



**Ministry of Education, Innovation, Gender Relations and  
Sustainable Development**

**Primary School**

# **Physical Education**

## **Curriculum Guide**

**Grades K – 6**

**2018**



## TABLE OF CONTENTS

Acknowledgements	4
Mission	6
Vision	6
Introduction	7
Standards	9
Broad Goals of the Physical Education Program	10
Components of a Quality Physical Education Program	11
General Guidelines for Teachers	14
Child Safeguarding	17
Scope and Sequence	19
Suggested Scope and Sequence breakdown	23
Kindergarten	24
Grade 1	37
Grade 2	50
Grade 3	62
Grade 4	75
Grades 5-6	87
References	104
Appendices	106
Appendix A: Movement Concepts	107
Appendix B: Locomotor Movements	108
Appendix C: Non-locomotor skills	113
Appendix D: Manipulative skills	114
Appendix E: Warm up and cool down basics	118
Appendix F: Components of health-related fitness	119
Appendix G: Fitness tests	120

Appendix H: FITNESSGRAM Standards	127
Appendix I: Pacer Group Score sheet	129
Appendix J: Body systems	130
Appendix K: Basic sports rules and skills	131
Netball	131
Basketball	134
Football	136
Athletics	137
Volleyball	138
Swimming	141
Appendix L: Sample Physical Education Attendance Sheet	144
Appendix M: Sample lesson plan template	145
Appendix N Sample lesson plan	146
Appendix O: Teaching Styles	147
Appendix P: Sample Assessments	149
Appendix Q: End of Term Report	172
Appendix R: Glossary of terms	177
Appendix S: Useful Physical Education Websites	180

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Dr. Verneta Lesporis	Curriculum Officer, Physical Education
Ms. Theophila Charles	Curriculum Officer, Physical Education
Mrs Angela Mariatte	Education Officer (Ag) CAMDU
Mrs Ruffina A Charles	Curriculum Specialist, Social Science
Mrs Sophia Edwards Gabriel	Curriculum Specialist, Health and Family Life Education
Mr. Germain Anthony	Curriculum Specialist, Integration Technology
Mrs Shirleyann Lubin	Principal, District 3
Mr. Erenius Charles	Physical Education Teacher, District 1
Mr. Jamal Long	Physical Education Teacher, District 1
Mr. Wayne Benti	Physical Education Teacher, District 1
Mr. Cuthbert Popo	Physical Education Teacher, District 2
Ms. Melissa John	Physical Education Teacher, District 2
Mr. Michael Peterkin	Physical Education Teacher, District 2
Mr. Shafer Sylvester	Physical Education Teacher, District 3
Mr. Jude Lubin	Physical Education Teacher, District 4
Ms. Agath Alphonse	Physical Education Teacher, District 4
Mr. Nerville Florence	Physical Education Teacher, District 5
Mr. SabbatusHunte	Physical Education Teacher, District 5
Mr. Jerome Gedeon	Physical Education Teacher, District 5
Mr. Kim Gaston	Physical Education Teacher, District 6
Mr. Lester Justin	Physical Education Teacher, District 6
Ms. Janice Athill	Physical Education Teacher, District 7
Mr. Johan William	Physical Education Teacher, District 7
Mr. Dane Magloire	Sports Officer, Department of Youth Development and Sports
Mr. Cuthbert Modeste	Athletics Coach, Department of Youth Development and Sports
Mr. Luis Oviedo	Volleyball Coach, Department of Youth Development and Sports
National Swimming Association	

Administration and Production staff of CAMDU

Transportation and Information Technology Units of the Department of Education

Principal and staff of Grande Riviere Secondary School

## **MISSION**

The mission of Saint Lucia's K-6 Physical Education Programme is to develop physically literate students who have the knowledge, skills, attitudes and motivation to commit to physical activity throughout their lives. This will be accomplished through a curriculum which emphasizes movement competencies, health-related skills, the development of responsible behaviour and personal and social skills through a variety of activities and experiences in an active, safe, fun, creative and caring atmosphere.

## **VISION**

We envision a school community that values physical education, understands its importance to personal and national development and supports activities that promote and foster the optimal growth and development of all students through quality physical education.

## **Introduction**

The vital role of physical education to development has long been recognized. As far back as 1978, The United Nations Educational, Scientific and Cultural Organization (UNESCO) in its International Charter on Physical Education and Sport recognized Physical Education and Sport as a fundamental human right and outlined its benefits to individuals and communities. The benefits of physical education in schools have been well established by many researchers. These include benefits related to health, academic achievement and behaviour. Physical education provides opportunities for students to learn healthy lifestyle practices and according to the National Association for Sport and Physical Education (NASPE) “is one of the best preventers of significant health problems . . . linked to many chronic diseases’ (NASPE, 2010 p. 8).

In establishing a link between physical education and academic performance, the United States Centers for Disease Control (2010) found that “improved motor skill levels are positively related to improvements in academic achievement and measures of cognitive skills and attitudes” (p. 9). This finding is echoed by Trost (2009) who found that “children who are physically active and fit perform better in the classroom” (p. 9). Shape America (2000) strongly advocates for physical education and proposes a positive link between quality physical education in schools and the development of healthy, happy, and adaptable students. The benefits of physical education are best summarized by UNESCO (2013) at the World Sports Ministers Conference in Berlin where physical education was described as “the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society” (p. 3). The research overwhelmingly confirms the important role of physical education to a person’s holistic development and by extension the development of communities.

The Department of Education and the Government of Saint Lucia by extension support the findings established by research; values physical education and sees it as the vehicle which will equip students with positive social and collaborative skills. Furthermore, it serves as a means to help prevent the incidence of non- communicable diseases and other mental and social issues such as bullying, depression, and negative peer pressure. In essence, physical education has an important role in developing well- rounded and well- adjusted individuals with the capacity to contribute positively to the development of Saint Lucia. This understanding of physical education in nation building is purposefully outlined in the Ministry of Education’s 2009-2014 Education Sector Development Plan where outcome 4 of the plan addresses physical development and personal health and fitness. The Saint Lucian Government’s belief in the importance of physical education has led to the deployment of physical education teachers in every public Infant, Primary and Secondary school.

This curriculum has been developed as a tool to assist primary school teachers in Saint Lucia in the teaching of physical education to help achieve the Saint Lucian Government’s outcome for physical education and to give Saint Lucian students opportunities to derive the benefits of physical education espoused by research. At the time of the development of this curriculum, the physical education staff at the K-6 level was characterised by very high numbers of teachers with

little or no formal training in physical education. This was a very strong factor in determining the content which was included in the curriculum. The duration of physical education in the local context was also a factor in determining the content for this curriculum; the time allotted for physical education ranges from 30 minutes to one hour. As a result, many of the topics are designed to be combined and not taught in isolation. In addition, collaboration between the physical education teacher and the regular classroom teachers would also help ensure better coverage of the curriculum.

This curriculum was developed using standards established by the Caribbean Community (CARICOM) in its DRAFT Framework for Physical Education in the Caribbean. In addition, it utilizes two main Physical Education models; the Movement Education Model and the Fitness Education Model.

The Movement Education Model is characterized by the teaching of movement concepts and is “well suited to the delivery of fundamental motor skills at the elementary level, providing a base for the transition to modified sport skill competencies” (CARICOM, p. 8). In keeping with this model, this Curriculum emphasizes activities to develop students’ spatial and body awareness; locomotor, non-locomotor and manipulative skills; social interaction skills; safety awareness and modified games and activities leading to basic sports skills.

The Fitness Education Model emphasizes “physical activity experiences that focus on the process of physical activity in the context of health related fitness, skill related fitness, nutrition, wellness and lifetime physical activity (CARICOM, p.12). This curriculum addresses important health-related concepts such as proper nutrition, appropriate safety procedures during physical activity such as warming up, cooling down and the use of appropriate equipment, knowledge of major body systems and how physical activity affects these, substance use and abuse, appropriate stress management techniques and the role of physical activity in preventing and managing non-communicable diseases. These health skills and concepts are particularly important in the Saint Lucian context as the island’s health system struggles with high rates of non-communicable diseases.

The use of the Movement Education Model and The Fitness Education Model in combination help ensure that this physical education curriculum caters to the needs of all students equipping them with the movement skills and competencies that are necessary for more advanced skill development, knowledge about sports skills to become informed spectators, collaborative skills to develop positive attitudes and also the health and fitness concepts which will enable students to make appropriate decisions necessary to lead active, healthy and productive lives. In effect, this curriculum will support the mission of producing physically literate students committed to a lifetime of physical activity.

This curriculum is organized in the following manner:

1. The main standard addressed in each theme is listed
2. Four core outcomes are presented with at least three of the outcomes being derived from the four different standards. This was done because while movement is the main focus of physical education, health, safety and behaviour cannot be ignored or addressed in isolation



3. Specific objectives are listed for each grade and each theme
4. Some content has been added to give teachers guidance as to some of the important areas to address
5. Suggested teaching and learning strategies, activities and assessments have also been outlined. These are suggestions only and the teachers should supplement these with their own ideas
6. A list of resources is also given for each theme to aid teachers in seeking additional information. A list of references used is included in the Appendix.

## **Standards**

The standards which underpin this curriculum were derived from the DRAFT Framework for Physical Education developed by CARICOM in 2009. The standards are as follows:

### **Standard 1**

#### **Apply concepts and principles for the development and performance of motor skills**

##### **DESCRIPTOR:**

The intent of this standard is to develop the foundation for continued physical skills needed for enjoyment and participation in a wide variety of activities. Therefore students must be exposed to fundamental motor-skills, e.g. loco-motor skills, non-loco-motor, manipulative and movement concepts (special awareness, qualities of movement). Students will also apply the concepts from disciplines such as motor learning, anatomy, physiology and biomechanics to acquire and refine motor skills used in everyday activities.

Knowledge and application of these concepts and principles enhance the likelihood of independent learning and ensure more regular and effective participation in lifelong physical activity.

### **Standard 2**

#### **Exhibit responsible personal and social behaviour**

##### **DESCRIPTOR:**

The intent of this standard is to develop social skills and positive work ethics that are required to become good citizens and productive individuals. At the lower levels students learn to take responsibility for the successful completion of their learning tasks. They are allowed to work co-operatively in groups and begin to develop respect for self and others. At the middle level students are further encouraged to take responsibility for their learning outcomes by becoming actively involved in setting goals and devising strategies to achieve them. Respect for self and others is further developed and they become more aware of their need to also respect the rules and procedures in whatever activity they are engaged.

Standard two has been incorporated into every unit as it is not possible to teach any aspect of physical education without a focus on responsible social behaviour.

### **Standard 3**

#### **Achieve and maintain a health-enhancing level of physical fitness and well-being**

##### **DESCRIPTOR:**

Caribbean society has become more complex and diverse, characterised by the prevalence of technology, changing family structures and roles and a decline in safe environments. There has been an increase in the prevalence of chronic non-communicable diseases and level of stress. Therefore, the intent is for students to acquire the knowledge, skills, attitudes and values necessary to accept responsibility for personal fitness, leading to an active, healthy lifestyle.

For the K-6 children, the emphasis is on awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Students become more skilled in their ability to plan, perform and monitor physical activities appropriate for developing physical fitness.

Expectations for improvement of students' fitness level should be established on a personal basis, taking into consideration variation in entry levels and the long term goal of achieving health-related levels of fitness. Many of the health related concepts taught in physical education are reinforcement of skills learned in the Health and Family Life and Science and Technology lessons.

### **Standard 4**

#### **Exhibit safety principles and practice**

##### **DESCRIPTOR:**

There is a heightened awareness in society of the threats posed to safety. The well-being of self and others can be enhanced in all environments and situations, by behaviours that comply with proper practices and procedures related to health threats, use of equipment and established rules and guidelines among others. Students need to be fully prepared/ equipped to respond to the various challenges with which they might be faced with in situations where their safety and that of others might be compromised. Standard 4 is incorporated in every unit as it is impossible to teach physical education without a deliberate focus on safety.

#### **Broad goals of the Physical Education program**

##### **All Grades K-2 Physical Education students will:**

1. Demonstrate competency in locomotor, non-locomotor and manipulative skills.
2. Demonstrate an understanding of movement concepts.
3. Develop an ability to co-operate with others.
4. Demonstrate responsible social skills.

5. Observe safety rules and procedures when participating in physical activity.
6. Participate in moderate to vigorous physical activity.
7. Explain the benefits of participating in physical activity.
8. Describe the body's response to physical activity.
9. Develop an appreciation for physical activity.

**All Grades 3-6 Physical Education students will:**

1. Perform fundamental movement skills and introductory sport-related skills.
2. Demonstrate the ability to participate in moderate to vigorous physical activity.
3. Articulate the importance of participating in regular physical activity to overall health.
4. Develop an appreciation for physical activity.
5. Monitor personal fitness.
6. Identify and describe the components of health-related fitness.
7. Observe safety rules and procedures when participating in physical activity.
8. Explain the rules of basic sports.

### **Components of a quality Physical Education programme**

The United Nations Education, Scientific and Cultural Organization (UNESCO) while espousing the virtues of physical education also recognized that these benefits can only be derived through quality physical education programmes which it described as “a programme that supports students to develop the physical, social and emotional skills which define self-confident and socially responsible citizens” (UNESCO 2017, p. 1). The National Association for Sport and Physical Education (NASPE, 2000) also supports quality physical education programs and outlined several factors characteristic of quality physical education. A quality physical education program in Saint Lucia would include the following components:

**Qualified teachers:** Shape America (2014) recommends that “Physical education is taught by a state- licensed or state- certified teacher who is endorsed to teach physical education” (p. 3). In Saint Lucia, a qualified physical education teacher should be defined as someone who, in addition to a teaching certificate must possess one or more of the following: a passing CSEC Grade 1 or 2 in physical education, a degree or certificate in physical education and prior experience as an athlete or coach in any sport. Certifications from International Federations for the various sporting disciplines should also be considered. Teachers who do not possess these qualifications should be given a period of at least five years to acquire them.

**Facilities:** Facilities should be adequate for the physical education program. They should be large enough to facilitate the movement of all children in class. Paved areas should be well paved and playing fields should be well maintained; grassy areas should be available to allow for free expression of movement and to teach activities such as falling and landing safely and gymnastic type movements. When possible, playing areas should be fenced to control the passage of outsiders and to keep students safe. Taps should be available nearby to allow students to rehydrate. There should also be showers and changing rooms for hygienic and sanitary purposes. The facilities should also include storage areas for equipment. In addition, a classroom or indoor area dedicated

to physical education should be available when it is not safe or possible to go outside. In situations where space is limited and expansion is not possible, the available space should be put to maximum use for the benefit of the physical education program. Attention should be paid to the provision of physical education areas in the construction of new schools.

**Equipment:** Equipment is vital to the success of the physical education program. The equipment must be appropriate to the maturity level of the students, and must be adequate to promote maximum participation. There should be a process to acquire equipment and materials in as short a time as possible. When possible, teachers should be instructed on how to make simple equipment. A systematic way of purchasing, distributing and tracking equipment is necessary to make the best use of limited resources while ensuring that teachers and students have what they need to meet the goals and objectives of the curriculum.

**Class size:** Shape America advocates that class size in physical education should be comparable to regular classes (Shape America, 2010). In Saint Lucia the current teacher to student ratio for the Infant level is one to twenty five (1:25) and for the Primary level is one to thirty (1:30). Classes in excess of the recommended student to teacher ratio places a strain on the teacher, negatively impacts student learning and jeopardizes student safety. If classes have to be combined to help facilitate the school's timetable, an additional teacher needs to be provided and the space should be adequate to accommodate the free movement of students.

**Student participation:** A physical education teacher is assigned to every public K-6 school in Saint Lucia and the subject is scheduled in every K-6 school. This is done with the expectation that all students will participate in physical education. Circumstances that may prohibit a student from participating in physical education include injury or illness. In the event that a student is unable to participate due to the aforementioned issues, modifications should be made to allow the student to participate as much as is allowable and to have the student involved in the class to gain the cognitive components of the lesson.

Students should not be denied physical education as punishment for infractions committed in other classes or kept in class to complete work or to prepare for upcoming examinations. The practice of denying students their physical education time because they do not have school issued physical education uniforms should not be encouraged. The expectations for dress should be that the attire safely allows movement, is comfortable and appropriate for school.

**Time allocation:** Teaching physical education requires adequate time for the acquisition and nurturing of skills, values and attitudes. NASPE (2010) recommends 120 -180 minutes of physical education per week for K-6 students. Other recognized agencies have proposed similar duration for physical education. Taking into account the Saint Lucian context and the competing demands from other disciplines, the **minimum** recommended time allocated per grade in Saint Lucia (with plans to increase in the future) should be as follows:

Grades K-2: 2 thirty minute sessions weekly

Grades 3-6: 2 forty minute sessions weekly

**Assessment:** Assessment serves several purposes. It allows teachers and other stakeholders to determine whether students are meeting the goals and objectives of the program. It provides feedback to students on their strengths and weakness and ways to improve on their performance and it allows teachers to evaluate their teaching. Assessment practices should be centred on the achievement of curriculum outcomes and objectives. Student assessment in physical education should be continuous and ongoing utilizing both formative and summative assessments and should include assessments in all three domains of learning (cognitive, affective and psychomotor).

In addition to utilizing assessment in the different domains (cognitive, affective, psychomotor), a variety of methods should be used to assess students including observation, checklists and rubrics. Students should also be encouraged and taught to self-assess and to assess their peers. Fitness assessments at the appropriate grade levels should also form part of the assessment process and can be used as pre and post tests to determine fitness gains. The FITNESSGRAM: a recognized fitness testing protocol established by the Cooper Institute (2013) has been selected as the fitness assessment to be used in this curriculum. To be effective, students need to have a clear understanding of the assessment process and criteria used. Assessment measures should be valid, meaning they should measure the skill or concept they are supposed to measure and assessment results should be communicated to students and their parents to assist in their learning. Sample assessments in the cognitive, affective and psychomotor domains are provided in Appendix P. An end of term grade report is also included in Appendix Q.

**Professional development for teachers:** Regular and purposeful training relevant to the needs of the physical education teacher should be held to upskill teachers and to apprise them of new developments in the teaching of physical education. Principals need to be apprised as well so as to give positive and effective support to the overall improvements of the programme at the teacher, student, school, staff, and district levels. Professional development activities in the 1<sup>st</sup> and 3<sup>rd</sup> term is an appropriate schedule for the Saint Lucian context as it allows for regular, continuous engagement with the teachers and the opportunity to address concerns and to keep teachers up to date on current issues in the discipline.

**Support and involvement:** Support is fundamental for the success of the physical education program. Support in the forms of financial assistance, time and materials from parents and other stakeholders are vital for the upkeep and maintenance of the physical education program. In the Saint Lucian context, principals need to be the forerunners of that support.

**Teacher evaluation:** physical education teachers need to be supervised and evaluated to determine their strengths and weaknesses and to develop strategies for improvement. This should be an ongoing process throughout the year. Teacher evaluation should focus on areas such as the teachers' knowledge of the subject matter, classroom management skills and instructional planning and presentation skills. Results of the evaluations need to be communicated to the teachers and they should be given sufficient time to improve on identified weaknesses.

**Program evaluation:** The physical education program has to be monitored and evaluated periodically to determine whether it is meeting its objectives. The evaluation should involve input

from relevant stakeholders including principals, teachers, parents and students. The evaluation should involve both quantitative and qualitative measures.

### **General guidelines for teachers**

The following guidelines will help ensure smooth functioning of the physical education class, help maximize time on task, meet objectives, improve the physical education experience for students and teachers and ultimately positively impact student learning.

**Rules and procedures:** The physical education teacher must establish rules and guidelines at the beginning of the school year. This is extremely important as students are constantly moving in physical education and the potential for injury is increased. The rules should be brief, should outline the expected behaviour and should be such that all students can follow. Some general rules for physical education should include listening and following directions, respecting self, others and equipment, displaying sportsmanship, etc. There should also be consequences for breaking the rules and these consequences should be communicated to students. Teachers should administer the rules consistently and should emphasize to students that rules are necessary for them to learn, be safe and have fun in physical education. Whenever possible, the rules should be posted in the physical education area where they can be referred to. If this is not possible, the physical education teacher should collaborate with the classroom teachers to have the physical education rules posted in every class. Classroom teachers should know and enforce the rules as well so as to allow for consistency in compliance to them and for purposes of whole school synergy. The rules and procedures should be revisited at the commencement of every term. At the beginning of the school year it is advisable to send a note to parents informing them of the rules and procedures for physical education class.

**Lesson plans:** A good lesson plan is indispensable to effective teaching. The physical education teacher should have a daily lesson plan. The lesson plan should be clear and concise enough that another teacher can successfully conduct the class in the physical education teacher's absence simply by following the available plan. The lesson plan should include important components such as the objective (s) of the lesson, warm up and cool down routines, equipment used, arrangement of students and detailed instructions for the day's activities. The lesson plans should be produced upon request by principals, curriculum officers or other persons charged with the supervision of physical education teachers. Principals are encouraged to ensure that physical education teachers have their lesson plans available.

**Classroom preparation:** The physical education teacher should ensure that the space to be used, playground, or field, is ready before students arrive. All equipment should be ready for use. The visible equipment in the area serves as an anticipatory set and motivator for students' participation in the class and helps to maximize instructional time. The equipment should be arranged in the best possible location keeping in mind factors such as the direction of the sun and possible obstacles. The physical education area and equipment used should also be inspected before every class to identify and remove possible hazards.

**Class attendance:** Physical education teachers should have a system to record attendance. This is important as teachers should be able to account for every student in their class, particularly when

students have to move from the school compound to nearby facilities (community field, court). Keeping an attendance register helps with assessment and allows teachers to justify the grades which they give to students. Attendance can be taken easily with little disruption to the learning process. Some effective ways to record attendance include:

1. Presenting the attendance register to the classroom teacher to record the absent students before physical education.
2. Appointing a student per class as Attendance Manager.
3. Marking of the attendance register by the physical education teacher while students are warming up.
4. Arranging students in squad lines allows the teacher to easily identify the students who are absent.
5. Asking students for classmates who are absent when they come in or
6. Asking the classroom teacher for absent students when the students are brought to physical education class.

**Demonstration:** Demonstration in physical education is critical for students particularly at the K-6 level and allows the students to form a mental picture of the skill to be performed. The physical education teacher needs to ensure that he/she demonstrates/models every skill that is being taught. In addition to the teacher demonstrating the skill, it is also meaningful for the teacher to allow students in the class to demonstrate the desired skill or behaviour. The physical education teacher should also recognize that his/her behaviour or attitude should reflect what the students are expected to imitate. If the teacher expects the students to dress appropriately or to display sportsmanship or punctuality, the teacher must also demonstrate or display these qualities.

**Forming teams:** As much as possible, teachers should avoid having students select their own partners or teams for activities. This practice can be embarrassing to students who will always get picked last because they are not as skilled as their peers. It also ensures that all the highly skilled players are always on the same teams. It is unsound practice to group students by gender as this may reinforce gender stereotypes. The teacher should encourage group diversity (mixed ability, gender) when establishing partners and teams. Teams should be organized to encourage students to utilize their strengths and weaknesses. Some creative measures to form partners and teams are by using squad lines, by height, by using games such as back to back, shoulder to shoulder etc.

**Appropriate instructional practices:** Skills should progress in a systematic and sequential order so as to allow concepts to flow in a manner that goes from simple to complex, slow to fast, individual to group settings etc. Provide sufficient time for practice of the skill, exploration and self-discovery and evaluation. Practice should be done independently and with small groups. The use of cues allows students to focus on particular components of the skill. The physical education teacher should have a view of all students at all times; the teacher's back should not be toward the students. Time on task is critical to ensure that students do not get bored or disengaged. When planning, teachers need to have a number of activities to allow students sufficient opportunities to practice the skills and to keep them engaged and challenged. NASPE recommends that students be engaged in moderate to vigorous activity at least 50% of the time during physical education class.

A variety of teaching styles should be used to meet the needs of all students. A list of teaching styles is included in Appendix O.

**Feedback:** The importance of feedback in the physical education class cannot be overstated. Feedback should be immediate, specific, corrective and regular to assist in teacher and pupil evaluation of skills. This will also help with improving the students' overall development. Students sometimes have their own language and forms of communication which allow them to get their messages across more effectively than the teacher. As a result, the teacher should encourage students to provide feedback to their peers, provided that they do so in a positive and appropriate manner.

**Leadership skills:** Teachers should provide an avenue for students to develop and demonstrate leadership skills. There are many opportunities available for students to foster these behaviours in physical education. The teacher can assign roles to students such as warm up leader, equipment technician to help set up or take down equipment, officials during games, attendance manager to take attendance, to mentor a new student etc. These activities in addition to developing leadership skills, also develops students' self-confidence and self-esteem. There are many options available for students to develop and demonstrate leadership skills and the physical education teacher should make use of these opportunities.

**Social skills:** In addition to the leadership skills being taught, students need to demonstrate other socially acceptable behaviours at all times. The teacher needs to stress the importance of appropriate behaviour during physical activity. Students need to be taught to respect individuals of different abilities and backgrounds, to accept their strengths and work to develop their weaknesses, to congratulate their opponents and to generally demonstrate good sportsmanship. The teacher should immediately discourage any forms of taunting, bullying or reinforcing of stereotypes and use these opportunities as teachable moments. The physical education classroom should be a place where students feel safe, where they can feel free to express themselves and take risks without the fear of being ridiculed.

**Teaching a balanced curriculum:** Physical education teachers need to ensure that they do not only teach to their strengths but that they teach a balanced curriculum which caters to the needs of all students. If there is a concept or skill with which the teacher has difficulty, it is the responsibility of the teacher to seek help in teaching that skill. That help may come in the form of additional training or professional development to improve skills or the use of resource persons to teach the skill until the teacher acquires the necessary training. Students should not be subjected to learning only the skills which the teacher feels comfortable teaching as they have different skills, strengths and passions. Students should be exposed to a balanced curriculum to develop holistically, to remain motivated and interested in physical education and to find activities to engage in throughout life.

**Technology:** The use of technology in physical education is a valuable tool that can help enhance teaching and learning. The use of simple tools such as pedometers can help students track their steps to determine their level of engagement in class. The use of instructional videos to observe the correct execution of certain skills can also be helpful. While the viewing of videos in physical



education can be a valuable tool, it is not a practice that should be frequently used. When technology is used in physical education it should be done with the purpose of enhancing the class or meeting a specific objective, it should not be used as a replacement for class. A major goal of physical education should be to keep students moving and active and the use of technology should support that objective.

**Integration:** Physical education offers opportunities for integration of other subjects such as mathematics, language and geography without taking away from the movement focus of physical education. Physical education teachers would do well to collaborate with the regular classroom teachers to determine how they could integrate what the students are learning in the regular classroom in physical education. Students will derive wonderful benefits from this collaborative nature.

**Inclusion:** When possible, students with disabilities who are mainstreamed into the regular school should have an opportunity to participate in physical education. These students should have an opportunity to obtain the benefits of physical education just like students without disabilities. With a little creativity, the physical education teacher can help ensure success in physical education for these students. Simple modifications of games and equipment can significantly enhance the experience for these students. When working with students with visual impairments some strategies include using other students as guides, designating boundaries using ropes, giving clear directions with the use of descriptive words, removing dangerous obstacles and allowing the students opportunities to become familiar with the play area. When working with students who have hearing impairments the teacher should first determine the student's preferred method of communication (reading lips, etc.), then employ strategies such as facing the student when talking, standing close to the student when giving directions, reducing background noise and using demonstration. Students with other physical or intellectual disabilities can be included with various modifications in games and equipment or the use of other effective strategies. It would be necessary to get clearance from a medical professional detailing what activities students with disabilities can engage in. It may also be necessary to have another teacher present to assist the student.

**School community:** The physical education teacher is sometimes seen as apart from the rest of the school staff. The physical education teacher sometimes operates in isolation as there is often only one physical education teacher at a school, and sometimes physical education is conducted away from the rest of the school (on a field, community court etc.). The physical education teacher can help ensure that he/she is an active member of the school community by attending staff meetings, submitting lesson plans, attending parent conferences and school activities held for staff members. The physical education teacher is an integral part of the school community and needs to operate as such.

## **Child safeguarding**

Physical education teachers like all persons who work directly with children must be aware of child safeguarding issues for their protection and the protection of their students. Child safeguarding issues are more heightened in physical education settings due to the nature of the

discipline. Quite often in physical education, teachers will initiate physical contact with a student to assist with the proper execution of skills. While this is an unavoidable part of the job, teachers need to exercise caution when making contact with students and should use strategies to ensure that their instructional techniques are not misconstrued by the student or others. The nature of the discipline also allows teachers to make certain observations such as bruises or unexplained injuries which may require further inquiry. In the Saint Lucian context, many physical education teachers also serve as coaches and will need to be mindful of child safeguarding issues particularly when it comes to competitive situations. Teachers should not place undue pressure or stress on students during competitions. Physical education teachers need to understand their roles and responsibilities when it comes to child safeguarding to help ensure that the physical education environment is a safe place for them and their students where the physical, emotional and social needs are met.

Some common sense guidelines to protect teachers and students when it comes to child safeguarding include:

1. Ensure all interactions with students are conducted in full view of others.
2. Avoid all unnecessary contact with students.
3. Observe school guidelines when disciplining students.
4. Only use appropriate language when interacting with students.
5. Avoid or limit contact with students over social media.
6. Ensure there is proper supervision of students after school activities.
7. Be aware of harmful situations and follow policies for reporting suspected child neglect and abuse.
8. Observe all safety requirements for the various activities.
9. Participate in a basic First Aid training course and stay updated.
10. Provide a safe and fun environment.
11. Treat all children equally with respect, dignity, and fairness.

## Scope and Sequence

Legend	
I	Introduce
D	Develop
R	Reinforce

Standard 1: Apply concepts and principles for the development and performance of motor skills							
Content	Grades						
	K	1	2	3	4	5	6
<b>Spatial Awareness</b>							
Personal Space	I	D	D	R	R	R	R
General Space	I	D	D	R	R	R	R
Levels of Space	I	D	D	R	R	R	R
<b>Pathways</b>	I	D	D	R	R	R	R
Directions	I	I	D	R	R	R	R
<b>Body Awareness</b>	I	D	D	R			
<b>Balance</b>							
Static Balance	I	D	D	R	R	R	R
Dynamic Balance	I	D	D	D	D	R	R
<b>Effort</b>							
Speed	I	D	D	R	R	R	R
Force	I	I	D	R	R	R	R
<b>Relationships</b>							
Body parts	I	ID	D	R	R	R	R
Objects	I	ID	D	R	R	R	R
People	I	ID	D	R	R	R	R
<b>Locomotor Skills</b>							
Walk	ID	D	R	R	R	R	R
Run	ID	D	R	R	R	R	R
Gallop		I	D	R	R	R	R
Jump	ID	D	R	R	R	R	R
Dodge			I	A	R	R	R
Skip		I	D	R	R	R	R
Hop		I	D	R	R	R	R
Leap			I	D	R	R	R
Chase, flee		ID	D	D	R	R	R
Rhythms	I	ID	D	D	R	R	R
<b>Non- locomotor Skills</b>	I	ID	D	R			
Push, pull, stretch, twist, bend, sway, rock, collapse, spin	I	ID	ID	R	R	R	R
<b>Manipulative Skills</b>							
Roll	I	ID	D	D	R	R	R
Bounce	I	ID	D	D	D	R	R

Throw (under/overarm)	I	ID	D	D	R	R	R
Catch	I	ID	D	D	R	R	R
Trap		I	D	D	D	R	R
Kick		I	D	D	D	R	R
Dribble (hand)				I	D	D	D
Dribble (foot)				I	D	D	D
<b>Content</b>	<b>Grades</b>						
	K	1	2	3	4	5	6
Strike (one and two handed)			I	D	D	R	R
Strike (short handled implements)	I	I	D	D	R	R	R
Strike (long handled implements)			I	ID	D	R	R
Skills with equipment (hoops, ropes, etc.)	I	I	ID	D	D	R	R
<b>Rhythms</b>							
Activity songs	I	I	ID				
Folk dances				I	ID	R	R
<b>Modified Sports</b>							
Netball				I	D	D	R
Football				I	D	D	R
Basketball				I	D	D	R
Volleyball				I	D	D	R
Cricket				I	ID	D	D
Athletics			I	D	D	D	D
Swimming	I	ID	D	D	D	D	D
<b>Physical Capacities</b>							
C.V Endurance			I	ID	D	R	R
Flexibility	I	ID	D	D	R	R	R
Strength		I	ID	ID	R	R	R
Agility	I	ID	D	D	D	R	R
Balance	I	ID	D	D	R	R	R
Coordination	I	ID	D	D	D	R	R
Reaction Time	I	ID	D	D	D	R	R
Speed			I	ID	D	D	D
Power				I	D	D	D
<b>Standard: 2: Exhibit Personal and Social Behavior</b>							
Work cooperatively with others to achieve a common goal				ID	D	R	R
Demonstrate the ability to work with others while respecting individual differences			I	D	D	R	R
<b>Content</b>	<b>Grades</b>						
	K	1	2	3	4	5	6
Participate with cooperation, sportsmanship and self-control in physical activities	I	ID	D	D	D	D	D
Demonstrate fair play, respect for others, officials and authority	I	ID	D	D	D	D	D

Demonstrate the ability to solve and manage conflict			ID	D	D	D	D
Participate actively							
<b>Standard 3: Achieves and maintains a health-enhancing level of physical fitness and well-being</b>							
Explain the benefits of physical activity	I	ID	D	D	D	R	R
Participate in regular physical activity	I	ID	D	D	D	R	R
Identify physical activities that can be done for enjoyment	I	ID	D	D	D	R	R
Describe the physiological changes in the body as a result of physical activity	I	I	D	D	D	R	R
Locate the various parts of the body and describes their functions	I	I	D				
Describe the structure and function of the major body systems				I	D	R	R
Explain the role of the physical activity in improving the function of the major body systems				I	ID	R	R
Identify healthy lifestyle practices	I	I	ID	D	D	R	R
Identify the components of health and skill related fitness				I	D	R	R
Participate in activities to develop the components of health and skill related fitness	I	ID	D	D	D	R	R
Assess fitness levels				I	D	D	D
Describe and applies the FITT principle						I	ID
Identify healthy nutrition habits	I	I	D	D	D	R	R
Identify the safe use of medicines	I	ID	D				
Explain the effect of legal and illegal substances on the body				I	D	R	R
Identifies healthy hygiene practices	I	ID	D	R	R	R	R
<b>Content</b>	<b>Grades</b>						
	K	1	2	3	4	5	6
Describe the role of physical activity in disease prevention and management				I	ID	R	R
Explain the role of physical activity in reducing and managing stress				I	ID	R	R
<b>Standard 4: Exhibit Safety principles and practice</b>							
Stop on signal	I	ID	D	D	R	R	R

Use equipment within personal space safely	I	ID	D	D	R	R	R
Recognize and follow rules and procedures during physical activities	I	ID	D	D	R	R	R
Observe and demonstrates knowledge of safety practices to avoid injury during physical activity		IA	D	D	R	R	R
Demonstrate knowledge of care of simple injuries				I	D	D	D
Apply safety procedures to reduce injury when participating in physical activity				ID	D	D	D

## Suggested Scope and Sequence breakdown

Term	K-1	2	3-4	5-6
<b><u>One</u></b>  <i>Typically 15 sessions</i>	Rules and procedures. Moving and stopping on signal. Spatial awareness (personal, general, levels of space). Body awareness (identifying parts of the body, making shapes, transfer of weight, etc.). Balance. Non- locomotor skills. Specific locomotor skills. Pathways.	Rules and procedures. Moving and stopping on signal. Spatial awareness (personal, general, levels of space). Body awareness. Balance. Non- locomotor skills. Specific locomotor skills. Pathways. Directions. Low organized games.	Rules and procedures. Fitness testing. Locomotor skills. Manipulative Skills-jump ropes, hoops/juggling scarves etc. Low organized games.	Rules and procedures. Fitness testing. Sports skills (football, netball/tennis). Refer to MYDS calendar to help determine sports skills focus.
<b><u>Two</u></b>  <i>Typically 12 sessions</i>	Rules and procedures. Locomotor skills. Effort and relationships (over, under, around, etc.). Directions (forward, backward etc.). Manipulative skills-rolling, bouncing, catching, throwing. Rhythms.	Rules and procedures. Specific locomotor skills. Effort and relationships. Directions (left, right etc.). Manipulative skills-rolling, catching, throwing, hoops. Athletic Skills. Rhythms.	Rules and procedures. Locomotor skills. Manipulative skills-throwing catching, dribbling, ball skills. Athletics-Running, jumping, throwing skills.  Rhythms.	Rules and procedures. Sports skills (athletics, basketball). Refer to MYDS calendar to help determine sports skills focus.  Rhythms.
<b><u>Three</u></b>  <i>Typically 11 sessions</i>	Rules and procedures. Locomotor Skills. Manipulative skills-Striking, kicking.  Low organized games.	Rules and procedures. Locomotor Skills. Manipulative skills-kicking, striking, jump ropes.  Low organized games.	Rules and procedures. Locomotor Skills. Fitness testing. Manipulative skills-striking, kicking.  Low organized games.	Rules and procedures. Fitness testing. Sports skills (cricket, volleyball, /swimming). Refer to MYDS calendar to help determine sports skills focus.

