job of interacting with my group. In the end, many of my ideas were used and I feel good about that.) (C8.1, C8.2, C8.3)*
- **Valuing Collaboration. All Movement Categories.** Throughout the school year, physical educators plan many activities that foster collaboration among students. Students evaluate the effectiveness of applying collaborative skills (e.g., mindful listening) to increase positive feelings associated with physical activity, during physical activity experiences in and away from school. Physical educators formatively and summatively assess students' understanding of how applying effective collaborative skills can positively influence feelings related to physical activity

participation (e.g., submitted video presentations, journals, electronically, discussions while active, exit slips).

- **Sample Teacher Comment:** Please gather with your dance group and analyze your experiences yesterday related to your group’s collaboration while learning and performing your dance sequences. Consider the feelings you experienced throughout your collaboration. (*Prompt for: I felt positive about our experiences because while we worked hard, we didn’t get upset or frustrated with each other when someone took longer to learn the routine; I felt frustrated because it took me longer to learn the steps and I didn’t want to let my group down, but then I felt better because they really supported me and gave me suggestions on who to memorize the sequence.*) **(C8.3)**

Resources/Notes

Internet

- Native Dance. 2013. *The Mi’kmaq 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.)
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Physical Education 9

ACTIVE FOR LIFE

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

A9.1 Students will be expected to analyze and evaluate SMART goals for their health-related physical fitness, and evaluate the behaviours related to a peer's SMART goals through a case-study approach.

A.92 Students will be expected to analyze and evaluate the impact of their participation in physical activities at moderate to vigorous intensities on the global community.

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

- **Critically Evaluate SMART Goals.** Physical education students developed SMART goals related to their health-related physical fitness 4 weeks prior to this activity. Throughout the 4 weeks students record their behaviour related to their SMART goals through use of technology (e.g., APP, free on-line fitness log, excel worksheet) outside of physical education class. Physical educators pre-approve technology options for students. Students analyze and evaluate their behaviours, and submit their physical activity levels, analyses and evaluations (e.g., electronically, hard copy) upon the completion of the 4 week period. Physical educators analyze students' work to summatively assess their understanding of setting, monitoring, and evaluating SMART goals related to health-related physical activity.
 - **Teacher Sample Comment:** How would you evaluate your physical activity behaviour when you consider the Canadian Physical Activity Guidelines for youth 12-17 years old? (*Prompt for: I definitely am surprised that I am not active enough at moderate to vigorous intensities to get adequate health benefit, so I am going to make sure the goals I analyze and evaluate this semester aim to improve this; I realized that I did not plan to incorporate activities that will strengthen my muscle and bones and so I need to adjust my goals related to this.*) Why is it important to analyze body composition when you develop a health-related physical fitness plan? (*Prompt for: Too much body fat can cause disease such as type 2 diabetes, heart disease, stroke, and high blood pressure; Too little body fat can increase injury, decrease performance, and cause many health complications including come associated with reproduction.*). **(A9.1)**
- **Collaboration, Critical Thinking and Fitness Fun.** Students are given a case study (i.e., electronic, hard copy). An example can be found in Appendix F. Students read the case study outside of physical education class and submit their response to the case study to the physical educator (i.e., electronic, hard copy). Physical educators have the choice to use the case study provided as an example, or to develop their own case study to distribute to students. Physical educators

summatively assess completed case studies to determine students' understanding of how to help a friend adjust SMART goals to reach health-related physical fitness goals.

- **Sample Teacher Comment:** If you knew someone who had to increase his/her body fat what would you suggest? (Prompt for: First, I would tell the person to go to a doctor to make sure the plan was appropriate, then I would tell him/her to consume more calories than he/she burns. This may mean that he/she needs to decrease the amount of exercise he/she is doing and increase food intake.) **(A9.1)**
- **Physical Activity at Moderate to Vigorous Intensities and its Impact on Global Community.** Students participate in a physical education class in a fitness centre (e.g., school fitness centres, community fitness centres). Students are divided into three groups and rotate through three stations. One group participates in cardiovascular activities at moderate to vigorous intensities, one group completes partner stability and strengthening exercises shown on task cards, and one group performs stretching exercises while discussing the impact of widespread physical activity at moderate to vigorous intensities. Students record their conclusions from their discussion and submit as formative assessment to the physical educator before moving to their next station. Physical educator analyze responses to determine students' understanding of global participation at moderate to vigorous intensities.
 - **Teacher Sample Comment:** What do you think is the biggest benefit to the global community if everyone participated in physical activity at moderate to vigorous intensities with a frequency and duration adequate for health-benefit? (*Prompt for: When you are physically fit, you are much less likely to develop many diseases. Thus, there would be less disease and a much higher quality of life for many people in the world.*) **(A9.2)**
- **Adaptations for Students with Disabilities.** Students with disabilities should have SMART goals outlined in IPPs. These goals should be directly related to what the students enjoy (e.g., favorite physical activities, favorite hobbies). Physical educators should work with students and parent(s)/guardian(s) to develop these goals. Physical educators should learn what types of physical activities the family enjoys doing together. Physical educators assess students' understanding as to how their behaviours are influencing their SMART goals in a number of ways – depending on the disability. Additional prompts may be required for students who need that support. Extra time to complete an exit slip or quiz may also be granted as necessary. Students with disabilities may benefit from having a storyboard or PECS to aid in their communication. Case studies can be read orally to students who need support in this manner. Physical educators can assess students' level of understanding based on responses to the questions and prompts given. **(A9.1, A9.2)**
 - **Teacher Sample Comment:** Mary, you did an awesome job tracking your physical activity behaviours the past 4 weeks. Knowing how sound can bother you, it's so great how you worked through it, wore your headphones, and developed strength and endurance.

Resources/Notes

Internet

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

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ACTIVE FOR LIFE

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

A9.3 Students will be expected to design a personal plan of action to maintain or improve physical activity participation in and away from school.

