

## Grade 1 – Specific Outcomes



### General Outcome A: Activity

#### A1–

##### Basic Skills

- 1 perform locomotor skills through a variety of activities
- 2 N/A
- 3 perform nonlocomotor skills through a variety of activities
- 4 N/A
- 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others
- 6 N/A

##### Application of Basic Skills

- 7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities
- 8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music
- 9 demonstrate body awareness when performing dance activities
- 10 demonstrate body and space awareness when performing space awareness games
- 11 demonstrate an understanding of basic rules and fair play for simple games
- 12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships
- 13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes



### General Outcome B: Benefits Health

#### B1–

##### Functional Fitness

- 1 identify healthy nutritional habits
- 2 demonstrate ways to improve personal growth in physical abilities
- 3 experience and improve continued frequency of involvement in cardio-respiratory activities

##### Body Image

- 4 recognize personal abilities while participating in physical activity
- 5 N/A

##### Well-being

- 6 describe how physical activity makes you feel

- 7 recognize the changes that take place in the body during physical activity
- 8 understand the connections between physical activity and emotional well-being; e.g., feels good



### General Outcome C: Cooperation

#### C1–

##### Communication

- 1 develop and demonstrate respectful communication skills appropriate to context
- 2 N/A

##### Fair Play

- 3 identify and demonstrate etiquette and fair play

##### Leadership

- 4 identify different roles in a variety of physical activities

##### Teamwork

- 5 display a willingness to play cooperatively with others in large and small groups
- 6 N/A



### General Outcome D: Do it Daily...for Life!

#### D1–

##### Effort

- 1 show a willingness to participate regularly in short periods of activity with frequent rest intervals
- 2 demonstrate effort while participating in various activities

##### Safety

- 3 show a willingness to listen to directions and simple explanations
- 4 participate in safe warm-up and cool-down activities
- 5 move safely and sensitively through all environments; e.g., space awareness activities

##### Goal Setting/Personal Challenge

- 6 participate in a class activity with a group goal; e.g., walk a predetermined distance
- 7 try a challenging movement experience based on personal abilities

##### Active Living in the Community

- 8 identify and experience safe places to play in the community
- 9 make decisions to be active

## GRADE 1 – ALTERNATIVE ENVIRONMENT

*Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.*

**The following are selected examples of Grade 1 specific outcomes.**



Activity

Specific Outcomes	Illustrative Examples
A1-1 perform locomotor skills through a variety of activities	<ul style="list-style-type: none"> <li>In lines of four or five, perform a variety of safe and appropriate locomotor skills in the water. Take turns leading by focusing on a different skill. Upon signal, move from the back of the line to the front to assume leadership.</li> </ul>
A1-7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities	<ul style="list-style-type: none"> <li>Practise hopscotch, focusing on the underhand toss and controlled hopping, and tetherball, focusing on striking and blocking.</li> </ul>



Benefits Health

B1-1 identify healthy nutritional habits	<ul style="list-style-type: none"> <li>Drink water during/after physical education class.</li> </ul>
B1-4 recognize personal abilities while participating in physical activity	<ul style="list-style-type: none"> <li>Find a pace at which to walk/run, while travelling around the school field and maintaining a conversation with a partner.</li> </ul>



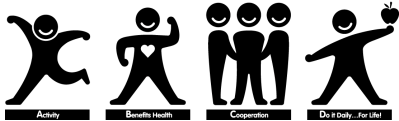
Cooperation

C1-1 develop and demonstrate respectful communication skills appropriate to context	<ul style="list-style-type: none"> <li>Tell a partner about the physical activities engaged in at home. The partner is an active listener and demonstrates this through eye contact. If appropriate, try some of the activities with the class.</li> </ul>
C1-5 display a willingness to play cooperatively with others in large and small groups	<ul style="list-style-type: none"> <li>Create a human obstacle course in which bodies are used as stationary obstacles.</li> </ul>



Do it Daily...For Life!