K



## Grade: K: MOVEMENT CONCEPTS

### Standard 1: Apply concepts and principles for the development and performance of motor skill

#### Outcomes:

Apply movement concepts to a variety of loco motor and body management skills.

Perform non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices.

Demonstrate social and interpersonal skills while participating in Physical Education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Describe and identify personal and general space.  Move safely in personal and general space.  Identify levels of space.  Place the parts of the body at different levels of space.  Move in different directions and pathways safely.  Move at different speeds.  Understand the relationships of body parts.  Understand the relationships with people.  Understand the relationships with objects.  Stop on signal.  Use and share equipment within personal space safely. Participate in cooperative play	<b>Personal space</b> <b>General space</b> <b>Levels of space</b> <u>Low level</u> <u>Medium level</u> <u>High level</u>  <b>Pathways</b> <u>Straight</u> <u>Diagonal</u> <u>Curved</u> <u>Zig zag</u> <b>Directions</b> Forward/backward Right/left Up/down <b>Relationships of the body to:</b> <b>Objects</b> <b>Individuals</b> <b>Groups</b> Relationships to space Near/far Behind/in front of/alongside Leading/following Advancing/retreating <b>Qualities of movement</b> Time/speed: quickly/slowly Force: heavy/light	Provide a variety of opportunities for students to explore movement in personal and general space, at different levels, and using different pathways and directions.  Vary the size of the general space allowing students to modify their movements to travel safely.  Obstacle courses are a great activity to explore relationships with objects and people. These concepts should be reinforced at all times because they are important in ensuring safe movement experiences for all students.  Emphasize the importance of maintaining personal space at all times. Remind students of the need to observe safety rules and to cooperate with others. Adapt rules, equipment etc. to accommodate students with disabilities.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Warm up activities Tag games Obstacle courses Low organized games Rhythmic activities	Teacher observation Teacher/Student feedback Skills checklist	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: K: BODY AWARENESS

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Display awareness of the basic structures and functions of the human body.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices.

Demonstrate social and interpersonal skills while participating in Physical Education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Name and locate major parts of the body.  Explain briefly the function of the major parts of the body.  Describe the impact of physical activity on the various body parts.  Move the body in various ways.  Explain how to care for the body.  Stop on signal.  Use and share equipment within personal space safely.	Major parts of the body: head, shoulders, knees, heart, etc.)  Function of the major parts of the body: Eyes to see, ears to hear etc.  Physical activity strengthens the parts of the body allowing them to work well  Caring for the body: proper hygiene, proper nutrition, observing safety rules etc.	Use a variety of games and activities that would allow students to name and locate the major parts, balance on the different parts of the body and make shapes with the body. Ensure that students use the correct names for the parts of the body.  Have students provide a basic description of the impact of physical activity on the different body parts and identify ways to care for the body.  Collaborate with the art and music teacher to identify activities that can be done in art and music class to reinforce what is being learned in physical education.  Modify lessons to accommodate students with disabilities when necessary.
<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>References</b>
Songs Tag games Movement stories Warm up activities Simon Says	Teacher Observation Student feedback Draw and label the major parts of the body	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education. Allen, E; Charlton, V; Taylor, J. (2009). <i>Physical Education for primary schools</i> . University of the West Indies.

## Grade: K: MOVEMENT-LOCOMOTOR SKILLS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in Physical Education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Perform basic locomotor skills (walk, run) independently and with a partner.</p> <p>Perform locomotor skills at different levels and pathways and in different directions safely.</p> <p>Discuss the changes in the body when participating in moderate to vigorous physical activity.</p> <p>Use and share equipment within personal space safely.</p> <p>Participate in cooperative play.</p>	<p><b>Locomotor skills:</b> skills that involve travelling from one point to another</p> <p><b>Walk</b> Toes pointed straight ahead, natural arm movement in opposition to legs, head up, eyes forward</p> <p><b>Run</b> Both feet briefly leave the ground, balls of the feet used in sprinting, arms move in opposition to legs</p> <p>Changes in the body during moderate to vigorous physical activity: heart rate increases, body temperature increases, sweating etc.</p>	<p>Introduce each skill with discussion of the mechanics of the skill, such as weight transfer and arm-leg opposition.</p> <p>Have students perform the skills at different levels, pathways, in different directions, at different speeds, with and without music, independently, with a partner and with a group when possible. Participate in a variety of games and activities to practice the skills.</p> <p>Allow students to identify changes which occur during physical activity and give a brief explanation for those changes.</p> <p>Allow students to progress from slow movements to faster movements when they become more proficient.</p> <p>Ensure that students maintain their personal space.</p> <p>Remind students of safety rules and procedures and the need to cooperate with others.</p> <p>Modify lessons to accommodate students with disabilities.</p>
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Warm up activities Relays Low organized games Rhythmic activities Obstacle courses	Teacher Observation Teacher/Student feedback Skills checklist	<p>Alberta Learning (2000). <i>Physical Education Guide to Implementation K-12</i>. Retrieved from <a href="http://ednet.edc.gov.ab.ca/physicaleducationonline">http://ednet.edc.gov.ab.ca/physicaleducationonline</a></p> <p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.</p>

## Grade: K: MOVEMENT-NON- LOCOMOTOR SKILLS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-loco motor, locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in Physical Education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Describe non-locomotor skills.  Identify and perform a variety of non-locomotor skills.  Balance on various body parts.  Balance objects using various body parts.  Stop on signal.  Use and share equipment within personal space safely. Participate in cooperative play.	Non- locomotor skills: skills which do not involve travelling from one point to another.  Push    Pull    Twist Rock    Sway    Balance Bend    Stretch    Sway  <b>Balance:</b> the ability to retain the centre of mass above the base of support  <u>Static balance</u>	Begin each skill with an explanation and demonstration.  Allow students to perform various non-locomotor skills in a variety of activities independently, with a partner and a group when possible.  Emphasize to students that a wider base of support results in better balance.  Allow students to balance on various body parts and to balance various objects on various parts of the body.  Remind students to observe safety rules and guidelines and to cooperate with others.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessment	References
Perform a variety of pushing, pulling twisting, rocking and stretching activities. Walk along the edge of a drain. Balance objects on a racket while walking. Balance on one foot then the other. Create combinations of non-locomotor movements.	Teacher Observation Teacher/Student feedback Skills Checklist Self-Evaluation/Reflection: Assess personal attitude and effort throughout the theme. Peer Evaluation: Critically analyze the performance of another classmate.	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: K: MOVEMENT-MANIPULATIVE SKILLS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of loco motor and body management skills.

Perform non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in Physical Education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Perform the manipulative skills of throwing, catching, kicking, striking, rolling and bouncing.  Catch, throw, strike, kick and roll objects of various sizes and shapes.  Perform manipulative skills using a variety of implements.  Perform manipulative skills independently, with a partner and group.  Stop on signal.  Use and share equipment within personal space safely.  Participate in cooperative play.	Catch Throw <u>Underhand throw</u> <u>Overhead throw</u> Kick Strike Roll Bounce	When introducing catching and throwing skills use big, slow balls like beach balls and other soft balls until students become comfortable with the skill.  Have students begin throwing to large targets and gradually increase the distance from the target then decrease the size of the object being thrown.  First focus on the technique involved rather than the accuracy of performance. Give students verbal cues. Allow students to explore manipulative skills using a variety of objects (balls, beanbags, juggling scarves, hoops, wands, jump ropes etc.).  Provide opportunities to participate in a number of modified games and activities.  Remind students to observe safety rules and procedures and to cooperate with their teammates. Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessment	References
Warm up activities Relays Independent and group practice Use a variety of manipulatives of all shapes, sizes and textures Practice using a variety of modified games	Teacher Observation Checklist Self-Evaluation/Reflection Peer Evaluation	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education

## Grade: K: MOVEMENT-RHYTHMS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in Physical Education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Demonstrate moving to a beat using basic locomotor and non-locomotor rhythmic patterns.</p> <p>Participate in activity songs that include rhythmic patterns.</p> <p>Stop on signal.</p> <p>Use and share equipment within personal space safely.</p> <p>Participate in cooperative play.</p>	<p><b>Rhythm</b> is the basis of dance and music. It includes creative movement, basic dance steps, folk and ethnic dances.</p> <p>Rhythm expresses movement with or without music. Most physical activities contain elements of rhythm including simple tasks such as inhaling and exhaling.</p> <p>Simple performance cues often have an element of rhythm.</p>	<p>Use as many opportunities as possible to use music in the classroom. This could easily be done during warm up activities, during the main lesson or as the focus of the lesson.</p> <p>Allow students to move to a beat by clapping, stomping, swaying or through other expressive movement. Allow students to listen to a rhythm and repeat that rhythm. Lummi sticks are great to use to allow students to repeat a rhythm.</p> <p>Allow students to create their own rhythms.</p> <p>Collaborate with the music teacher to identify songs with expressive movements that students can perform in Physical Education.</p> <p>Remind students of safety rules and procedures and the need to cooperate with their classmates.</p>
Suggested Activities	Suggested Assessment	References
<p>Use basic rhythm patterns with non-locomotor movements e.g. tapping, clapping, swaying and stomping.</p> <p>Use basic rhythm patterns with locomotor movements e.g. walking, marching and skipping.</p> <p>Perform activity songs such as Tony Chestnut, Hokey Pokey etc.</p>	<p>Teacher observation</p> <p>Teacher/Student feedback</p>	<p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education</p>

## Grade: K: BEHAVIOUR

### Standard 2: Responsible and Personal Social Behaviour

#### Outcomes:

Demonstrate social skills in interaction with each other.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety procedures.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Use appropriate communication techniques when interacting with others.  Participate in cooperative play.  Demonstrate the ability to work with others while respecting individual differences.  Participate with cooperation, sportsmanship and self-control in physical activities.  Demonstrate the ability to solve and manage conflict.  Demonstrate fair play, respect for others, officials and authority.	Communication: verbal and non- verbal  Cooperation: share equipment  Sportsmanship: attitude towards winning and losing etc.  Positive Work Ethic: task completion etc.  Cultural and Environment Awareness: acceptance of others of varying ability	Responsible personal and social behavioural skills need to be practiced daily.  Provide a variety of opportunities for students to participate in activities which lead to the display of behaviours and attitudes that include good communication skills, team work, time management, fair play, values, leadership etc.  Take opportunities to recognize students who display these qualities.  Modify lessons to accommodate students with disabilities.
<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>References</b>
Songs Tag games Movement stories Warm up activities Pair work Cooperative games Dramatizations	Teacher Observation Teacher/Student feedback	Drakes, G; Graham, C; Fuller, M; Jenkins, B. (2011). <i>Health and family life education, student's book1</i> . Macmillan.  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education

**Grade: K: NUTRITION****Standard: 3 Achieve and maintain a health-enhancing level of physical fitness and well-being****Outcomes:****Make appropriate food choices as it relates to performance in physical activities.**

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety procedures.

Demonstrate social and interpersonal skills while participating in physical education activities.

<b>Objective (s)</b>	<b>Content</b>	<b>Suggestions for teaching and learning</b>
<b>Students will be expected to:</b>  Give a basic explanation of the role of food to health and development.  Categorize food sources (from plants and animals).  Identify healthy and unhealthy foods.  Participate in activities to reinforce the role of nutrition on overall health.  Stop on signal.  Use and share equipment within personal space safely.  Participate in cooperative play.	Food provides the energy individuals need to perform basic life activities.  Foods from animals  Foods from plants   Unhealthy foods: high sugar, high salt, high fat foods etc.	Remind students that food is necessary for healthy growth and development.  Discuss the foods students eat regularly, their favorite foods and foods they don't like.  Have pictures/representations of different foods. Allow students to group foods as foods from plants and animals.  Explain the importance of food to physical activity.  Use locomotor games and activities such as relays to help students categorize foods and group them according to their sources.  Collaborate with the health and family life teacher (s) or classroom teacher and music teacher to identify activities which can be used in both PE and the regular classroom to teach proper eating and nutrition.  Remind students of the importance of following safety rules and cooperating with their classmates.
<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>References</b>
Relays Songs Stories Nutrition games	Teacher observation Teacher/Student feedback	Caribbean Association of Home Economics. (2002). <i>Home Economics in Action. Book 1</i> . Heinemann International.



## Grade: K: PERSONAL FITNESS

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Participate in activities to develop each component of health-related fitness.  Participate in activities to develop balance and coordination.  Identify changes in the body as a result of physical activity.  Stop on signal.  Use and share equipment within personal space safely.  Work cooperatively with others.	<b>Health-related fitness</b> Cardiovascular endurance Muscular strength Muscular endurance Flexibility Body Composition <b>Skill related fitness:</b>  <b>Balance:</b>  <u>Static balance</u>  <u>Dynamic balance</u>  <b>Coordination:</b> ability to use two or more body parts together  <b>Agility</b>  <b>Reaction time</b>	Incorporate as many of the components of fitness as possible in each lesson by allowing students to participate in activities which would develop each component of fitness.  Remind student of the component of fitness they are developing for example, during warm up activities which involve stretching, remind students they are working on their flexibility.  When doing exercises to develop balance, it is paramount that the students begin using large surface areas to practice. The surface area should gradually be reduced as the students begin to gain more control over their bodies. Emphasize to students that it is important to develop each component of fitness for overall health.
<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>References</b>
Relays Circuits Warm Up Activities Slalom between cones Agility ladder Change directions after a stimulus Walk, in different ways, over a beam or a similar structure Juggling scarves Stork stand	Teacher observation Teacher/Student feedback	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.  Allen, E; Charlton, V; Taylor, J. (2009). <i>Physical Education for primary schools</i> . University of the West Indies.

## Grade: K: HEALTHY LIFESTYLES

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  List some benefits of participating in physical activity.  Identify activities that can be done for fun at home and school.  Describe basic changes in the body as a result of physical activity.  Practice personal hygiene and other healthy lifestyle activities through movement activities.  Stop on signal.  Use and share equipment within personal space safely.  Work cooperatively with others.	<b>Benefits of physical activity:</b> To relieve stress, to increase fitness, for enjoyment, for health etc.  <b>Changes in the body as a result of physical activity:</b> Heart rate increases, body temperature increases etc.  <b>Personal hygiene and other lifestyle practices:</b> Wash hands before eating, after using the rest room, after handling dirty surfaces, after playing with pets, wearing clean clothes including socks, showering after physical activity, balanced diet, daily physical activity etc.	Allow students to identify some of the benefits of participating in physical activity and opportunities for daily participation in physical activity.  Allow students to participate in a number of movement games and activities and have them describe the body's response to the activity.  Discuss healthy lifestyle activities including personal hygiene and how they relate to physical activity.  Remind students to observe safety rules and procedures and to work cooperatively with others.  Modify lessons to accommodate students with disabilities.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Warm up activities Simple games Dramatizations Role play Circuits	Teacher observation Teacher/Student feedback	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.

**Grade: K: HEALTHY LIFESTYLES-SUBSTANCE USE AND ABUSE****Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being****Outcomes:**

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

<b>Objective (s)</b>	<b>Content</b>	<b>Suggestions for teaching and learning</b>
<b>Students will be expected to:</b>  Identify common medicines.  List rules for taking medicines safely.	Common medicines include: cough syrup, pain medication etc.  Rules for taking medicines include: Having medicines given by a parent or authorized adult, taking only the prescribed amount for the prescribed time, taking medicines prescribed for the individual, not mixing medicines etc.	Lead students into a discussion about what they do when they are not feeling well. The discussion will lead to a conversation about taking medicines. Allow students to list common medicines and remind them of the persons who can legally distribute medicines and list the rules for taking medicines safely.  Have students participate in a variety of games and activities to reinforce the concept and meet the stated objectives.  Collaborate with the health and family life teacher or classroom teacher to identify activities that can be done in the classroom and in PE to reinforce the concept.  Modify lessons to accommodate students with disabilities.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Relays Role play Songs	Teacher observation Teacher/Student feedback	Medicines in my home. <a href="http://www.fda.gov">www.fda.gov</a> .

## Grade: K: SAFETY

### Standard 4: Exhibit safety principles and practice

#### Outcomes:

Work independently and with others while following rules and safety practices.

Perform locomotor, non-locomotor and manipulative skills.

Demonstrate social skills in interaction with each other.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Stop on signal.  Use equipment within personal space safely.  Identify and practice personal safety habits during physical activity.  Identify appropriate and inappropriate interactions during physical activity.  Recognize and follow rules and procedures during physical activities.  Work cooperatively with others.	Stopping on signal: necessary to get information quickly or to attend to emergency situations etc.  Equipment safety: use of appropriate equipment, use of equipment in the manner intended etc.  Rules and procedures necessary for safety.  Personal safety: limiting sun exposure, hydration, warm up, cool down.  Inappropriate interactions include: inappropriate touching, words, putdowns etc. from classmates and adults	Discuss the importance of safety with students and allow them to identify potential problems that could occur if safety is ignored. Emphasize the importance of stopping on signal.  Discussions about safety should be done at the beginning of the school year and throughout the year.  Discuss inappropriate behaviours from adults and classmates and why these behaviours are inappropriate.  Allow students to participate in activities with a focus on observing safety rules and procedures.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessments	References
Songs Tag games Movement stories Warm up activities Dramatizations Discussions	Teacher Observation	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.  Lai, G. (2013). <i>PE 1-2-3</i> . Caribbean Education Publishers, San Fernando, Trinidad.

# Grade 1

## Grade: 1: MOVEMENT CONCEPTS

### Standard 1: Apply concepts and principles for the development and performance of motor skill

#### Outcomes:

Apply movement concepts to a variety of loco motor and body management skills.

Perform non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Describe and identify personal and general space.  Move safely in personal and general space.  Identify and move at different levels of space levels of space.  Move in different directions and pathways safely.  Move at different speeds.  Understand the relationships of body parts.  Understand the relationships with people.  Understand the relationships with objects.  Stop on signal.  Use and share equipment within personal space safely.  Participate in cooperative play.	<b>Personal space</b> <b>General space</b> <b>Levels of space</b> <u>Low level</u> <u>Medium level</u> <u>High level</u>  <b>Pathways</b> <u>Straight</u> <u>Diagonal</u> <u>Curved</u> <u>Zig zag</u>  <b>Directions</b> Forward/backward Right/left    Up/down Clockwise/anticlockwise <b>Relationships of the body to:</b> <b>Objects</b> <b>Individuals</b> <b>Groups</b> Relationships to space Near/far Behind/in front of/alongside Leading/following Advancing/retreating <b>Effort</b> Fast/slow	Provide a variety of opportunities for students to explore movement in personal and general space, at different levels, and using different pathways and directions.  Obstacle courses are a great activity to explore relationships with objects and people. These concepts should be reinforced at all times because they are important in ensuring safe movement experiences for all students.  Emphasize the importance of maintaining personal space at all times.  Remind students of the need to observe safety rules and to cooperate with others.  Modify lessons to accommodate students with disabilities.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Warm up activities Tag games Obstacle courses Low organized games Rhythmic activities	Teacher observation Teacher/Student feedback Skills checklist	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education

## Grade: 1: BODY AWARENESS

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Display awareness of the basic structures and functions of the human body.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety procedures.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Name and locate major parts of the body.  Describe briefly the function of the major parts of the body.  Demonstrate how the various parts of the body can move.  Make a variety of shapes, balance on a combination of body parts and transfer weight.  Explain how to care for the body.  Describe the impact of physical activity on the various parts of the body.  Stop on signal.  Use and share equipment within personal space safely.  Participate in cooperative play.	Major parts of the body: head, shoulders, knees, heart, etc.)  Function of the major parts of the body: Eyes to see, ears to hear etc.  Physical activity strengthens the parts of the body allowing them to work well  Caring for the body: proper hygiene, proper nutrition, observing safety rules etc.	Use a variety of games and activities that would allow students to name and locate the major parts, balance on the different parts of the body. Ensure that students use the correct names for the parts of the body.  Collaborate with the art teacher or regular classroom teacher to allow students to draw and label the parts of the body in class.  Collaborate with the music teacher to allow students to perform songs which deal with identification of the parts of the body which can be used in Physical Education.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessments	References
Tag games Movement stories Warm up activities Simon Says	Teacher Observation Student feedback Draw and label the major parts of the body	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: 1: MOVEMENT-LOCOMOTOR SKILLS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor, locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Perform locomotor skills (walk, run, jump hop, gallop) independently, with a partner or group.  Perform locomotor skills at different levels, speeds, pathways and directions, with and without implements.  Use locomotor skills in lead up games and activities.  Stop on signal.  Use and share equipment within personal space safely.  Participate in cooperative play.	Walk Run Jump Skip Hop Gallop Slide	<p>Introduce each skill with discussion of the mechanics of the skill, such as weight transfer and arm-leg opposition.</p> <p>Have students perform the skills at different levels, pathways, in different directions, at different speeds, with and without music, independently, with a partner and with a group when possible. Progress from slow movements to faster movements.</p> <p>Engage students in a number of movement games and activities to practice.</p> <p>Allow students to identify changes which occur in the body during moderate to vigorous physical activity and give a brief explanation for those changes.</p> <p>Remind students of safety rules and procedures and the need to cooperate with others.</p>
Suggested Activities	Suggested Assessment	References
Warm Up activities Rhythmic activities Low organized games Obstacle courses Relays	Teacher Observation Teacher/Student feedback Skills Checklist.	<p>Alberta Learning (2000). <i>Physical Education Guide to Implementation K-12</i>.</p> <p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.</p>



## Grade: 1: MOVEMENT-NON- LOCOMOTOR SKILLS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor, locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Give a definition for non-locomotor skills.  Identify and perform a variety of non- locomotor skills.  Balance on various body parts.  Balance objects using various body parts.  Stop on signal.  Use and share equipment within personal space safely.  Participate in cooperative play.	Non-locomotor skills: skills which do not involve travelling from one point to another. Push Pull Twist Rock Sway Balance Bend Stretch  <b>Balance:</b> the ability to retain the centre of mass above the base of support  <u>Static balance</u>	Begin each skill with an explanation and demonstration. Allow students to perform various non-locomotor skills in a variety of activities independently, with a partner and a group when possible.  Emphasize to students that a wider base of support results in better balance.  Allow students to balance on various body parts and to balance various objects on various parts of the body.  Remind students to observe safety rules and guidelines and to cooperate with others.
Suggested Activities	Suggested Assessment	References
Walk heel to toe on a straight line Walk along the edge of a drain Balance objects on a racket while walking Balance on one foot then the other	Teacher Observation Teacher/Student feedback Skills Checklist Self-Evaluation/Reflection: Assess personal attitude and effort throughout the theme. Peer Evaluation: Critically analyze the performance of another classmate.	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: 1: MOVEMENT-MANIPULATIVE SKILLS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Perform the manipulative skills of throwing, catching, kicking, striking, rolling, bouncing and dribbling.  Catch, throw, strike, kick and roll objects of various sizes and shapes.  Perform manipulative skills using a variety of objects including short and long handled implements.  Perform manipulative skills independently, with a partner and group.  Stop on signal.  Use and share equipment within personal space safely.  Participate in cooperative play.	<b>Catch</b> <b>Throw</b> <u>Underhand throw</u> <u>Overhead throw</u> <b>Kick</b> <b>Strike</b> <b>Roll</b> <b>Bounce</b> <b>Dribble</b>	When introducing catching and throwing skills use big, slow balls like beach balls and other soft balls until students become comfortable with the skill.  Have students begin throwing to large targets and gradually increase the distance from the target and decrease the size of the object being thrown.  First focus on the technique involved rather than the accuracy of performance. Give students verbal cues. Allow students to explore manipulative skills using a variety of objects (balls, beanbags, juggling scarves, hoops, wands, jump ropes etc.).  Provide opportunities to participate in a number of modified games and activities. Remind students to observe safety rules and procedures and to cooperate with their teammates.
Suggested Activities	Suggested Assessment	References
Warm up activities Relays Independent and group practice Use a variety of manipulatives of all shapes, sizes and textures Practice using a variety of modified games	Teacher Observation Teacher/Student feedback Skills Checklist Self-Evaluation/Reflection Peer Evaluation:	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education

## Grade: 1: MOVEMENT-RHYTHMS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non- locomotor skills.</p> <p>Perform the steps for simple activity songs.</p> <p>Identify the effects of movement on the body.</p> <p>Stop on signal.</p> <p>Use and share equipment within personal space safely.</p> <p>Participate in cooperative play.</p>	<p><b><u>Rhythm</u></b> is the basis of dance and music. It includes creative movement, basic dance steps, folk and ethnic dances.</p> <p>Rhythm expresses movement with or without music. Most physical activities contain elements of rhythm including simple tasks such as inhaling and exhaling. Simple performance cues often have an element of rhythm.</p>	<p>Use as many opportunities as possible to use music in the classroom. This could easily be done during warm up activities, during the main lesson or as the focus of the lesson.</p> <p>Allow students to move to a beat by clapping, stomping or through other expressive movement. Allow students to listen to a rhythm and repeat that rhythm. Lummi sticks are great to use to allow students to repeat a rhythm. Allow students to create their own rhythms.</p> <p>Collaborate with the music teacher to identify songs with expressive movements that students can perform in physical education.</p>
Suggested Activities	Suggested Assessment	References
<p>Have students participate in activity songs that include rhythmic patterns with locomotor and no locomotor movements e.g. Hokey Pokey, Looby Lou, Tony Chestnut, etc.</p>	<p>Teacher observation Teacher/Student feedback</p>	<p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.</p>

## Grade: 1: BEHAVIOUR

### Standard 2: Responsible personal and social behaviour

#### Outcomes:

Demonstrate social skills in interaction with each other.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety procedures.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Use appropriate communication techniques when interacting with others.  Participate in cooperative play.  Demonstrate the ability to work with others while respecting individual differences.  Participate with cooperation, sportsmanship and self-control in physical activities.  Demonstrates the ability to solve and manage conflict.  Demonstrates fair play, respect for others, officials and authority.	Communication: verbal and non-verbal  Cooperation: share equipment  Sportsmanship: attitude towards winning and losing etc.  Positive Work Ethic: task completion etc.  Cultural and Environment Awareness: acceptance of others of varying ability	Responsible personal and social behavioural skills need to be practiced daily.  Provide a variety of opportunities for students to participate in activities which lead to the display of behaviours and attitudes that include good communication skills, team work, time management, fair play, values, leadership etc.  Take opportunities to recognize students who display these qualities.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessments	References
Songs Tag games Movement stories Warm up activities Pair work Cooperative games Dramatizations	Teacher Observation Teacher/Student feedback	Drakes, G; Graham, C; Fuller, M; Jenkins, B. (2011). <i>Health and family life education, student's book1</i> . Macmillan.  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: 1: NUTRITION

### Standard: 3 Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Make appropriate food choices as it relates to performance in physical activities.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety procedures.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Give a basic explanation of the role of food in health and development.  Categorize food sources (from plants and animals).  Describe the impact of certain foods on the body.  Participate in activities to reinforce the role of nutrition to overall health.  Stop on signal.  Use and share equipment within personal space safely.  Participate in cooperative play.	Give a basic explanation of the role of food to health and development  Categorize food sources (from plants and animals)  Sugary foods negatively impact dental health etc.  High fat foods likely to increase body weight etc.  High salt foods are likely to raise blood pressure etc.	Remind students that food is necessary for healthy growth and development.  Discuss the foods students eat regularly, their favorite foods and foods they don't like.  Have pictures/representations of different foods. Have the students group foods as foods from plants and animals.  Explain the importance of food to physical activity.  Use locomotor games and activities such as relays to help students categorize foods and group them according to their sources.  Collaborate with the health and family life teacher, classroom teacher and music teacher to identify activities which can be used in both PE and the regular classroom to teach proper nutrition.  Remind students of the importance of following safety rules and cooperating with their classmates.
Suggested Activities	Suggested Assessments	References
Relays Songs Stories Nutrition games	Teacher observation	Pan American Health Organization <a href="http://www.paho.org/cfni">www.paho.org/cfni</a>  Caribbean Association of Home Economics. (2002). <i>Home Economics in Action. Book 1</i> . Heinemann International.

## Grade: 1: PERSONAL FITNESS

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Participate in activities that promote in healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Participate in activities to develop each component of health-related fitness.  Identify changes in the body as a result of physical activity.  Practice personal hygiene and other healthy lifestyle activities.  Stop on signal.  Use and share equipment within personal space safely.  Work cooperatively with others.	<b>Components of health-related fitness</b> Cardiovascular endurance Muscular strength Muscular endurance Flexibility  Skill related fitness:  <b>Balance:</b> ability to retain centre of mass over base of support  <u>Static balance</u>  <u>Dynamic balance</u>  <b>Coordination:</b> ability to use two or more body parts together <b>Reaction time</b>	Incorporate as many of the components of fitness as possible in each lesson by allowing students to participate in activities which will develop each component.  Remind students of the component of fitness they are developing for example, during warm up activities which involve stretching, remind students they are working on their flexibility.  When doing exercises to develop balance, it is paramount that the students begin using large surface areas to practice. The surface area should gradually be reduced as the students begin to gain more control over their bodies.  Emphasize to students that it is important to develop each component of fitness for overall health.
<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>References</b>
Circuits Warm Up Activities Movement games and activities Slalom between cones Agility ladder Change directions after a stimulus Walk, in different ways, over a beam or a similar structure Juggling scarves Stork stand	Teacher observation Teacher/Student feedback	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education

## Grade: 1: HEALTHY LIFESTYLES

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Identify some benefits of participating in physical activity.  Identify activities that can be done for fun at home and school.  Identify changes in the body as a result of physical activity.  Practice personal hygiene and other healthy lifestyle activities.  Stop on signal.  Use and share equipment within personal space safely.  Work cooperatively with others.	<b>Benefits of physical activity:</b> To relieve stress, to increase fitness, for enjoyment, for health etc.  <b>Changes in the body as a result of physical activity:</b> Heart rate increase, body temperature increases etc.  <b>Personal hygiene and other lifestyle practices:</b> Wash hands before eating, after using the rest room, after handling dirty surfaces, after playing with pets, wearing clean clothes including socks, showering after physical activity, balanced diet, daily physical activity etc.	Allow students to identify some of the benefits of participating in physical activity and opportunities for daily participation in physical activity.  Allow students to participate in a number of movement games and activities and have them describe the body's response to the activity.  Discuss healthy lifestyle activities including personal hygiene and how they relate to physical activity.  Remind students to observe safety rules and procedures and to work cooperatively with others.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessment	References
Warm up activities Simple games Dramatizations Role play Circuits	Teacher observation Teacher/Student feedback	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press

## Grade: 1: HEALTHY LIFESTYLES-SUBSTANCE USE AND ABUSE

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  List some reasons why individuals take medication.  Identify individuals who can dispense medicines.  Describe the rules for taking medicines safely.  Use and share equipment within personal space safely.  Work cooperatively with others.	Medicines are substances taken to relieve or treat an illness or ailment. Medicines are prescribed by a doctor and dispensed by a doctor or pharmacist.  Individuals usually take medicines when they are ill or to treat symptoms of an illness.	Lead students into a discussion about what they do when they are not feeling well. The discussion will lead to a discussion about taking medicines. Remind students of the persons who can legally distribute medicines. Help students identify common medicines that they take when they are ill.  Have students participate in a variety of games and activities to reinforce the concept and meet the stated objectives. Collaborate with the health and family life teacher or classroom teacher to identify activities that can be done in the classroom and in PE to reinforce the concept.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessment	References
Relays Role play Songs	Teacher observation Student feedback	Medicines in my home. <a href="http://www.fda.gov">www.fda.gov</a>



## Grade: 1: SAFETY

### Standard 4: Exhibit safety principles and practice

#### Outcomes:

Work independently and with others while following rules and safety practices.