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

- **Physical Activity Evaluation:** Students maintain a physical activity log (e.g., electronically and uploaded to an electronic, paper log) related to their physical activity behaviour in and away from school over time (e.g., several weeks). Students complete these reflections outside of physical education class. Students reflect on the following headings: Frequency, Intensity, and Duration of Physical Activity; Social Interaction Opportunities; Learning Readiness; Overall Rating out of 5 on Participation; Barriers to Participation; Suggestions to Knock Down Barriers. Physical educators summatively assess students' ability of evaluating their physical activity behaviours through analyzing their physical activity reflection log.
 - **Teacher Sample Comment:** I love how you problem solved in order to increase your physical activity participation. Dominique and Suzie convinced their parents to attend Pilates class with them because they needed a ride, Jacob joined a curling league with some students from another school that he didn't know before, and Owen earned money to buy a used stationary bike for his house because he lives so far outside of town it was hard for him to find ways to work out. This is amazing! **(A9.3)**
- **Adaptations for Students With Disabilities.** Students should be given reasonable incentives to help foster motivation (e.g., a student with an Intellectual disability might receive a laminated image of a star once she/he completes a required amount of tasks). Students who live with intellectual disabilities should be given appropriate prompts, visuals, PECS, and storyboards to help them communicate responses related to their physical activity participation. Students with hearing impairments should have visuals and be placed in close proximity of the physical educator to increase likeliness of hearing and understanding instructions. Students can develop a family physical activity calendar to promote discussions around increasing current physical activity behaviour.
 - **Teacher Sample Comment:** What are some current barriers keeping you from participating in physical activities, and what can you do to overcome these barriers?) *(Prompt for: I wanted to hike with my family on the weekends but my chair does not perform well on trails. My two front wheels would get caught and I couldn't move. Mom found out that through the IWK Therapeutic Recreation Department we could borrow adaptive equipment. We*

borrowed a freedom wheel that turns my chair into an all-terrain chair. Now, I can hike with my family.) (A9.3)

Resources/Notes

Internet

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

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ACTIVE FOR LIFE

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

A9.4 Students will be expected to evaluate ways to manage risk while being physically active in various settings.

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

- **Evaluation of Safety: Physical Activities in School. Orienteering.** Students have previously learned about bearings, cardinal points, mapping skills, and safety practices to manage risk (e.g., travel with a buddy, remain in clearly communicated boundaries). Students collaborate in groups of 3 and develop a map of a playground or natural area near the school. Each group hides objects (e.g., random items or cards with words/questions) at certain landmarks. The back of the map lists bearings that are needed to locate items with a compass. Each group then exchanges their map with a list of bearings with another group. Each group then navigates to locate items. Group members record the name of the item on their sheet at the location on their map where it was found. Students evaluate (e.g., electronically, hard copy) their individual behaviours related to safety during this activity and record suggestions of how behaviours could be modified to improve risk management in future experiences. Physical educators summatively assess students' understanding of safety practices through analyzing students' suggestions.
 - **Teacher Sample Comment:** What safety considerations must be taken in order for us to participate in activities such as orienteering around school grounds? (*Prompt: You should always participate in activities such as this with a buddy and you should make sure that you remain with the boundaries that were established. If we went outside of boundaries, someone then could get lost coming to find us or we could get lost. If we got lost, we would use our whistles to signal our location.*)
- **Evaluation of Safety: Physical Activities Away from School.** Students have previously experienced the example in SCO A9.3 and evaluated their participation related to physical activity participation outside of school. Students submit (e.g., electronically, hard copy) a self-evaluation directly related to their chosen physical activities. Students complete this evaluation outside of physical education class. Physical educators summatively assess students' responses to determine their ability to self-evaluate risk management principles associated with specific independent physical activity participation opportunities away from school.
 - **Teacher Sample Comment:** What are some necessary factors to consider when evaluating risk management practices? (*Prompt for: I should consider evaluated behaviours related to clothing, routes, equipment, reasonable expectations, and communicating with others that my whereabouts.*)

- **Adaptations for Students with Disabilities.** Physical educators collaborate with the students with disabilities, and their parents, to determine how physical activity experiences can be increased safely away from school. Students who live with intellectual disabilities are given appropriate prompts, visuals, PECS, and storyboards to help them communicate responses related to safety and risk factors of participating in physical activities in and away from school. Hand signals and visuals are used as prompts for students. Visuals are placed on the physical education equipment to represent what the equipment represents (e.g., a laminated picture of a stop sign on a tall orange cone). These students may not be able to participate independently and thus should recognize that they are to participate with a buddy or family member. Students with hearing impairments have visuals and be placed in close proximity of the physical educator to increase likeliness of hearing and understanding instructions. Students with autism are introduced to new spaces prior to independent participation. These students are made aware of time frames and establish consistent routines. Physical educators assess students' understanding of risk management in and away from school using oral, written, or story boards, PECS.

 - **Teacher Sample Comment:** What are some safety considerations for you to keep in mind while you participate in the Special Olympics on their swim team? *(Prompt for: I must have my goggles, a bright coloured swim cap, I should never swim alone, and I should not swim when I am too full or too hungry.)*
- **Active Learning related to Strand A.** During a health-related physical fitness cool-down, students stretch with a partner. While completing stretches, students have a discussion around analyzing their own behaviours related to the health-related physical fitness concepts. Students also examine the impact of physical activity participation away from school on their relationships in and away from school. Students are informally assessed, to guide future instruction, while the physical educator moves around the space listening to responses.

 - **Teacher Comment.** You all evaluated your motivation principles related to physical activity participation away from school. How have applying these motivational principles impacted your relationships in and away from school? *(Prompt for: I am more social with peers in school because I see them at the local community centre and we became friends when we didn't know each other before; I feel like I am closer with my mom because we have more time to talk about things as we walk the dog together at a fast talking pace.)*
- **Active Learning related to Strand B.** Upon completion of different activities in Strand B (i.e., dance, educational gymnastics, games, individual pursuits), physical educators facilitate discussion around the application of skills and decision making concepts learned. Physical educators assess students' ability to make these connections through discussions, exit slips, or in journal entries in collaboration with the classroom teacher.

