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# Kindergarten

## **Physical Education/ Health Education**

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# Kindergarten

## **1. Movement**

The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.1.K.A.1</b> Develop a movement vocabulary (e.g., running, hopping, jumping, overhand throwing, catching, balancing, underhand throwing...) by responding to verbal and visual cues with the corresponding body movements.</p>	
<div data-bbox="115 604 550 789" style="border: 1px solid black; padding: 5px;"><p><b>Curricular Connections</b> <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding) <b>PE/HE:</b> S.1.K.A.1 to S.1.K.C.1 (acquiring skills)</p></div>	<p>◆ <b>Listen and Learn</b></p> <p>Have students respond to and use movement vocabulary while participating in related physical activities (see learning outcomes S.1.K.A.1 to S.1.K.C.1).</p> <p>◆ <b>Show and Tell</b></p> <p>Have students move in general space using a transport skill of their choice. Stop students and ask for a volunteer to show his or her transport skill. Have students name that transport skill. Ask for a new volunteer who used a different transport skill, and so on.</p> <p><b>Variation:</b> Ask students to pretend to be sports heroes and to demonstrate movement skills representative of those sports.</p>



## TEACHER NOTES

Introduce, explain, use, and reinforce movement vocabulary throughout the year.

The purpose of the student learning outcomes and of this document is to ensure that all students acquire the knowledge, skills, and attitudes to become physically active and to make health-enhancing decisions designed to improve their personal quality of life.

The *knowledge outcomes* often relate closely to the *skill outcomes* and, therefore, the suggested learning activities are at times interchangeable and complementary.

*Attitude indicators* for each of the general student learning outcomes define the desired attitudes and are included to guide teachers in anecdotal reporting of attitudes. Always encourage students to develop positive attitudes through involvement in emotionally safe, enjoyable, personally meaningful, and challenging learning environments.

The learning outcomes and attitude indicators are listed

- at the end of each general learning outcome (GLO) section
- on the summary charts for each GLO (see Framework Excerpts)
- on the poster chart included with this document

Refer to *Basic Movement Skills (K–3)* (Manitoba Education and Training) for information on developing skill posters that can be used as visual tools. Skill posters can also be obtained through the Manitoba Movement Skills



## SUGGESTIONS FOR ASSESSMENT

### ◆ Observation Checklist: Listen and Learn

Teacher: Inventory

While students participate in the activities involving learning outcomes S.1.K.A.1 to S.1.K.C.1, observe for evidence of movement vocabulary knowledge and understanding.

- Do students display understanding of the difference between a hop and a jump?
- Do students display understanding of the difference between underhand throwing and ball rolling?

### ◆ Journal Entry: Transport Skills

Teacher: Checklist

Have students draw their preferred transport skill. They can also draw the animal that moves using that mode of transport (i.e., jumping kangaroo, galloping horse).

#### Suggested Criterion:

Look for

- examples of transport skills

## TEACHER NOTES (continued)

Committee (refer to the Manitoba Physical Education Teachers Association [MPETA] website for more information: <<http://home.merlin.mb.ca/~mpeta/>>).



Use BLM G–1: Summative Checklist (see Appendix H) in conjunction with the learning outcomes listed at the end of each GLO to record overall student performance.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.1.K.B.1 Discuss movement skill development as requiring good practice and patience in learning</b> (e.g., to make and correct mistakes is part of the learning process; try, try again...).</p>	<p>◆ <b>Give a Star, Give a Suggestion</b></p> <p>As students practise their skills with partners, encourage them to help each other. Each partner will say something positive (a star) to the other, followed by a suggestion for improvement. Ask students to think about what helps them to improve and what kind of attitude they need to have.</p>
<p><b>Curricular Connections</b> <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas)</p>	
<p>◆ <b>K.1.K.B.2* Show an understanding that balance is affected by the amount of force (i.e., speed, weight) and body position</b>(i.e., bent knees, feet apart in direction of movement, arms spread) <b>in stopping and landing activities</b> (e.g., stops and starts, jumping from low heights, movement exploration...).</p>	<p>◆ <b>Good Practice Makes Perfect</b></p> <p>Have students reflect on their practice of skills in activities suggested for learning outcomes S.1.K.A.1 to S.1.K.A.3. Use a Sharing Circle (also know as a Talking Circle) to have students listen to a story from the teacher, other students, or a book, based on practice and skill development. Using the example in the story, ask students to discuss what practice and patience mean. (See Talking Circle, <i>Success for All Learners</i>, 7.5.)</p> <p><b>Questions for Discussion:</b></p> <ul style="list-style-type: none"><li>• How will you learn skills more quickly?</li><li>• Is it okay to make a mistake?</li><li>• What helps you not to make a mistake again?</li></ul>
<p>* The flower (◆) indicates that the learning outcome could be introduced in this grade.</p>	