Perform locomotor, non-locomotor and manipulative skills.

Demonstrate social skills in interaction with each other.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Stop on signal.  Use equipment within personal space safely.  Identify appropriate and inappropriate interactions during physical activity.  Recognize and follow rules and procedures during physical activities.  Work cooperatively with others.	Stopping on signal: necessary to get information quickly or to attend to emergency situations etc.  Equipment safety: use of appropriate equipment, use of equipment in the manner intended etc.  Rules and procedures: necessary for safety etc.  Personal safety: limiting sun exposure, hydration, warm up, cool down.  Inappropriate interactions include: inappropriate touching, words, putdowns etc. from classmates and adults.	Discuss the importance of safety with students and allow them to identify potential problems that could occur if safety is ignored. Identify procedures that would help ensure safety Emphasize the importance of stopping on signal.  Discussions about safety should be done at the beginning of the school year and throughout the year.  Discuss inappropriate behaviours from adults and classmates and why these behaviours are inappropriate.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessments	References
Songs Tag games Movement stories Warm up activities Dramatizations Discussions	Teacher Observation	Drakes, G; Graham, C; Fuller, M; Jenkins, B. (2011). <i>Health and family life education, student's book1</i> . Macmillan.  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

# Grade 2

## Grade: 2: MOVEMENT CONCEPTS

### Standard 1: Apply concepts and principles for the development and performance of motor skill

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Move safely in personal and general space.</p> <p>Identify levels of space.</p> <p>Place the parts of the body at different levels of space.</p> <p>Move in different directions and pathways safely.</p> <p>Move at different speeds.</p> <p>Understand the relationships of body parts.</p> <p>Understand the relationships with people.</p> <p>Understand the relationships with objects.</p> <p>Stop on signal.</p> <p>Use and share equipment within personal space safely.</p> <p>Participate in cooperative play.</p>	<p><b>Personal space</b>  <b>General space</b>  <b>Levels of space</b>  <u>Low level</u>  <u>Medium level</u>  <u>High level</u></p> <p><b>Pathways</b>  <u>Straight</u>    <u>Diagonal</u>  <u>Curved</u>    <u>Zig zag</u></p> <p><b>Directions</b>  Forward/backward  Right/left    Up/down  Clockwise/anticlockwise</p> <p><b>Relationships of the body to:</b>  <b>Objects</b>  <b>Individuals</b>  <b>Groups</b>  <b>Relationships to space</b>  Near/far  Behind/in front of/alongside  Leading/following  Advancing/retreating</p> <p><b>Effort</b>  Fast/slow</p>	<p>Provide a variety of opportunities for students to explore movement in personal and general space, at different levels, and using different pathways and directions.</p> <p>Obstacle courses are a great activity to explore relationships with objects and people. These concepts should be reinforced at all times because they are important in ensuring safe movement experiences for all students.</p> <p>Emphasize the importance of maintaining personal space at all times.</p> <p>Remind students of the need to observe safety rules and to cooperate with others.</p> <p>Modify lessons to accommodate students with disabilities.</p>
Suggested Activities	Suggested Assessment	References
<p>Warm up activities</p> <p>Tag games</p> <p>Obstacle courses</p> <p>Low organized games</p> <p>Rhythmic activities</p>	<p>Teacher observation</p> <p>Teacher/Student feedback</p> <p>Skills checklist</p>	<p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education</p>

## Grade: 2: MOVEMENT: LOCOMOTOR SKILLS

### Standard1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor, locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Perform all locomotor skills independently, with a partner and a group and at different pathways, levels, speeds and directions.  Plan and perform simple movement sequences.  Participate in activities which involve chasing, fleeing and dodging safely.  Use locomotor skills in lead up games and activities.  Stop on signal.  Use and share equipment within personal space safely.  Participate in cooperative play.	<b>Locomotor skills</b>  Walk  Run  Jump  Hop  Skip  Gallop  Slide  Leap  Chase  Flee  Dodge   Chase, flee and dodge under control. Emphasize keeping personal space.	Review all previously learned locomotor skills. Introduce each new skill with discussion of the mechanics of the skill, such as weight transfer and arm-leg opposition.  Help students experiencing difficulties with performance.  Have students perform the skills at different levels (low, medium, high) different pathways (straight, zigzag, curved) in different directions (forwards, backwards, sideways, etc.) at different speeds (fast, slow) with and without music, individually, with a partner and with a group when possible.  Allow students opportunities to move and stop on a signal without contacting others. Allow students to dodge stationary then moving objects. Dodge independently or as a team.  Remind students of the need to observe safety rules and procedures and to cooperate with others.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Warm up activities Tag games Low organized games Relays Dodge stationary and moving objects	Teacher Observation Student feedback Skills checklist	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: 2: MOVEMENT-NON- LOCOMOTOR SKILLS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor, locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Give a basic definition for non-locomotor skills.  Identify and perform a variety of non-locomotor skills.  Balance on various body parts.  Balance objects using various body parts. . Stop on signal.  Use and share equipment within personal space safely.  Participate in cooperative play.	Non-locomotor skills: skills which do not involve travelling from one point to another. Push   Pull   Twist Rock   Sway Balance   Bend   Stretch Collapse  <b>Balance:</b> the ability to retain the center of mass above the base of support <u>Static balance</u>	Allow students to perform various non- locomotor skills in a variety of activities.  Allow students to balance on various body parts and to balance various objects on various parts of the body. Allow students to perform balance skills, independently and with a partner. Emphasize to students that a wider base of support results in better balance.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessment	References
Walk heel to toe on a straight line Walk along the edge of a drain Balance objects on a racket while walking Balance on one foot then the other	Teacher Observation Teacher/Student feedback Skills Checklist Self-Evaluation/Reflection: Assess personal attitude and effort throughout the theme. Peer Evaluation: Critically analyze the performance of another classmate.	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: 2: MOVEMENT-MANIPULATIVE SKILLS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Perform the manipulative skills of throwing, catching, kicking, striking and rolling.  Perform manipulative skills using objects of various sizes and shapes using one and both hands while stationary and in motion.  Describe the proper mechanics involved in catching and throwing.  Perform manipulative skills independently, with a partner and group.  Stop on signal.  Use and share equipment within personal space safely.  Participate in cooperative play.	Catch Throw Underhand throw Overhead throw Kick Strike Roll Bounce	<p>When introducing catching and throwing skills use big, slow balls like beach balls and other soft balls until students become comfortable with the skill.</p> <p>Have students begin throwing to large targets and gradually increase the distance from the target and decrease the size of the object being thrown.</p> <p>First focus on the technique involved rather than the accuracy of performance. Give students verbal cues. Allow students to explore manipulative skills using a variety of objects (balls, beanbags, juggling scarves, hoops, wands, jump ropes etc.)</p> <p>Provide opportunities to participate in a number of modified games and activities. Remind students to observe safety rules and procedures and to cooperate with their teammates.</p>
Suggested Activities	Suggested Assessment	References
Warm up activities and modified games Relays Independent and group practice. Practice at various levels, stationary and while moving. Vary distances, speed and height, increase difficulty as students get more proficient. Vary the size of the object.	Teacher Observation Self-Evaluation/Reflection: Peer Evaluation	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: 2: MOVEMENT-RHYTHMS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-loco motor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Demonstrate moving to a rhythm by combining locomotor and non- locomotor skills to perform basic creative dance sequences.</p> <p>Identify the effects of movement on the body.</p> <p>Perform the steps to basic activity songs and dances.</p> <p>Create rhythms using manipulatives (e.g. jump ropes, hoops, wands).</p> <p>Stop on signal.</p> <p>Use and share equipment within personal space safely.</p> <p>Participate in cooperative play.</p>	<p><b><u>Rhythm</u></b> is the basis of dance and music.</p>	<p>Have students perform rhythmic skills at different levels (low, medium, high) different pathways (straight, zigzag, curved) in different directions (forwards, backwards, sideways, etc.) at different speeds (fast, slow) with and without music, individually, with a partner and with a group when possible.</p> <p>Allow students to create and perform their own rhythmic sequences.</p> <p>Modify lessons to accommodate students with disabilities.</p>
Suggested Activities	Suggested Assessment	References
<p>Allow students to perform basic movement dances.</p> <p>Allow students to create their own rhythmic and dance sequences.</p>	<p>Teacher Observation</p> <p>Teacher/Student feedback</p>	<p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.</p>

## Grade: 2: BEHAVIOUR

### Standard 2: Demonstrate responsible personal and social behaviour

#### Outcomes:

Demonstrate social skills in interaction with each other

Perform locomotor, non-locomotor and manipulative skills

Work independently and with others while following rules and safety procedures

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Use appropriate communication techniques when interacting with others.  Participate in cooperative play.  Demonstrate the ability to work with others while respecting individual differences.  Participate with cooperation, sportsmanship and self-control in physical activities.  Demonstrate fair play, respect for others, officials and authority.	Communication: verbal and non- verbal  Cooperation: share equipment  Sportsmanship: attitude towards winning and losing etc.  Positive Work Ethic: task completion etc.  Cultural and Environment Awareness: acceptance of others of varying ability  Respect: for others, decisions of officials etc.	Responsible personal and social behavioural skills need to be practiced daily. Provide a variety of opportunities for students to participate in activities which lead to the display of behaviours and attitudes that include good communication skills, team work, time management, fair play, values, leadership etc.  Take opportunities to recognize students who display these qualities.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessments	References
Songs Tag games Movement stories Warm up activities Pair work Cooperative games Dramatizations	Teacher Observation Teacher/Student feedback	Drakes, G; Graham, C; Fuller, M; Jenkins, B. (2011). <i>Health and family life education, student's book1</i> . Macmillan.  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.



## Grade: 2: NUTRITION

### Standard: 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Make appropriate food choices as it relates to performance in physical activities.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety procedures.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Name the food groups.  Identify foods from each of the food groups.  Participate in activities to reinforce the role of nutrition to overall health  Stop on signal.  Use and share equipment within personal space safely.  Work cooperatively with others.	Caribbean Food Groups: Staples Legumes Food from animals Fruits Vegetables Fats and oils	Remind students that food is necessary for healthy growth and development.  Have pictures/representations of different foods and food groups.  Have students categorize foods under each of the food groups.  Use locomotor games and activities such as relays to help students identify and categorize foods according to the food groups.  Collaborate with the health and family life teacher (s) or classroom teacher, art teacher and music teacher to allow students to draw their favourite foods or learn songs about food and proper nutrition.  Remind students of the importance of following safety rules and procedures and cooperating with their classmates.
Suggested Activities	Suggested Assessments	References
Relays Songs Stories Nutrition games	Teacher observation Student feedback	Pan American Health Organization <a href="http://www.paho.org/cfni">www.paho.org/cfni</a>  Caribbean Association of Home Economics. (2002). <i>Home Economics in Action. Book 1</i> . Heinemann International.

## Grade: 2: PERSONAL FITNESS

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b> Participate in activities to develop each component of health-related fitness.  Participate in activities to develop some skill related fitness components.  Identify changes in the body as a result of physical activity.  Stop on signal.  Use and share equipment within personal space safely.  Work cooperatively with others.	<b>Health related fitness</b> Cardiovascular endurance Muscular strength Muscular endurance Flexibility Body composition <b>Skill related fitness:</b> <b>Balance:</b> <u>Static balance</u> <u>Dynamic balance</u>  <b>Coordination</b>  Reaction time: time between presentation of stimulus and the onset of movement  <b>Agility:</b> ability to change position of the body quickly  Power: the ability to exert maximum force  Speed: the ability to perform a movement in a short period of time	Incorporate as many of the components of fitness as possible in each lesson by allowing students to participate in activities which would develop each component of fitness. Give students a basic description of each component of fitness.  When performing sit-ups and pushups, focus on the proper technique involved rather than the number of repetitions students can perform.  Emphasize to students that it is important to develop each component of fitness for overall health.  Allow students to assess some components of fitness.  Remind students of the need to follow rules and safety procedures and the need to cooperate with others.
Suggested Activities	Suggested Assessments	References
Circuits Warm Up Activities Simple games Slalom between cones Agility ladder Change directions after a stimulus Juggling scarves	Teacher Observation Student feedback	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press. Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson.

## Grade: 2: HEALTHY LIFESTYLES

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non- locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Identify some benefits of participating in physical activity.  Participate in physical activity daily.  Identify activities that can be done for fun at home and school.  Describe changes in the body as a result of physical activity.  Identify problems associated with inactivity.  Practice personal hygiene and other healthy lifestyle activities.  Stop on signal.  Use and share equipment within personal space safely. Work cooperatively with others.	Benefits of physical activity: To relieve stress, to increase fitness, for enjoyment, for health etc.  Changes in the body as a result of physical activity: Heart rate increase, body temperature increases etc.  Wash hands before eating, after using the rest room, after handling dirty surfaces, after playing with pets, wearing clean clothes including socks, showering after physical activity etc. Other lifestyle practices: balanced diet, adequate rest etc.  <b>Problems associated with inactivity:</b> Increased risk of obesity, heart and other diseases, poor body image, weakened muscles and joints etc.	Allow students to identify some of the benefits of participating in physical activity and opportunities for daily participation in physical activity.  Allow students to participate in a number of movement games and activities and have them describe the body's response to the activity.  Discuss healthy lifestyle activities including personal hygiene and how they relate to physical activity.  Remind students to observe safety rules and procedures and to work cooperatively with others.  Modify lessons to accommodate students with disabilities.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Warm up activities Simple games Dramatizations Role play Circuits	Teacher observation Teacher/Student feedback	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.

## Grade: 2: HEALTHY LIFESTYLES-SUBSTANCE USE AND ABUSE

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Differentiate between over the counter and prescription drugs  Identify common over the counter and prescription drugs  List rules for taking over the counter and prescription drugs  Use and share equipment within personal space safely  Work cooperatively with others	Over the counter drugs: drugs which can be bought without a prescription, used for minor aches and pains  Prescription drugs: drugs which cannot be bought without a prescription used for  Safety considerations: Prescription drugs: never share medicines, take the right dosage, follow directions etc.	Lead students into a discussion of prescription and over the counter drugs. Help students identify common over the counter and prescription drugs.  Have students participate in a variety of games and activities to reinforce the concept and meet the stated objectives. Collaborate with the Health and Family Life teacher or classroom teacher to identify activities that can be done in the classroom and in PE to reinforce the concept.  Remind students to observe safety rules and procedures and to cooperate with classmates.  Modify lessons to accommodate students with disabilities.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Relays Role play Songs	Teacher Observation Teacher/Student feedback	Medicines in my home. <a href="http://www.fda.gov">www.fda.gov</a>  Substance Abuse Advisory Council Secretariat. <a href="http://www.saacsstlucia.com">www.saacsstlucia.com</a>

## Grade: 2: SAFETY

### Standard 4: Exhibit safety principles and practice

#### Outcomes:

Work independently and with others while following rules and safety practices

Perform locomotor, non-locomotor and manipulative skills

Demonstrate social skills in interaction with each other

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Stop on signal.  Use equipment within personal space safely.  Recognize and follow rules and procedures during physical activities.  Identify and observe safety practices to avoid injury in physical activity.  Work cooperatively with others.	Stopping on signal: necessary to get information quickly or to attend to emergency situations etc.  Equipment safety: use of appropriate equipment, use of equipment in the manner intended etc.  Rules and procedures: necessary for safety etc.  Personal safety: limiting sun exposure, hydration, warm up, cool down.  Inappropriate interactions include: inappropriate touching, words, putdowns etc. from classmates and adults.	Discuss the importance of safety with students and allow them to identify potential problems that could occur if safety is ignored. Identify procedures that would help ensure safety Emphasize the importance of stopping on signal.  Discussions about safety should be done at the beginning of the school year and throughout the year.  Discuss inappropriate behaviours from adults and classmates and why these behaviours are inappropriate.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessments	References
Songs Tag games Movement stories Warm up activities Dramatizations Discussions	Teacher Observation	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

# Grade 3

## Grade: 3: MOVEMENT-LOCOMOTOR SKILLS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Create and perform movement sequences using locomotor skills with changes in direction, levels, and pathways with and without equipment  Create movement sequences based on a given stimuli  Use locomotor skills in low organized games and activities  Recognize and follow rules and procedures during physical activities  Work co-operatively with others to achieve a common goal	Locomotor skills  Walk Run Hop Skip Gallop Slide Jump Leap Chase Flee Dodge	Review each skill with discussion of the mechanics of the skill, such as weight transfer and arm-leg opposition, as well as their role in fitness and warm-up routines.  Allow students to perform the skills at different levels, pathways and directions. Emphasize efficient performance of the skills. Allow students to combine the skills in creative combination movements and in lead up games and activities  Provide students with stimuli (poem, story, music) and allow them to create a movement sequence based on the stimuli for example, move like a leaf floating to the ground.  Allow students to participate in a variety of games and activities that are teacher and student directed. Emphasize safety and cooperation.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Tag games with movement restricted to particular locomotive skills Relay-type games using selected locomotive skills and apparatus. Games invented by students to incorporate locomotive skills. Obstacle courses requiring jumping and various locomotive skills.	Teacher Observation Teacher/Student feedback	Alberta Learning (2000). <i>Physical Education Guide to Implementation K-12</i> . Retrieved from <a href="http://ednet.edc.gov.ab.ca/physicaleducationonline">http://ednet.edc.gov.ab.ca/physicaleducationonline</a>  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

### Grade: 3: MOVEMENT-NON- LOCOMOTOR SKILLS

#### Standard 1: Apply concepts and principles for the development and performance of motor skills

##### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor, locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b> Give a definition for non-locomotor skills.  Identify and perform a variety of non- locomotor skills.  Combine non- locomotor movements in creative sequences.  Balance on various body parts.  Balance objects using various body parts.  Recognize and follow rules and procedures during physical activities.  Work co-operatively with others to achieve a common goal.	Non-locomotor skills: skills which do not involve travelling from one point to another. Push      Pull      Twist Rock      Sway      Balance Bend      Stretch      Collapse  <b>Balance:</b> the ability to retain the centre of mass above the base of support  <b>Static balance:</b> being able to hold a stationary position without moving. Support leg still, foot flat on the ground Non-support leg bent, not touching the support leg Head stable, eyes focused forward Trunk stable and upright No excessive arm movement	Allow students to perform various non- locomotor skills in a variety of activities.  Allow students to balance on various body parts and to balance various objects on various parts of the body.  Allow students to perform balance skills, independently and with a partner.  Emphasize to students that a wider base of support results in better balance.  Modify lessons to accommodate students with disabilities.  Remind students to observe safety rules and to cooperate with others.
Suggested Activities	Suggested Assessment	References
Pushing, pulling, bending, stretching, swaying and balancing activities	Teacher Observation Teacher/Student feedback Skills Checklist Self-Evaluation/Reflection Peer Evaluation	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.



## Grade: 3: MOVEMENT-MANIPULATIVE SKILLS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of locomotor and body management skills.

Perform non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Perform the manipulative skills of throwing, catching, kicking and striking, rolling and dribbling.</p> <p>Practice using objects of various sizes and shapes using both sides of the body, while stationary and in motion.</p> <p>Describe the proper mechanics involved in the various skills.</p> <p>Perform manipulative skills independently, with a partner and group.</p> <p>Recognize and follow rules and procedures during physical activities.</p> <p>Work co-operatively with others to achieve a common goal.</p>	<p>Catch</p> <p>Throw</p> <p>Underhand throw</p> <p>Overhead throw</p> <p>Kick</p> <p>Strike</p> <p>Roll</p> <p>Dribble</p>	<p>When introducing catching skills to students use big, slow balls like beach balls and other soft balls as students often have a fear of the object coming toward them. Allow students to explore throwing and catching using a variety of objects (balls, beanbags, juggling scarves, hoops, wands etc.)</p> <p>Allow students to explore the skills independently, then with a partner and a group.</p> <p>Have students begin throwing to large targets and gradually increase the distance from the target and decrease the size of the object being thrown. First focus on the technique involved rather than the accuracy of performance. Give students verbal cues.</p> <p>Allow students to practice these skills through the use of a number of modified games and activities. Remind students of the use of these skills in other games and activities.</p> <p>Remind students to observe safety rules and procedures and to cooperate with their teammates.</p>
Suggested Activities	Suggested Assessment	References
<p>Warm up activities</p> <p>Relays</p> <p>Practice at various levels, stationary and while moving</p> <p>Vary distances, speed and height, increase difficulty as students get more proficient</p> <p>Vary the size of the object</p> <p>Use a variety of modified games</p>	<p>Teacher Observation</p> <p>Skills Checklist</p> <p>Self-Evaluation/Reflection</p> <p>Peer Evaluation</p>	<p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.</p>

## Grade: 3: MOVEMENT-RHYTHMS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Perform simple dances in formation.  Demonstrate moving to rhythm to develop and refine a creative dance sequence.  Create rhythms using manipulatives (e.g. jump ropes).  Recognize and follow rules and procedures during physical activities.  Work co-operatively with others to achieve a common goal.	<b><u>Rhythm</u></b> is the basis of dance and music. It includes creative movement, basic dance steps, folk and ethnic dances. Rhythm expresses movement with or without music. Most physical activities contain elements of rhythm including simple tasks such as inhaling and exhaling. Simple performance cues often have an element of rhythm.	Use various formations in order for students to perform simple dances. Provide appropriate music and rhythms for performance of simple dances. Allow students to create and perform their own rhythmic and dance sequences.  Have students perform rhythmic skills at different levels (low, medium, high) different pathways (straight, zigzag, curved) in different directions (forwards, backwards, sideways, etc.) at different speeds (fast, slow) with and without music, individually, with a partner and with a group when possible.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Basic dance sequences e.g. simple line dances (electric slide), popular dances and folk dances. Perform rhythm sequences to create a dance e.g. adding props; use learned dance steps to create own dance sequence. Perform dances from other cultures e.g. Tinikling. Incorporate music in warm up activities and lessons as often as possible.	Teacher observation Teacher/Student feedback	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: 3: BEHAVIOUR

### Standard 2: Responsible personal and social behaviour

#### Outcomes:

Demonstrate social skills in interaction with each other.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety procedures.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Use appropriate communication techniques when interacting with others.  Work cooperatively with others to achieve a common goal.  Demonstrate the ability to work with others while respecting individual differences.  Participate with cooperation, sportsmanship and self-control in physical activities.  Demonstrates fair play, respect for others, officials and authority.  Demonstrate the ability to solve and manage conflict.	Communication: verbal and non- verbal.  Cooperation: share equipment.  Sportsmanship: attitude towards winning and losing etc.  Positive Work Ethic: task completion etc.  Cultural and Environmental Awareness: tolerance of others of varying ability.	Responsible personal and social behavioural skills need to be practiced daily. Provide a variety of opportunities for students to participate in activities which lead to the display of behaviours and attitudes that include good communication skills, team work, time management, fair play, values, leadership etc.  Take opportunities to recognize students who display these qualities.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessments	References
Songs Tag games Movement stories Warm up activities Pair work Cooperative games Dramatizations	Teacher Observation Teacher/Student feedback	Drakes, G; Graham, C; Fuller, M; Jenkins, B. (2011). <i>Health and family life education, student's book1</i> . Macmillan.  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

### Grade: 3: STRUCTURE AND FUNCTION OF THE BODY

#### Standard: 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

##### Outcomes:

Display awareness of the basic structures and functions of the human body.

Perform locomotor, non-locomotor and manipulative skills.

Demonstrate social and interpersonal skills while participating in physical activities.

Work independently and with others while following rules and safety practices to complete a task.

Objective(s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b> Identify and locate the major body systems.  Describe the function of the major body systems.  Describe the impact of physical activity on the major body systems.  Locate areas on the body where a pulse can be taken.  Participate in activities to improve the functions of the body systems.  Recognize and follow rules and procedures during physical activities.  Work co-operatively with others to achieve a common goal.	<b>Body systems</b> Skeletal Muscular Circulatory Respiratory Digestive  Structure and function of the various systems	Demonstrate where necessary and explain through audio-visual means the importance of each major system to students and how they benefit the body through physical activity.  Through diagrams help students identify the important parts of the major systems.  Allow students to engage in a variety of physical activities to fully understand the structure and function of the body and its systems  Demonstrate how to find the pulse by placing their finger at the carotid artery in the neck or at the wrist (base of the thumb). Allow students to practice taking their pulse for 6 or 10 seconds after moderate to vigorous physical activity. Make this practice a normal part of class everyday so students can gauge their level of exertion.
Suggested Activities	Suggested Assessments	References
Role play, discussion Establish a bone of the month/muscle of the month Tag games Songs Movement stories Pin the Skeleton Allow students to execute certain exercises while others determine the body systems being developed.	Observation Teacher/Student feedback Drawings Identifying body part on a diagram	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press. <a href="http://www.teachpe.com">www.teachpe.com</a> <a href="http://www.primarysources.co.uk/science">www.primarysources.co.uk/science</a> .  <a href="http://www.primarysources.co.uk/pe">www.primarysources.co.uk/pe</a>

## Grade: 3: NUTRITION

**Standard: 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.**

### Outcomes:

Value the importance of the food groups as it relates to performance in physical activities.

Derive enjoyment from participating in challenging physical activities.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective(s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Identify the major nutrients and foods which contain them.</p> <p>Describe the impact of the nutrients on physical activity (go, glow, grow foods).</p> <p>Participate in activities to reinforce the role of nutrition to overall health.</p> <p>Recognize and follow rules and procedures during physical activities.</p> <p>Work co-operatively with others to achieve a common goal.</p>	<p><b>Nutrients-</b> substances found in food that our body needs to function effectively.</p> <p>Carbohydrates, proteins, fats and oils, vitamins (fat and water soluble) minerals, water.</p> <p>Go foods: carbohydrate rich foods which provide energy for daily living and physical activity.</p> <p>Glow foods: foods rich in vitamins and minerals that enhance appearance.</p> <p>Grow foods: protein rich foods that enhance growth and development.</p>	<p>Provide a chart depicting the various food groups and the nutrients derived from them.</p> <p>Discuss the value of healthy eating to a healthy lifestyle.</p> <p>Have students engage in a variety of movement games and activities to identify the nutrients and their food sources.</p> <p>Identify Go, Glow and Grow sources of food.</p> <p>Collaborate with the health and family life teacher or classroom teacher, art and music teacher to identify songs, art projects and other activities that can be done to reinforce nutrition and healthy eating.</p> <p>Remind students to observe safety rules and procedures and to cooperate with their classmates.</p>
Suggested Activities	Suggested Assessments	References
<p>Relays</p> <p>Songs</p> <p>Stories</p> <p>Nutrition games</p>	<p>Teacher observation</p> <p>Student feedback</p>	<p>Pan American Health Organization <a href="http://www.paho.org/cfni">www.paho.org/cfni</a></p> <p>Caribbean Association of Home Economics. (2002). <i>Home Economics in Action. Book 1</i>. Heinemann International.</p>

### Grade: 3: PERSONAL FITNESS

#### Standard: 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

##### Outcomes:

Derive enjoyment from participating in challenging physical activity.

Perform a wide variety of movement concepts at different levels of difficulty.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Describe each component of health-related fitness.  Participate in activities to develop each component of health-related fitness.  Describe each component of skill related fitness.  Participate in activities to develop each component of skill related fitness.  Assess some components of health-related fitness.  Recognize and follow rules and procedures during physical activities.  Work co-operatively with others to achieve a common goal.	<b>Components of health-related fitness</b> Cardiovascular endurance Muscular strength Muscular endurance Flexibility Body composition <b>Skill related fitness:</b>  <b>Balance:</b>  Static balance  Dynamic balance  Coordination  Reaction time  Agility  Power  Speed	<p>Incorporate as many of the components of fitness as possible in each lesson by allowing students to participate in activities which would develop each component of fitness. Give students a basic description of each component of fitness.</p> <p>During activity remind students of the component of fitness they are developing. When performing sit-ups and pushups, focus on the proper technique involved rather than the number of repetitions students can perform.</p> <p>Emphasize to students that it is important to develop each component of fitness for overall health.</p> <p>Allow students to assess some components of fitness and develop a personal fitness plan.</p> <p>Remind students of the need to follow rules and safety procedures and the need to cooperate with others.</p>
<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>References</b>
Relays Circuits Warm Up Activities Agility ladder Change directions after a stimulus Short sprints Stork stand	Teacher Observation Teacher/ Student feedback	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: 3: DISEASE PREVENTION

### Standard: 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Recognize problems associated with inadequate amounts of physical activity and poor lifestyle practices.

Derive enjoyment from participating in challenging physical activities.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Description/ movement principles	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Define communicable and non-communicable diseases and identify diseases in each category.</p> <p>Describe the impact of healthy lifestyle choices including exercise, hygiene, nutrition etc. in combating and managing certain diseases.</p> <p>Recognize and follow rules and procedures during physical activities.</p> <p>Work co-operatively with others to achieve a common goal.</p>	<p>Communicable disease: a disease that can be spread by an infected person by direct or indirect contact.</p> <p>Non-communicable disease: a non-infectious disease which cannot be spread from one person to another.</p>	<p>Lead students into a discussion about disease and introduce communicable and non-communicable diseases. Help students identify diseases in each category. Focus on some of the major diseases particularly those which affect the Saint Lucian population.</p> <p>Help students identify ways to prevent or manage some non-communicable diseases through healthy lifestyle choices including physical activity.</p> <p>Use a variety of movement games and activities that would allow students to identify common diseases, categorize diseases and identify preventive measures to avoid diseases.</p> <p>Collaborate with the health and family life teacher or classroom teacher, art and music teachers to identify activities that can be done to reinforce hygiene and disease prevention practices.</p>
Suggested Activities	Suggested Assessments	References
<p>Simple tag games</p> <p>Role play</p>	<p>Teacher Observation</p> <p>Teacher/Student feedback</p>	<p>Glover, D; Glover P (2011). <i>Caribbean Primary Science-Bright Ideas</i>. Macmillan Publishers.</p>

## Grade: 3: HEALTHY LIFESTYLES

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Explain the importance of regular physical activity.  Participate in at least 60 minutes of physical activity daily.  Identify and observe safety procedures when participating in physical activity.  Identify and practice healthy lifestyle activities (hygiene etc.).  List problems associated with inactivity.  Work co-operatively with others to achieve a common goal.	Regular physical activity is necessary for overall health and development  <b>Safety procedures for safe participation include:</b> Warming up, cooling down, using appropriate equipment, appropriate progression, limiting sun exposure, hydration, etc.  <b>Healthy lifestyle activities include:</b> proper nutrition, adequate rest, daily physical activity, etc. Hygiene: Wash hands before eating, after using the rest room, wearing clean clothes including socks, showering after physical activity etc.  <b>Other lifestyle practices:</b> balanced diet, adequate rest, managing stress etc.  <b>Problems associated with inactivity</b> Physical Emotional Financial	Discuss the benefits of physical activity and the importance of regular participation in physical activity.  Allow students to identify some of the safety procedures to observe when participating in physical activity and discuss other healthy lifestyle practices.  Identify problems associated with inactivity.  Provide a number of games and activities to meet the stated objectives.  Remind students of the need to observe safety rules and procedures and the need to cooperate with others.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Warm up activities Simple games Dramatizations Role play Circuits	Teacher observation Teacher/Student feedback	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.



## Grade: 3: HEALTHY LIFESTYLES-SUBSTANCE USE AND ABUSE

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Define use and misuse of drugs.  Identify products which contain alcohol and tobacco.  Identify the physiological effects of alcohol and tobacco.  Identify the impact of the use and abuse of alcohol and tobacco on physical activity.  Recognize and follow rules and procedures during physical activities.  Work co-operatively with others to achieve a common goal.	Misuse: inappropriate use of a drug e.g. Taking more than necessary or not finishing medication.  Abuse: using a drug for something other than what it is prescribed.  Impact of drugs on the body: addiction, memory loss, irritability, loss of coordination and balance  Physiological effects of alcohol: disorientation, loss of coordination, loss of balance, memory impairment, slurred speech, organ damage etc.  Physiological effects of tobacco: stained teeth, increase in heart rate and blood pressure, lung disease etc. Impact of alcohol and tobacco on physical activity: causes shortness of breath leading to reduced physical activity, negatively affects bones and joints leading to higher incidence of injury	Discuss that though alcohol and tobacco are legal drugs (except for children) they can have negative impacts on the body when they are abused.  Discuss the effects of alcohol and tobacco on the body. Exercise sensitivity during these discussions as this may be embarrassing to some students.  Have students participate in a variety of games and activities where they identify the physiological effects of alcohol and tobacco and how the use and abuse of these impact on physical activity.  Collaborate with the health and family life teacher or classroom teacher to identify activities that can be done in the classroom and in PE to reinforce the concept. Remind students to observe safety rules and procedures and to cooperate with classmates.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Relays Role play Songs	Teacher observation Teacher/Student feedback	United Nations Office on Drugs and Crime. <a href="http://www.unodc.org">www.unodc.org</a>  Substance Abuse Advisory Council Secretariat. <a href="http://www.saacsstlucia.com">www.saacsstlucia.com</a>

### Grade: 3: SAFETY

#### Standard 4: Exhibit safety principles and practice

##### Outcomes:

Work independently and with others while following rules and safety practices.

Perform locomotor, non- locomotor and manipulative skills.