D1-5 move safely and sensitively through all environments; e.g., space awareness activities	<ul style="list-style-type: none"> <li>Participate in a safe walk around the community, respecting personal property; e.g., shrubs and flowers, and noticing the traffic signs; e.g., crosswalks, bike paths.</li> </ul>
D1-8 identify and experience safe places to play in the community	<ul style="list-style-type: none"> <li>Make trips to natural settings during different seasons; e.g., park, hiking trail, outdoor rink.</li> </ul>


Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																														
<p><b>Selected Specific Outcomes</b></p> <p>A1–7 demonstrate the basic skills in a variety of environments; e.g., tarmac activities</p> <p>B1–4 recognize personal abilities while participating in physical activity</p> <p>C1–3 identify and demonstrate etiquette and fair play</p> <p>D1–5 move safely and sensitively through all environments; e.g., space awareness activities</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>maintains a challenging walking pace</li> <li>demonstrates alertness, safety and respect for others and the environment</li> <li>uses appropriate journal entries</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>The teacher takes students on a walk around their community. Students use a journal to:</p> <ul style="list-style-type: none"> <li>draw pictures of where they saw they could be active in their community</li> <li>explain how they felt when they were out walking. They print a sentence below the pictures.</li> </ul> <p><b>Evaluation Strategies</b></p> <p style="text-align: right;">C = Consistently    O = Occasionally F = Frequently    R = Rarely, if ever</p> <p>Anecdotal Notes (Scale of Performance)</p> <table border="1" data-bbox="212 1140 1040 1356"> <thead> <tr> <th>Name</th> <th>Active Pace C F O R</th> <th>Alert C F O R</th> <th>Safe C F O R</th> <th>Respectful C F O R</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>Can you name/identify other places to be active in your community as we pass them?</li> <li>Why do we walk?</li> <li>Describe the movement of body parts when walking.</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>Student is able to move safely and sensitively through all environments.</li> </ul>	Name	Active Pace C F O R	Alert C F O R	Safe C F O R	Respectful C F O R	Comments		✓		✓	✓			✓	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓	✓		<p>Learning how to move safely in a variety of alternative environments is an important concept to stress in early elementary grades. Students should be exposed to proper etiquette and safety precautions when active in various environments; e.g., multipurpose trails. Not only should respect for others be emphasized; e.g., sharing the trail, but also personal safety; e.g., wearing appropriate safety equipment, and respect for the environment they are using; e.g., do not pick the bark off trees, should be addressed. Teachers should help provide examples of other available activities, such as putting together a bicycle rodeo to raise awareness of bicycle safety.</p> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p> 
Name	Active Pace C F O R	Alert C F O R	Safe C F O R	Respectful C F O R	Comments																										
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## GRADE 1 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Grade 1 specific outcomes.