 - **Teacher Comment.** In the activities we've completed this year, you all have really learned to apply many different skill combinations to different experiences. How does gaining these skills influence your relationships, if at all? *(Prompt for: I now have more confidence in myself in different types of physical activity. I think it's cool to try new things, and it's fun to try new things with friends. I think learning how these skills connect to new activities is awesome because I now have fun and healthy things to do with my friends on the weekend and in the summer time.)*

- **Active Learning related to Strand C.** Upon completion of different activities in Strand C (i.e., personal and social responsibility, care and compassion, valuing the expression of feelings), teachers facilitate discussion around the application of lessons to students’ lives. Teachers can assess students’ ability to make these connections through discussions, exit slips, or in journal entries in collaboration with the classroom teacher.
 - **Teacher Comment.** How did learning new skill combinations in different physical activities make you feel, and how did it help you learn about yourself and/or others? *(Prompt for: When I first learn new skills, or apply skills I’ve already learned in new ways, I can get nervous. But, it’s been great how our class is a true community. I feel supported by my peers to try new things. We all have our strengths. I think that I will be less intimidated to try new things in the future because I am more competent and confident, but also because I know my friends aren’t going to make fun of me if it takes me a while to master it.)*
- **Adaptations for Students with Disabilities.** A clear structure is established for this active learning time at the beginning of the school year. This will help students who live with attention deficit hyperactivity disorder, or other behavioural disabilities. A clear routine will increase the likeliness of their staying on task when the physical educator pauses an activity to help students connect their learning to life away from physical education. Students with physical disabilities are given opportunity to make specific connections related to their IPP goals, and give examples of how they could work on these goals outside of school. Students with intellectual disabilities use a Picture Exchange Communication System (PECS) to communicate information to the teacher related to their experiences and their IPP goals, and to demonstrate an understanding of connecting the activities to life away from physical education. Physical educators use questions and prompts that relate directly to students’ and family’s input regarding students’ interests and preferred forms of physical activity away from school.
 - **Sample Teacher Comment.** How has your participation in physical education made you feel, and how has it influenced your relationships with friends? *(Prompt for: I feel a true sense of community through our activities. I appreciate that equipment was borrowed so that I could attend hikes, geocache, and go on trips to the arena. There is so much that I have in common with my classmates and it’s nice that with a little bit of equipment everyone can see this. It has made me happy to be so involved.)*

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.)

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SKILLS AND MOVEMENT CONCEPTS

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

B9.1 Students will be expected to demonstrate competency in skill combinations and movement concepts within dance, educational gymnastics, games, and active pursuits.

B9.2 Students will be expected to demonstrate competency in locomotor skills, skill combinations, and movement concepts while applying various strategies.

B9.4 Students will be expected to evaluate decision-making skills while applying skills, skill combinations, and movement concepts during different types of physical activities as adaptations are placed on settings, space, time, rules, and tasks.

Assessment, Teaching, and Learning

Examples of activities that could be presented to support students' learning of SCO materials are presented in this section. 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. Colour Study Creative.** Students collaborate in groups no more than 4. Each group has one piece of paper and one pencil / student. Physical educators assign each group a colour without other groups knowing which colour has been assigned to each group. Group members list nouns related to their given color (e.g., blue: ocean, sky). Group members then write down all feeling or emotions related to colours listed (e.g., blue: sad, peaceful). Then, group members collaborate to determine skills, skill combinations, and movement concepts of their given colour (e.g., blue: low to the ground, graceful). Once groups have created their colour lists, they begin choreographing a dance based on content within their lists. Groups should allow their dances to take on their own form and not feel as though they must stay within the perimeters of their lists. Physical educators play different pieces of music while the students are collaborating to create their dances. Students listen to the music and choose a song that is appropriate for their dance. Once groups have completed their colour study assignment of choreography and rehearsal, they will perform their dances to their peers. Peers guess what colour was their inspiration and provide rationale for their guess. Physical educators formatively assess students' skills, skill combinations, and movement concepts to provide feedback to students. Physical educators summatively assess students' ability to demonstrate competency in skills, skill combinations, and movement concepts during performances.
 - **Teacher Sample Comment:** How were you able to transition successfully while holding the partial weight of a group member? (Prompt for: We had to make sure that the people pushing their hands into the floor had to push them firmly into the floor, and those who were holding feet had to grasp above the ankles and bend their knees in order to maintain balance and not strain their back; We had to be focused and keep count of the music while one partner kicked feet up while in a version of handstand.) **(B9.1)**

- **Dance. African Dance.** Physical educators invite members of the Maritime Centre for African Dance to present and teach traditional African dances to the physical education students. Physical educators collaborate with students' social studies teachers so that it is timed in unison with when students are learning about Africville in their social studies class. A flipped classroom approach is used in that outside of physical education class, students research music and choose a piece of music appropriate to represent a contemporary version of African dance. Students collaborate and design a contemporary African dance telling the story of Africville. Students use iPod Touches to play music at individual practice locations of the learning space. Students submit (e.g., electronically, hard copy) the dance combinations in the order that they are performed and perform their dances for their peers. Peers self-assess each group's performance based on skills, skill combinations and movement concepts and submit this feedback to each group so groups can refine dances for mastery. Physical educators record each group's dance once they have been refined and performed at a station several classes later. Physical educators analyze the recording to authentically assess students' ability to demonstrate competency in the skills, skill combinations, and movement concepts with the dance.