Demonstrate social skills in interaction with each other.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Use equipment within personal space safely.  Recognize and follow rules and procedures during physical activities.  Identifies and observes safety practices to avoid injury during physical activity.  Demonstrates knowledge of care of simple injuries.  Develop strategies to deal with inappropriate behaviour in physical activity.  Work cooperatively with others.	Equipment safety: use of appropriate equipment, use of equipment in the manner intended etc.  Rules and procedures: necessary for safety etc.  Avoiding injury during physical activity: warming up, cooling down, gradual progression etc.  Care of simple injuries: stop activity, ice/heat, seek help  Strategies to deal with inappropriate behaviour: ask the person to stop, tell an adult etc.	Discuss the importance of safety with students and allow them to identify potential problems that could occur if safety is ignored. Identify procedures that would help ensure safety Emphasize the importance of stopping on signal.  Discussions about safety should be done at the beginning of the school year and throughout the year.  Identify and allow students to practice the procedures to help avoid injury during physical activity such as warming up and cooling down etc.  Help students develop coping strategies to deal with situations where inappropriate behaviour occurs during physical activity.
Suggested Activities	Suggested Assessments	References
Songs Tag games Movement stories Warm up activities Dramatizations Discussions	Teacher Observation	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

# Grade 4

## Grade: 4: MOVEMENT-LOCOMOTOR SKILLS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Put together movement sequences using locomotor skills with changes in direction, levels, and pathways with and without equipment.  Use locomotor skills in low organized games and activities.  Identify and observe safety practices to avoid injury during physical activity.  Demonstrate the ability to work with others while respecting individual differences.	Walk Run Skip Slide Gallop Leap Hop Jump Dodge Chase Flee	Review each skill with discussion of the mechanics of the skill, such as weight transfer and arm-leg opposition, as well as their role in fitness and warm-up routines.  Allow students to perform the skills at different levels, pathways and directions. Emphasize efficient performance of the skills.  Allow students to combine the skills in creative combination movements and in lead up games and activities.  As students experiment with performing a skill, help those having particular problems with performance.  Relate the skills to their performance in other activities and sports.  Remind students to observe safety rules and procedures and the need to cooperate with each other.
Suggested Activities	Suggested Assessment	Reference
Simple games Relays Tag games played a variety of ways; performing stop and start movements to develop footwork for games such as basketball and volleyball. Combining skills in simple routines using music and games created by students. Track and field	Teacher Observation Teacher/Student feedback Self-Evaluation/Reflection: Peer Evaluation	Alberta Learning (2000). <i>Physical Education Guide to Implementation K-12</i> . Retrieved from <a href="http://ednet.edc.gov.ab.ca/physicaleducationonline">http://ednet.edc.gov.ab.ca/physicaleducationonline</a>  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: 4: MOVEMENT-RHYTHMS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Demonstrate moving to rhythm to perform a variety of dances.</p> <p>Demonstrate moving to rhythm to create educational dances.</p> <p>Identify the effects of movement on the body.</p> <p>Perform basic folk dances.</p> <p>Identify and observe safety practices to avoid injury during physical activity.</p> <p>Demonstrate the ability to work with others while respecting individual differences.</p>	<p><b>Rhythm</b> is the basis of dance and music. It includes creative movement, basic dance steps, folk and ethnic dances.</p> <p>Rhythm expresses movement with or without music. Most physical activities contain elements of rhythm including simple tasks such as inhaling and exhaling. Simple performance cues often have an element of rhythm.</p>	<p>Encourage an atmosphere of creative freedom in order for students to create their own dances. Allow students to use props when creating their own rhythms and dances.</p> <p>Encourage students to listen carefully to music so that they can grasp the mood of the rhythm.</p> <p>Collaborate with the music teacher to identify expressive songs which students can perform in physical education.</p> <p>Bring in resource persons to teach folk dances and different forms of music such as steel pan. Teach rhythms and dances from other cultures.</p> <p>Remind students to follow safety rules and procedures and the need to work cooperatively with others.</p>
Suggested Activities	Suggested Assessment	References
<p>Have students perform local folk dances e.g. Lacomé, Grand round, Weedover.</p> <p>Expose students to different types of music.</p> <p>Have students create educational dances based on dance steps learned.</p>	<p>Teacher observation</p> <p>Teacher/Student feedback</p>	<p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.</p>

## Grade: 4: SKILL-RELATED FITNESS

### Standard 1: Apply concepts and principles for the development and performance of motor skills

#### Outcomes:

Apply movement concepts to a variety of loco motor and body management skills.

Perform non-loco motor, locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Identify skill related fitness components.  Participate in activities to develop skill related fitness components.  Identify and observe safety practices to avoid injury during physical activity.  Demonstrate the ability to work with others while respecting individual differences.	Skill related fitness:  Balance: ability to retain centre of mass over base of support.  <u>Static balance</u>  <u>Dynamic balance</u>  Coordination: ability to use two or more body parts together.  Reaction time: time between presentation of stimulus and the onset of movement.  Agility: ability to change position of the body quickly.  Power: the ability to exert maximum force.  Speed: the ability to perform a movement in a short period of time.	Provide students with a wide variety of movement experiences and games and activities to develop skill related fitness components.  Ensure that students can identify the various components and can identify activities to develop each component.  Always begin using simple movement patterns and gradually increase the difficult and range of these patterns. When doing exercises to develop balance, it is paramount that the students begin using large surface areas to practice. The teacher should then reduce the surface area gradually as the students begin to gain more control over their bodies.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Slalom between cones Agility ladder Change directions after a stimulus Short sprints Juggling scarves Stork stand Jumping to cover distance	Teacher observation Teacher/Student feedback Skills checklist	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.

## Grade: 4: BEHAVIOUR

### Standard 2: Responsible personal social behaviour

#### Outcomes:

Demonstrate social skills in interaction with each other.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety procedures.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Use appropriate communication techniques when interacting with others.  Works cooperatively with others to achieve a common goal.  Demonstrate the ability to work with others while respecting individual differences.  Participate with cooperation, sportsmanship and self-control in physical activities.  Demonstrates fair play, respect for others, officials and authority.  Demonstrates the ability to solve and manage conflict.	Communication: verbal and non-verbal.  Cooperation: share equipment  Sportsmanship: attitude towards winning and losing etc.  Positive Work Ethic: task completion etc.  Cultural and Environment Awareness: acceptance of others of varying ability.	Responsible personal and social behavioural skills need to be practiced daily.  Provide a variety of opportunities for students to participate in activities which lead to the display of behaviours and attitudes that include good communication skills, team work, time management, fair play, values, leadership etc.  Take opportunities to recognize students who display these qualities.  Modify lessons to accommodate students with disabilities.
Suggested Activities	Suggested Assessments	References
Songs Tag games Movement stories Warm up activities Pair work Cooperative games Dramatizations	Teacher Observation Teacher/Student feedback	Drakes, G; Graham, C; Fuller, M; Jenkins, B. (2011). <i>Health and family life education, student's book1</i> . Macmillan.  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: 4: STRUCTURE AND FUNCTION OF THE BODY

### Standard: 3: Achieve and maintain a health-enhancing level of physical fitness and well-being

#### Outcomes:

Display awareness of the basic structures and functions of the human body.

Perform locomotor, non-locomotor and manipulative skills.

Demonstrate social and interpersonal skills while participating in physical education activities.

Work independently and with others while following rules and safety practices to complete a task.

Objective(s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Identify and locate the major body systems and their parts.  Describe the function of the major body systems.  Describe the impact of physical activity on the major body systems.  Locate areas on the body where a pulse can be taken.  Participate in activities to improve the functions of the body systems.  Identify and observe safety practices to avoid injury during physical activity.  Demonstrate the ability to work with others while respecting individual differences.	Body systems Skeletal Muscular Circulatory Respiratory Digestive  Structure and function of the various systems	Demonstrate where necessary and explain through audio-visual means the importance of each major system to students and how they benefit the body through physical activity.  Through diagrams help students identify the important parts of the major systems.  Allow students to engage in a variety of physical activities to fully understand the structure and function of the body and its systems.  Demonstrate how to find the pulse by placing their finger at the carotid artery in the neck, at the wrist (base of the thumb) and by placing their hand on their chest. Allow students to practice taking their pulse for 6 or 10 seconds after moderate to vigorous physical activity. Make this practice a normal part of class everyday so students can gauge their level of exertion.
Suggested Activities	Suggested Assessments	References
Role play, discussion Establish a bone/muscle of the month Tag games Songs Movement stories Pin the Skeleton Identification of systems being developed during activities	Observation Student and teacher feedback Drawings Identifying body part on a diagram	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.  <a href="http://www.pecentral.org">www.pecentral.org</a> . <a href="http://www.teachpe.com">www.teachpe.com</a> <a href="http://www.primarysources.co.uk/science">www.primarysources.co.uk/science</a>  <a href="http://www.primarysources.co.uk/pe">www.primarysources.co.uk/pe</a>



## Grade: 4: NUTRITION

**Standard: 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.**

### Outcomes:

Value the importance of the food groups as it relates to performance in physical activities.

Derive enjoyment from participating in challenging physical activities.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective(s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Explain the importance of eating food from the different food groups.  Read and analyze food labels to make healthy food choices.  Identify and observe safety practices to avoid injury during physical activity.  Demonstrate the ability to work with others while respecting individual differences.	<p>It is important to eat food from the different food groups to help ensure that individuals get all the necessary nutrients and to avoid problems associated with nutritional deficiencies.</p> <p>Labels are placed on packaged and bottled products to help consumers make informed choices regarding what they eat. Label information normally includes: Portion size, nutrients contained in the product, percentage of nutrients, ingredients contained, percentage of daily value, etc.</p>	<p>Review the Caribbean food groups. Use charts, posters, and other visual aids to depict the food groups and nutrients.</p> <p>Emphasize the importance of reading labels when shopping for foods. Have students engage in a variety of movement games and activities to identify the food groups and nutrients.</p> <p>Collaborate with the health and family life teacher or classroom teacher, art and music teacher to identify songs, art projects and other activities that can be done in physical education to reinforce what is being taught in the classroom.</p> <p>Remind students to observe safety rules and procedures and to cooperate with their classmates.</p>
Suggested Activities	Suggested Assessments	References
Tag games Songs Relays	Teacher Observation Student feedback	<p>Caribbean Association of Home Economics. (2002). <i>Home Economics in Action. Book 1</i>. Heinemann International.</p> <p>Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i>. London:Oxford University Press.</p> <p>Pan American Health Organization <a href="http://www.paho.org/cfni">www.paho.org/cfni</a></p>

## Grade: 4: PERSONAL FITNESS

**Standard: 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.**

### Outcomes:

Derive enjoyment from participating in challenging physical activity.

Perform a wide variety of movement concepts at different levels of difficulty.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Participate in activities to develop each component of health-related fitness.  Describe each component of fitness.  Differentiate between aerobic and anaerobic activities.  Assess some components of fitness.  Identify and observe safety practices to avoid injury during physical activity.  Demonstrate the ability to work with others while respecting individual differences.	<b>Components of health-related fitness</b>  Cardiovascular endurance Muscular strength Muscular endurance Flexibility Body composition	Incorporate as many of the components of fitness as possible in each lesson by allowing students to participate in activities which would develop each component of fitness. Give students a basic description of each component of fitness.  During activity remind students of the component of fitness they are developing for example, during warm up activities which involve stretching, remind students they are working on their flexibility.  When performing sit-ups and pushups, focus on the proper technique involved rather than the number of repetitions students can perform.  Emphasize to students that it is important to develop each component of fitness for overall health.  Allow students to assess some components of fitness.  Remind students of the need to follow rules and safety procedures and the need to cooperate with others.
<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>References</b>
Relays Circuits Warm Up Activities	Observation Questioning	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grade: 4: DISEASE PREVENTION

**Standard: 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.**

### Outcomes:

Recognize problems associated with inadequate amounts of physical activity and poor lifestyle practices.

Derive enjoyment from participating in challenging physical activities.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Description/ movement principles	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Define communicable and non-communicable diseases and identify diseases in each category.</p> <p>Describe the impact of physical activity and other healthy lifestyle choices in combating and managing certain diseases.</p> <p>Identify and observe safety practices to avoid injury during physical activity.</p> <p>Demonstrate the ability to work with others while respecting individual differences.</p>	<p>Communicable disease: a disease that can be spread by an infected person by direct or indirect contact.</p> <p>Non-communicable disease: a disease which cannot be spread from one person to another.</p> <p>Healthy lifestyle choices: good hygiene (washing hands, etc.) a healthy diet and regular physical activity etc.</p>	<p>Give students a definition for disease and lead students into a discussion about communicable and non-communicable diseases. Help students identify diseases in each category. Focus on some of the major diseases particularly those which affect the Saint Lucian population.</p> <p>Help students identify ways to prevent or manage some non-communicable diseases through healthy lifestyle choices.</p> <p>Use a variety of movement games and activities that would allow students to identify common diseases, categorize diseases and identify preventive measures to avoid diseases.</p> <p>Collaborate with the health and family life teacher or classroom teacher, art and music teachers to identify activities that can be done to reinforce hygiene and disease prevention in physical education and the regular classroom.</p>
<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>References</b>
<p>Simple tag games</p> <p>Role play</p>	<p>Observation</p> <p>Teacher/student feedback</p>	<p>Glover, D; Glover P (2011). <i>Caribbean Primary Science-Bright Ideas</i>. Macmillan Publishers.</p> <p>Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i>. London: Oxford University Press.</p>

## Grade: 4: HEALTHY LIFESTYLES

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Explain the importance of regular physical activity.  Participate in at least 60 minutes of physical activity daily.  Identify safety procedures when participating in physical activity.  Identify and practice healthy lifestyle activities (hygiene etc.).  Identify problems associated with inactivity.  Recognize and follow rules and procedures during physical activities.  Work co-operatively with others to achieve a common goal.	Regular physical activity is necessary for overall health and development.  <b>Safety procedures for safe participation include:</b> Warming up, cooling down, using appropriate equipment, appropriate progression, limiting sun exposure, proper hydration etc.  <b>Healthy lifestyle activities include:</b> proper nutrition, adequate rest, daily physical activity etc.  <b>Hygiene:</b> Wash hands before eating, after using the rest room, wearing clean clothes including socks, showering after physical activity etc. Other lifestyle practices: balanced diet, adequate rest, managing stress etc.  <b>Problems associated with inactivity:</b> Physical, emotional, financial, and social.	Discuss the benefits of physical activity and the importance of regular participation in physical activity.  Allow students to identify some of the safety procedures to observe when participating in physical activity and discuss other healthy lifestyle practices.  Identify problems associated with inactivity.  Provide a number of games and activities to meet the stated objectives.  Remind students of the need to observe safety rules and procedures and the need to cooperate with others.
Suggested Activities	Suggested Assessment	References
Warm up activities Simple games Dramatizations Role play Circuits	Teacher observation Teacher/Student feedback	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.

## Grade: 4: HEALTHY LIFESTYLES-SUBSTANCE USE AND ABUSE

### Standard 1: Achieve and maintain a health-enhancing level of physical fitness and well-being.

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Identify illegal drugs.  Describe the impact of illegal drugs on the individual, family and society.  Identify activities that can serve as alternatives to illegal drug use.  Identify and observe safety practices to avoid injury during physical activity.  Demonstrate the ability to work with others while respecting individual differences.	Illegal drugs: marijuana, cocaine, heroin etc.  Impact of drugs on the individual: health consequences, social, financial, emotional consequences.  Impact on the family: social, financial, emotional consequences.  Impact on community: social, financial.  Alternatives to drug use: participating in physical activities on sports teams etc., participating in positive extracurricular activities, academic clubs etc.	Review the use of legal and illegal drugs with students.  Discuss the impact of drugs on the individual, family and community. Allow students to identify activities that can serve as alternatives to drug use.  Have students participate in a variety of games and activities where they identify the physiological effects of alcohol and tobacco and how the use and abuse of these impact on physical activity.  Collaborate with the health and family life teacher or classroom teacher to identify activities that can be done in the classroom and in physical education to reinforce the concept.  Remind students to observe safety rules and procedures and to cooperate with classmates.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Relays Role play	Teacher Observation Teacher/Student feedback	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.  Substance Abuse Advisory Council Secretariat. <a href="http://www.saacsstlucia.com">www.saacsstlucia.com</a>

## Grade: 4: SAFETY

### Standard 4: Exhibit safety principles and practice

#### Outcomes:

Work independently and with others while following rules and safety practices.

Perform locomotor, non- locomotor and manipulative skills.

Demonstrate social skills in interaction with each other.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Recognize and follow rules and procedures during physical activities.  Identifies and observes safety practices to avoid injury during physical activity.  Demonstrates knowledge of care of simple injuries.  Develop strategies to deal with inappropriate behaviour in physical activity.  Demonstrate the ability to work with others while respecting individual differences.	Equipment safety: use of appropriate equipment, use of equipment in the manner intended etc.  Rules and procedures: necessary for safety etc.  Avoiding injury during physical activity: warming up, cooling down, gradual progression etc.  Care of simple injuries: stop activity, ice/heat, seek help etc.  Strategies to deal with inappropriate behaviour: ask the person to stop, tell an adult etc.	Discuss the importance of safety with students and allow them to identify potential problems that could occur if safety is ignored. Identify procedures that would help ensure safety.  Discussions about safety should be done at the beginning of the school year and throughout the year. At this stage, basic first aid procedures should be introduced so students are able to care for simple injuries at school or away from school.  Help students develop coping strategies to deal with situations where inappropriate behaviour occurs during physical activity.
Suggested Activities	Suggested Assessments	References
Songs Tag games Movement stories Warm up activities Dramatizations Discussions	Teacher Observation	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

# Grades 5-6

## Grades: 5-6: MOVEMENT-RHYTHMS

### Standard 1: Apply concepts and principles for the development and performance of motor skills.

**Outcomes:** Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Demonstrate moving to rhythm to perform different types of rhythm/ dance sequences.</p> <p>Demonstrate moving to rhythm to perform jumping skills in time to music.</p> <p>Perform traditional folk dances.</p> <p>Recognize and follow safety rules and procedures for all activities.</p> <p>Participate with cooperation, sportsmanship and self- control in physical activities.</p>	<p><b><u>Rhythm</u></b> is the basis of dance and music. It includes creative movement, basic dance steps, folk and ethnic dances.</p> <p>Rhythm expresses movement with or without music. Most physical activities contain elements of rhythm including simple tasks such as inhaling and exhaling. Simple performance cues often have an element of rhythm.</p>	<p>Encourage an atmosphere of creative freedom in order for students to create their own dances. Allow students to use props when creating their own rhythms and dances.</p> <p>Encourage students to listen carefully to music so that they can grasp the mood of the rhythm.</p> <p>Collaborate with the music teacher to identify expressive songs which students can perform in physical education.</p> <p>Bring in resource persons to teach folk dances and different forms of music such as steel pan. Teach rhythms and dances from other cultures.</p> <p>Remind students to follow safety rules and procedures and the need to work cooperatively with others.</p> <p>Have students to perform their own rhythm/dance sequence.</p>
Suggested Activities	Suggested Assessment	References
<p>Have students perform learned dances.</p> <p>Have students perform appropriate popular dances, simple line and folk dances and dances from other countries.</p>	<p>Teacher observation</p> <p>Teacher/Student feedback</p>	<p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.</p>



## Grades: 5-6: SPORTS SKILLS-ATHLETICS

### Standard 1: Apply concepts and principles for the development and performance of motor skills.

#### Outcomes:

Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Perform basic athletic skills (run, jump, and throw).  Understand the basic phases of the long jump.  Perform various start positions. Execute the baton exchange.  Apply and identify the fundamental rules of the sport.  Recognize and follow safety rules and procedures during physical activity.  Participate with cooperation, sportsmanship and self-control in physical activities.	The athletics strand provides a variety of opportunities to engage in the natural activities of running, jumping and throwing.  <b>Starts</b> <u>Crouch</u> <u>Four point</u>  <b>Running</b> <u>Sprints</u> <u>Middle distance</u>  <u>Distance</u>  <b>Long jump</b> <u>Run up</u> <u>Take-off</u> <u>Landing</u>  <b>Cricket ball throw</b>  <b>Relay Exchanges</b> <u>Blind exchange upsweep</u> <u>Blind exchange down sweep</u> <u>Visual exchange</u>	Instruction in modified sport should be fundamentally based in games and exercises for the teaching and consolidation of the skills pertaining to the sport in mention. At all times, the activities must follow a logical order beginning with the simplest exercises and ending with the more complex ones. Intensity and speed are not the fundamental aspects to be developed in that phase, instead giving way to the correct execution of the technique. The skills acquired should, at this point, be linked to the basic rules of the sport.
Suggested Activities	Suggested Assessment	References
View videos of the more complex skills. Allow lots of opportunities for practice. Practice using the implements.	Teacher Observation Skills checklist Self-Evaluation/Reflection: Peer Evaluation:	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grades: 5-6: SPORTS SKILLS- BASKETBALL

**Standard 1: Apply concepts and principles for the development and performance of motor skills.**

### Outcomes:

Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Perform basic basketball skills of dribbling, passing, catching, shooting.  Describe and execute game strategy, offense and defense.  Apply and identify the fundamental rules of the sport.  Use basic basketball terminology correctly.  Recognize and follow safety rules and procedures during physical activity.  Participate with cooperation, sportsmanship and self- control in physical activities.	<b>Skills:</b>  Dribbling  Pivoting  Passing  Chest pass  Bounce pass  Two hand overhead pass  Baseball Pass  Catching  Shooting  Layup Shot  Jump shot  One hand shot  Free throw shot  Basic basketball rules, strategy and terminology	 Students will use the locomotor and manipulative skills learned in earlier grades in lead up games.  Instruction in modified sport should be fundamentally based in games and exercises for the teaching and consolidation of the skills pertaining to the sport in mention. At all times, the activities must follow a logical order beginning with the simplest exercises and ending with the more complex ones.  Intensity and speed are not the fundamental aspects to be developed in that phase, instead giving way to the correct execution of the technique. The skills acquired should, at this point, be linked to the basic rules of the sport.  Provide students with a basic history of the sport and the rules governing play. Modify activities to ensure that all students have an opportunity to participate. As students become more proficient progress to play under normal conditions. Allow students to think critically on successful strategies for play. Emphasize safety and cooperation.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Warm up activities Relays Modified games Games under normal conditions	Teacher Observation Checklist Self-Evaluation/Reflection Peer Evaluation	Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.

## Grades: 5-6: SPORTS SKILLS-CRICKET

### Standard 1: Apply concepts and principles for the development and performance of motor skills.

#### Outcomes:

Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Perform the cricket skills of fielding, batting, bowling, and wicket keeping.</p> <p>Demonstrate, proficiently, the fielding techniques and the grip, stance and back lift as well as the front and back foot defence in batting by the end of grade 5.</p> <p>Execute, proficiently, the basic bowling action for spin and fast and medium pace bowling and the drives and pull shots in batting by the end of grade 6.</p> <p>Apply and identify the fundamental rules of the cricket.</p> <p>Use basic cricket terminology correctly.</p> <p>Recognize and follow safety rules and procedures during physical activity.</p> <p>Participate with cooperation, sportsmanship and self- control in physical activities.</p>	<p><b>Batting</b></p> <p>The grip, stance and back lift</p> <p>The front and back foot defence</p> <p>Drives and the pull shot</p> <p><b>Fielding</b></p> <p>Catching (The low, high and skim catch)</p> <p>Throwing (The overarm throw and underarm toss)</p> <p>The long barrier</p> <p><b>Wicket keeping</b></p> <p><b>Bowling</b></p> <p>Basic bowling action (fast and medium pace, spin)</p> <p>Basic cricket rules and terminology</p> <p>(See Kiddy Cricket Manual for description of skills)</p>	<p>Instruction in modified sport should be fundamentally based in games and exercises for the teaching and consolidation of the skills pertaining to the sport in mention. At all times, the activities must follow a logical order beginning with the simplest exercises and ending with the more complex ones.</p> <p>Intensity and speed are not the fundamental aspects to be developed in that phase, instead giving way to the correct execution of the technique. The skills acquired should, at this point, be linked to the basic rules of the sport.</p> <p>Basic history of the sport and its place in the local and regional context (well- known players, accomplishments, regional venues, teams, etc.).</p> <p>Emphasize safety and cooperation. Modify lessons to accommodate students with disabilities.</p>
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
<p>Practice the various skills independently, with a partner and a group.</p> <p>Practice using simple modified games</p>	<p>Teacher Observation</p> <p>Checklist</p> <p>Self-Evaluation/Reflection</p> <p>Peer Evaluation</p>	<p>West Indies Cricket Board (1999)</p> <p><i>Scotiabank kiddy cricket skills manual.</i></p>

## Grades: 5-6: SPORTS SKILLS-FOOTBALL

**Standard 1: Apply concepts and principles for the development and performance of motor skills.**

### Outcomes:

Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Practice the football skills of kicking, passing, trapping, dribbling, shooting and feinting.</p> <p>Describe and apply offensive and defensive strategies.</p> <p>Apply, in modified game situations, the fundamental rules and skills of the sport.</p> <p>Use the terminology used in football correctly.</p> <p>Recognize and follow safety rules and procedures during physical activity.</p> <p>Participate with cooperation, sportsmanship and self- control in physical activities.</p>	<p><b>Skills:</b></p> <p><b>Dribbling</b></p> <p><b>Passing</b></p> <p>Inside the foot</p> <p>Outside the foot</p> <p>Top of the foot/Long pass</p> <p><b>Trapping</b></p> <p>Chest</p> <p>Thigh</p> <p>Inside part of the foot</p> <p><b>Throw-ins</b></p> <p><b>Shooting</b></p> <p>Inside</p> <p>Outside</p> <p>Top of foot</p> <p><b>Feinting</b></p>	<p>Instruction in modified sport should be fundamentally based in games and exercises for the teaching and consolidation of the skills pertaining to the sport in mention. At all times, the activities must follow a logical order beginning with the simplest exercises and ending with the more complex ones.</p> <p>Intensity and speed are not the fundamental aspects to be developed in that phase, instead giving way to the correct execution of the technique. The skills acquired should, at this point, be linked to the basic rules of the sport. Ensure that students have sufficient practice learning the individual skills before putting them in a game type situation.</p> <p>Basic history of the sport and its place in the local and regional context (well-known players, accomplishments, regional venues, teams, etc.).</p> <p>Emphasize safety rules and procedures and the need to display sportsmanship.</p>
Suggested Activities	Suggested Assessment	References
<p>Practice the various skills independently, with a partner and group.</p> <p>Practice the skills for accuracy and then for distance when necessary.</p> <p>Use modified games with modified rules.</p>	<p>Teacher Observation Checklist</p> <p>Self-Evaluation/Reflection</p> <p>Peer Evaluation</p>	<p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.</p> <p>Lai, G. (2013). <i>PE 1-2-3</i>. Caribbean Educational Publishers.</p>

## Grades: 5-6: SPORTS SKILLS-NETBALL

### Standard 1: Apply concepts and principles for the development and performance of motor skills.

**Outcomes:** Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b>            Improve their physical capacity using sports specific skills of netball.</p> <p>Demonstrate proficiency in skills such as passing, receiving, pivoting and shooting.</p> <p>Identify the different playing positions.</p> <p>Apply and identify the fundamental rules of the sport.</p> <p>Apply strategies for offensive and defensive situations.</p> <p>Use the terminology used in netball correctly.</p> <p>Recognize and follow safety rules and procedures during physical activity.</p> <p>Participate with cooperation, sportsmanship and self- control in physical activities.</p>	<p><b>Passing</b>  <u>Chest pass</u>  <u>Bounce pass</u>            Receiving/catching            Shooting            Defending            Dodging</p> <p><b>Playing positions</b>            There are 7 different playing positions in netball. They are :            1. Goal Shooter (GS)            2. Goal Attack (GA)            3. Wing Attack (WA)            4. Centre (C)            5. Wing Defense (WD)            6. Goal Defense (GD)            7. Goal Keeper (GK)</p>	<p>Instruction in modified sport should be fundamentally based in games and exercises for the teaching and consolidation of the skills pertaining to the sport in mention. At all times, the activities must follow a logical order beginning with the simplest exercises and ending with the more complex ones.</p> <p>Intensity and speed are not the fundamental aspects to be developed in that phase, instead giving way to the correct execution of the technique. The skills acquired should, at this point, be linked to the basic rules of the sport.</p> <p>Basic history of the sport and its place in the local and regional context (well-known players, accomplishments, regional venues, teams, etc.)</p> <p>Emphasize safety and sportsmanship.</p> <p>Modify equipment/rules to accommodate students with disabilities.</p>
Suggested Activities	Suggested Assessment	References
<p>Participate in modified games with modified rules so all students get an opportunity to participate.</p> <p>Participate in games under normal conditions.</p>	<p>Teacher Observation            Teacher/Student feedback            Skills Checklist            Self-Evaluation/Reflection            Peer Evaluation</p>	<p>Lai, G. (2013). <i>PE 1-2-3</i>. Caribbean Educational Publishers  <a href="http://www.tes.co.uk/">http://www.tes.co.uk/</a>  <a href="http://www.primaryresources.co.uk/pe/pdfs/netball.pdf">http://www.primaryresources.co.uk/pe/pdfs/netball.pdf</a>  <a href="http://netball.com.au/our-game/playing-positions/">http://netball.com.au/our-game/playing-positions/</a></p>

## Grades: 5-6: SPORTS SKILLS-VOLLEYBALL

**Standard 1: Apply concepts and principles for the development and performance of motor skills.**

### Outcomes:

Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b> Perform proficiently, the forearm pass and underhand serve by (grade 5).</p> <p>Demonstrate a basic understanding of rotation. Execute proficiently, the forearm pass, underhand and overhead serve (grade 6).</p> <p>Apply and identify the fundamental rules and strategy used in volleyball.</p> <p>Apply, in real game situations, the skills acquired in the grade.</p> <p>Use the vocabulary used in volleyball correctly.</p> <p>Recognize and follow safety rules and procedures during physical activity. Participate with cooperation, sportsmanship and self- control in physical activities.</p>	<p><b>Skills:</b> Forearm pass/bump pass Underhand serve Overhand serve Rotation</p> <p>Basic volleyball rules terminology and strategy.</p>	<p>Instruction in modified sport should be fundamentally based in games and exercises for the teaching and consolidation of the skills pertaining to the sport in mention.</p> <p>At all times, the activities must follow a logical order beginning with the simplest exercises and ending with the more complex ones. Intensity and speed are not the fundamental aspects to be developed in that phase, instead giving way to the correct execution of the technique. The skills acquired should, at this point, be linked to the basic rules of the sport.</p> <p>Explain the purpose of the various skills to the players, for example, why the forearm pass is used, the purpose of the serve etc.</p> <p>Point out errors when they occur and give feedback to the entire class. Start the volleyball unit using beach balls or other light balls. If students are able to progress to using volleyballs, ensure they are a bit deflated for safety reasons.</p> <p>Emphasize safety and sportsmanship.</p>
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
<p>Practice the various skills under different conditions for distance, accuracy etc. Practice with a variety of simple modified games.</p>	<p>Teacher Observation: Teacher/Student feedback Skills Checklist Self-Evaluation/Reflection Peer Evaluation</p>	<p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education. Lai, G. (2013). <i>PE 1-2-3</i>. Caribbean Educational Publishers.</p>

## Grades: 5-6: SPORTS SKILLS-SWIMMING

**Standard 1: Apply concepts and principles for the development and performance of motor skills.**

### Outcomes:

Perform a wide variety of movement concepts at different levels of difficulty.

Appreciate the value of movement skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objectives	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Demonstrate the basic skills of swimming.  Understand and apply the biomechanics of each skill.  Use the terminology used in swimming correctly.  Apply skills in competition and fun activities.  Recognize the safety rules and procedures before, during and after swim classes.  Practice good hygiene.  Practice cooperation, sportsmanship and self-control.	<b>Skills :</b> The dominant swimming skills that are essential to teach beginning swimmers are; turn and kicking under water Body position Propulsion Breathing mechanics Timing  <b>Strokes</b> Freestyle  Backstroke  Breaststroke  butterfly	Skills should be taught in a logical order. The program should cater to the personal and social development of the students. It should also provide a fun and enjoyable environment. The students should also be oriented to competition properly.  Ensure that children have sufficient practice and have learnt the basic before moving on to more difficult skill, and competition. Remind students and parents of safety rules. Ensure that students are properly attired.  Remind students of the need to display sportsmanship.  Ensure that adaptations are made for students with disabilities. For effective teaching use the kinesthetic method which includes accurate manipulation and auditory signals.
<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>References</b>
Use games to reinforce skills. Water relays Give the routines a name Make use of improvised equipment.	Teacher / coach observation Teacher/Student feedback Checklist Video recordings of performances.	Foundation of coaching level 1 Developing Coaching skills and Equipment that Forces Changes

## Grades: 5-6: BEHAVIOUR

### Standard 2: Responsible personal social behaviour.

#### Outcomes:

Demonstrate social skills in interaction with each other.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety procedures.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Use appropriate communication techniques when interacting with others.  Work cooperatively with others to achieve a common goal.  Demonstrate the ability to work with others while respecting individual differences.  Participate with cooperation, sportsmanship and self-control in physical activities.  Demonstrate fair play, respect for others, officials and authority.  Demonstrate the ability to solve and manage conflict.	Communication: verbal and non- verbal.  Cooperation: share equipment.  Sportsmanship: attitude towards winning and losing etc.  Positive Work Ethic: task completion etc.  Cultural and Environment Awareness: tolerance of others of varying ability.	Responsible personal and social behavioural skills need to be practiced daily. This is particularly important in grades 5-6 where students will be engaged in a number of lead up games and activities which would require them to work well with each other.  Provide a variety of opportunities for students to participate in activities which lead to the display of behaviours and attitudes that include good communication skills, team work, time management, fair play, values, leadership etc.  Take opportunities to recognize students who display these qualities.  Modify equipment/rules to accommodate students with disabilities.
Suggested Activities	Suggested Assessments	References
Songs Tag games Movement stories Warm up activities Pair work Cooperative games Lead up games Dramatizations	Teacher Observation Teacher/Student feedback	Drakes, G; Graham, C; Fuller, M; Jenkins, B. (2011). <i>Health and family life education, student's book1</i> . Macmillan.  Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education



## Grades: 5-6: STRUCTURE AND FUNCTION OF THE BODY

**Standard: 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.**

### Outcomes:

Display awareness of the basic structures and functions of the human body.

Demonstrate social and interpersonal skills while participating in physical education activities.

Work independently and with others while following rules and safety practices to complete a task.