	Specific Outcomes	Illustrative Examples
 Activity	A1-1 perform locomotor skills through a variety of activities	<ul style="list-style-type: none"> <li>Practise locomotor skills; e.g., run, gallop sideways and forward, and skip; and start to explore simple sequences, alternating two actions; e.g., run for eight beats, bounce for eight beats.</li> </ul>
	A1-8 perform simple movements by using elements of effort and space to respond to a variety of stimuli; e.g., music	<ul style="list-style-type: none"> <li>Working with a variety of stimuli; e.g., action words, rhymes, poetry and music, create clapping patterns to model movement. Explore movement using different tempos and types of music.</li> </ul>
	A1-9 demonstrate body awareness when performing dance activities	<ul style="list-style-type: none"> <li>Explore such concepts as over/under, forward/backward, sudden/sustained and firm/fine.</li> </ul>
 Benefits Health	B1-6 describe how physical activity makes you feel	<ul style="list-style-type: none"> <li>Discuss, immediately after participation, the changes that take place in the body during physical activity; e.g., breathing and heart rates increase, body temperature rises.</li> </ul>
	B1-8 understand the connections between physical activity and emotional well-being; e.g., feels good	<ul style="list-style-type: none"> <li>Discuss such aspects as why you like to travel very quickly or why you like jumping, in relation to how your body feels.</li> </ul>
 Cooperation	C1-1 develop and demonstrate respectful communication skills appropriate to context	<ul style="list-style-type: none"> <li>Explore relationship skills in the context of dance movements.</li> </ul>
 Do it Daily...For Life!	D1-1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	<ul style="list-style-type: none"> <li>Explore, then practise and replicate, short sequences of movement.</li> </ul>
	D1-7 try a challenging movement experience based on personal abilities	<ul style="list-style-type: none"> <li>Work to the best of your ability by challenging yourself; e.g., try to hold a difficult balance, remember to use directions and pathways when travelling, experiment with a difficult jump.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																								
<p><b>Selected Specific Outcomes</b></p> <p>A1–9 demonstrate body awareness when performing dance activities            C1–1 develop and demonstrate respectful communication skills appropriate to context            D1–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• moves with control</li> <li>• opens and closes body movements as appropriate to the task—wide and narrow</li> <li>• provides feedback to peers</li> <li>• changes levels of movement—high, medium, low—frequently</li> <li>• engages in activity</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Have students move quietly with balance and control, encouraging them to use their bodies to interpret a given stimuli; e.g., animals, airplanes.</p> <p><b>Evaluation Strategies</b></p> <p>Checklist Yes = ✓ No = x</p> <table border="1" data-bbox="212 1045 1036 1325"> <thead> <tr> <th data-bbox="212 1045 557 1224">Name</th> <th data-bbox="557 1045 641 1224">Moves quietly, with control</th> <th data-bbox="641 1045 725 1224">Uses open and closed positions</th> <th data-bbox="725 1045 842 1224">Changes levels of movement (high, medium, low)</th> <th data-bbox="842 1045 951 1224">Provides positive feedback to peers</th> <th data-bbox="951 1045 1036 1224">Engages in activity</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 1224 557 1260"></td> <td data-bbox="557 1224 641 1260"></td> <td data-bbox="641 1224 725 1260"></td> <td data-bbox="725 1224 842 1260"></td> <td data-bbox="842 1224 951 1260"></td> <td data-bbox="951 1224 1036 1260"></td> </tr> <tr> <td data-bbox="212 1260 557 1295"></td> <td data-bbox="557 1260 641 1295"></td> <td data-bbox="641 1260 725 1295"></td> <td data-bbox="725 1260 842 1295"></td> <td data-bbox="842 1260 951 1295"></td> <td data-bbox="951 1260 1036 1295"></td> </tr> <tr> <td data-bbox="212 1295 557 1325"></td> <td data-bbox="557 1295 641 1325"></td> <td data-bbox="641 1295 725 1325"></td> <td data-bbox="725 1295 842 1325"></td> <td data-bbox="842 1295 951 1325"></td> <td data-bbox="951 1295 1036 1325"></td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>• Oral feedback at the end of class; e.g., “What activity do you like?”, “Why?”</li> </ul> <p>Journal Entry:</p> <ul style="list-style-type: none"> <li>• Write or draw about the activity in your journal.</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>• Student is able to use his or her body to interpret the movement of various objects.</li> </ul>	Name	Moves quietly, with control	Uses open and closed positions	Changes levels of movement (high, medium, low)	Provides positive feedback to peers	Engages in activity																			<p>Creative dance for students in early elementary grades is a great way to begin developing critical thinking skills, body awareness and social interaction. Teachers and students can choose from a variety of stimuli to create their own dances. These dances should incorporate locomotor and nonlocomotor skills into the performance and can be created and performed individually, with a partner or in small groups. The advantages of performing the dances alone or in small groups include: maximizing time on the task and, hence, increasing participation; young students tend to work well in small groups; each student can personalize dances by modifying them according to individual abilities, interests and enjoyment levels.</p> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p>  <p>The illustration shows four stick figures in various active poses. Below each figure is a label: 'Activity' (a figure jumping), 'Benefits Health' (a figure with arms raised), 'Cooperation' (two figures standing together), and 'Do it Daily...for life!' (a figure with arms raised and a speech bubble).</p>
Name	Moves quietly, with control	Uses open and closed positions	Changes levels of movement (high, medium, low)	Provides positive feedback to peers	Engages in activity																				

## GRADE 1 – GAMES

*Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.*

**The following are selected examples of Grade 1 specific outcomes.**



Activity

Specific Outcomes	Illustrative Examples
A1–5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others	<ul style="list-style-type: none"> <li>• Create simple throwing and catching activities, and perform them alone. As skill improves, include activities with a partner.</li> </ul>
A1–10 demonstrate body and space awareness when performing space awareness games	<ul style="list-style-type: none"> <li>• Explore ways to move your body, demonstrating control and stopping on signal. Play “City Streets, Crowded Spaces,” where you drive a car—holding a hula hoop like a steering wheel or driving inside of the hoop. Change gears—increase speed—and change direction upon request. Also, move in a smaller space and travel without any collisions!</li> </ul>
A1–11 demonstrate an understanding of basic rules and fair play for simple games	<ul style="list-style-type: none"> <li>• Demonstrate what a safe tag is in a tag game—soft, and touching appropriate areas of the body.</li> </ul>