 - **Teacher Sample Comment:** How do the movements change once you consider the story being told? (Prompt for: Movements should reflect emotions of the story and so when there is sadness or triumph each movement adjusts accordingly to best reflect story; More force is put into movements to represent frustration whereas more flow would be embedded to reflect playful movements.) **(B9.1)**
- **Educational Gymnastics. Stacked Mats.** Students will move through stations set up around the perimeter of a teaching space. Mats are folded throughout the teaching space and used as apparatus. Station 1. Mats are folding in a long line at about knee height for students. Students place both hands on the mat and stand to the side of the mat. Students then jump up onto the mat and crouch in a tucked position. Students then immediately hop down to the floor placing feet on the opposite side of the mat while keeping hands in contact with the mat. Students can then attempt to jump directly from one side of the mat to the other side without crouching in a tuck position on the middle mat. Station 2. Mats are stacked in 2 rows of equal height and about a body's width apart. Students bend their knees, lift their feet off the ground, and pull themselves into a tuck position. Students can attempt to straighten legs from this position. Station 3. Students begin in a squat position on the floor in behind a mat stack lower than their knee height. Students place their hands on the mat stack. Keeping their legs together, students push off with their feet and raise hips while supporting with arms. Students push down and back with arms as hips come up and forward. Students tuck knees to chest and pull knees through arms and over mat. Students should clear the mat stack with their feet. Physical educators formatively or summatively assess students' ability to demonstrate competence in these skill combinations while using mats as apparatus.

 - **Teacher Sample Comment:** What helped you to hold yourself up while using your hands as support when you are on the mat? (Prompt for: *It was key that I push down and back with my arms as I raised my hips up and forward.*) **(B9.2)**
- **Educational Gymnastics. Flash Stuntastics Mob Dance.** Students collaborate as a class to choreograph a creative stuntastics routine to be performed at a school wide event (e.g., winter carnival assembly, semi-formal dance). Students are responsible for choreographing their performances and must include assigned skills, skill combinations, and movement concepts by the physical educator. Students can include additional skills within their dance but the assigned skills will be authentically assessed through analysis of the recorded performance. Students are formatively assessed by the physical education and each other through analyses of recorded rehearsals.

- **Teacher Sample Comment:** How did the choices your group made help you to see your story come to life through your Flash Mob? (*Prompt for: We carefully considered our movement while we moved independently and when we physically supported one another.*) **(B9.2)**
- **Games. Striking and Fielding Games.** Students rotate through a variety of small-sided striking/fielding activities that vary in rules, equipment, and space. Physical educators record clips from games at one station with their iPads. During the next class, physical educators have different stations set up and students remain in groups from the previous day. Students move through stations. One station is designated for students to watch pieces of their performance from the previous class with knees at 90 degrees and their backs against a wall or back to back with a partner. Students complete station exit slips related to evaluating their personal performance, and their group’s performances. Physical educators analyze responses to summatively assess students’ ability to make decisions to improve personal and group performance.
 - **Teacher Sample Comment:** What items did you address in your evaluation of your group’s performance during the striking and fielding games? (*Prompt for: I think that we got caught flat footed several times and that should be avoided in future games within the striking and fielding category; I noticed that we would strike objects, but they often wouldn’t land in a spot that would give us any advantage so we need to work on skills that will enable us to strategically place the objects.*) **(B9.2)**
- **Individual Pursuits. Slacklining.** Students participate in slacklining. Slacklining is a balancing activity that uses nylon webbing stretched tight between 2 anchor points (e.g., trees) about 10 meters apart. There is “give” in slacklines and they are set up at a level high enough so they won’t dip and touch the ground when a student is standing on them. Students have previously learned how to move along the slackline with (e.g., backwards, blindfolded, with partners’ holding their hands) and without variations. Students design a slackline routine and include tricks (e.g., drop one knee on the line). Students submit their routine to the physical educator. Routines are recorded using an iPad and teachers analyze recordings to authentically assess students’ ability to demonstrate competence in skills, skill combinations, and movement concepts.
 - **Teacher Sample Comment:** If you were to explain to a friend the health-related and skill-related physical fitness components, what would you say? (*Prompt for: For health-related physical fitness, I share that muscular strength is really important because a strong core is necessary to slackline with ease; Agility is a big factor when considering skill-related physical fitness because you must be able to rapidly and accurately change direction; Balance is a skill-related physical fitness concept that is necessary to apply given the nature of the slackline because you have maintain equilibrium when you are moving or still.*) **(B9.2)**
- **Offensive and Defensive Strategies. Invasion / Territory: Modified Four Goal Soccer.** Students are divided into teams of approximately 6. Each rectangular space has one goal set up along each side of the perimeter for total of 4 goals. To score on the goal, students must pass to a player on their team who receives the ball between the cones marking the goal line area. Students are able to score on any goal, but they are not allowed to score on the goal that has most recently been scored upon. Students are only permitted to maintain possession of the ball (e.g., soccer ball, futsal ball, playground ball) for a total of 5 consecutive seconds. Students are authentically assessed on their ability to demonstrate mastery in offensive and defensive strategies in these games.
 - **Teacher Sample Comment:** What do you need to consider when transitioning during invasion games such as this one? (*Prompt for: Teammates need to communicate effectively so that we can recover and work together to regain possession as soon as possible.*) **(B9.2)**

- **Offensive and Defensive Strategies. Striking / Fielding: Strike and Go.** Physical educators set up diamond shape playing areas appropriate for students to play games of approximately 6 aside. Positions and scoring at each game is similar to that in softball or baseball. Two students go up to “bat” although only one student strikes the object (e.g., tennis ball, playground ball, softball). The student striking the object has a choice in what implement (if any) she/he chooses (e.g., softball bat, cricket bat, tennis racket, hand). While one student strikes, the other student acts as a second runner. Students can choose to run in the same or in opposite directions. More than one student is permitted to be on the same base at the same time. Students on defense try to get strikers and runners out by applying softball or baseball rules. Teams score a point when a student runs around the bases without being tagged or caught out. Students switch from offense to defense (or vice versa) every 5 minutes regardless of outs. Students are authentically assessed on their ability to demonstrate mastery in offensive and defensive strategies in these games.