Objective(s)	Content	Suggestions for teaching and learning
<p><b>The student is expected to:</b></p> <p>Identify major muscles, bones and body systems and describe their function.</p> <p>Describe how physical activity affects the major body systems.</p> <p>Identify problems associated with the major body systems.</p> <p>List preventative measures for common illnesses and injuries related to the major body systems.</p> <p>Participate in moderate to vigorous physical activities on a daily basis to improve the functions of the body systems.</p> <p>Recognize and follow safety rules and procedures during physical activity</p> <p>Participate with cooperation, sportsmanship and self- control in physical activities.</p>	<p><b>Major body Systems:</b> Skeletal system Muscular System Circulatory Respiratory Digestive</p> <p>Regular physical activity leads to stronger bones and muscles and a better posture. Allows the heart to work more efficiently when pumping blood throughout the body allowing us to work longer and delaying fatigue, etc.</p> <p><b>Problems associated with the major systems:</b> Weak bones and muscles leading to frequent breaking of bones and tearing of muscles, flaccid or tight muscles. Inefficient working of the heart, leading to heart problems etc.</p> <p><b>Some preventative measures include:</b> daily exercise, proper nutrition, using safety equipment and following safety rules when participating in physical activity.</p>	<p>Review the major muscles, bones and body systems and their functions with students using visual aids and other activities.</p> <p>Have students brainstorm the ways that physical activity improves the functions of the body systems and identify some problems that can affect the body systems and their proper functioning.</p> <p>Allow students to identify preventative measures for the common problems associated with the body systems.</p> <p>Emphasize to students that in most cases, healthy lifestyle choices including a healthy diet and regular physical activity can help to prevent problems with the major body systems.</p> <p>Allow students to engage in a variety of games and movement activities to explore the importance of the various body systems to overall health and well-being.</p> <p>Remind students of safety rules and procedures and the need to exhibit appropriate behaviors.</p>
Suggested Activities	Suggested Assessments	References
<p>Establish a bone/muscle of the month</p> <p>Tag games/ Circuits</p> <p>Simulation of the function of specific body systems</p>	<p>Teacher observation</p> <p>Student feedback</p> <p>Identifying the muscles/bones on a diagram</p>	<p>Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i>. London: Oxford University Press.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a>. <a href="http://www.teachpe.com">www.teachpe.com</a></p>

## Grades: 5-6: NUTRITION

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.

#### Outcomes:

Value the importance of the food groups as it relates to performance in physical activities.

Derive enjoyment from participating in challenging physical activities.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective(s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Understand that different individuals have different nutritional needs.  Plan a balanced meal.  Describe briefly the role of nutrition and physical activity in weight management.  Recognize and follow safety rules and procedures during physical activity.  Participate with cooperation, sportsmanship and self- control in physical activities.	<p>A balanced diet allows physically active individuals to replace the key nutrients lost during physical activity leading to improved performance.</p> <p>Weight management involves a balance between physical activity and caloric intake.</p> <p>To gain weight: increase calorie intake, decrease levels of physical activity.</p> <p>To lose weight: decrease calorie intake/increase levels of physical activity.</p> <p>To maintain weight: maintain calorie intake and levels of physical activity.</p>	<p>Review the food groups and nutrients and identify foods from the different food groups and food sources of the various nutrients. Have students name the major nutrients and identify foods that are good sources of these nutrients.</p> <p>Emphasize the importance of having a diet which contains food from the different food groups.</p> <p>Allow students to engage in various games and movement activities where they name and identify the nutrients found in food, plan a balanced meal etc.</p> <p>Emphasize that different individuals have different nutritional requirements for example an individual who is sedentary will have different nutritional requirements than an individual who is active.</p> <p>Collaborate with the health and family life teacher or classroom teacher, art and music teacher to identify songs, art projects and other activities that can be done to address nutrition and healthy eating.</p>
Suggested Activities	Suggested Assessments	References
Nutrient of the month Tag games Songs/ Nutrition Songs Relays Circuits	Teacher observation Student feedback	Caribbean Association of Home Economics. (2002). <i>Home Economics in Action. Book 1</i> . Heinemann International Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.

## Grades: 5-6: PERSONAL FITNESS

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.

#### Outcomes:

Derive enjoyment from participating in challenging physical activity.

Perform a wide variety of movement concepts at different levels of difficulty.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Participate in activities to develop each component of health-related fitness.</p> <p>Assess the components of health-related fitness.</p> <p>Identify aerobic and anaerobic activities.</p> <p>Perform skill related components in a variety of activities.</p> <p>Develop a personal fitness plan.</p> <p>Recognize and follow safety rules and procedures during physical activity.</p> <p>Participate with cooperation, sportsmanship and self- control in physical activities.</p>	<p><b>Components of health-related fitness</b></p> <p>Cardiovascular endurance</p> <p>Muscular strength</p> <p>Muscular endurance</p> <p>Flexibility</p> <p>Body Composition</p> <p>Fitness tests:</p> <p>Cardiovascular endurance: pacer</p> <p>Muscular strength: pushups/flexed arm hang.</p> <p>Muscular endurance: curl ups/pushups.</p> <p>Flexibility: sit and reach test.</p> <p>Skill related fitness</p> <p>Balance</p> <p>Coordination</p> <p>Reaction time</p> <p>Agility</p> <p>Power</p> <p>Speed</p>	<p>Incorporate as many of the components of fitness as possible in each lesson.</p> <p>Emphasize to students that it is important to develop each component of fitness for overall health.</p> <p>Allow students to assess their levels of fitness by participating in fitness testing. These tests should be done twice a year, at the beginning of the school year and towards the end. Record students' performances to track improvement through the year.</p> <p>Allow students to participate in skill related fitness activities as a regular part of instruction for lead up games and sports skills.</p> <p>Remind students of the need to follow rules and safety procedures and the need to cooperate with others.</p> <p>Modify equipment/rules to accommodate students with disabilities.</p>
<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>References</b>
<p>Relays</p> <p>Circuits</p> <p>Warm Up Activities</p> <p>Fitness testing</p>	<p>Teacher observation</p> <p>Student feedback</p>	<p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education</p>

## Grades: 5-6: DISEASE PREVENTION

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.

#### Outcomes:

Recognize problems associated with inadequate amounts of physical activity and poor lifestyle practices.

Derive enjoyment from participating in challenging physical activity.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Description/ movement principles	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Differentiate between communicable and non-communicable diseases and identify diseases in each category.  Describe the role of physical activity and healthy lifestyle choices in preventing some diseases.  Recognize and follow safety rules and procedures during physical activity.  Participate with cooperation, sportsmanship and self-control in physical activities.	Communicable disease: a disease that can be spread by an infected person by direct or indirect contact.  Non - communicable disease: a non-infectious disease which cannot be spread from one person to the next.  Physical activity and other healthy lifestyle choices help to reduce the risk of non-communicable diseases by improving the function of the heart, lungs and other organs and body systems.	Allow students to identify diseases which they have or members of their family and friends are suffering from.  Ask students for a definition for communicable and non-communicable diseases and help them identify diseases which are communicable and non-communicable. Focus on some of the major diseases particularly those which affect the St. Lucian population.  Emphasize the importance of physical activity and healthy lifestyle choices in preventing and managing some diseases.  Have students engage in a number of games and activities to identify and categorize diseases and healthy lifestyle choices and to reinforce the concept.  Collaborate with the health and family life teacher or classroom teacher to identify activities that can be done in the regular classroom and in physical education.
<b>Suggested Activities</b>	<b>Suggested Assessments</b>	<b>References</b>
Simple tag games Relays Role Play Circuits	Observation Teacher/student feedback	Glover, D; Glover P (2011). <i>Caribbean Primary Science-Bright Ideas</i> . Macmillan Publishers.  Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press.

## Grades: 5-6: HEALTHY LIFESTYLES

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Participate in regular physical activity in a variety of settings.</p> <p>Describe and explain the FITT principles of training.</p> <p>Design a workout plan based on the FITT principles.</p> <p>Identify factors to ensure safe participation in physical activity.</p> <p>Identify factors which may limit physical activity/performance (injury, stress, cost etc.)</p> <p>Explain procedures to treat minor injuries.</p> <p>Describe stress management strategies.</p> <p>Recognize and follow safety rules and procedures for all activities.</p> <p>Participate with cooperation, sportsmanship and self- control in physical activities.</p>	<p><b>Principles of training (FITT)</b></p> <p><u>F</u>requency: how often the activity is performed (daily)</p> <p><u>I</u>ntensity: how intense the activity is performed (how hard)</p> <p><u>T</u>ime: how long the activity is performed (30 minutes etc.)</p> <p><u>T</u>ype: the type of activity which is performed (running, swimming)</p> <p><b>Procedures for safe participation:</b></p> <p>Warm- up, cool down, using appropriate equipment, appropriate progression etc.</p> <p><b>Procedures to treat injuries:</b></p> <p>Stop the activity, apply ice or heat, rest, see a doctor etc.</p> <p>Possible causes of stress: injury, losing streak, performing in front of an audience etc.</p> <p><b>Stress management strategies</b></p> <p>Breathe deeply, take a time out, talk to an adult, use relaxation techniques, engage in physical activity etc.</p> <p>Negative responses to stress. Illegal drug use, alcohol abuse, fighting, withdrawal.</p>	<p>Encourage students to participate in physical activity outside of school. Identify low cost or free activities that students can participate in.</p> <p>Describe the FITT principles and allow students to design a workout plan based on the principles.</p> <p>Discuss and describe methods to avoid and treat common injuries.</p> <p>Have students identify factors which may limit physical activity.</p> <p>Discuss both positive and negative responses to stress and emphasize the role of physical activity as a stress management technique.</p> <p>Provide opportunities for students to participate in movement games and activities to reinforce the concept and meet the stated objectives.</p> <p>Emphasize safety and sportsmanship.</p>
Suggested Activities	Suggested Assessment	References
<p>Warm up activities</p> <p>Simple games</p> <p>Dramatizations/ Role play</p>	<p>Teacher observation</p> <p>Teacher/Student feedback</p>	<p>Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i>. London: Oxford University Press</p>

## Grades: 5-6: HEALTHY LIFESTYLES-SUBSTANCE USE AND ABUSE

### Standard 3: Achieve and maintain a health-enhancing level of physical fitness and well-being.

#### Outcomes:

Participate in activities that promote healthy lifestyles.

Perform locomotor, non-locomotor and manipulative skills.

Work independently and with others while following rules and safety practices to complete a task.

Demonstrate social and interpersonal skills while participating in physical education activities.

Objective (s)	Content	Suggestions for teaching and learning
<b>Students will be expected to:</b>  Identify factors which influence drug use.  Explain the effects of drug use and abuse on physical activity.  Identify reasons athletes may use drugs.  Describe and demonstrate methods of drug prevention.  Recognize and follow safety rules and procedures during physical activity.  Participate with cooperation, sportsmanship and self- control in physical activities.	Factors which influence drug use: Media, friends, parents/home environment.  Effect of drug use on physical activity: slows reaction, impairs judgment, loss of balance, etc.  Reasons why athletes may use drugs: pressure to perform, for financial reasons, peer pressure, to deal with stress, to improve performance etc.  Drug prevention strategies include: Say no, avoid negative peer pressure, have reliable adults to talk to, get educated about drug use, engage in physical activity and other positive extracurricular activities, etc.	Allow students to describe the effects of drug use on physical activity and give reasons why athletes may decide to use drugs. Brainstorm drug prevention strategies. Emphasize to students that prevention is key to avoiding the dangers of drugs.  Allow students to participate in a number of games and activities that would allow them to categorize drugs, role play the effects of drugs on the body or prevention strategies  Collaborate with the health and family life teacher to identify activities that can be done in PE and the regular classroom to reinforce the concept.  Remind students of safety rules and procedures and the need to work cooperatively with their classmates.
<b>Suggested Activities</b>	<b>Suggested Assessment</b>	<b>References</b>
Relays Role play Songs Field trip to medical facilities. Research a particular drug Invite resource persons to speak about substance abuse as it relates to sports. View videos, diagrams of various drugs.	Teacher Observation Teacher/Student feedback Preparation of a brochures on drugs Advertisements Peer evaluation of brochures – re: appropriateness, relevance and creativity	Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i> . London: Oxford University Press  Substance Abuse Advisory Council Secretariat. <a href="http://www.saacsstlucia.com">www.saacsstlucia.com</a>  World Anti-Doping Code <a href="http://www.wada-ma.org">www.wada-ma.org</a>

## Grades: 5-6: SAFETY

#### Standard 4: Exhibit safety principles and practice

##### Outcomes:

Work independently and with others while following rules and safety practices.

Perform locomotor, non-locomotor and manipulative skills.

Demonstrate social skills in interaction with each other.

Objective (s)	Content	Suggestions for teaching and learning
<p><b>Students will be expected to:</b></p> <p>Recognize and follow rules and procedures during physical activities.</p> <p>Describe safety procedures to avoid injury during physical activity.</p> <p>Demonstrate knowledge of care of simple injuries.</p> <p>Apply strategies to address inappropriate behaviour during physical activity.</p> <p>Participate with sportsmanship, cooperation and self-control in physical activities.</p>	<p>Equipment safety: use of appropriate equipment, use of equipment in the manner intended etc.</p> <p>Rules and procedures: necessary for safety etc.</p> <p>Avoiding injury during physical activity: warming up, cooling down, gradual progression etc.</p> <p>Care of simple injuries: stop activity, ice/heat, seek help etc.</p> <p>Strategies to address inappropriate behaviour: ask the person to stop, report to an adult etc.</p>	<p>Discuss the importance of safety with students and allow them to identify potential problems that could occur if safety is ignored. Identify procedures that would help ensure safety.</p> <p>Discussions about safety should be done at the beginning of the school year and throughout the year. At this stage, basic first aid procedures should be introduced so students are able to care for simple injuries at school or away from school.</p> <p>Discuss strategies to address/avoid the incidence of inappropriate behaviour from classmates and adults.</p> <p>Collaborate with the HFLE teacher to identify activities which can be done to meet the objectives.</p>
Suggested Activities	Suggested Assessments	References
<p>Songs</p> <p>Tag games</p> <p>Movement stories</p> <p>Warm up activities</p> <p>Dramatizations</p> <p>Discussions</p>	<p>Teacher Observation</p>	<p>Fountain. S; Goodwin. L. (2014). <i>PE to 16 for the Caribbean</i>. London: Oxford University Press.</p> <p>Pangrazi, R; Beigle, A. (2006). <i>Dynamic Physical Education for elementary school children</i> (16th ed.). San Francisco, CA: Pearson Education.</p>

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## APPENDICES

## APPENDIX A

### Movement Concepts

**Space awareness:** knowledge and understanding of where the body can move

**Personal space:** all the space that the body and its parts occupy, it is carried with a person as they travel through general space

**General space:** all the available empty or open space

#### **Levels of space**

Low level: space below the knees

Medium level: space from the knees to the shoulders when the individual is standing

High level: space above the shoulders

**Pathways:** patterns the body can create when moving: curved, straight, zig zag

**Directions:** ways in which the body or its parts can move: forward, backward, up, down, clockwise, counterclockwise etc.

**Relationships:** tells how the body and its parts interact to the environment

**Relationship of body parts:** balancing, freezing and traveling on different body parts

**Relationships with people:** moving with partners and groups, between partners and groups, leading and following, mirroring etc.

**Relationships with objects:** travelling over and under, next to, far away, in front, behind etc.

## APPENDIX B

### Locomotor Movements

**Locomotor movements: skills that involve travelling from one point to another**

#### **Walking**

Toes are pointed straight ahead

Arm swing is relaxed

Consistent roll from heel to ball of feet

#### **Running**

the trunk leans forward slightly

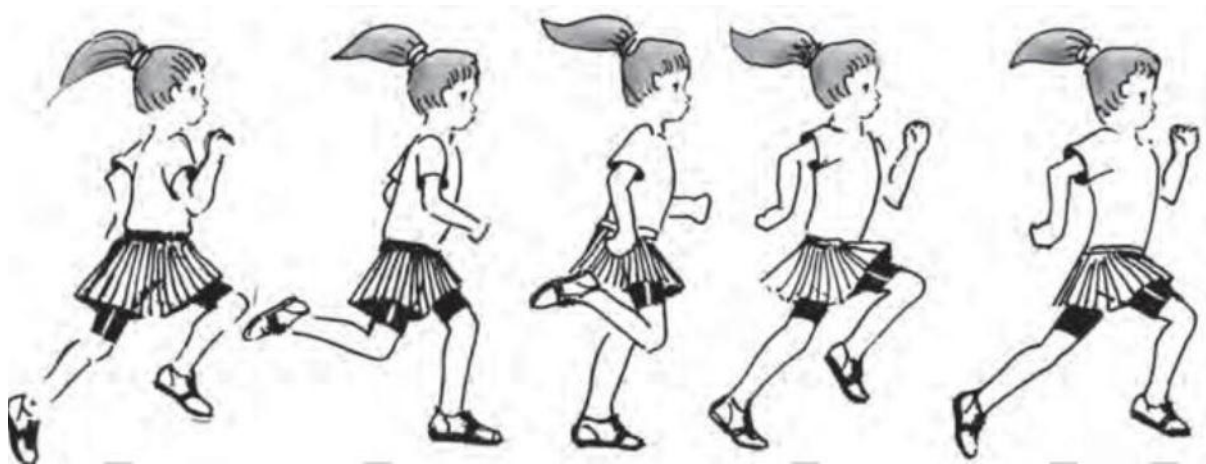
both feet are off the ground for a brief period

arms move in opposition to legs

powerful arm swing moving forward and back when sprinting, less arm swing for distance events

on the balls of the feet when sprinting

Head up eyes forward

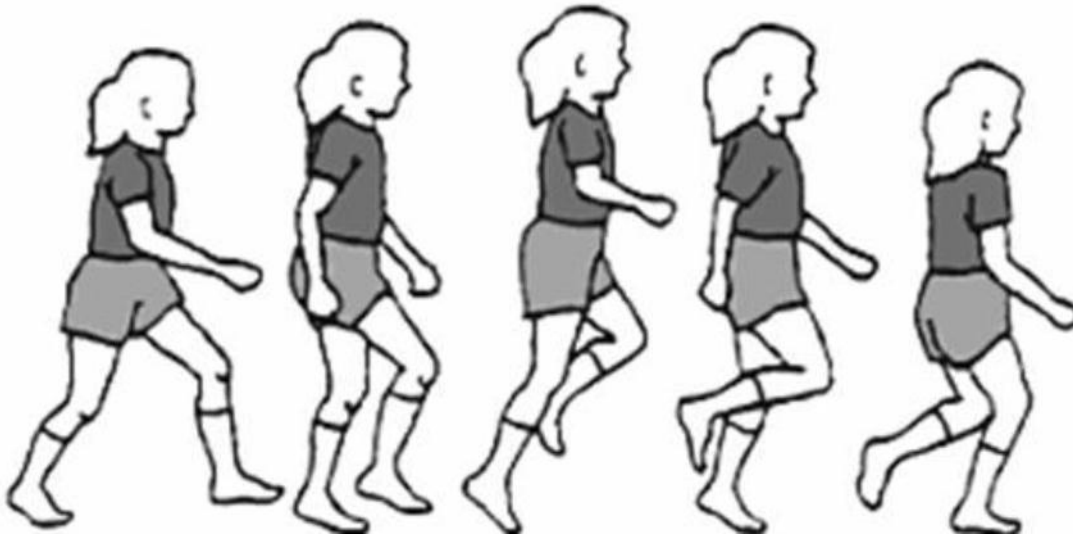


*Figure 1.* Sprint run (Coetze, N. (2013). Coaches Guide 12 fundamental movement skills p. 9.

**Skipping:** a series of step hops done with alternate feet

Arms move in opposition to the legs

Head and upper body are stable with eyes forward



*Figure 2. Skip (Coetze, N. (2013). Coaches Guide 12 fundamental movement skills p. 14.*

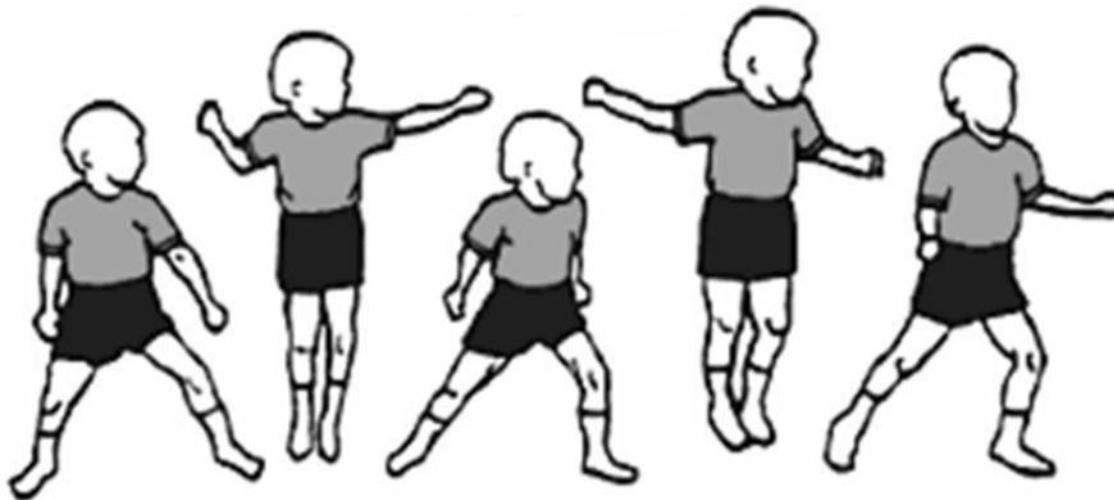
**Side Gallop:**

A step forward with the lead foot, followed by a step with the trail foot

Brief period when both feet are off the ground

Head and trunk are still with eyes focused straight ahead

Movement is rhythmic and controlled



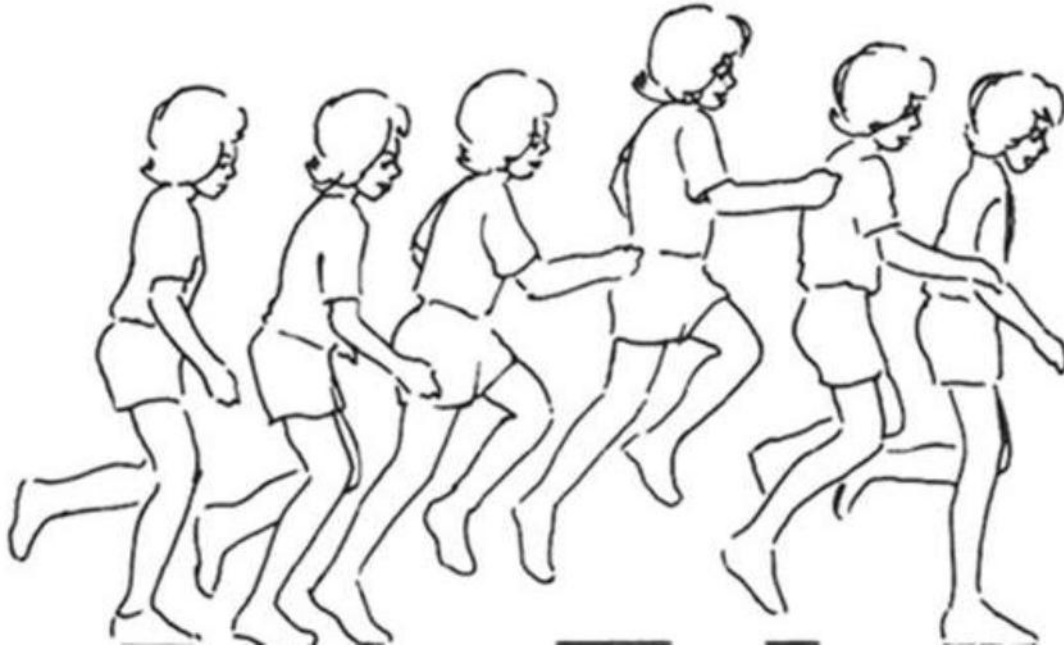
*Figure 3. Side Gallop (Coetze, N. (2013). Coaches Guide 12 fundamental movement skills p. 17.*

**Hopping:** propelling the body up and down on the same foot

Head still, eyes forward

Land on the ball of the foot

Foot on non-support leg is bent and carried behind the body



*Figure 4. Hop (Coetze, N. (2013). (Coaches Guide 12 fundamental movement skills p. 12).*

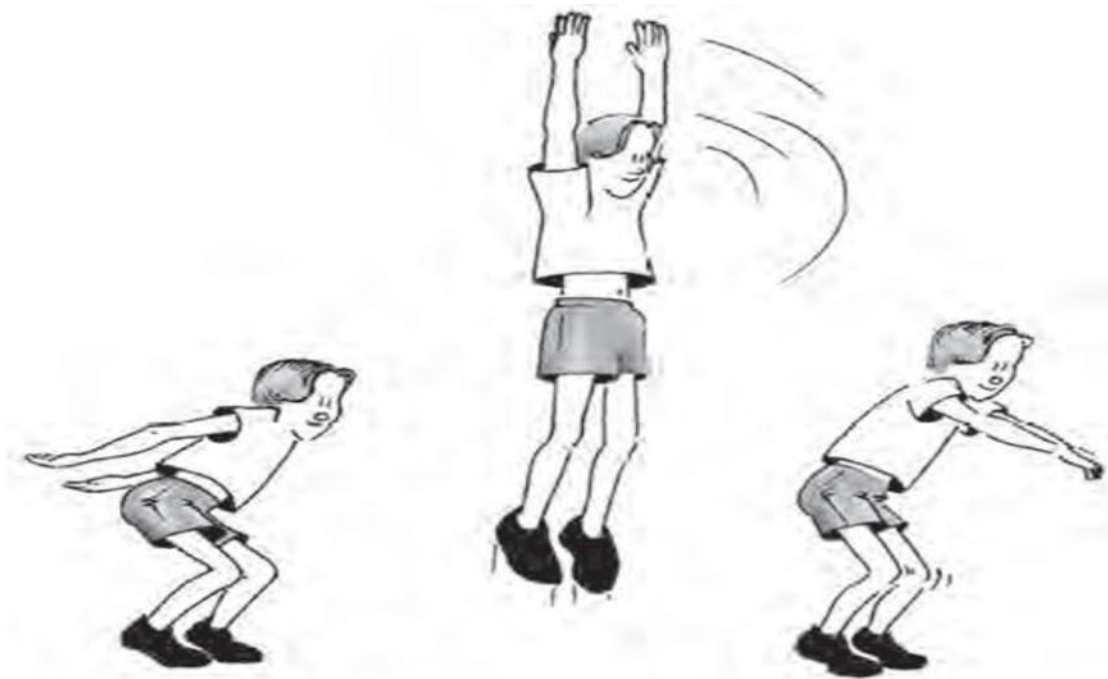
**Jumping:** taking off and landing on both feet

Head up, eyes forward

Knees are bent before takeoff

Arms swing forward and upward to gain distance and height

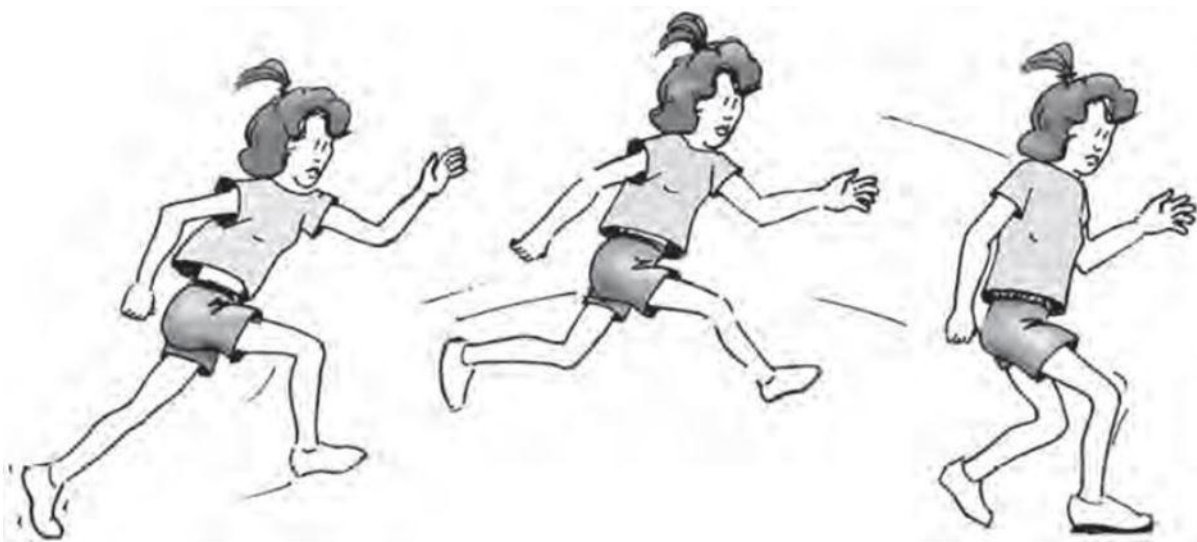
Land on the ball of the feet with bent knees to retain balance and absorb impact



*Figure 5. Jump (Coetze, N. (2013). Coaches Guide 12 fundamental movement skills p. 15.*

**Leaping:** an elongated step to cover distance

Take off on one foot and spring to land on the other foot  
 During flight head remains up with eyes focused forward  
 Land lightly on the ball of the lead foot



*Figure 6. Leap (Coetze, N. (2013). Coaches Guide 12 fundamental movement skills p. 23.*

**Dodging:**

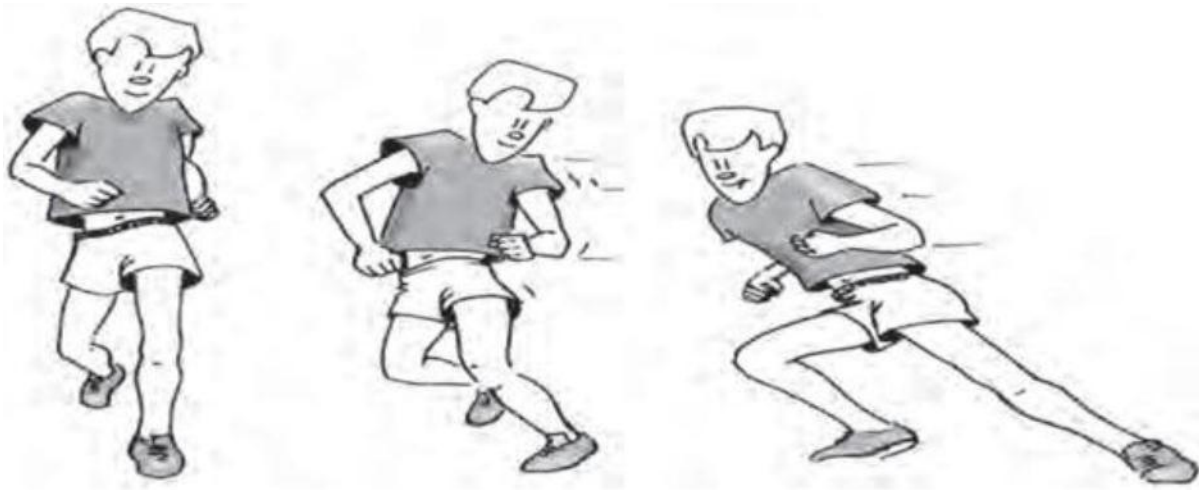
Changing direction by bending the knee and pushing off the outside foot.

Change of direction occurs in one step.

Body lowered during change of direction or in the direction of travel.

Eyes focused forward.

Dodge repeated equally well on both sides.



*Figure 7. Dodge (Coetze, N. (2013). Coaches Guide 12 fundamental movement skills p. 26.*



## APPENDIX C

### Non-locomotor skills

Non- locomotor skills refer to motions of the body which do not result in travelling from one place to another. These include stretching, bending, twisting, turning, rocking, pushing, pulling, swinging and stretching.

**Bend:** movement at a joint.

**Rock:** shifting the centre of gravity from one body part to another, usually done with the body part in contact with the floor.

**Swing:** moving a part of the body forward, backward or side to side in a pendular motion.

**Stretch:** a movement that moves body parts away from the body's centre.

**Push:** a controlled and forceful action to move the body away from an object or to move an object to a different location.

**Pull:** a controlled action that moves an object closer to the body or the body closer to an object.

**Twist:** the rotation of a **selected** body part around its own long axis.

**Turn:** rotation around the long axis of the body.

**Rise:** moving the body or any part of it to a higher level.

**Collapse:** gradually relaxing the body or any of its parts in a controlled way while lowering.

**Sway:** keeping the axis of support below the moving parts.

**Spin:** rotating the body on one body part on one spot.

## APPENDIX D

### Manipulative Skills

Throwing involves thrusting/propelling an object into space using the arms and body to generate force.

#### **Overarm throw**

Stand with the non - throwing side of the body facing the target. The throwing arm side of the body is away from the target.

Step toward the target with the leg opposite the throwing arm.

Rotate the hips as throwing arms moves forward then the shoulders.

Bend the arm at the elbow. The elbow leads the forward movement of the arm.

Body weight remains on the rear foot (away from the target) during early phases of the throw. Just before moving the arm forward, shift weight from the rear leg to the forward leg (nearer the target).

Eyes remain on target.

Follow through to opposite hip after the throw.



*Figure 8. Overarm throw (Coaches Guide (n.d), 12 fundamental movement skills p. 20).*

#### **Underarm throw**

Ball is held in the fingers in front of body.

Throwing hand supported by non-preferred hand.

Throwing arm extended down and back to full extension.

Weight transferred from back to front foot during the throw by stepping forwards with the opposite foot to the throwing arm.

At the end of the release the fingers point at the target.

**Rolling** involves forcing an object or body to continuously turn over and over.

**Catching** involves being able to control and absorb the force of an object with a part of the body preferably the hands.

Eyes focused on the object throughout the catch.

Feet move to place the body in line with the object.

Hands move to meet the object.

Hands and fingers relax and slightly cup to catch the object.

Well timed closure of the hand to control the object.  
Elbows bend to absorb the force of the object.  
Point fingers up for a high ball.  
Point finger down for a low ball.