Benefits Health

B1–2 demonstrate ways to improve personal growth in physical abilities	<ul style="list-style-type: none"> <li>• Think of a way to know you are improving a skill and then demonstrate improvement; e.g., can kick the ball further, can throw the ball and hit the target more times than before.</li> </ul>
B1–3 experience and improve continued frequency of involvement in cardio-respiratory activities	<ul style="list-style-type: none"> <li>• Prepare individual or group calendars, charting physical activities undertaken in physical education class, recess, lunch and after school. Discuss what is considered to be a physical activity.</li> </ul>



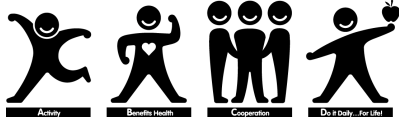
Cooperation

C1–4 identify different roles in a variety of physical activities	<ul style="list-style-type: none"> <li>• Play small group games of soccer baseball; and during the games, take turns identifying the names and roles of such people as the pitcher and fielders.</li> </ul>
C1–5 display a willingness to play cooperatively with others in large and small groups	<ul style="list-style-type: none"> <li>• Play frozen tag games, and explain why helping others by unfreezing them makes it harder for the person who is “it” to tag everyone.</li> </ul>



Do it Daily... For Life!

D1–1 show a willingness to participate regularly in short periods of activity with frequent rest intervals	<ul style="list-style-type: none"> <li>• Play immunity tag games where students are immune—cannot be tagged—when they are performing a certain action; e.g., doing a stork balance on a carpet square.</li> </ul>
D1–5 move safely and sensitively through all environments; e.g., space awareness activities	<ul style="list-style-type: none"> <li>• In small group games, think of one rule to make sure everyone is safe and then decide on a consequence if the rule is broken.</li> </ul>

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<p><b>Selected Specific Outcomes</b></p> <p>A1–10 demonstrate body and space awareness when performing space awareness games</p> <p>C1–4 identify different roles in a variety of physical activities</p> <p>D1–5 move safely and sensitively through all environments; e.g., space awareness activities</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• runs without touching anyone</li> <li>• comes to a quick stop without falling</li> <li>• adapts movements to move safely</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Scrambled/Hard Boiled Eggs—students gather around the teacher without touching. On the signal “scrambled,” they scatter, and on the signal “hard boiled,” they stop instantly. Then they come back as quickly as possible, keeping personal space. They practise safe movement to and from the teacher.</p> <p><b>Evaluation Strategies</b>                      C = Consistently                      O = Occasionally  F = Frequently                                      R = Rarely, if ever</p> <p>Analytic Rating Scale</p> <table border="1" data-bbox="207 1060 998 1350"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Assigned Tasks</th> <th rowspan="2">Comments</th> </tr> <tr> <th>Runs without touching anyone</th> <th>Comes to a quick stop without falling</th> <th>Adapts movements to move safely</th> </tr> <tr> <th>Name</th> <th>C F O R</th> <th>C F O R</th> <th>C F O R</th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>• When could you go fast?</li> <li>• What do you need to watch for?</li> <li>• How did you stop without falling?</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>• Student moves safely and sensitively through all environments; e.g., space awareness.</li> </ul>		Assigned Tasks			Comments	Runs without touching anyone	Comes to a quick stop without falling	Adapts movements to move safely	Name	C F O R	C F O R	C F O R			✓	✓	✓				✓	✓			✓	✓	✓			✓	✓	✓		<p>Young students have very active imaginations. Such creativity should be encouraged and fostered during the physical education class. Students should be provided with the opportunity to create their own games and present their creations to other students. Teachers should work closely with students or groups of students when they are creating their games to ensure they are safe, appropriate and enjoyable for other students. Different themes can be used to generate ideas for games. Examples of stimuli for creating a game might include: using two manipulative skills; using specific body parts; or, using specific types of equipment. Encouraging students to develop and present their own games helps them to develop independence and enjoyment of games, which can lead to more active lifestyles outside of class.</p> <div data-bbox="1068 1654 1464 1812" data-label="Image"> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p>  <p style="text-align: center;">Activity      Benefits Health      Cooperation      Do It Daily...for Life!</p> </div>
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## GRADE 1 – TYPES OF GYMNASTICS

*Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.*

The following are selected examples of Grade 1 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A1–3 perform nonlocomotor skills through a variety of activities	<ul style="list-style-type: none"> <li>Explore balances and shapes; e.g., perform a balance using three body parts, then perform a balance using three different body parts at a medium level.</li> </ul>
A1–12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships	<ul style="list-style-type: none"> <li>Practise skills in a variety of ways; e.g., three different ways to rock your body back and forth on the ground.</li> </ul>



Benefits Health

B1–4 recognize personal abilities while participating in physical activity	<ul style="list-style-type: none"> <li>Create movement sequences that are appropriate for each student. For example, students who are physically disabled may perform balances and shapes in a wheel chair or use other pieces of equipment; e.g., a box, for support.</li> </ul>
B1–7 recognize the changes that take place in the body during physical activity	<ul style="list-style-type: none"> <li>Talk about the messages that the brain gives the muscles as balances are practised and about how practice helps the muscles learn.</li> </ul>




Cooperation

C1–1 develop and demonstrate respectful communication skills appropriate to context	<ul style="list-style-type: none"> <li>Watch a partner perform a landing and give appropriate feedback as to whether the partner's heels stuck to the floor, with knees slightly bent.</li> </ul>
C1–3 identify and demonstrate etiquette and fair play	<ul style="list-style-type: none"> <li>Invent an individual sequence to perform for others. Viewers are to demonstrate proper viewing/observing etiquette.</li> </ul>



Do it Daily...For Life!

D1–4 participate in safe warm-up and cool-down activities	<ul style="list-style-type: none"> <li>Follow the teacher during a warm-up—over, under, around equipment—before stretching appropriate muscle groups. At the end of the class, stretch the muscle groups that were used during the class.</li> </ul>
D1–5 move safely and sensitively through all environments; e.g., space awareness activities	<ul style="list-style-type: none"> <li>Improve ability to move with control through playground equipment.</li> </ul>

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																				
<p><b>Selected Specific Outcomes</b></p> <p>A1–3 perform nonlocomotor skills through a variety of activities  A1–12 demonstrate the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships  B1–4 recognize personal abilities while participating in physical activity</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• supports body weight, using hands or feet</li> <li>• moves head first or feet first</li> <li>• alters movement pattern</li> <li>• maintains balance and control</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Balancing Act: locomotion on benches or mats. How can we move from one end to the other using only hands and feet? Begin or end this sequence in a balanced position.</p> <p><b>Evaluation Strategies</b></p> <p>Checklist Yes = ✓ No = x</p> <table border="1" data-bbox="209 1003 972 1255"> <thead> <tr> <th data-bbox="209 1003 457 1157">Name</th> <th data-bbox="461 1003 602 1157">Supports body weight, using hands and feet</th> <th data-bbox="605 1003 721 1157">Leads with different body parts</th> <th data-bbox="724 1003 850 1157">Alters movement pattern</th> <th data-bbox="854 1003 972 1157">Maintains balance and control</th> </tr> </thead> <tbody> <tr> <td data-bbox="209 1161 457 1188"></td> <td data-bbox="461 1161 602 1188"></td> <td data-bbox="605 1161 721 1188"></td> <td data-bbox="724 1161 850 1188"></td> <td data-bbox="854 1161 972 1188"></td> </tr> <tr> <td data-bbox="209 1192 457 1220"></td> <td data-bbox="461 1192 602 1220"></td> <td data-bbox="605 1192 721 1220"></td> <td data-bbox="724 1192 850 1220"></td> <td data-bbox="854 1192 972 1220"></td> </tr> <tr> <td data-bbox="209 1224 457 1251"></td> <td data-bbox="461 1224 602 1251"></td> <td data-bbox="605 1224 721 1251"></td> <td data-bbox="724 1224 850 1251"></td> <td data-bbox="854 1224 972 1251"></td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Class Discussion and Demonstration:</p> <ul style="list-style-type: none"> <li>• Do a show and tell type activity; e.g., “What do you see Bobby’s group doing?”</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>• Student demonstrates the basic skills in educational gymnastics; e.g., use of different body parts to create a sequence, showing balance and control while moving.</li> </ul>	Name	Supports body weight, using hands and feet	Leads with different body parts	Alters movement pattern	Maintains balance and control																<p>Gymnastics is an excellent way to provide students with choices in the tasks they perform. Students who feel they have more control and choice in their environment are often more motivated to participate than those who feel “forced” to do a task. Examples of ways to provide students with choice include having them: choose the type and size of equipment they wish to use; choose their partners; design their own gymnastics “sentence” that incorporates the basic skills and movement concepts; and, choose a specific skill to perform within the context of a predetermined objective; e.g., if the objective is to perform a roll, then students could choose to do either a forward roll or a log roll. When providing students with choice, help them to choose activities that match and will improve upon their current ability level.</p> <div data-bbox="1068 1686 1463 1839" style="text-align: right;"> <p>ABCD's of Physical Education</p>  </div>
Name	Supports body weight, using hands and feet	Leads with different body parts	Alters movement pattern	Maintains balance and control																	