 - **Teacher Sample Comment:** What skills are necessary to play both offensive and defense effectively during each of these games? (Prompt for: Communication is really important; It’s important to move when are looking to receive an object from a teammate or when you are looking to defend against a strike from the other team.) **(B9.2)**

- **Games. Modified Biathlon.** Applying a flipped classroom approach, students research the history of the biathlon (e.g., skeet shooting, cross country skiing) in the Winter Olympic Games outside of physical education class. Students have had previous exposure to skills (i.e., physical, communication), risk management and procedures necessary for successful archery play. Physical educators combine with another class so that adult supervision is present in the gymnasium and outdoors. Students participate in a modified biathlon (e.g., archery, running) where they get their heart rate very high and then have to immediately shoot an arrow. Physical educators authentically assess students’ ability to demonstrate competence in the skills, skill combinations, and movement concepts performed throughout the activity.

 - **Teacher Sample Comment:** Please tell the student closest to you what you did in order to be successful while transitioning from running at moderate to vigorous intensity to shooting an arrow from a stationary position? (*Prompt for: I had to really focus on consistent breathing and fluid movement during my run so that I was calm and able to focus when I arrived at the archery station.*) What skill-related physical fitness component was most challenging in this activity? (*Prompt for: The speed component was difficult because I was running fast and then had to stop and take my time. I wanted to release my arrow quickly so I would have a fast time, but I didn’t want to release too quickly and decrease my likeliness of hitting my target.*) **(B9.4)**

- **Games. Move that Mat.** Students participate in this activity early in the school year to establish a community within the group. Each group of students (i.e., approximately 4 per be group) is assigned two large mats that Velcro together. Each group is instructed to move their mat from one line to the other line. Lines are clearly marked 30 meters apart. Students are not allowed to touch the floor. If any student touches the floor, the group must restart the activity from the starting location. Before the activity restarts, students are reminded of the importance of agility and focus and move through several agility stations (e.g., agility ladder outlined with gymnasium tape) before they can restart the activity. Students collaborate in groups to determine ways to efficiently and competently complete the task. Students are formatively assessed on skills, skill combinations, and movement concepts during this activity.

- **Teacher Sample Comment:** What were some transitions that your group had to perform during this activity? (Prompt for: We had to engage different large muscle groups at different times as we would push, climb, and maneuver through space.) **(B9.4)**

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

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SKILLS 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.

B9.3 Students will be expected to demonstrate understanding of how skills, skill combinations, and movement concepts experienced during physical education are transferred to physical activities that interest them away from school.

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

- **Games. Curling.** Students have previously learned proper stance, positioning (i.e., skip, first, second, mate), direction of turn, sweeping, how to read the ice, and effective communication in curling. Students travel to a local curling rink for several physical education classes where they play in a round robin curling bonspiel. Students complete exit slips which physical educators assess to determine students' understanding of how skills in curling are transferred to other physical activities.
 - **Teacher Sample Comment:** I am so pleased with your participation in our curling bonspiel. What skills did you perform here today that will transfer into other activities you enjoy participating in throughout the year? (*Prompt for: There is a lot of balance in curling and this can transfer over to a yoga class as many poses are performed while standing on one leg; In Taekwondo a lot of kicks are performed and you need to maintain your balance in order to perform these kicks successfully; Curling is a target game and I like to go bowling and some of the hand eye coordination and depth perception skills transfer.*) **(B9.3)**
- **Adaptations for Students with Disabilities.** Students with disabilities may need additional time to consider their options related to decision making in different types of physical activities. Others may need visuals and prompts from physical educators, teacher's assistant, and peers so mastery is more possible. Some students may need visuals (e.g., images, white boards) and additional prompts to reinforce the modifications or constraints that were made by the physical educator. Students who live with intellectual disabilities should be given appropriate prompts, visuals, PECS, and storyboards to help them communicate responses related to motivation and learning readiness during assessments. Students with hearing impairments should have visuals and be placed in close proximity of the physical educator to increase likelihood of hearing and understanding instructions.
 - **Teacher Sample Comment:** You were really effective during our bocce game today. Can you think of a skill that you used in bocce ball today that you can apply to a physical activity you enjoy outside of physical education and school? (*Prompt for: the underhand roll is a skill that I have mastered. I enjoy bowling with my friends and am able to bowl with a ramp from a seated position.*) **(B9.3)**

- **Individual Pursuits. Runners' Academy.** Students collaborate in groups of 3 to design a 5-session program for community members interested in a “learn to run for fitness” program. Sessions must teach health related physical fitness (e.g., cardiovascular strength) and sport skill specific (e.g., ABCs of running) skills. Groups must integrate technology (e.g., heart rate monitors, pedometers, iPads / video analysis with LCD screens, GPS watches) in each of the 5 sessions. Groups are then combined with several other groups and each teaches one of their sessions to the newly formed group. Sessions are recorded using an iPad, and physical educators authentically assess students’ ability to demonstrate competence in skills, skill combinations, and movement concepts within the sessions taught by their peers.
 - **Teacher Sample Comment:** While students stretch after participating in a running session, they discuss the importance of teaching others how to properly perform the ABCs of running. (*Prompt for: The ABCs of running help people to become more efficient runners; Each phase isolate the phases of the gait cycle and improve runners’ form and increase their strength.*) What would you tell runners in your program about how conditions can influence their experience? (*Prompt for: It can be difficult to meet a SMART running goal if it’s really windy, hot, or a hilly terrain so it’s important to adjust goals and keep this in mind.*) **(B9.3)**
- **Adaptations for Students with Disabilities.** Use coloured gymnasium tape to help students understand how to move their arms and legs in opposition as they perform specific locomotor movements (e.g., running, skipping) and manipulative skills (e.g., throwing, rolling, kicking) within different types of physical activities on different surfaces. Adapt game rules (e.g., additional time to possess objects), modify playing area (e.g., increase playing area to decrease onset of defensive pressure situations) and modify equipment (e.g., larger and softer equipment) to increase students’ opportunities to experience success. Collapsible balls and oversized balls aid in students’ ability to track, receive, and send. Visuals and prompts are used to increase students’ understanding of tasks and instructions. Velcro balls and gloves are used to help students experience success while receiving objects. Imaginary bubbles are used to ease anxiety for students who do not like others in close proximity. Teacher’s assistants and physical educators attempt to facilitate peer interaction as much as possible between students with disabilities and peers without disabilities. Activities, as much as possible, are adjusted to be in line with students’ IPP goals and objectives.
 - **Teacher Sample Comment:** Your “Wheeling Academy” was so successful. What did you determine that your athletes needed to practice the most to achieve mastery on the skill-related physical fitness skills you taught them? (*Prompt for: It’s really important that they are aware of reaction time, especially at the beginning of competitions and mock races. Often, you need to demonstrate reaction time and agility as people are trying to get in a position where they get move through others without crashing.*) **(B9.1, B9.2, B9.3, B9.4)**