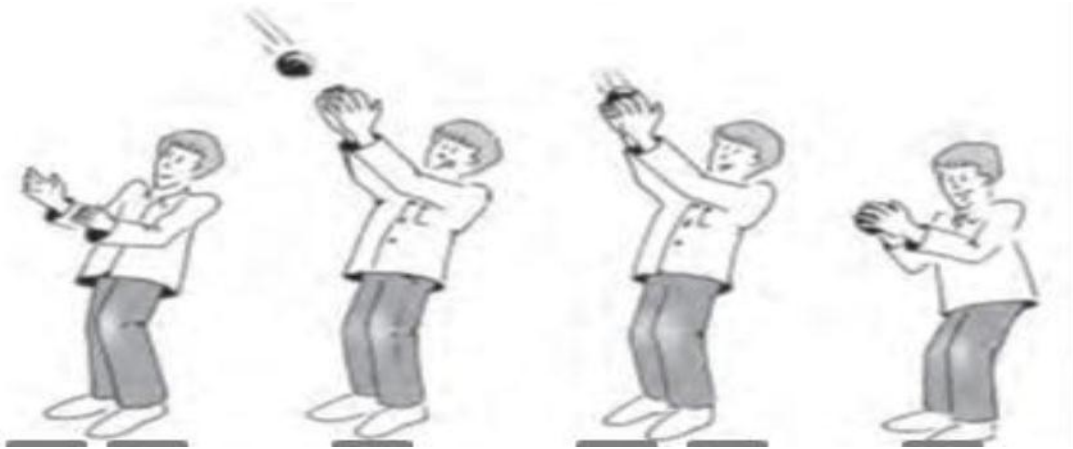


Figure 9. Catch (Coaches Guide (n.d), 12 fundamental movement skills p. 6).

**Bouncing** is a manipulative skill that allows the student to move with a ball under control. It is important to practice this skill as it is fundamental in the development hand-eye coordination.

Eyes focused forward throughout the dribble.  
Contact the ball with the fingers of one hand at about hip height.  
Wrist and elbows bend then straighten to push the ball.  
Hips and knees slightly flexed during the dribble.  
Ball bounces in front of and to the side of the body.

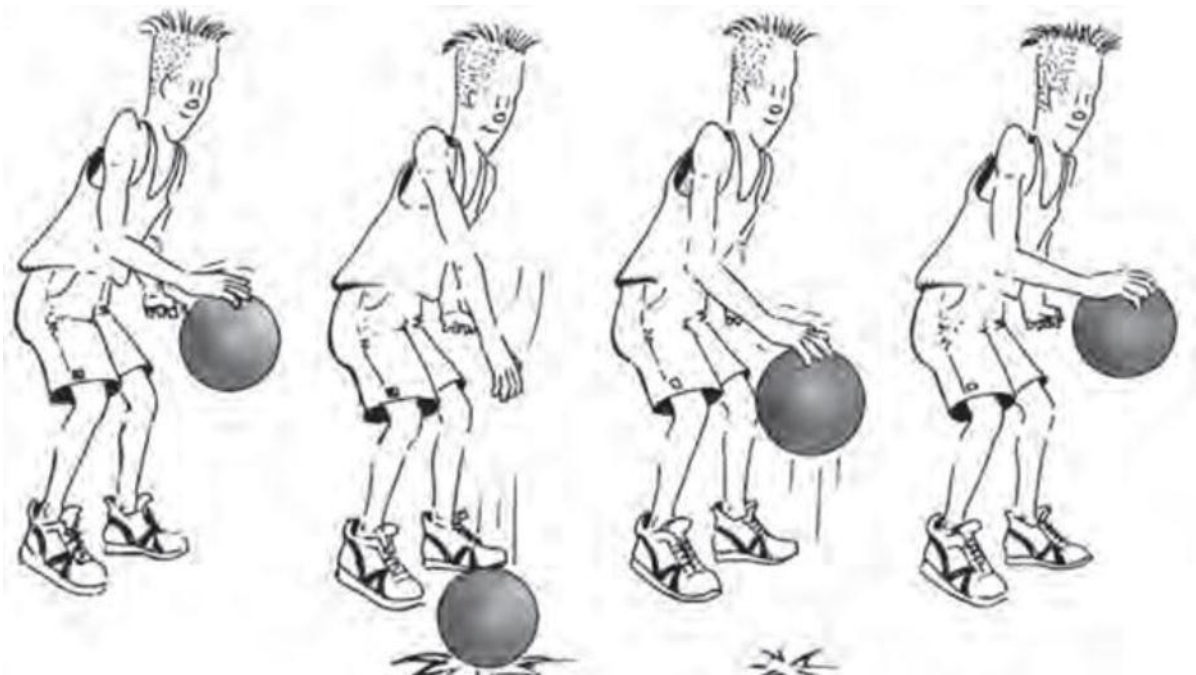


Figure 10. Ball bounce(Coaches Guide (n.d), 12 fundamental movement skills p. 21).

**Dribbling** (feet) dribbling involves a series of taps used to advance a ball.

Eyes forward, head up.

Move on the balls of the feet.

Use the inside or outside part of the foot to control the ball.

Ball is kept close to the feet.

**Kicking** is a striking skill characterized by producing force from the foot to an object. It is important for foot - eye coordination.

Eyes focused on the ball through the kick.

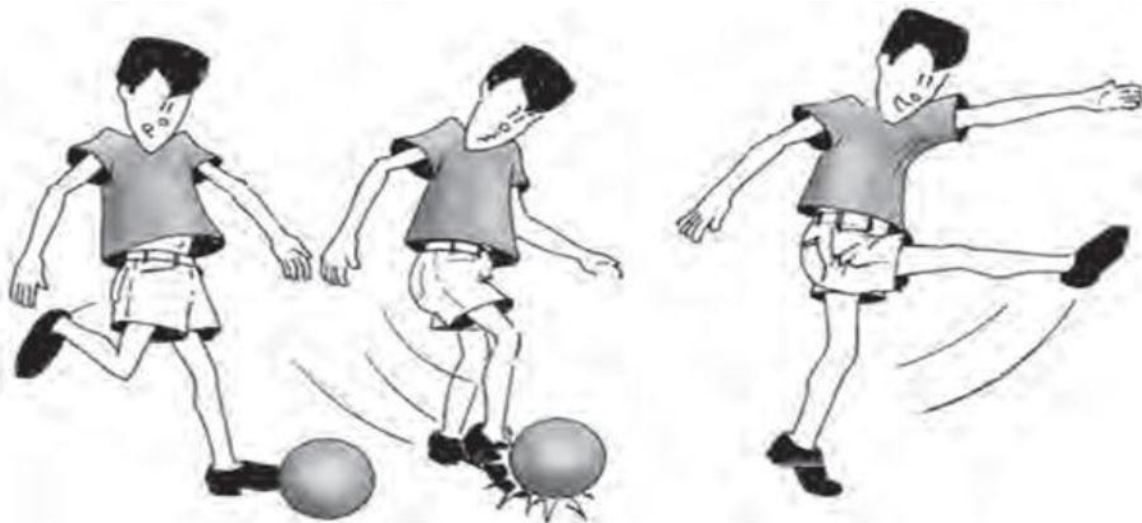
Forward and sideward swing of the arm opposite kicking leg.

Non-kicking foot placed beside the ball.

Bend knee of kicking leg at least 90° during the backswing.

Contact ball with the part of the foot indicated for practice.

Kicking leg follows through high towards target area.



*Figure 11. Kick (Coaches Guide (n.d), 12 fundamental movement skills p. 8).*

**Trapping** involves controlling an object and applying a force to the object using various body parts. Trapping provides the foundations that children need to move control and stop a ball.

Move the body directly in the path of the ball.

Present a large surface area, (e.g. flat surface, side of foot, or trunk of body) to trap the ball.

Trapping – let the ball meet your body and deflect the ball downwards.

Keep eyes on the ball until contact is made.

Body ‘gives’ with the trap.

**Striking** involves hitting an object with a part of the body or with an implement. The mechanics of striking will depend on the object being struck and the implement being used. Generally:

Track the object and keep tracking it until it is hit.

Grip the implement with the hands together.

Rotate trunk and hips.

Step toward the target.

Adjust the swing to control placement.

## **APPENDIX E**

### **Warm-up and cool down basics**

#### **Warming up:**

Gets the body ready for physical activity.

Gradually increases the heart rate and breathing.

Increases body temperature and flexibility of muscles helping in injury prevention.

Should progress gradually, walking before running etc.

If possible should involve all students moving at the same time.

Is an opportunity to practice previously learned skills.

Is an opportunity to practice skills to be used in the main lesson.

Music is a great addition to warm up activities and serves as an audible signal to begin and end the warm up activity.

The warm up can be used as an opportunity for integration (example counting during stretching).

The warm up should last around 5 minutes during a 30 minute class.

As much as possible the warm up should include as many of the components of fitness as possible (endurance, strength and flexibility).

Maintain a basic procedure (activity, flexibility, strength etc.) however, vary some of the activities to avoid boredom; there are a number of instant activities and games that can be used.

#### **Cooling down:**

Cooling down gradually lowers heart rate and breathing rate.

Cooling down removes waste products such as lactic acid.

Cooling down reduces the risk of soreness.

Cooling down should consist of a light jog/walk and gentle stretching.

Serves as an opportunity to review the lesson, give feedback to students, answer questions and prepare students for the next class.

## APPENDIX F

### Components of health-related fitness

Component	Description	Impact of PA	Activities to develop	Tests to measure
Cardiovascular Endurance	Ability to maintain aerobic exercise for prolonged periods of time	Improved delivery of oxygen  Decrease body fat	Swimming, cycling, running,, brisk walking, dancing, playing football	<u>Pacer</u> Mile run
Muscular Strength	The ability of a muscle to exert a maximal force against resistance	Improves posture Development of lean body mass	Sit-ups, pushups, squats, weight training exercises	<u>Pushup up test</u> , curl up test, flex arm hang, hand grip test
Muscular endurance	Ability to use muscles repeatedly without getting tired	Decrease body fat	Curl ups, pushups, squats, done for an extended period of time	Pushup up test, <u>curl up test</u> ,
Flexibility	Range of movement possible at a joint	Decreased risk of injury Improves posture	Dynamic and static flexibility exercises	<u>Sit and reach test</u> Shoulder stretch Trunk lift
Body Composition	Percentage of weight which is fat, muscle and bone	Weight management	Aerobic and anaerobic activities	Skin fold test (not recommended for K-6 students) <u>BMI</u>

Tests that are underlined indicate recommended tests to be administered

## APPENDIX G

### Fitness tests

#### FITNESSGRAM

Fitness testing is an important part of assessment in the physical education classroom. They allow students and the teacher to recognize strengths and weaknesses and to develop plans to address weaknesses. Fitness testing also teaches students about the health related components of fitness so they can apply these throughout their lives. Fitness testing should not be used to promote competition among students. The emphasis should be on students understanding the importance of health- related fitness, how these components can be developed and establishing their own plans for improvement based on the results of their tests. Fitness testing will be conducted for students in grades 3-6 in Saint Lucia twice per year in the first and third terms using the FITNESSGRAM.

The FITNESSGRAM is a battery of fitness tests developed by the Cooper Institute. These tests measure several components of health- related fitness including aerobic capacity, muscular strength, flexibility and body composition. Healthy fitness zone standards for each test have been developed for each age and gender. The standards were established based on how fit children should be for good health. Students who score at the top of the standards would be categorized in the Healthy Fitness Zone (HFZ). Students who score below the HFZ will be categorized under Needs Improvement and those who score towards the bottom of the standards would be categorized under the Needs Improvement-Health Risk category. These standards allow teachers to develop interventions when necessary. The following information on the FITNESSGRAM is referenced from the FITNESSGRAM/ACTIVITYGRAM Test Administration Manual Updated Fourth Edition from Chapters 5-7.

#### FITNESSGRAM components and tests

<b>Aerobic capacity</b>	<b>Abdominal strength</b>	<b>Upper body strength</b>	<b>Trunk flexibility</b>	<b>Flexibility</b>	<b>Body composition</b>
<u>Pacer</u>	<u>Curl up</u>	<u>90° Push up</u>	Trunk lift	<u>Back saver sit and reach</u>	Skin fold measurements
One Mile run		Modified pull up		Shoulder stretch	<u>Body mass index</u>
		Flexed arm hang			Bio electric impedance analyzers

Modified from the FITNESSGRAM/ACTIVITYGRAM Test Administration Manual p. 26

**The underlined tests are recommended to be administered.**

#### Recommended tests

##### Aerobic Capacity

**Pacer:** The pacer test measures aerobic capacity. The objective is for the students to run as long as possible over a 20m distance increasing their pace at the sound of prerecorded beeps.



**Equipment:** 20m flat area, pacer cadence, score sheet, pencil.

### **Directions**

- Students are paired up with one partner observing and recording while the other partner performs the test.
- Students should be reminded that the objective is to run as long as possible and that they should pace themselves.
- A 20m distance is measured with a line drawn at each end (15m can be used for small areas).
- Students start at one end of the 20m and listen to the prerecorded instructions.
- At the “go” signal students run to the other line and wait for the prerecorded beep.
- At the beep, students run back to the start line and wait for the beep again.
- At various intervals, students will hear 3 beeps. This signifies the start of a new level and also signals that the pace has gotten faster; students should then run faster.
- A student’s test is over when the student fails to reach the line 2 times before the beep. The two misses do not have to be consecutive.
- The partner records the number of laps the student completed before stopping or before being asked to stop.
- Students should be encouraged to walk for a while after completing the test.

### **Muscular strength and endurance – curl up, 90° push up/flexed arm hang**

**Curl up:** The curl up test measures abdominal strength. The objective is for students to perform as many curl ups as possible while moving to a cadence.

**Equipment:** mat for curl ups, curl up cadence, CD player, paper, pencil, measuring strip.

### **Directions**

- Students are paired up with one partner performing the curl up while the other counts and watches for form errors.
- One partner lies on his/her back with knees bent at a 90° angle with feet flat on the mat/floor.
- The measuring strip is placed on the mat and the student places his/her finger tips on the close edge of the measuring strip.
- A piece of paper is placed under the student’s head.
- On the “up” signal from the cadence, the student comes up sliding the fingertips from the close edge of the measuring tape to the other edge, keeping the feet flat on the mat.
- The student then waits for the “down” signal from the cadence to go back down, sliding the fingers and making sure the head touches the mat.
- The student continues in this manner until he/she reaches 75 curl ups or until two faults are made.
- The partner records highest number of curl ups performed.
- Faults:
  - Heel losing contact with the mat/floor
  - Head not touching the mat in the down position
  - Pausing/not keeping time with the cadence

- Fingertips not reaching far side of the measuring tape



*Figure 12. Starting position for curl up (Cooper Institute, 2013, p. 47).*



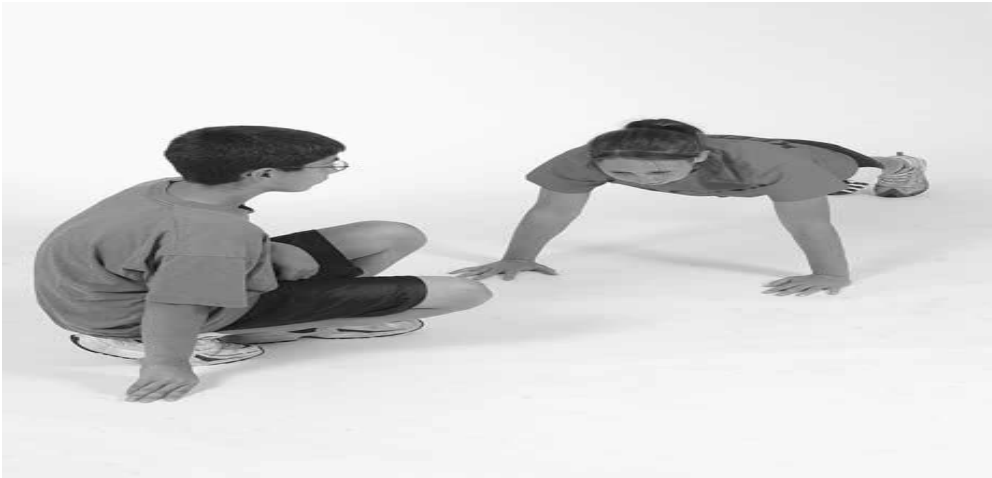
*Figure 13. "Up" position for curl up (Cooper Institute, 2013, p. 47).*

**90° Pushup:** This test measures upper body strength and endurance. The objective is to perform as many pushups as possible while moving to a cadence.

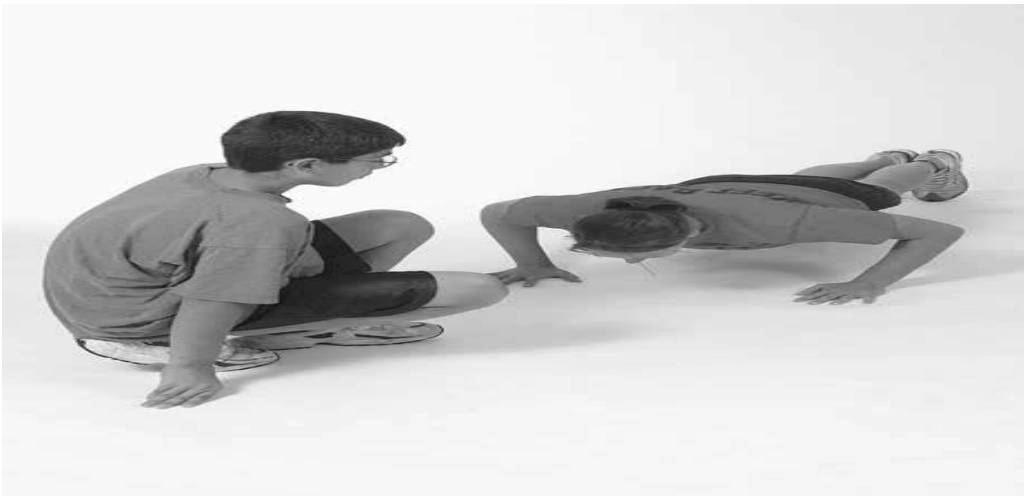
#### **Directions**

- Students will be paired with one partner performing the test while the other observes and records.
- The performing student lies down on the mat in a prone position (face down) with hands near the shoulders, slightly wider than shoulder width apart and legs stretched out.
- The student raises himself/herself into a starting position by extending the arms fully, keeping the legs straight out behind.
- On the signal (down) the student lowers himself/herself until the elbows bend at a 90° angle.
- The student then pushes himself/herself up on the signal (up).
- The student continues this until he/she cannot go any longer or until they make a second fault.
- The students' score is the number of pushups completed before stopping or being asked to stop.
- Faults:

- Not staying with the prerecorded rhythm
- Not achieving a 90° angle
- Arms not extended fully
- Back is not straight



*Figure 14. Starting position for the 90° push up (Cooper Institute, 2013 p. 52).*



*Figure 15. "Down" position for the 90° push up (Cooper Institute, 2013 p. 52).*

**Flexed Arm Hang:** This test measures upper body strength. The objective is for the student to hold the chin above the bar as long as possible.

**Equipment:** horizontal bar, stopwatch, stool, paper and pencil.

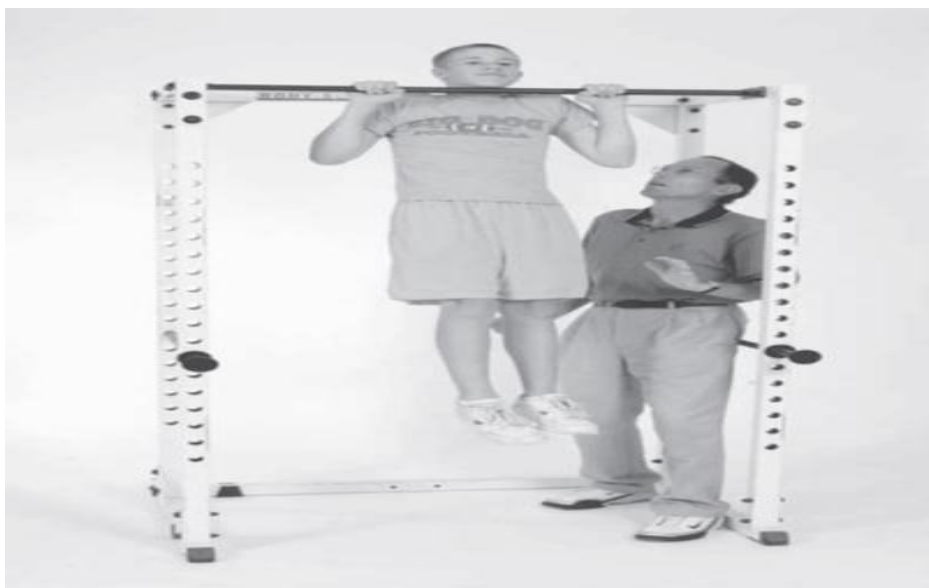
#### **Directions**

- The student grasps the bar with an overhand grip with the palms facing away

- The student then raises the body off the floor, holding the chin over the bar with the elbows flexed.
- The student should not swing the body while in this position.
- A stopwatch is used to record the length of time the student can maintain this position.
- The student's score is recorded as the number of seconds they were able to maintain the correct position.
- The test is over when the student cannot maintain the position or commits a fault.
- Faults:
  - The student's chin touches the bar
  - The head is tilted back to keep the chin over the bar
  - The chin goes below the bar



*Figure 16. Starting position for the flexed arm hang (Cooper Institute, 2013, p. 56).*



*Figure 17. "Up" position for the flexed arm hang (Cooper Institute, 2013, p. 56).*

**Flexibility:** Back saver Sit and Reach, shoulder stretch, trunk lift

**Back- Saver Sit and Reach:** The Back Saver Sit and Reach measures the flexibility of the hamstring muscles.

**Equipment:** sit and reach box. If a sit and reach box is not available, a box or low bench with a measuring scale taped to the top will suffice.

**Directions:**

- The student removes his/her shoes and sits flat with one leg extended and the foot resting against the sit and reach box or bench. The other knee is bent with the foot resting flat on the floor and next to the knee of the extended leg.
- The hands are placed one on top of the other and are extended over the sit and reach box or the measuring scale on the bench.
- With palms facing down, the student reaches forward along the scale as far as possible while keeping the back straight.
- The student switches legs and repeats the process on the other side of the body.
- The student's score is recorded as the number of inches reached on each side.
- It is permissible for the bent knee to move to the side to allow the student to move forward, however the foot of the bent knee needs to stay on the floor.
- It is permissible for the evaluator to place a hand on the knee of the extended leg to keep it straight.
- Hips should remain square to the box.
- Do not allow students to extend past 12 inches to avoid hyperextension.



*Figure 18. Starting position for the Back Saver Sit and Reach (Cooper Institute, 2013 p. 56).*



*Figure 19. Back Saver Sit and Reach on the right side (Cooper Institute, 2013 p. 58).*

## Appendix H

### FITNESSGRAM® Standards for the Healthy Fitness Zone™

BOYS														
Age	VO <sub>2</sub> max (ml · kg <sup>-1</sup> · min <sup>-1</sup> )		20-meter PACER (Enter #laps in software)		15-meter PACER (Use conversion chart; enter in software)†		One-mile run (min: sec)		Walk test (VO <sub>2</sub> max)		Percent fat		Body mass index	
5			Participation in run.				Completion of distance.				25	10	20	14.7
Lap count standards not recommended.				Time standards not recommended.		25	10	20			14.7			
						25	10	20			14.9			
						25	10	20			15.1			
						25	7	20			13.7			
10	42	52	23	61	30	80	11:30	9:00	25	7	21	14.0		
11	42	52	23	72	30	94	11:00	8:30	25	7	21	14.3		
12	42	52	32	72	42	94	10:30	8:00	25	7	22	14.6		
13	42	52	41	83	54	108	10:00	7:30	42	52	25	7	23	15.1
14	42	52	41	83	54	108	9:30	7:00	42	52	25	7	24.5	15.6
15	42	52	51	94	67	123	9:00	7:00	42	52	25	7	25	16.2
16	42	52	61	94	80	123	8:30	7:00	42	52	25	7	26.5	16.6
17	42	52	61	106	80	138	8:30	7:00	42	52	25	7	27	17.3
17+	42	52	72	106	94	138	8:30	7:00	42	52	25	7	27.8	17.8

Age	Curl-up (no. completed)		Trunk lift (inches)		90° push-up (no. completed)		Modified pull-up (no. completed)		Flexed arm hang (seconds)		Back-saver sit and reach* (inches)	Shoulder stretch
5	2	10	6	12	3	8	2	7	2	8	8	Healthy Fitness Zone = touching fingertips together behind the back on both the right and left sides.
6	2	10	6	12	3	8	2	7	2	8	8	
7	4	14	6	12	4	10	3	9	3	8	8	
8	6	20	6	12	5	13	4	11	3	10	8	
9	9	24	6	12	6	15	5	11	4	10	8	
10	12	24	9	12	7	20	5	15	4	10	8	
11	15	28	9	12	8	20	6	17	6	13	8	
12	18	36	9	12	10	20	7	20	10	15	8	
13	21	40	9	12	12	25	8	22	12	17	8	
14	24	45	9	12	14	30	9	25	15	20	8	
15	24	47	9	12	16	35	10	27	15	20	8	
16	24	47	9	12	18	35	12	30	15	20	8	
17	24	47	9	12	18	35	14	30	15	20	8	
17+	24	47	9	12	18	35	14	30	15	20	8	

Number on left is lower end of HFZ; number on right is upper end of HFZ.

\*Test scored Pass/Fail; must reach this distance to pass.

†Conversion chart on page 94.

# FITNESSGRAM® Standards for the Healthy Fitness Zone™

GIRLS														
Age	VO <sub>2</sub> max (ml · kg <sup>-1</sup> · min <sup>-1</sup> )		20-meter PACER (Enter # laps in software)		15-meter PACER (Use conversion chart; enter in software)†		One-mile run (min: sec)		Walktest (VO <sub>2</sub> max)		Percent fat		Body mass index	
5			Participation in run.  Lap count standards not recommended.				Completion of distance.  Time standards not recommended.				32	17	21	16.2
6											32	17	21	16.2
7											32	17	22	16.2
8											32	17	22	16.2
9											32	13	23	13.5
10	39	47	7	41	9	54	12:30	9:30			32	13	23.5	13.7
11	38	46	15	41	19	54	12:00	9:00			32	13	24	14.0
12	37	45	15	41	19	54	12:00	9:00			32	13	24.5	14.5
13	36	44	23	51	30	67	11:30	9:00	36	44	32	13	24.5	14.9
14	35	43	23	51	30	67	11:00	8:30	35	43	32	13	25	15.4
15	35	43	32	51	42	67	10:30	8:00	35	43	32	13	25	16.0
16	35	43	32	61	42	80	10:00	8:00	35	43	32	13	25	16.4
17	35	43	41	61	54	80	10:00	8:00	35	43	32	13	26	16.8
17+	35	43	41	72	54	94	10:00	8:00	35	43	32	13	27.3	17.2

Age	Curl-up (no. completed)		Trunk lift (inches)		90° push-up (no. completed)		Modified pull-up (no. completed)		Flexed arm hang (seconds)		Back-saver sit and reach* (inches)	Shoulder stretch
5	2	10	6	12	3	8	2	7	2	8	9	Healthy Fitness Zone = touching fingertips together behind the back on both the right and left sides.
6	2	10	6	12	3	8	2	7	2	8	9	
7	4	14	6	12	4	10	3	9	3	8	9	
8	6	20	6	12	5	13	4	11	3	10	9	
9	9	22	6	12	6	15	4	11	4	10	9	
10	12	26	9	12	7	15	4	13	4	10	9	
11	15	29	9	12	7	15	4	13	6	12	10	
12	18	32	9	12	7	15	4	13	7	12	10	
13	18	32	9	12	7	15	4	13	8	12	10	
14	18	32	9	12	7	15	4	13	8	12	10	
15	18	35	9	12	7	15	4	13	8	12	12	
16	18	35	9	12	7	15	4	13	8	12	12	
17	18	35	9	12	7	15	4	13	8	12	12	
17+	18	35	9	12	7	15	4	13	8	12	12	

Number on left is lower end of HFZ; number on right is upper end of HFZ.

\*Test scored Pass/Fail; must reach this distance to pass.

†Conversion chart on page 94.

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## APPENDIX I

### The PACER Group Score Sheet

Score-keeper: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_

Laps (20-meter lengths)

<i>Min</i>	<i>Laps</i>													
<b>1</b>	1	2	3	4	5	6	7							
<b>2</b>	8	9	10	11	12	13	14	15						
<b>3</b>	16	17	18	19	20	21	22	23						
<b>4</b>	24	25	26	27	28	29	30	31	32					
<b>5</b>	33	34	35	36	37	38	39	40	41					
<b>6</b>	42	43	44	45	46	47	48	49	50	51				
<b>7</b>	52	53	54	55	56	57	58	59	60	61				
<b>8</b>	62	63	64	65	66	67	68	69	70	71	72			
<b>9</b>	73	74	75	76	77	78	79	80	81	82	83			
<b>10</b>	84	85	86	87	88	89	90	91	92	93	94			
<b>11</b>	95	96	97	98	99	100	101	102	103	104	105	106		
<b>12</b>	107	108	109	110	111	112	113	114	115	116	117	118		
<b>13</b>	119	120	121	122	123	124	125	126	127	128	129	130	131	
<b>14</b>	132	133	134	135	136	137	138	139	140	141	142	142	144	
<b>15</b>	145	146	147	148	149	150	151	152	153	154	155	156	157	

Lane	Student name	Laps completed	Pre-test	Mid-test	Post-test

*Adapted from FITNESSGRAM/ACTIVITYGRAM Test Administration Manual, Fourth Edition by the Cooper Institute, 2005, Champaign, IL: Human Kinetic*

## APPENDIX J

### Body systems

BODY SYSTEM	PARTS	FUNCTIONS	Impact of Physical Activity on Body Systems
<b>Skeletal System</b> Is the framework of the body and consists of 206 separate bones	Bones: Cartilage Joints <b>Major upper body bones:</b> clavicle, scapula, humerus, radius, ulna <b>Major lower body bones:</b> femur, tibia, fibula, patella	Provides shape, supports the body in the correct position or posture Protects the delicate vital organs of the body Provides site for muscle attachment Enables large and fine movement Produces red and white blood cells	The bones become stronger in order to deal with the stress that physical activities place on them. The cartilage at the end of the bones becomes thicker and better at shock absorption. The ligaments will stretch slightly to enable greater flexibility at the joints.
<b>Muscular system</b> Made up of all the muscles in the body. 3 different types of muscles in the human body. Skeletal Smooth Cardiac	<b>Major Upper body muscles:</b> deltoid, pectoralis major, biceps, triceps <b>Major Lower body muscles:</b> Hamstrings, quadriceps, gluteus maximus, Gastrocnemius	Facilitates the movement of the body when it contracts and pulls on bones. Helps to maintain good posture and body temperature by producing heat as it works Helps to maintain balance <b>Movement</b> <b>Flexion</b> – (bending) <b>Extension</b> – (straightening) <b>Abduction</b> – a movement of a part away from the midline of the body. <b>Adduction</b> – a movement of a part towards the midline of the body. <b>Rotation</b> : around the body's axis	Makes the muscles stronger and more efficient. Improves muscle tone Encourages good posture which enables the body to work more efficiently and can help prevent injuries. Increases the size of the muscles or <b>hypertrophy</b> . Reduces the risk of atrophy
<b>Circulatory System</b> Circulates blood around the body carrying oxygen and nutrients to cells, and carrying waste away from the body.	<b>Heart veins capillaries</b> <b>The Heart</b> –a muscle located to the left of the chest, is the size of a fist. It is the centre of the circulatory system.	Transports oxygen, nutrients and hormones to all parts of the body Collects waste and carries it to the excretory organs, e.g. kidney The heart pumps blood throughout the body Beats faster when a person is exercising, is excited or scared	The heart pumps more blood per beat. The recovery heart rate increases. The resting heart rate decreases. The number of capillaries in the body increases.
<b>Respiratory</b> Provides us with oxygen, which is needed by every living human cell to stay alive.	Nose, throat ( <b>pharynx</b> ), trachea, bronchi, lungs and diaphragm	Allows inspiration or breathing of air into the lungs The exchange of oxygen and carbon dioxide Expiration or breathing out of air from the lungs.	Increasing the amount of air taken in with each breath Reducing the time taken to return to normal breathing rate after strenuous exercise. Strengthening the muscles that are involved in the breathing process.

## APPENDIX K

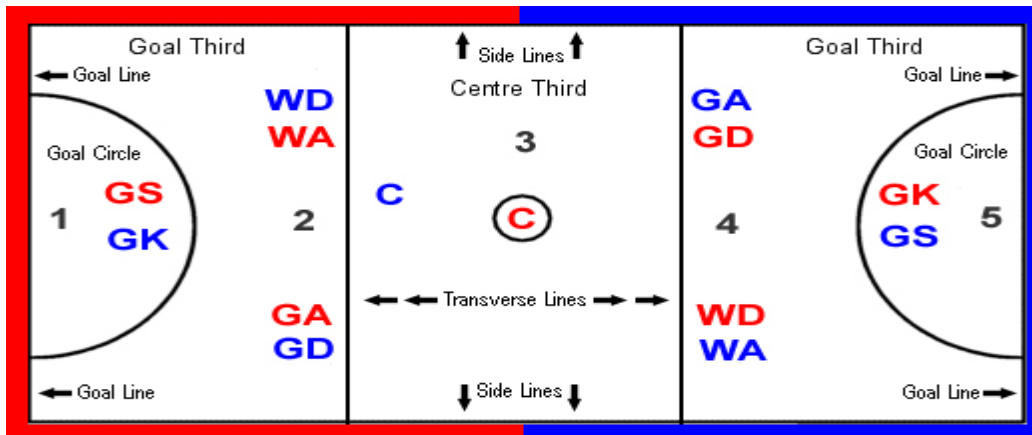
### Basic sports skills

#### Netball

##### PLAYERS:

A netball team consists of up to 12 players with 7 players allowed on court at any one time. A team may take the court with a minimum of 5 players.