## GRADE 1 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Grade 1 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
<p>A1-1 perform locomotor skills through a variety of activities</p> <p>A1-13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes</p>	<ul style="list-style-type: none"> <li>Explore different ways to run; e.g., change speed, directions and levels, and then transfer these skills to tag or other running games.</li> <li>Skip rope, using a variety of ways to jump; e.g., two feet to two feet, alternating feet, and turn the rope; e.g., singles, doubles, figure eight's.</li> </ul>



Benefits Health

<p>B1-2 demonstrate ways to improve personal growth in physical abilities</p> <p>B1-3 experience and improve continued frequency of involvement in cardio-respiratory activities</p>	<ul style="list-style-type: none"> <li>Increase accuracy and distance, when throwing at a target.</li> <li>Work individually, or with a partner, to practise different ways to skip and to create simple skipping routines.</li> </ul>
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Cooperation

<p>C1-4 identify different roles in a variety of physical activities</p>	<ul style="list-style-type: none"> <li>Play follow the leader in a running or jumping activity.</li> </ul>
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Do it Daily...For Life!

<p>D1-2 demonstrate effort while participating in various activities</p> <p>D1-3 show a willingness to listen to directions and simple explanations</p> <p>D1-9 make decisions to be active</p>	<ul style="list-style-type: none"> <li>Enthusiastically take part in fitness challenges; e.g., see how many rungs you can go through while climbing the monkey bars.</li> <li>Participate in a game of red light–green light, using appropriate Blackfoot language; e.g., green light = otsisskaanattsi, red light = maohkanattsii.</li> <li>Identify the physical activities participated in since the last class.</li> </ul>
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Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																												
<p><b>Selected Specific Outcomes</b></p> <p>A1–13 demonstrate the basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., skipping ropes</p> <p>B1–3 experience and improve continued frequency of involvement in cardio-respiratory activities</p> <p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>throws object into hoop/target</li> <li>uses foot patterns—1 to 1, 1 to 2, 2 to 1</li> <li>plays fairly</li> <li>moves continuously</li> <li>encourages partner to succeed</li> <li>follows rules</li> </ul> <p><b>Assessment Strategies/Activities</b></p> <p>Performance Task</p> <p>Students demonstrate hopscotch skills with partners, using small hoops.</p> <p><b>Evaluation Strategies</b></p> <p>Checklist Yes = ✓ No = x</p> <table border="1" data-bbox="214 1041 1036 1318"> <thead> <tr> <th>Name</th> <th>Throws object into hoop</th> <th>Moves continuously</th> <th>Can use foot patterns</th> <th>Plays fairly</th> <th>Encourages partner to succeed</th> <th>Follows rules</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Communication Strategies</b></p> <p>Class Discussion:</p> <ul style="list-style-type: none"> <li>How do we play fairly?</li> <li>What happens when your partner doesn't follow the rules?</li> <li>What part of your body feels tired?</li> </ul> <p>Progress Report Comments:</p> <ul style="list-style-type: none"> <li>Student has been able to continually demonstrate the basic skills of jumping and throwing.</li> </ul>	Name	Throws object into hoop	Moves continuously	Can use foot patterns	Plays fairly	Encourages partner to succeed	Follows rules																						<p>Individual activities that focus on body awareness are important to incorporate into the early elementary program. In order to evaluate correct body mechanics at the advanced elementary grades, students need to identify the different parts of their body and how they coordinate with other body parts to create movement. For example, focus on the actions of the arm, such as throwing, dribbling, blocking, lifting, catching and striking. These actions could be performed with different objects; e.g., beanbags, balls, parachutes, scarves, discs and rings. As students gain an understanding of the actions that can be performed by their arms, they begin to understand how arms work in conjunction with other body parts; e.g., legs.</p> <p style="text-align: center;"><b>ABCD's of Physical Education</b></p> 
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