Resources/Notes

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- Bonnie’s Fitware: www.pesoftware.com (Bonnie’s Fitware n.d.)
- Canadian Society of Exercise Physiology: www.csep.ca (CSEP n.d.)
- Native Dance Canada: www.native-dance.ca (Native Dance Canada n.d.)

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LIFE SKILLS

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

C9.1 Students will be expected to apply an understanding of compassion toward others and the environment, and analyze how compassion can impact school climate and their community.

C9.2 Students will be expected to evaluate personal and social responsibility that values diversity and analyze how personal and social responsibility relates to social justice.

C9.3 Students will be expected to evaluate their collaboration skills, behaviours that promote fairness, and their impact on self and 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

- **Compassion toward Others and the Environment. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators build upon students' prior knowledge of compassion. Students are expected to demonstrate compassionate behaviours during all activities in physical education. Physical educators assess students' ability to evaluate their behaviours related to compassion in and away from school, and analyze potential impact of individuals and groups demonstrating compassion on a global scale. Physical educators assess students' take home assignment responses (e.g., electronics, on-line journals, hard copy assignments) and exit slips.
 - **Sample Teacher Comment:** Please discuss in groups how demonstrating compassion as you did during the running academy could impact the world on a global scale. (*Prompt for: We everyone demonstrates a caring attitude to help others and the environment there would be so fewer problems and people wouldn't feel helpless and alone; People could feel appreciated more and we would not waste our precious natural resources nor take them for granted.*) (C9.1)
- **Personal and Social Responsibility: Social Justice. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators build upon students' prior knowledge of personal responsibility, social responsibility, and how they relate to diversity and social justice. Students are expected to demonstrate personal and social responsibility to promote social justice during all activities in physical education. Physical educators assess students' ability to evaluate their behaviours related to personal and social responsibility to enhance social justice, and analyze the potential impact of individuals and groups demonstrating such responsibility on a global scale. Physical educators assess students' take home assignment responses (e.g., electronics, on-line journals, hard copy assignments) and exit slips.

- **Sample Teacher Comment:** How does learning about Africville, and performing traditional and contemporary African dance, inspire you to behave in ways that promote social justice? (*Prompt for: I want to make sure that I use respectful language and make decisions that are for the best interest of my community. If I do what's right and help to inspire and empower and inspire others, I can help work toward social justice in my community.*) **(C9.2)**
- **Collaboration Skills. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators build upon students' prior knowledge of effective collaboration skills (e.g., mindful listening, thoughtful responses, inviting everyone to have a voice). Students are expected to demonstrate effective collaboration skills during all activities in physical education. Physical educators assess students' ability to evaluate the effectiveness of their collaboration skills, and analyze the potential impact of individuals and groups demonstrating effective collaboration skills on a global scale. Physical educators assess students' take home assignment responses (e.g., electronics, on-line journals, hard copy assignments) and exit slips.
 - **Sample Teacher Comment:** Please share with the grade 8 students how you successfully developed and performed the Flash Mob. (*Prompt for: It took every single one of us listening, respecting, and communicating with each other; While we might not all be best friends, we put any differences aside because we didn't want to let anyone down.*) How might this type of behaviour impact society on a global scale? (*Prompt for: When we come together and focus on the task and don't worry about our differences we can accomplish something that seems really challenging.*) **(C9.3)**
- **Promoting Fairness. All Movement Categories.** Prior to and during activities taught in AL GCO and SMC GCO, physical educators build upon students' prior knowledge of how they can promote fairness. Students are expected to promote fairness for themselves and others during all activities in physical education. Physical educators assess students' ability to evaluate their ability to promote fairness, and analyze the potential impact of individuals and groups promoting fairness on a global scale. Physical educators assess students' take home assignment responses (e.g., electronics, on-line journals, hard copy assignments) and exit slips.
 - **Sample Teacher Comment:** During the strike and go activity, how effective was your team in promoting fairness? (*Prompt for: We did a great job. We were honest in calls that we saw, and made sure to follow proper rotation in the striking order.*) How can ensuring fairness impact society on a global scale? (*Prompt for: When there is less bullying and people work together to ensure justice, the potential impact on the world is huge. There could be less war, more collaboration, more trust and an overall higher level of happiness.*) **(C9.3)**
- **Adaptations for Students with Disabilities.** A structure is established so that routines are in place to minimize distractions through management time. Proximity strategies are applied for students who have behavioural disabilities and PECS may be used for those who live with Autism. Storyboards are used to help students who have difficulty expressing their feelings and speaking for themselves. Physical educators use hand signals, sign language, and visuals to support students who have a hearing impairment or auditory processing difficulty. If students are performing a stationary task while the physical educator is talking about life skill topics, a student who uses a wheel chair can work on chair raises with the chair locked. The alternative tasks assigned to students with disabilities 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.