##### Netball Court showing starting positions for a centre pass



##### Position Responsibilities

There are 7 different playing positions in netball and each of them signify different areas of play. They are namely:

1. Goal Shooter (GS): to score goals within the circle by shooting the ball into the hoop. The taller players usually serve best in this position.
2. Goal Attack (GA): is responsible for setting up offensive plays and scoring goals. She also feeds the ball to the GS to shoot. This player needs strong passing skills.
3. Wing Attack (WA): chiefly responsible for moving the ball down from the centre third to the goal third and for feeding the ball to the shooters.
4. Centre (C): Centre starts and restarts the game from the centre circle each time a goal is scored. She dictates the pace of her team's play creates space on court and is depended upon for both attacking and defending.
5. Wing Defence (WD): is always on the defensive, unless there's a turnover and she has to bring the ball down to her attacking side. She is responsible for defending the opposing team's players, mainly the WA, and for stopping the ball from reaching the goal circle. She is to intercept at any possible chance.
6. Goal Defence (GD): The chief role is to defend the ball from reaching the opposing shooters in a spot where they are comfortable to shoot. The GD must always be looking for chances to intercept the ball and achieve turnovers. They also keep a close look on the opposing team's GA.

7. Goal Keeper (GK): The primary function is to guard the goal circle, defend the opposing shooters and prevent them from scoring goals. She is also responsible for taking throw-ins at the base line. She can be considered as the last line of defence.

**Playing the game:**

Centre passes are taken alternately by the Centre of each team, after each goal is scored and at the start of each quarter. Each team endeavours to pass the ball to down to their goal circle and score goals. The team with the most goals at the end of the playing time wins the game.

**Centre pass:**

Before the whistle all players must start in the goal thirds except the two Centres. The Centre with the ball must be wholly within the Centre Circle and must obey the footwork rule after the whistle has been blown. The opposing Centre stands anywhere within the Centre Third and is free to move.

After the whistle the Centre pass must be caught or touched by a player standing in or landing wholly within the Centre third.

**Scoring a goal:**

Only GS or GA can score – they must be completely within the goal circle when the ball is received in order to shoot for goal. A goal is scored when the ball passes over and completely through the goal ring.

**Playing time:**

A game consists of 4 x 15 minute quarters with an interval of 3 minutes between the first and second and third and fourth quarters and a 5 minute half time interval. There is up to 2 minutes of time allowed for each injury.

**Minor infringements - free pass:**

Breaking the following rules will result in a FREE PASS being awarded to the opposing team. When a FREE PASS is awarded to a team it may be taken by any player from that team allowed in that area, as soon as they are in position.

(A player may not shoot from a free pass in the goal circle).

**Offside:**

Player moving out of own area, with or without ball (on a line counts as within either area).

**Breaking at the Centre pass:**

A player moving into the Centre third before the whistle is blown for the Centre pass.

**Playing the ball:**

A player who has caught or the ball shall play it or shoot for goal within three seconds

A player may bounce or bat the ball once to gain control

Once released, the ball must next be touched by another player

There must be room for a third player between hands of thrower and catcher

A player on the ground must stand up before playing ball

**Passing distance:**

At the moment the ball is passed there must be room for a third player between hands of thrower and catcher.

**Over a third:**

Ball may not be thrown over a complete third without being touched or caught by a player wholly within that third.

**Footwork:**

Having caught the ball, a player may land or stand on:

One foot – while the landing foot remains grounded, the second foot may be moved anywhere any number of times, pivoting on the landing foot if desired. Once the landing foot is lifted, it must not be re-grounded until the ball is released.

Two feet (simultaneously) – once one foot is moved, the other is considered to be the landing foot, as above.

Hopping or dragging the landing foot is not allowed.

**Major infringements – penalty pass**

Breaking the following rules will result in a PENALTY PASS or PENALTY PASS OR SHOT being awarded to the opposing team.

**A PENALTY PASS** (or PENALTY PASS/ PENALTY SHOT if in the goal circle) is awarded where the infringement occurred. The offending player must stand out of play beside the thrower until the pass or shot has been taken. Any opposing player allowed in that area may take the penalty.

**Obstruction:**

Player with ball: the nearer foot of the defender must be 0.9m (3ft) feet from the landing foot of the player with the ball, or the spot where the first foot had landed if one has been lifted. The defender may jump to intercept or defend the ball from this 0.9m (3ft) feet distance

Player without ball: the defender may be close, but not touching, providing that no effort is made to intercept or defend the ball and there is no interference with the opponents throwing or shooting action. Arms must be in a natural position, not outstretched, and no other part of the body or legs may be used to hamper an opponent.

Intimidation: of any kind, is classed as obstruction

A standing player is not compelled to move to allow an opponent a free run, but dangerous play must be discouraged, e.g. moving into the landing space of a player already in the air or stepping late into the path of a moving player.

**Contact:**

No player may contact an opponent, either accidentally or deliberately, in such a way that interferes with the play of that opponent or causes contact to occur.

**Out of Court – Throw in**

**A Throw in** is awarded to the opposing team of the player who last had contact with the ball or who received the ball whilst in contact with anything outside the court. Ball is out of court when it contacts anything outside the court area (except the goalpost). The ball is returned into play by a Throw-In taken from a point outside the court where the ball crossed the line. The player stands with foot close to the line, and the ball must be thrown onto the court within three seconds.

## Basketball



### **Object**

The game is played with 2 teams. Each team consists of 5 players on the court at a time. The object of the game is to outscore your opponent by shooting the ball into your basket and preventing them from putting the ball into theirs. The ball can be advanced up the floor with the hands only, either by dribbling or passing to teammates.

Games are divided into time segments known as periods. The length and number of each period differs between leagues. For example, college games are divided into 2 20-minute halves while high school games are made up of 4 8-minute quarters.

### **Playing Area**

The basketball court layout is rectangular in shape and is split in half by a mid-court line. There are 2 baskets, one located at each end of the court. The standard basketball rim is 10 feet off of the ground.

### **Basketball Basic Rules**

#### **Starting Play**

Teams are assigned a basket at which to shoot for the first half, and they switch ends at half-time.

The game begins with a jump ball at center court between one player from each team. Other players line up in alternating fashion around the center circle. Once the ball is touched by either player, the game begins.

The team in possession of the ball is on offense and takes the ball toward their basket to score against their opponent who is on defense.

#### **Player Positions**

#1 or Point Guard (PG)

#2 or Shooting Guard (SG)

#3 or Wing or Small Forward (SF)

#4 or Power Forward (PF)

#5 or Centre (C)

## **Out of Bounds**

All basketball courts are played on a huge rectangle. Neither the player nor the ball is allowed to touch outside the lines of the rectangle. This term is called out of bounds. The ball is thrown in from out of bounds, but once the ball is in play, it cannot return there. If you do not have the ball, you can step over the line without any penalties.

## **Dribbling**

In order to move with the ball, it must be dribbled. A dribble is the term used when the player bounces the ball and walk with it without picking it up or using both hands. If you use both hands or pick it up and dribble again, it is called double dribble and the other team gets the ball. A good dribble is achieved by keeping the hand on top of the ball.

## **Shooting**

In order to score, the ball must go through the basket. There are three places a person can shoot from, for different points. If the player is standing behind the three point line, which is the big arc around the basket, and makes it in the basket, he/she earns three points. All other places in front of the arc are worth two points. The third place is from the free throw line. If a player is fouled and has to shoot free throws, each free throw is worth one point.

## **Fouls**

A foul is when a player makes contact with the person with the ball. If a player is guarding someone with the ball, that player is not allowed to touch or hit them. A foul can also be committed away from the ball. Shoving, hitting, tripping are all fouls also. None of these is allowed in basketball.

## **Picking up Your Dribble**

If you are dribbling the ball, then you decide to pick the ball up, you are only allowed one step. The foot that you choose not to step with must remain on the floor. If you move the other foot, it is considered traveling, and that is illegal. Travelling results in the other team getting the ball. The only option you have once you pick up the ball is to pass it or pivot. Pivoting means, you can circle around and rotate your planted foot, but it cannot slide or come off the ground.

## Football

1. The objective in football is to get the ball in the opponent's goal to score. The entire ball must cross the goal line.
2. Play begins with a kick off from the centre by one team who has been predetermined through a coin toss. The other team kicks off in the second half. A kick off is also used to restart the game after a team has scored and to begin a period of extra time.
3. The game is played between two teams of eleven players each including the goalkeeper. The goalkeeper is the only player who can handle the ball except for a player taking a throw in.
4. Official games are played in two 45 minute halves with a 15 minute break between halves. Various levels may have different periods of play.
5. Players cannot hit, kick, trip, charge strike or push other players. This will result in a foul and usually a free kick is awarded to the opposing team.
6. Yellow and red cards may be given by the referee as disciplinary action against a player. A yellow card serves as a warning while a red card means the player has to leave the game. Red cards are given for serious offenses.

### **Basic soccer skills and terminology**

**Dribbling:** advancing the ball with the feet by tapping it under control. Done with the inside, outside or instep. The head should be kept up with the ball close to the feet.

**Passing:** advancing the ball to a teammate

Done with the inside (push pass), outside (flick pass) or top of the foot (shoelace kick)

**Trapping:** bring the ball under control quickly. Done with the chest, thigh, inside part of the foot

**Feinting:** a move by a player to trick an opponent and create space

**Throw in:** used to put the ball back in play when it goes out of bounds over the touch line

**Corner kick:** a kick taken by the attacking team to bring the ball back into play after it goes out of bounds on the goal line. It is a great scoring opportunity.

**Goal kick:** the kick used to put the ball into play after the defending team kicks it out of bounds behind the goal line. This is usually taken by the goalkeeper.

**Direct free kick:** a kick which can be aimed directly at the goal for a scoring opportunity

**Indirect free kick:** the goal must be touched by another player before it can go into the goal.

**Penalty kick:** results from a contact fouls or hand ball by the defending team in the penalty box.



## Track and field skills

### **Starts**

Standing start: front foot is placed on the line with the back foot about shoulder width behind. Weight is over the front foot. Arms are in opposition to legs. Drive is off the front foot.

Sprint start: hands are on the ground, slightly more than shoulder width apart with the fingers forming an arch. On 'set' hips raise slightly higher than the shoulders so back leg is about 120 degrees. On the command 'Go' the athlete sprints from the line.

### **Running**

Sprints: events from 50 to 200m, short burst of energy, arms move vigorously, running on the ball of the feet, high knee lift, usually from a four point stance (mark, set, go).

Middle distance: events from 300 to 600m: moderate pace, distribution of effort usually started from a crouch start, arm movement is not as vigorous.

Distance: events past 600m

### **Long jump**

Run up: the run up to the board, is usually measured and marked to ensure consistency in contacting the board. Number of running strides normally correlates to the age of the student performing the long jump

Take-off: planting the take-off foot on the board to propel oneself into the pit. Place foot on the board at the end of the run to jump as far as possible into the sand pit.

Landing: hands, feet and body should be forward.

**Cricket ball throw:** Children should be encouraged to throw the cricket ball over the shoulder mimicking throwing stones into a tree. Children may use a short run up before throwing.

### **Relay Exchanges**

Blind exchange up sweep: outgoing runner looks ahead with hand extended back at hip level. The baton is delivered by incoming runner through an up sweep motion, placing the baton between the thumb and index finger of the outgoing runner, usually performed in a sprint relay.

Blind exchange down sweep: outgoing runner looks ahead, baton is delivered by incoming runner with a down sweep motion into the palm of the outgoing runner's hand, usually performed in a sprint relay.

Visual exchange: outgoing runner stands facing the infield, looks back with the left hand up, palms open, thumb facing up to receive the baton. This exchange is normally performed in longer relays such as 4 x300m or longer.

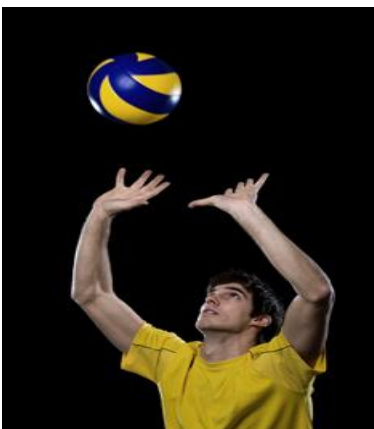
## Volleyball

1. There are 6 players from each team on the court.
2. The ball is put into play by a serve which is done behind the end line.
3. A serve which touches the net is considered a good serve.
4. A point is scored with each serve. A player will keep serving until the opposing team wins the point. A set is won when a team reaches 25 points and is leading by 2 points.
5. A system of clockwise rotation is used allowing each player to serve and play the front and back line.
6. Teams must return the ball over the net in 3 hits or fewer.
7. Violations include: hitting the ball out of bounds, palming or carrying the ball, a player contacting the ball twice in a row, touching the net during play, serving out of order.
8. A ball hitting the boundary line is considered in.
9. A ball is considered out if it hits an antennae, hits the ceiling or a non-playable area.

### **Rules and regulations for the Primary School Mini Volleyball Festival**

1. The court measures 6x6 m each side.
2. The net height is 2.00 m for both female and male.
3. Team is composed of six (6) players with school PE uniforms; every school should sending two teams, female and male.
4. Players on the court must be four (4) two in front net and two in the back court, and two (2) substitution.
5. To win a set the teams should reach 15 point with 2 point difference from the opponent.
6. All the team should play two (2) sets in each match.
7. Only skills allowed during play are: underhand service, underhand pass and overhead pass.
8. All teams should touch the ball two (2) or three (3) times before the ball crosses the net border to the opponent's court.
9. Substitution players should have the opportunity to play 5 point continuously at least in one of the set.
10. Coaches have the right to use two (2) timeouts of 30 second each set.

### **Basic Volleyball Skills**



#### **Setting**

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##### **Setting Posture**

The feet should be shoulder-width apart

One foot should be slightly in front of the other

Knees should be slightly bent

- Hands should be positioned directly over the forehead with the elbows pointing to the sides.

### Hand Positioning

Keep the ball on the fingertips.

- Bring hands together to make a triangle with the fingers (the thumbs, index, and middle fingers should be touching their counterparts on the other hand).
- Move hands above the head and then rotate the wrists so the palms are facing up towards the sky (make sure the fingers are still touching when you move the hands).
- Separate the hands slightly, so that the distance between the fingers is about the width of volleyball. Placing a ball in the hands is a good way to test whether or not your hand positioning is adequate. If your hands are too far apart the ball will slip through your fingertips.

### Contact

As the ball approaches, begin to relax the hands slightly and allow the ball to fall into the hands. The amount of time the hands are actually in contact with the ball is tiny. So once the ball hits the fingertips, immediately extend your arms and wrists to push the ball upward. It is important to straighten the arms completely when releasing the ball, which is called “follow through.”

When you follow through after your set, you should look like Superman: The hands will be pointed up toward the sky with the palms facing downward.

### Footwork

To get into position to set a pass that is off-target, run to the spot where the ball will land — no special technique is needed, a good sprint will do. Get in a balanced, athletic position before setting the ball.

## Volleyball Passing Drills: Shuffling

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Passers and defenders, in particular, do a lot of moving. That’s why it is imperative that new players master the volleyball shuffle — the basic footwork passers and defenders use to get to balls that are out of reach.



### Shuffling

Simply put, shuffling is when players move laterally without crossing their feet. Assume an athletic position (feet shoulder-width apart, knees and arms slightly bent, and core engaged).

Take a large step to the right with the right foot.

Once the right foot is in position, slide the left foot over to meet the right foot.

Feet should now be slightly closer than shoulder-width apart.

4. Repeat the previous steps in a shuffling motion.

## Shuffle Drill

In this drill, players shuffle in various directions according to directional cues provided by the coach. Coaches will usually use their arms to signal the players to move in the desired direction. This drill is great for building stamina and can also be used as conditioning.

### Points of Emphasis

- Stay low (knees bent) throughout entirety of the drill.
- Keep the arms bent and out in front of the body (not hanging to the side). Never cross over with the feet.



### The Underhand Serve

The underhand serve is a great option for beginning players because it is the easiest of the three types of serves to master. Since every rally begins with a serve, the primary goal of any inexperienced server should be to just put the ball into play.

Start in the correct serving posture, with feet slightly staggered and hips

square to the net

2. Hold the ball in front of the hip on same side as your serving hand. (For example: if you are right handed hold the ball in front of your right hip.)
3. Bring your serving arm back behind your body in a quick underhand motion.
4. Step forward with the foot opposite your serving arm.
5. Swing the serving arm forward towards the ball.
6. Contact the ball with the heel of your hand, slightly below the centre of the ball.

## Swimming

### **Freestyle**

**All construction of good strokes begins with the Learn to Swim program.**

To be comfortable in the water students must be comfortable that they can breathe, to exhale air under water and inhale only when face is out of water. Student must be confident that they can breathe.

To float on back and front.

To kick from a streamlined position front and back.

To use the arms to move forwards throughout the water.

To recover arms above the water turning the head with the body roll, in order to get another breath, and coordinate arms, body and breathing.

### **Body Position**

**Lower the head to keep the hips high.** (the surface area of the head is far less resistant than the surface of the lower lying torso and legs if the head is raised.)

Roll the body from side to side to increase power and decrease resistance. Keep the back of your head in line with your spine, so you can rotate to breathe, do not lift or turn your head to breathe.

Hold the hips high with body position, not by kicking hard. ( kick action creates fatigue very quickly.)

### **Propulsion**

Extend hand out in front of shoulder, enter water index finger first.

Drive hand down deep, fingers pointing to the bottom of the pool.

Bend elbow during the pull, then, extend arm backward on the push phase.

Point elbow at the side wall of the pool. Anchor elbows and pull the body past the elbow. As the arm straightens, squeeze it back to the side.

### **Recovery Phase**

Roll elbow out of the water first.

Keep elbow high, hand low, and close to the water.

Elbow leads the recovery forward, hand trails the elbow.( High , elbow recovery rests the triceps muscles( which does the work on the push through) and helps the hand recover in a straight line from the end of one stroke to beginning of the next stroke.

Emphasize relaxation on the recovery of the arm.

### **Breathing Mechanics**

Exhale fully and forcefully underwater.

Inhale only as the body rolls to allow half of the mouth out of the water to capture a breath.

Teach small children to breathe every 3<sup>rd</sup> stroke, so they breathe on both sides. Later, older children will breathe to one side in preference.

Teach swimmers to (hide their breathing) by full exhalation, then quick, “hard to see” inhalation as the body rolls in the stroke.

### **Backstroke**

#### **Body Position**

Hold the head still.

Keep the head back, looking upwards and just slightly backward.

Roll the body considerably to each side.

Roll the hips ahead of the rest of the body. Use hips as an engine to move the body.

Roll shoulders with the body to have recovery arm out of water and shoulder carried high during the stroke.

### **Propulsion**

Enter hand little finger first, drive it down deep in the water.

Enter hand into the water just outside the shoulder joint, in front of the shoulder.

Bend elbow and sweep hand from “deep and wide of the body” to the hip, with the palm of the hand facing the feet.

During the arm sweep, point the elbow towards the bottom of the pool.

### **Recovery**

Exit the hand with the thumb first. As soon as possible, rotate the hand so that the little finger leads the recovery.

Roll the shoulder inward and clear of the water, this narrows the silhouette on the body in the water.

Recover fast and fluid.

### **Breathing Mechanics**

Inhale on one arm entry, exhale on the other arm entry.

Maintain good rhythmic breathing throughout.

### **Breaststroke**

#### **Body Position**

Hold hips high throughout the stroke. Maintain straight “body line” from shoulders to knees. (Minimum bends at hips to recover feet.)

“Lean forward” with the body on the stretch to the front as the arms recover. Swim “downhill.”

Use the head to aid in keeping hips up. Look at the bottom of pool as the arms stretch forward on recovery.

### **Propulsion**

#### **Kick**

Recover heels to outside of hips

Turn toes outward on each foot.

Kick back, around and down

Squeeze legs together at end of kick. Finish legs together.

Lift legs towards the surface to begin recovery.

#### **Pull**

Set up hands with the thumbs together and down and the arms straight in front.

Press hands, palms outward, wider than elbows.

Hold little finger upward at the extension of arms on the out sweep.

Turn fingers downward, and sweep in with elbows stabilized.

As hands pass under elbows, squeeze elbows under the chin and commence recovery.

Accelerate hands on in sweep to centre line. Recover with “fasthands”

## **Breathing mechanics**

Exhale under water.

Inhale at “natural high spot” of stroke (generally towards the end of the in sweep).

Breathe once per stroke cycle.

## **Timing**

Kick, stretch and pull.

Think kick a “needle” of upper body and arms narrow.

Then pull a “needle” of legs high, hips out of the way.

When racing, there will be slight overlap of kick and pull.

Teaching Tip: the above is “traditional” breaststroke style. It may be easier to teach this technique first; all other styles can evolve from this presentation.

## **Butterfly**

### **Body Position**

Fly is a rhythmic stroke. Rhythm comes from body position.

The body rolls through the water; hips up, chest down, then hips down, chest up.

Teach body roll first with hands in front; then, teach hands at side.

Keep back of head in line with the spine.

### **Timing**

As hand enters, the hips go up and the rest of the chest goes down.

Kick the hands in, kick the hands out.

Breathe every 2<sup>nd</sup> stroke to aid rhythm and body position.

### **Propulsion**

Enter hands outside shoulders. Sweep down and inward, coming close together under throat.

Elbows stay high on in-sweep.

Push through, exiting little finger, “cutting” to the outside.

Swimming one-arm fly drill will quickly teach both good pull pattern and good timing.

Kick with legs together on downbeat of kick.

Kick both up and downwards.

### **Breathing**

Breathe while the hands are in the water, pulling.

Stretch the chin forward through the surface to breath

Take the breath quickly, and then get the head back down

### **Recovery**

Lift little fingers out first and lead the arms on the recovery. Recover palms up.

Recover hands and arms low and flat above the surface. Relax arms on recovery.





## APPENDIX M

### Sample lesson plan template

Date

Gender

Class

Duration

Motor Skill

Equipment

**Objectives:** What the student will know and be able to do at the end of the lesson

1. **Cognitive:** (knowledge about the skill to be developed)
2. **Psychomotor:** (motor skill to be executed)
3. **Affective:** (the values/ attitudes to be developed perseverance, sportsmanship, etc)

Activities	Time	Organizational Procedures	Methodological Indications/Cues
<b><u>Initial Part</u></b> Organization and control Orientation of content Discussion of objectives  General warm up:	Length of time for each activity (2mins, 5 mins. etc.)	How the students/equipment will be organized  Circle: <div style="text-align: center;">             X              X       X              X   X           </div>	Key word or phrase that calls attention to particular aspects of the skill
<b><u>Principle Part/Skill Development</u></b>  Main part of the lesson. The skill (s) which will be taught and learned.		Rows: X    XXX X    XXX	
<b><u>Final Part</u></b> <b>Cool down:</b> Activities done at the end of the lesson to bring the body to a resting state			

## APPENDIX N

### Sample lesson plan

Date: 28<sup>th</sup> Oct

Sex: Mixed

Class: Kindergarten

Duration: 35 minutes

Motor Skill: Vertical Jump Equipment: Whistle, cones

#### Objectives:

1. **Cognitive**: List and describe the cues necessary to perform the vertical jump.
2. **Psychomotor**: Practice the correct execution of the vertical jump.
3. **Affective**: Form friendship amongst students.

Activities	Time	Organizational Procedures	Methodological Indications/Cues
<b><u>Initial Part</u></b> Organization and control Orientation of content Discussion of objectives  General warm up: Mobility of articulations Jogging	1' 1' 1'  7'	Row: X xxxxxxxx  Rows: X   XXX X   XX X   XXX	Increase heart rate Prepare the body for the activities to be realized in the principle part
<b><u>Principle Part/Skill Development</u></b> Skill: Vertical Jump  Activity # 1: “Big A, Little a.” On “little a” students will assume the crouch position. On “big A” students will jump with arms outstretched.  Activity #2: Students will jump in pairs mirroring each other.	10'         10'	Rows: X   XXX X   XXX  Pairs: XX   XXXX XX   XXXX	Eyes focused forward or upward throughout the jump *Crouches with knees bent and arms behind the body. *Forceful forward and upward swing of the arms *Legs straighten in the air *Lands on the balls of the feet and bends knees to absorb landing *Controlled landing with no more than one step in any direction
<b><u>Final Part</u></b>  <b>Cool down:</b> Walk Stretches Analysis	5	Circle: X X       X X   X	Recuperate the body to levels close to normal

## APPENDIX O

### Teaching styles

When planning a lesson, in addition to identifying objectives, activities, assessments, evaluations and other important aspects, teachers should also consider and plan for the teaching style to be used in delivering the lesson. The style used would be dependent on a number of factors including the lesson objectives, activities, class size, available space and equipment and student and teacher characteristics. There is no single best teaching style and effective teachers use a variety of styles to meet their students' needs and to achieve learning goals.

The following is a list of commonly used teaching styles adapted from Pangrazi (2004) *Dynamic Physical Education for Elementary School Children*.

**Direct:** Teacher controlled approach where the teacher makes all the decisions including what will be taught, how it will be taught and how the class will be organized. This style creates a controlled class environment which is safe for students. The teacher is often the demonstrator so the students get an accurate picture of how skills should be performed. Due to the highly controlled environment, creativity can be stifled and gifted or struggling students may not be catered for with this style. If used effectively the direct style can increase time on task and student engagement.

**Task/Station:** Learning tasks are organized and presented at several learning areas or stations. At each station students practice a variety of tasks with a minimum of teacher direction and rotate to a new station on a given cue. The teacher's role is minimized in this style. Students have the opportunity to engage in a number of different activities in a short space of time. Adequate equipment, developmentally appropriate tasks and advanced preparation are necessary for effective use of this style.

**Reciprocal:** Students work in pairs giving each other feedback on performance. Often, a criteria sheet is used. Students need to receive instruction on the appropriate ways of giving feedback. This style allows for the development of social skills, however, the feedback given may not always be accurate.

**Self-Check:** Students assess their own performance usually against a set of criteria given by the teacher. This style allows students to focus on specific cues of the skill however, students must have a certain level of proficiency of the skill to self-assess.

**Self-Selection/Inclusion:** Students are given a task with a range of difficulties and can select where they want to begin the task based on their level of proficiency. This style ensures that all students can participate at their own level. A disadvantage is that students may not accurately assess their proficiency and may start at levels that may be too difficult or too easy.

**Mastery learning (Outcomes based):** This style takes a general program outcome and breaks it into smaller parts. Students must master basic skills before progressing to more complex skills. If students do not achieve mastery, the teacher identifies appropriate corrective activities to allow students to progress and succeed.

**Guided Discovery Convergent Style:** This style allows students to solve questions or to participate in activities designed to arrive at a predetermined result/response. The discovery aspect of this style ensures that students are more likely to focus on cues for the various skills as they discover the answer. They learn what works and what does not. This style can be time consuming.

**Problem Solving (Divergent) Style:** The students are given a problem which has multiple solutions. The students will go through a process of exploration to solve the problem and find the solution which works best for them. This style places more emphasis on the learning process than the final product or outcome. This style allows students to gain confidence because there is no one correct answer however, it can be time consuming and some students may not fully engage in the problem solving aspect and may simply wait for the answers from their peers. The teacher must also be prepared for unanticipated solutions.

**Individualized style:** An individualized program is developed based on the students identified needs. The program includes clear objectives, appropriate tasks, evaluations and reinforcements to identify strengths and correct weaknesses. This style allows for the students to receive personalized feedback but can be time consuming if the teacher has to create plans for multiple students.

## APPENDIX P

### Sample assessments

(Psychomotor Domain)

#### Locomotor and Manipulative Skills Checklist

<u>Skills</u>	<u>P</u>	<u>E</u>	<u>N</u>
<b><u>Walking</u></b>			
1. Heal toe action.			
2. Toes pointing straight.			
3. Head up looking ahead.			
4. Trunk straight.			
5. Straight arms swinging forward and back in position and back in opposition to the legs.			
<b><u>Dodge</u></b>			
1. Changes direction by bending knee and pushing off the outside foot.			
2. Change of direction occurs in one step.			
3. Body lowered during change of direction or in the direction of travel.			
4. Eyes focused forward.			
5. Dodge repeated equally well on both sides.			
<b><u>Catch</u></b>			
1. Eyes focused on the object throughout the catch			
2. Feet move to place the body in line with the object.			
3. Hands move to meet object.			
4. Hands and fingers relaxed and slightly cupped to catch the object.			
5. Catches and controls the object with hands only.			
6. Elbows bend to absorb the force of the object.			
<b><u>Sprint Run</u></b>			
1. Lands on balls of feet			
2. Non-support knee bends at 90° during recovery phase			

3. High knee lift			
4. Head and trunk stable			
1. Eyes focused forward.			
2. Elbows bent at 90°			
3. Arms drive forward and back in opposition to the legs.			
<b><u>Side Gallop</u></b>			
1. Smooth rhythmical movement.			
2. Brief period where both feet are off the ground.			
3. Weight on the balls of the feet.			
4. Hips and shoulders point to the front.			
5. Head stable, eyes focused forward or in the direction of travel.			
<b><u>Leap</u></b>			
1. Eyes focused throughout the leap			
2. Knee of take-off leg bends			
3. Legs straighten during flight			
4. Arm held in opposition to the legs			
5. Trunk leans slightly forward			
6. Lands on ball of the foot and bends knee to absorb landing			
<b><u>Overarm Throw</u></b>			
1. Eyes focused on target area throughout the throw			
2. Stands side-on to target area.			
3. Throwing arm moves in a downward and backward arc.			
4. Steps towards target area with foot opposite throwing arm.			
5. Hips then should rotate forward			
6. Throwing arm follows through, down and across the body.			
<b><u>Underarm throw</u></b>			

1. Face the target.			
2. Hands and arms should be way back behind your body.			
3. Take a big step forward towards target with opposite foot			
4. Swing arm and ball down forward shifting weight forward			
5. Release the ball in front of your body.			
<b>Kick</b>			
1. Eyes focused on the ball throughout the kick			
2. Forward and sideward swing of arm opposite kicking leg.			
3. Non-kicking foot placed beside the ball.			
4. Bends knee of kicking leg at least 90 degrees during the backward swing.			
5. Contacts ball with top of the foot (a shoelace sick or instep)			
6. Kicking leg follows through high towards the target area			
<b>Skip</b>			
1. Shows a rhythmical step-hop.			
2. Lands on ball of the foot.			
3. Knee of support leg bends to prepare for hop.			
4. Head and trunk stable, eyes focused forward.			
5. Arms relaxed and swing in opposition to legs.			
<b>Hop</b>			
1. Support leg bends landing, then straightens to push off.			
2. Lands and pushes off on the ball of the foot			
3. Non-support leg bent and swings in rhythm with the support leg.			
4. Head stable eyes focused forward throughout the jump			

5. Arms bent and swing forward as support leg pushes off.			
<b><u>Two hand strike</u></b>			
1. Stands side-on to target area.			
2. Eyes focused on the ball throughout the strike.			
3. Hands next to each other, bottom hand matches the front foot.			
4. Steps towards target area with front foot			
5. Hips then shoulders rotate forward.			
6. Ball contact made front foot with straight arm.			
7. Follows through with bat around the body			

P- Proficient

E - Emerging

N- Novice



## Soccer Skills Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

Skill	<u>P</u>	<u>E</u>	<u>N</u>
<b>Dribbling</b>			
Contacts ball with the sides of the feet			
Keeps the ball close			
Eyes up			
Controls the ball with both feet			
<b>Passing</b>			
Strikes ball with the sides of the feet			
Steps next to the ball			
Plant non-kicking foot next to ball			
Pendulum swing of foot			
Follow through by pointing toe toward target			
Pass while moving			
Pass reaches target			
<b>Shooting</b>			
Chest is over the ball at contact			
Toes are pointing down			
Contact is made with the laces			
Follow through towards target			
<b>Throw -In</b>			
Two hands on the ball			
Ball starts behind head			
Ball reaches target			

### Key

P- Proficient

E- Emerging

N - Novice

## Volleyball Skills Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

Skill			
	<u>P</u>	<u>E</u>	<u>N</u>
<b>Underhand Serve</b>			
Holds ball at waist level in non-dominant hand			
Weight is on back foot			
Keeps eyes on the ball			
Arm swings back and then forward like a pendulum			
Weight shifts forward			
Hits bottom of the ball with the heel of the hand			
The arm follows through			
Ball lands inbounds on the other side of the net			
<b>Forearm Pass</b>			
Legs staggered and bent with feet shoulder width apart			
Hands are together with thumbs even			
Legs extend as contact is made			
Ball is contacted on the forearms, elbows remain straight			
Ball is guided with the shoulders			
Ball travels towards the net and is playable			
<b>Set Pass</b>			
Legs are bent with feet shoulder width apart			
Fingers form a triangle above forehead with elbows bent			
Ball is contacted with finger pads of both hands simultaneously, above and in front of the forehead			
Ball is pushed up and away using the wrist			
Arms are extended completely			
Ball is playable after set			

### Key

P-Proficient

E- Emerging

N - Novice

## Basketball Skills Checklist

Name \_\_\_\_\_

Date \_\_\_\_\_

Skill	Attempts		
	<u>P</u>	<u>E</u>	<u>N</u>
<b>Shooting</b>			
Knees bent, feet shoulder width apart, shoulders square to the target			
Ball is held between shoulder and eye level			
Ball rests on the pads of the fingers with fingers spread			
Eyes on the back of the rim			
Extends the elbow to shoot the ball			
Snaps wrist and follows through towards rim			
Shot is successful			
<b>Dribbling</b>			
Legs bent with feet shoulder width apart			
Head up, eyes forward			
Ball is pushed to the floor using finger pads			
Dribble is waist high or lower			
Ball is kept under control			
<b>Chest Pass</b>			
Fingers are spread on both sides of ball			
Steps forward			
Elbows extend, ball is snapped forward			
Back of hands face each other after release			
<b>Bounce Pass</b>			
Fingers are spread on both sides of the ball			
Steps forward			
Elbows extend, ball is pushed more than halfway to target			
Back of hands face each other after release			
<b>Receiving</b>			
Eyes are on the ball			
Fingers pointed up and spread wide open			
Steps towards pass			
Brings ball into body by bending elbows			

### Key

P-Proficient

E- Emerging

N - Novice

## Netball Skills Checklist

Skill	Attempts		
	<u>P</u>	<u>E</u>	<u>N</u>
<b>Ball Skills</b>			
<b>TWO HAND CATCH</b>			
Eyes on the ball			
Move towards the ball			
Arms extended forward with fingers spread and thumbs behind the ball –( v formation)			
Extend arms to meet and snatch ball towards the body and control it with fingers and thumbs			
<b>SHOULDER PASS</b>			
Opposite foot to the throwing arm forward			
Feet shoulder width apart. With weight on back foot at the start of throw			
Ball held with two hands initially , then in one hand with arm back behind the shoulder			
Arm extended with elbow slightly bent, shoulders turned.			
Fingers spread wide behind ball			
Transfer body weight from back foot to front foot – transfer weight forward as throwing arm comes through			
Maintain contact between hand and ball for as long as possible			
Follow through after each pass with fingers pointing in the direction of the pass			
Keep eyes focused on target			
<b>CHEST PASS</b>			
Stand front holding the ball with both hands at chest height			
Spread fingers around the side of the ball and thumbs towards the back with elbows bent and tucked in			
With a quick thrust, pass ball forward by straightening the elbows, fingers and thumbs, giving a final push and follow through after the ball is released.			
Step forward into the pass, transferring weight onto the front foot, foot and thumbs should point towards the ground.			
Eyes focused on where the players wants to pass the ball.			
Ball comes out evenly from both hands			
Head up – eyes looking forward			
<b>OVERHEAD PASS</b>			
With ball in both hands, arms are extended above the head			
Fingers are spread each side of the ball and thumbs are placed behind the head			
Player should step forward and transfer their weight onto the front foot			
Release ball with forearms, wrists and fingers directed towards the receiver.			
Straighten elbows on the follow through			
<b>SHOOTING</b>			
Players stand with feet shoulder-width apart and in line (one foot should not be in front of the other) and body facing the goal.			
Ball is held above the head and rests on the base of the spread fingers and thumb			

The opposite hand is placed on the side of the ball to steady it			
Arms are straightened with the shooting arm reasonably straight and close to the ear			
Feet, hips and elbows pointing towards the goal post			
Elbows and knees are bent			
Release the ball just before elbows and knees are straightened			
Flick the ball with the wrist			
Follow through, arms and fingers pointing towards post			
The ball should travel in an arc towards the post			
Player should keep head up and eyes focused above the ring			
Player should always aim for the same spot to gain consistency			

### Netball Footwork and Movement Checklist

Skill	Attempts		
	<u>P</u>	<u>E</u>	<u>N</u>
<b>FOOTWORK AND MOVEMENT SKILLS</b>			
Feet shoulder-width apart			
Shoulders back and down			
Knees slightly flexed			
Knees over toes			
Head up with eyes looking in direction of play			
Arms relaxed by side of body			
Centre of gravity is low and over base of support			
<b>SAFE LANDING – TWO FEET</b>			
Land with feet shoulder – width apart to give a firm support base			
Keep body upright, bend at hips, knees and ankles on impact to cushion landing			
Continue to bend knees after impact to assist with a balanced soft landing			
Body weight over both feet with shoulders even and weight on both feet.			
<b>TAKE - OFF</b>			
Arms/legs move in opposition			
Lean body forward			
Start with small steps and gradually move to bigger steps			
Arms drive forward in relaxed style, elbows bent			
Keep head erect and eyes up			
If leading to the right, take off with the right foot and vice versa			
<b>PIVOT</b>			
Pivoting must always be done on the landing foot			
Bring weight over grounded foot			
Bend knees slightly			
Turn on ball of the pivot, pushing off with the other foot			
Non grounded foot is lifted and reground to maintain balance throughout movement			
Player must be able to turn quickly after receiving a pass and face the play down court			
Keep ball close to body and positioned ready to through			

## Netball Attacking and Defensive Skills Checklist

<b>Attacking Skills</b>			
<b>Dodging</b>			
Feet should be no more than shoulder-width apart			
Keep knees bent in preparation for the quick movement			
Head is kept up			
<b>Changing of direction</b>			
Push off using their outside leg			
<b>Change of pace</b>			
A very abrupt change of speed, (a sudden stop) leaving the opponent to continue running			
Player can also sprint, slow down and then suddenly sprint off again in a new direction outstripping the opponent			
<b>Defending Skills</b>			
<b>Marking your opponent</b>			
Player stands in front of opponent with back to attacker, and body halfway across opponent's body			
Arms close to side of body			
Feet shoulder - width apart, knees bent, weight slightly forward over toes, back upright and head up at all times			
No contact is made with opponent			
<b>Defending the player with the ball</b>			
Player must recover quickly from marking and take up a position of 1.2 m for junior netball from the opponent's landing foot			
Player should then lift both arms up and forward and attempt to block the direction of the pass			
Defence is focused on the ball and not on obscuring the vision of the opposing player.			
When defending a shot at goal, the defender, knowing the direction of the shot, should focus all attention on the trajectory of the ball towards the goal post			
Weight is shifted on front foot off the ground			
Player reaches upwards in an attempt to block the trajectory of the ball			

### Key

P-Proficient

E- Emerging

N - Novice

### Kiddy Cricket Checklist

SKILL	P	E	N
<b>Holding the bat</b>			
• <b>Grip</b>			
Place bat face down			
Pick the bat up, with v's made by the thumb and index finger, pointing down the spine of the bat			
Hands are close together towards the centre of the handle			
• <b>Stance</b>			
Stand in a comfortable side- on position			
Feet parallel, shoulder width apart			
Shoulders slightly open			
Knees slightly bent			
Head still			
Eyes level			
Lift bat straight back			
• <b>How to swing / Lift the bat (Backswing or Backlift)</b>			
Swing or lift the bat			
Keep hands and bat close to the body			
Keep head / rest of body still while watching the ball			
<b>Catching</b>			
Feet shoulder width apart			
“ Heel of hands together arms away from body			
Hands out in front			
Watch ball closely			
Use the soft fleshy part of the hands and wrap fingers around the ball			
Draw the ball into the body, keeping elbows out to the side			
Move quickly into position under the ball at arm's length and draw it into the body			
Hands over eyes level			
Head steady, watch ball into hands			
Elbows act as shock absorbers			

• <b>Chase and retrieve</b>			
Feet a little wider than shoulder –width apart			
<b>If the player is a right hander,</b>			
Keep the ball on that side of the body			
Pick up the ball with right hand alongside your right foot			
Keep the body low and your knees flexed			
Turn back quickly to get into the throwing position, but ensure that the player looks up			
Fix eyes on the target, and throw out the front arm towards the target			
Complete throw			
• <b>Wicket keeping</b>			
Hands together fingers pointing downwards			

Head upright, eyes level			
Weight on balls of feet			
Knees bent, “haunches low”			
<b>1. Bowling</b>			
<b>2. Gather / Coil position</b>			
<b>Back foot close to stump</b>			
Alignment of back foot hips and shoulders			
Hands close to body/close to chin			
Lift front leg and rock back			
<b>Gather (Front view)</b>			
Windmill position			
Head still			
Extend front arm upwards, while bowling hand, stretch downward			
Front arm and bowling arm swing at target			
<b>Follow through</b>			
Swing the arms through			
Bowling arm swing across the body			
Keep head still and continue to look down at the wicket			
Slight incline off the pitch			

## Key

P-Proficient

E- Emerging

N - Novice



## COGNITIVE DOMAIN

### Volleyball

**Answer the following questions by circling or writing the correct response**

1. How many contacts does a team have before they send the ball over the net?  
a) 2                      b) 3                      c) 4                      d) any number of contacts
2. In a regulation game how many players from each team are allowed on the court?  
a) 5                      b) 6                      c) 8                      d) 7
3. When does your team rotate during a game?  
a) Every time your team loses a point                      b) every time your team wins a point c) After the other team serves and your team wins the point d) after your team serves and you lose the point
4. When performing the bump pass, the ball should make contact on the wrist  
a) True                      b) false
5. A ball which hits the boundary line is considered  
a) In                      b) Out
6. To win a game in a volleyball match, the team must win by  
a) 1 point                      b) 2 points                      c) 3 points                      d) 4 points
7. A volleyball game is started with a  
a) bump pass                      b) Set                      c) volley                      d) serve
8. If a serve hits the top of the net and goes over, it is considered  
a) A playable ball                      b) a dead ball                      c) a point for the other team
9. A player can hit the ball twice in a row if no other player is close by  
a) True                      b) False
10. List 2 faults or violations in volleyball  
1. \_\_\_\_\_  
2. \_\_\_\_\_

## **Basketball**

**Answer the following questions by circling the correct response**

1. Basketball was invented by  
a) Michael Jordan                      b) Kobe Bryant                      c) James Naismith                      d) LeBron James
2. How many players are on the court for one team in a regular basketball game?  
a) 5                      b) 7                      c) 9                      d) 10
3. A pass which hits the floor before getting to the receiver is called a  
a) chest pass                      b) overhead pass                      c) bounce pass                      d) baseball pass
4. A successful free throw attempt is worth  
a) 2 points                      b) 3 points                      c) 0 points                      d) 1 point
5. Dribbling with two hands at the same time is  
a) An infraction called double dribbling    b) is allowed    c) done by the good players
6. Moving with the ball without dribbling it is called  
a) Good basketball                      b) pivoting                      c) stalling                      d) travelling
7. A basketball game is started with  
a) A coin toss                      b) a jump ball                      c) a shootout                      d) a rebound
8. John shoots the ball, but it hits the rim and comes out. John's teammate gets the ball, this is called  
a) A defensive rebound                      b) a layup                      c) an offensive rebound                      d) bad sportsmanship
9. Mary shoots the ball, but it hits the rim and comes out. A player on the other team gets the ball, this is called  
a) A defensive rebound                      b) a layup                      c) an offensive rebound                      d) bad sportsmanship
10. How many points is a basket worth if shot from inside the 3 point line?  
a) 2 points                      b) 3 points                      c) 4 points                      d) 1 point

## Football

**Answer the following questions by circling or writing the correct response**

1. A football game is started with a kick-off  
a) True                                  b) False
2. In football, only the goalie can use his/her hands  
a) True                                  b) False
3. If an offensive player is fouled in the box, a \_\_\_\_\_ is awarded  
a) Direct free kick                      b) corner                      c) penalty                      d) indirect free kick
4. How many players from each team are involved in playing the game?  
A) 6                                  b) 11                                  c) 9                                  d) 10
5. A corner kick is awarded when:  
A) The offensive team kicks the ball out of bounds   b) the defensive team kicks the ball out of bounds
6. A player (not the goalkeeper) uses his/her hands to control the ball. What is the call?  
a) Penalty      b) direct kick                      c) hand ball                      d) goal
7. If the ball is on the goal line, halfway into the goal, a goal is scored  
a) True                                  b) False
8. How is the game restarted if the ball goes out on the sidelines?  
a) A throw in                      b) a goal kick                      c) a penalty kick                      d) a corner kick
9. What happens if the game is still tied after the extra time?  
a) The referee decides who wins      b) extra time is given again      c) a penalty shootout is done  
d) the game ends in a tie
10. List three skills involved in the game of football  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

## Locomotor and Manipulative Skills

Use the word bank below to match the locomotor or manipulative skill to the correct definition. Write the skill in the blank space provided.

1. A movement where you take off and land on both feet (\_\_\_\_\_).
2. A movement where both feet briefly leave the ground (\_\_\_\_\_).
3. A skill which has a step hop motion with alternate feet (\_\_\_\_\_).
4. Taking off on one foot and landing on the same foot (\_\_\_\_\_).
5. An elongated step used to cover distance (\_\_\_\_\_).
6. Propelling an object through space using the arms (\_\_\_\_\_).
7. Hitting an object with the body or a piece of equipment (\_\_\_\_\_).
8. A sideways movement with one leg leading and the other following (\_\_\_\_\_).
9. Hitting an object with the feet (\_\_\_\_\_).
10. Moving with alternate feet with one foot always touching the ground (\_\_\_\_\_).

### Word Bank

Hop	Skip	Jump	Throw	Strike
Catch	Kick	Leap	Walk	Run

## **Physical Activity (K-1)**

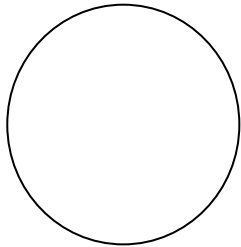
**Draw your favourite way to exercise**

**Draw your favourite place to exercise**

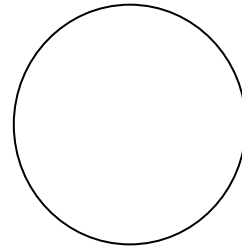
**Relationships**  
**Grades K-1**

**Using the figures below, draw an X where indicated**

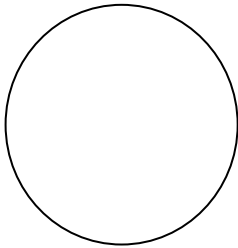
Draw an **X** on top of the circle



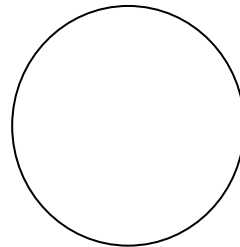
Draw an **X** inside the circle



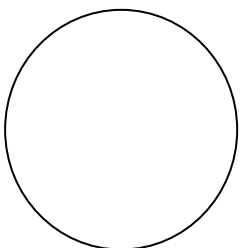
Draw an **X** below the circle



Draw an **X** next to the circle



Draw an **X** between the circle and the rectangle

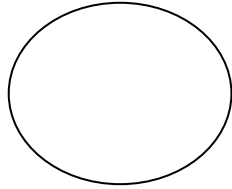


## Pathways

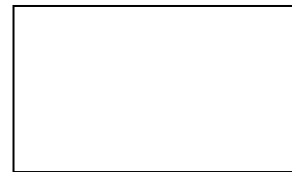
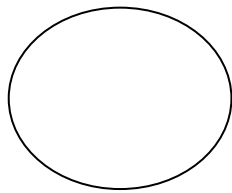
### Grades 1-2

Connect the circle and the rectangle with the pathway indicated

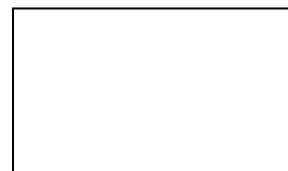
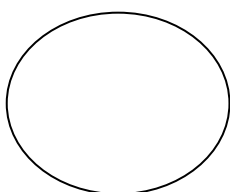
**Straight**



**Curved**



**Zig Zag**



## **Benefits of Physical Activity**

### **Grades 3-6**

1. Describe your favourite physical activity?
2. Why is this physical activity your favourite?
3. How often do you participate in this physical activity?
4. Do you need any special equipment to participate in this activity?
5. What are the rules for this activity including any safety rules?
6. What components of fitness does this activity help to develop? (cardiovascular endurance, flexibility, muscular strength, muscular endurance)
7. Draw a picture of yourself performing the activity.



**Health-related Fitness**  
**Grades 3-6**

1. Give a brief description of each component of health-related fitness

A) Cardiovascular endurance

\_\_\_\_\_

B) Flexibility

\_\_\_\_\_

C) Muscular strength

\_\_\_\_\_

D) Muscular endurance

\_\_\_\_\_

2. List three of your favourite physical activities

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. Write the main component of health-related fitness each of your favourite physical activities develops

Activity	Health-related fitness component
1.	
2.	
3.	

## **AFFECTIVE DOMAIN**

### **Grades 2-6**

#### **My Behaviour in Physical Education**

Read the behavioural objectives below and indicate how well you performed in class today by ranking the objectives from 1-3.

If you feel you showed the behaviour all the time in class, give yourself a 3, if you feel you showed the behaviour sometimes, give yourself a 2, if you feel you did not show this behaviour in class today and need to work on it, give yourself a 1.

\_\_\_\_\_ I followed instructions

\_\_\_\_\_ I followed safety rules

\_\_\_\_\_ I shared equipment with my classmates

\_\_\_\_\_ I worked well with my classmates

\_\_\_\_\_ I stopped on the signal

\_\_\_\_\_ I showed respect to others

## Acceptable and Unacceptable Behaviours and Feelings (3-6)

On each of the bowling pins below, write an **unacceptable** behaviour or feeling which needs to be bowled out in class.



2. On each medal below write an **acceptable** behaviour or feeling which needs to be displayed in class



## APPENDIX Q

### End of Term Physical Education Report

**K- 2<sup>nd</sup> Grade**

**School** \_\_\_\_\_ **Year** \_\_\_\_\_

**Student Name** \_\_\_\_\_ **Grade** \_\_\_\_\_

#### Key

**Proficient**- (consistently achieves objectives independently with accuracy and quality)

**Emerging**- (sometimes achieves objectives with assistance when necessary)

**Novice**- (limited progress in meeting objectives, needing significant guidance and support)

**NA**- Not assessed this term

<b>Major Objectives</b>	<b><u>P</u></b>	<b><u>E</u></b>	<b><u>N</u></b>	<b><u>NA</u></b>
<i>Movement Concepts - Student is able to demonstrate:</i>				
Personal and general space				
Levels of space (high, medium, low)				
Pathways (curved, straight, diagonal, zigzag)				
Directions (forward, backward, up, down)				
Relationships (in, out, on, beside, below, next to)				
Body awareness (parts of the body and how they move)				
Balance				
Effort (fast, slow)				
<i>Locomotor skills – Student is able to proficiently perform the following:</i>				
<b>Walk:</b> 1. Heal toe action. 2. Toes pointing straight. 3. Head up looking ahead. 4. Trunk straight. 5. Straight arms swinging forward and back in opposition to the legs.				
<b>Sprint run:</b> 1. Lands on mid part of feet. 2. Non-support leg bends at 90° during recovery phase. 3. High knee lift. 4. Head and trunk stable. 5. Eyes focused forward. 6. Elbows bent at 90°. 7. Arms drive forward and back in opposition to legs.				
<b>Skip:</b> 1. Shows a rhythmical step-hop. 2. Lands on ball of the foot. 3. Knee of support leg bends to prepare for hop. 4. Head and trunk stable. 5. Eyes focused forward. 6. Arms relaxed and swing in opposition to legs.				
<b>Hop:</b> 1. Support leg bends on landing, then straightens to push off. 2. Lands and pushes off on the ball of the foot. 3. Non-support leg bent and swings in rhythm with the support leg. 4. Head stable, eyes focused forward throughout the jump. 5. Arms bent and swing forward as support leg pushes off.				
<b>Side Gallop:</b> 1. Smooth rhythmical movement. 2. Brief period where both feet are off the ground. 3. Weight on the balls of the feet. 4. Hips and shoulders point to the front. 5. Head stable, eyes focused forward or in the direction of travel.				
<b>Leap:</b> 1. Eyes focused throughout the leap 2. Knee of take-off leg bends 3. Legs straighten during flight 4. Arm held in opposition to the legs 5. Trunk leans slightly forward 6. Lands on ball of the foot and bends knee to absorb landing.				
<b>Dodge:</b> 1. Changes direction by bending knee and pushing off the outside foot. 2. Change of				

direction occurs in one step. 3. Body lowered during change of direction or in the direction of travel. 4. Eyes focused forward .5. Dodge repeated equally well on both sides.				
<i>Manipulative Skills - The student is able to proficiently perform the following:</i>				
<b>Overarm throw:</b> 1. Eyes focused on target throughout the throw. 2. Stands side-on to target area. 3. Throwing arm moves in a backward and downward arc. 4. Steps towards target area with foot opposite throwing arm. 5. Hips then should rotate forward. 6. Throwing arm follows through, down and across the body.				
<b>Underarm throw:</b> 1.Faces the target. 2. Hands and arms way back behind the body.3. Takes a big step forward towards target with opposite foot. 4. Swings arm and ball down and forward shifting weight forward .5.Releases the ball in front of the body.				
<b>Kick:</b> 1. Eyes focused on the ball throughout the kick, 2. Forward and sideward swing of arm opposite kicking leg. 3. Non-kicking foot placed beside the ball. 4. Bends knee of kicking leg at least 90 degrees during the backward swing. 5. Contacts ball with top of the foot (a shoelace kick or instep). 6. Kicking leg follows through high towards the target area.				
<b>Catch:</b> 1. Eyes focused on the object throughout the catch. 2. Feet move to place the body in line with the object. 3. Hands move to meet object, hands and fingers relaxed and slightly cupped to catch the object. 4. Catches and controls the object with hands only. 5. Elbows bend to absorb the force of the object.				
<b>Strike:</b> 1.Stands side-on to target area. 2. Eyes focused on the ball throughout the strike. 3. Hands next to each other, bottom hand matches the front foot. 4. Steps towards target area with front foot. 5. Hips then shoulders rotate forward. 6. Ball contact made front foot with straight arm. 7. Follows through with bat around the body.				
<i>Rhythms – Student is able to:</i>				
Keep time to a simple beat				
Create simple rhythms				
<i>Healthy Lifestyles: Student is able to:</i>				
Describe changes in the body as a result of physical activity				
List some benefits of participating in physical activity				

**Social and responsible skills: Key - C – Consistently O- Occasionally S-Seldom**

<i>Objectives</i>	<b>Term</b>		
<i>Student is able to:</i>	<u>C</u>	<u>O</u>	<u>S</u>
Recognize and follows rules and procedures during physical activity.			
Work with others while respecting individual differences.			
Demonstrate fair play, respect for others, officials and authority.			
Participate with cooperation, sportsmanship, and self-control in physical activities.			
Show responsibility (has necessary tools for PE, uniform etc.).			
Demonstrate the ability to solve and manage conflict.			
Exercise safety (observes safety rules and guidelines, uses equipment appropriately).			
Participate (willingly and actively).			

# End of Term Physical Education Report

## 3rd- 6th Grade

School\_\_\_\_\_

Year\_\_\_\_\_

Student Name\_\_\_\_\_

Grade\_\_\_\_\_

### Key

**Proficient-** (consistently achieves objectives independently with accuracy and quality)

**Emerging-** (sometimes achieves objectives with assistance when necessary)

**Novice-** (limited progress in meeting objectives, needing significant guidance and support)

**NA-** Not assessed this term

Major Objectives	<u>P</u>	<u>E</u>	<u>N</u>	<u>NA</u>
<i>Movement concepts: The student is able to proficiently:</i>				
Perform movement skills with changes in directions, levels and pathways				
<i>Manipulative Skills: The student is able to proficiently:</i>				
Perform the manipulative skills of throwing, catching, kicking and striking, rolling, dribbling				
Describe the proper mechanics involved in throwing, catching, kicking, striking, rolling and dribbling				
Create movement sequences based on a given stimuli				
<i>Locomotor skills: The student is able to proficiently:</i>				
Create and perform movement sequences using locomotor skills with changes in directions, levels and pathways with and without equipment				
<i>Non- locomotor skills: The student is able to proficiently:</i>				
Identify and perform a variety of non-locomotor skills- (push, pull, bend, stretch)				
<i>Lead Up Sport Skills: The student is able to proficiently:</i>				
Perform basic track and field skills (starts, relays, running, long jump, cricket ball throw)				
Perform basic football skills (passing, dribbling, trapping, shooting, goalkeeping, throw-ins)				
Perform basic basketball skills (passing, dribbling, pivoting, shooting)				
Perform basic cricket skills (fielding, bowling, batting, wicket keeping)				
Perform basic volleyball skills (passing, serving, rotating)				
Perform basic netball skills (passing, catching, shooting, dodging, pivoting)				
Demonstrate knowledge of the rules and basic strategy of sports skills – athletics, football, netball, basketball, cricket and volleyball				
<i>Rhythms: The student is able to proficiently:</i>				
Demonstrate moving to rhythm to perform simple dances in formation				
Perform simple dances in formation				
Develop and refine a creative dance sequence				

<i>Healthy lifestyles: The student is able to proficiently:</i>				
Identify and locate the major body systems				
Describe the function of the major body systems				
Describe the components of health-related fitness and assess levels of fitness				
Demonstrate a satisfactory level of health-related fitness				
Describe the impact of healthy lifestyle choices in combating and managing certain diseases.				

## Social and responsibility skills

C – Consistently   O- Occasionally   S-Seldom

Major Objectives	<u>C</u>	<u>O</u>	<u>S</u>
<i>The student is able to:</i>			
Recognize and follow rules and procedures during physical activity			
Work with others while respecting individual differences			
Demonstrate fair play, respect for others, officials and authority			
Participate with cooperation, sportsmanship, and self-control in physical activities			
Demonstrate responsibility (has necessary tools for PE; uniform etc.)			
Demonstrate the ability to solve and manage conflict			
Demonstrate safety (observes safety rules and guidelines, uses equipment appropriately )			
Participate in activities (willingly and actively participates)			

**Teacher's comments**

## APPENDIX R

### GLOSSARY OF TERMS

- Agility:** The ability to change position of the body quickly
- Balance:** Ability to retain centre of mass over base of support
- Base of support:** The part on which the body or its parts rest
- Body Awareness:** Awareness of what the body can perform
- Body composition:** Percentage of weight which is fat, muscle and bone
- Cardiovascular system:** A system that consists of the heart, blood vessels. And blood
- Catching:** The use of one or two hands to stop and control an object that has been thrown or hit into the air
- Centre of gravity:** The weight centre of the body; the point around which the body weight is equally distributed
- Chasing:** Traveling quickly to overtake or tag a fleeing person.
- Circuit training:** An exercise program in which one moves around a prescribed course, stopping at each station to perform a specified exercise.
- Cool-down:** A five to fifteen minute period of low intensity exercise that immediately follows the main lesson
- Cooperation:** Working together to achieve a goal in which success depends on combined effort.
- Cooperative game:** An activity that stresses one or more elements of cooperative behaviour.
- Coordination:** Ability to use two or more body parts together
- Direction:** The ways the body can move in space (e.g., forward, backward, right, left, up, down, clockwise, counter clockwise).
- Dodging:** Quickly manoeuvring the body in a direction other than the original line of movement through the use of quick fakes, and twisting and stretching moves; keeping away from a moving person or object
- Dribble:** A means of moving an object with a series of short taps with a body part (hand, foot) or a long-handled implement (hockey stick).
- Dynamic balance:** Maintaining an on-balance position while moving, starting, and stopping (e.g., jumping and landing, throwing and catching).
- Effort:** In movement concepts, this refers to how the body moves and applying the concepts of time (fast, slow), force (strong, light), and flow (bound, free) to specific movement situations.
- Endurance:** The ability to perform continuous activity and to resist fatigue
- Feedback:** Information given about an individual's performance.
- Fine motor:** Ability to perform small movements efficiently
- F.I.T.T:** Principles of a physical fitness program – frequency, intensity, time; and type
- Fitness:** The degree to which an individual is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.
- Fleeing:** Traveling quickly away from a pursuing person or object.
- Flexibility:** The range of motion in a joint during movement.
- Flow:** The ability to combine movements smoothly.
- Force:** The degree of effort or tension involved in a movement; something that causes a body to move or to change or stop its motion.
- Gallop:** A sliding movement performed in a forward direction.
- General space:** The area that is available for movement, defined by imposed or natural boundaries.
- Health-related fitness:** Physical fitness primarily associated with disease prevention and functional health. Health-related fitness has five components; cardiorespiratory fitness, body composition, flexibility, muscular strength, and muscular endurance.
- Health risk factors:** Those factors associated with disease, disability, and premature death.
- Heart rate:** The number of times the heart beats per minute.
- Hop:** A locomotor movement in which the performer takes off on one foot and lands on the same foot.
- Intensity:** The amount of effort expended during activity.



**Jump:** A locomotor movement in which the performer takes off on both feet and lands on both feet.

**Kicking:** Striking a moving or stationary ball with the top, inside, or outside of the foot.

**Lead-up game:** A game with some of the skills, rules, and other elements of a team sport.

**Leap:** A locomotor skill in which the performer takes an elongated step to cover distance, starting on one foot and landing on the opposite foot

**Leisure activity:** A physical activity, sport, or other experience that people participate in during their free time.

**Level:** Position of the body or its parts in relation to the floor, a person, or piece of equipment or apparatus.

**Lifestyle:** Daily choices one makes in regards to food choice, eating, and activities.

**Lifetime activity:** A physical activity, exercise, or sport that a person can participate in throughout their lifetime.

**Locomotor skill:** An element of movement; movement from place to place, such as walking, running, hopping, jumping, leaping, skipping, climbing, galloping, rolling, and sliding.

**Low organized games:** Games that have simple rules and require little or no equipment or game strategies to play.

**Manipulative skill:** A movement done to handle an object using the hands, feet or other body parts

**Movement combinations:** The arrangement of a series of motor movements into a sequence.

**Movement concepts:** The elements important in the study of human movement: body awareness, space, and qualities of movement, including force, balance, time, and flow.

**Muscular endurance:** The ability to meet the demands of long periods of exercising the muscles without excessive fatigue.

**Muscular strength:** The ability to produce force at high levels over a short time.

**Muscular system:** A body system in which there are three types of muscles – skeletal, smooth, and cardiac.

**Non-locomotor skill:** An element of movement; movement that does not involve travelling, such as bending, curling, holding, lifting, pulling, pushing, stretching, swinging, twisting, and turning.

**Overhand throw:** An object thrown above the level of the shoulder.

**Pathways:** Routes of movement in space: straight, curved, zigzag or combinations of the three.

**Personal fitness:** The result of a way of life that includes living an active lifestyle, maintaining good or better levels of physical fitness, consuming a healthy diet, and practicing good health behaviours throughout life.

**Personal fitness prescription:** An exercise or physical activity plan that includes frequency, intensity, time/duration, mode, and other factors.

**Physical fitness:** A level of individual physical ability that allows a person to perform daily physical tasks effectively with enough energy reserves for recreational activities or unexpected physical challenges.

**Physical literacy:** possessing the knowledge and skills, confidence and motivation to remain physically active throughout life.

**Physically active lifestyle:** A way of living that regularly includes physical activity such as walking, climbing stairs, or participating in recreational games or sports.

**Progression:** A sequential presentation of skills.

**Pulse:** The regular contracting and relaxing of the walls of the arteries caused by contraction of the heart.

**Pushing:** Directing a force or object away from the body or base of support.

**Qualities of movement:** Factors affecting efficient movement, such as, force, speed, time, and flow.

**Reaction time:** The time it takes to respond to what a person can hear, see, or feel.

**Relationship:** In movement concepts, this refers to with whom and/or what the body relates, the position of the performer to the apparatus or other performers (e.g., above/below, leading/following, symmetrical/asymmetrical).

**Respiratory system:** The system of the body which involves breathing air in and supplying oxygen to the body via the blood.

**Resting heart rate:** The number of heart beats per minute when a person is at rest.

**Rhythmic activities:** Locomotor or non-locomotor movements performed to a musical or non-musical beat or tempo and may include the use of manipulatives (e.g., balls, scarves, hoops, rhythm sticks, streamers).

**Rhythmic skill:** A motor movement that is performed to a beat (music, song, or rhyme).

**Rolling:** A movement made by turning around the horizontal axis of the body.

**Rotation:** The turning of a body part about its long axis.

**Rubric:** A scale of criteria that explains in detail the possible levels of performance for a task.

**Run:** A transfer of weight from one foot to the other with a momentary loss of contact with the floor or ground by both feet, similar to walking except for a longer stride.

**Shapes:** The relationships of body parts (e.g., round, narrow, wide, twisted, symmetrical, asymmetrical).

**Skill-related fitness:** The parts of fitness needed to perform successfully during games and sports; also called performance fitness. Skill: related fitness has six components: agility, balance, coordination, power, speed, and reaction time.

**Skip:** A series of step hops done with alternating feet

**Slide:** A step sideways with one foot, then a pull or drag of the other foot beside it (step-close, step-close).

**Social Skills:** ability to interact with others

**Spatial awareness:** An element of movement; being aware of personal and general space, directions, pathways, levels, and planes; awareness of where the body can move

**Speed:** The ability to move the body or parts of the body at different rates (e.g., fast, slow, speeding up, slowing down); the time it takes to move a specific distance.

**Static balance:** Maintaining balance while stationary.

**Static stretching:** A gradual, slow stretch held for a short time (10-60seconds).

**Stress:** The physical or psychological responses of the body that occur as a result of adapting or coping with positive or negative situations.

**Stressor:** An event, situation, or activity that causes stress.

**Striking:** Hitting an object with body parts (head, hands, feet, arms, knees), long: handled implements (bats, golf clubs, hockey sticks), or short-handled implements (rackets, paddles)

**Striking skills:** Kicking, punting, dribbling, volleying, batting, and swinging a racquet, club, or stick.

**Throwing:** The use of one or two arms to move an object through the air or on the ground in an overhand, sidearm, or underhand motion.

**Time:** Speed at which a movement is performed; how long a person exercises.

**Trapping:** method of ball control

**Traveling:** Moving in a variety of directions by transferring weight from one body part to another (walking, running, leaping, jumping, hopping, skipping, sliding, galloping).

**Turning:** A partial or total rotation of the body with a shift in the base of support that causes a change in the direction of the motion.

**Twisting:** A movement in which one part of the body is held stationary and the rest of the body is turned away from the fixed position (e.g., twisting the trunk to the side and back).

**Underhand throw:** An object thrown from below the shoulder and elbow.

**Walk:** A transfer of weight from one foot to the other that involves alternately losing balance and recovering it while moving forward or backward.

**Warm-up:** A brief period of exercise that precedes the workout. The purpose of the warm-up is to elevate muscle temperature and increase blood flow to those muscles that will be engaged in the activity.

## Appendix S

### Physical Education Websites

**The following websites serve as important resources for the physical education teacher. Many of the sites are updated frequently providing the latest information on trends in the teaching of physical education.**

American Alliance for Health, Physical Education, Recreation, and Dance <http://www.aahperd.org>

American School Health Association <http://www.ashaweb.org/>

University of Alberta Health Centre Health Information <http://www.ualberta.ca/healthinfo>

Daily Physical Education activities and Games <http://www.pedagonet.com>

Physical Education Game Ideas. <http://www.teachingideas.co.uk/pe>

PE Central. The premier site for health and Physical Education. <http://www.pecentral.org>

Teach PE. Free Resource for Physical Education and Sports Coaching. <http://www.teachpe.com>

[www.primarysources.co.uk/science.](http://www.primarysources.co.uk/science)

[www.primarysources.co.uk/pe](http://www.primarysources.co.uk/pe)

<http://www.tes.co.uk/>



Primary Schools Curriculum Guide  
Physical Education  
Grades K-6  
Curriculum and Materials Development Unit  
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