- **Sample Teacher Comment:** When you were slacklining, how would you evaluate your experience related to collaboration? (Prompt for: I think our group did an awesome job. When it was my turn to try it, my peers appeared out of nowhere to walk alongside me so that I could use my crutches and move on the slackline safely. I didn't even ask for their help.) How might such behaviour positively impact society on a global scale? (Prompt for: If leaders of countries collaborated in such a way, and made decisions that are helpful and for the right reasons, there would probably be less problems in the world.) **(C9.1, C9.2, C9.3)**
- **Valuing Collaboration. All Movement Categories.** Throughout the school year, physical educators plan many activities that foster collaboration among students. Students evaluate the effectiveness of applying collaborative skills (e.g., mindful listening) to increase positive feelings associated with physical activity. Physical educators formatively and summatively assess students' ability to evaluate their behaviours related to applying collaborative skills to increase physical activity enjoyment. Physical educators formatively and summatively assess students' understanding of how they can mentor others on how to apply collaborative skills to increase enjoyment in physical activity participation (e.g., submitted video presentations, journals, electronics, discussions while active, exit slips).
 - **Sample Teacher Comment:** This mock public service announcement (i.e., PSA) is fantastic. You really demonstrated an understanding of how others can apply effective collaboration skills to increase enjoyment while working with others during physical activity pursuits. **(C9.3)**
- **Adaptations for Students with Disabilities.** Students are given extra time as needed to communicate feelings in terms of oral or written communication. Students are offered choice of how to express their feelings. Images of different expressions that represent different moods are shown to help students communicate their feelings (e.g., students can point to image that best illustrates how they feel). Storyboards are used to help students who find it difficult to express their feelings and articulate their thoughts. Physical educators assess students' ability to express their feelings based on students' feedback. Additional prompts are used to encourage students to respond. Physical educators provide examples to the students to ensure the question is clear.
 - **Sample Teacher Comment:** What aspects of the mentor assignment did you find most interesting and applicable to your life? (Prompt for: I would like to work with younger students like me who might not realize what an asset they can be to their groups in physical education class. Because I have a goal to participate in endurance running in parasport, I have been training really hard so I have developed strong upper body strength. The other day, it made me feel awesome because I could complete the task faster than others and helped my team to win the fitness relay. I want other kids to know they can aspire to these positive experiences.) **(C9.1)**

Resources/Notes

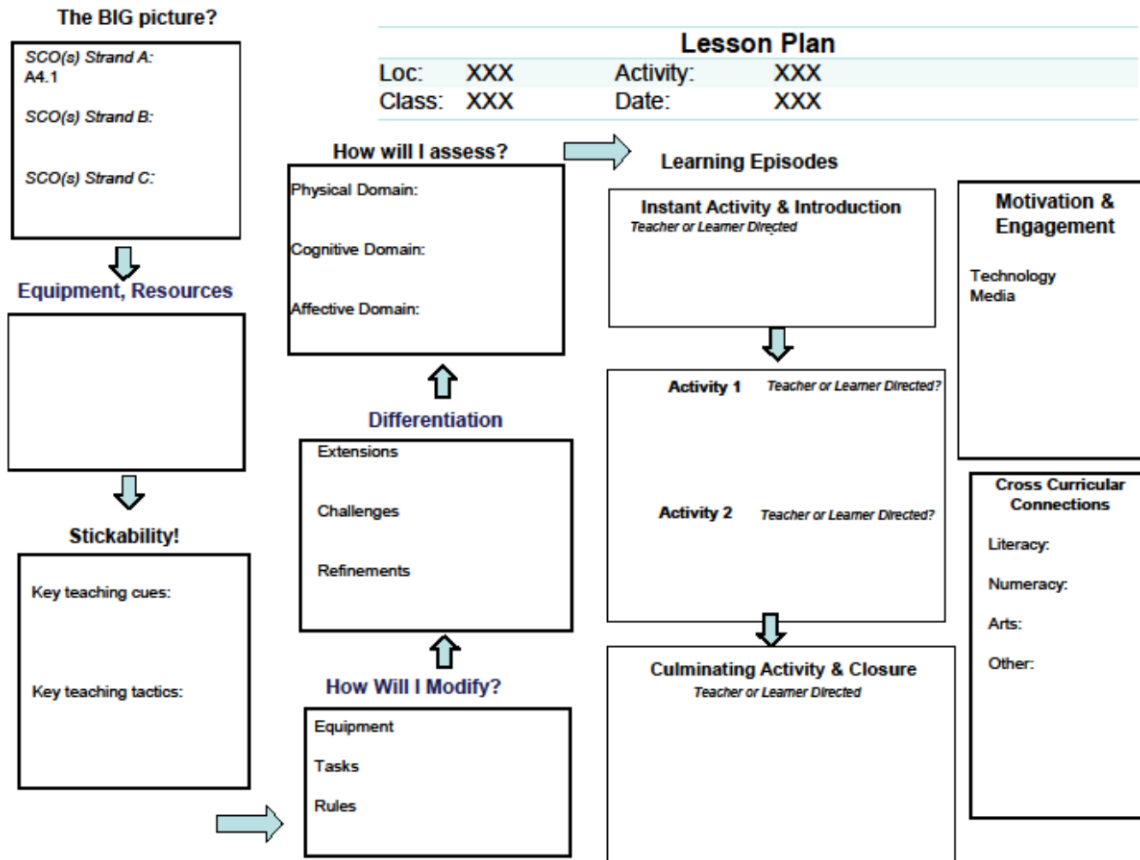
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Appendix A: Sample Lesson Plan Template



Appendix B: Assessment Example, Strand A

A7.5 Students will be expected to analyze ways to manage risk while being physically active in various settings.

Here is an example of a cognitive assessment that can be used to determine if students understand how to manage risk during physical activity participation away from school. This exit slip can be administered at the end of physical education class as students sit in a seated straddle position.

Cognitive Assessment / Exit Slip

Please record three considerations you should take when you manage risk during future independent physical activity(ies) away from school. Record the physical activity(ies) that the risk management steps align with.

1. _____

2. _____

3. _____

SCORING RUBRIC

Beginner	1	Students record considerations that do not properly or adequately manage risk given their choice(s) in independent physical activity(ies).
Intermediate	2	Students seldom record considerations that properly and adequately manage risk given their choice(s) in independent physical activity(ies).
Mastery	3	Students record considerations that properly and adequately manage risk given their choice(s) in independent physical activity(ies) most of the time.

Appendix C: Assessment Example, Strand B

B8.2 Students will be expected to demonstrate competency in skill combinations and movement concepts while applying various strategies.

Here is an example of how students can be assessed on their skills related to SCO B8.2. Physical educators use the criteria and rubric below to formatively or summatively assess students in an authentic environment (i.e., small-sided game at moderate to vigorous intensities).

Assessment Criteria

Student Names	Offensive and Defensive Strategies at Moderate to Vigorous Intensities				
	<i>1. Communicates effectively and strategically.</i>	<i>2. Applies offensive strategies.</i>	<i>3. Applies defensive strategies.</i>	<i>4. Transitions effectively from offense to defense.</i>	<i>5. Responds to stimuli (i.e., others) smoothly while traveling.</i>

SCORING RUBRIC

Beginner	1	Students demonstrate competence seldom in few of the criteria while participating in authentic environments at moderate to vigorous intensities.
Intermediate	2	Students demonstrate competence in some of the criteria some of the time while participating in authentic environments at moderate to vigorous intensities.
Mastery	3	Students demonstrate competence in performing most of the criteria most of the time while participating in authentic environments at moderate to vigorous intensities.

Appendix D: Assessment Example, Strand C

C9.3 Students will be expected to evaluate their collaboration skills, behaviours that promote fairness, and their impact on self and others.

Here is an example of an affective assessment that can be used to determine students' understanding of how to analyze and evaluate their ability to apply collaborative skills that promote fairness, and their impact on self and others.

Affective Assessment

Please submit a reflection on your application of collaborative skills during recent physical activity experiences in physical education. This reflection can be submitted electronically or as a hard copy. This reflection should include how you felt both during and after the physical activities. Your reflection should also include how a community (i.e., local, global) can be impacted when effective collaborative skills are applied.

This reflection is to be completed outside of physical education class, and returned by _____. The scoring rubric below will be used to grade your assignment.

SCORING RUBRIC

Beginner	1	Students thoughts are not focused and appear unorganized. Students do not present a thoughtful reflection addressing feelings during and after physical activity participation. Students do not demonstrate an understanding of how a local or global community can be impacted by when effective communication skills are applied.
Intermediate	2	Students thoughts are somewhat focused and organized. Students present a somewhat thoughtful reflection addressing feelings during and after physical activity participation. Students demonstrate a partial understanding of how a local or global community can be impacted by when effective communication skills are applied.
Mastery	3	Students thoughts are entirely focused and highly organized. Students present a very thoughtful reflection addressing feelings during and after physical activity participation. Students demonstrate an understanding of how a local or global community can be impacted by when effective communication skills are applied.

Appendix E: A Case Study, Grade 8 Example

Leena is a grade 8 student at Nova Scotia Junior High School (NSJHS). Leena was surprised when her recent fitness appraisals concluded that she is not active enough according to the Canadian Physical Activity Guidelines. While she may not be a competitive gymnastic, dancer, runner, or skier, her body composition scores suggest that Leena's weight is within a healthy zone. However, her cardiovascular endurance, muscular strength, and muscular endurance scores all conclude that she does not meet healthy zones in those areas. Zones are based on criterion-referenced standards (i.e., standards developed based on science to determine what is healthy for her age and gender).

Leena likes to take long walks with her dog and mom on the trail near her house. The trail gets quite snow packed during the winter and is not lit in the dark. Leena's house is close to a busy road with no shoulder, and is also unable to be lit in the dark. Thus, Leena is not sure how she will increase physical activity time. Leena loves music and loves expressing herself creativity. She enjoys hanging out with friends and is particularly close with a few friends within walking distance from her home. NSJHS is located in a rural community in Nova Scotia.

Developing and reaching SMART (i.e., specific, measureable, attainable, realistic, timely) goals is an effective way to meet physical fitness goals. However, Leena is having a difficult time determining SMART goals to improve her current physical fitness in several areas, and to maintain her body composition scores.

Your Task?

You want your peers to be healthy and you offer to help Leena. Please submit 4 SMART goals that Leena can apply throughout her grade 8 year so that she can stay focused on achieving a health-related physical fitness level that will result in health benefits.

Appendix F: A Case Study, Grade 9 Example

Brayden is a grade 9 student at You Be Well Junior High School (NBWJHS). Through self-assessment via physical fitness appraisals, Brayden determined that he needed to improve his cardiovascular endurance. He developed the following SMART goals related to his cardiovascular endurance.

Brayden's Cardiovascular Endurance SMART Goals

- I will bike for 20 minutes to school each way at moderate to vigorous intensity unless it is not safe to do so because of weather.
- I will try to bike more often on the weekends.
- I will run with my dog several days a week after school if I do not have to work.

Brayden's Self-Report on Behaviour in Relation to the SMART Goals.

- I ride my bike to school on average one or two days a week.
- I haven't been able to ride my bike as often I would like because I didn't realize how cold it could be while riding early in the morning, and we have been getting a lot of snow.
- My work schedule has been interfering with my running plans after school.

You are Brayden's physical educator. Evaluate his ability to set SMART goals and his behaviors related to his SMART goals.

What suggestions would you give Pierre to

- *help him improve his SMART goals?*
- *help him stay focused on improving his cardiovascular endurance?*

Appendix G: Sample Reflective Teaching Log

Curriculum Outcomes Taught, Learned, Assessed	Reflective Teaching Log	
<p>SCO(s) Strand A:</p> <p>SCO(s) Strand B:</p> <p>SCO(s) Strand C:</p>	Loc: XXX Class: XXX	Activity: XXX Date: XXX
<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>

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