## TEACHER NOTES

Use active strategies when addressing knowledge-based learning outcomes. However, paper and pencil tasks could be done in the classroom as extension activities following the active sessions in the gymnasium. Journal entries/ reflections and paper and pencil activities are excellent items for portfolios.

Discuss and establish cooperative learning and peer teaching skills and strategies, such as the following:

- Peer Coaching: Show and tell, correct, encourage, and inspire each other.
- A “Star and a Suggestion”: Tell a friend one great observation about his or her practice and offer one suggestion for improved performance.



## SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Give a Star, Give a Suggestion**

Teacher: Inventory

Confer with students, in pairs, to determine what they discussed. Use questioning to determine their understanding that practice and patience are important for skill development.

◆ **Learning Log: Good Practice Makes Perfect**

Teacher: Inventory

Have students draw themselves practising a skill they feel needs practice. Ask them to describe what they are practising and how they feel about their progress. Teachers could also photograph students practising the skill.



Refer to BLM K–1: Good Practice Makes Perfect.

**Suggested Criterion:**

The student

- realizes that good practice is required when learning movement skills

◆ **Reflection: Good Practice Makes Perfect**

Teacher: Inventory

Have students reflect on their practice of skills in activities suggested for learning outcomes S.1.K.A.1 to S.1.K.A.3. Have them choose one skill that they feel requires more practice and patience in learning.

**Suggested Criterion:**

The student

- realizes that good practice is required when learning movement skills

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**K.1.K.B.3a Recognize the terms “personal space”** (i.e., space around own body) **and “general space”** (i.e., space available to move in) **associated with space awareness.**

**Curricular Connections**

**PE/HE:** K.1.K.B.3b (body awareness)

**SUGGESTIONS FOR INSTRUCTION**

◆ **Moving in Space**

Have students Move to the Beat (see learning outcome S.1.K.A.1) with no bumping. Have students move in personal and general space during the action song “My Personal Space” (see learning outcome S.1.K.D.1).

◆ **Island of Space**

Ask students to find an island of space far away from walls, equipment, and other people. Have them perform body awareness activities (link to learning outcome K.1.K.B.3b).

◆ **Floating Bubbles**

Have students pretend that they are bubbles floating in the air. They move freely without bumping so that the bubbles do not burst. (If bubbles accidentally burst, they sit down until a designated “pumper” blows up the bubble again by miming an air pump movement.)

◆ **Space Runners**

Scatter cones (space monsters) and designate a mat as a repair shop. Count down from 10 to 0 and have students (space captains) run from one side to the other. If a space captain touches a cone or another student, his or her ship is damaged and it must go to the repair shop for a repair job (e.g., to perform a fitness exercise such as five curl-ups) before returning to the game.

**Variations:** Use hoops instead of cones. Use other transport skills.





## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

**Space:**

- **Personal space** is the immediate empty space around an individual.
- **General space** is the overall play area available in which to move.
- **Space awareness** refers to where the body moves with respect to
  - locations (e.g., personal and general space)
  - directions (e.g., forward, backward, sideways, up, down)
  - levels (e.g., low, middle, high)
  - pathways (e.g., curved, straight, zigzag)
  - planes (e.g., frontal, horizontal, sagittal)

Reinforce the need to move into open spaces, avoiding equipment and others. Remind students to move carefully, looking ahead to where they are moving.

Emphasize safety and stopping at an end line when students are running toward a wall by encouraging students to slow down and to maintain their balance when approaching the end line.

◆ **Observation: Moving in Space**

Teacher: Checklist

While students participate in the learning activity, observe for evidence of understanding of the various terms.

**Suggested Criteria:**

The student

- demonstrates understanding of finding or maintaining personal space during activity
- moves appropriately in general space, displaying effort to avoid contact with others

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.1.K.B.3b Recognize names of body parts</b> (i.e., head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, back) <b>when following instructions for physical activity</b> (e.g., bend your knees, hands on hips, balance on one foot...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding)  <b>SC:</b> Cluster 2—Colours</p> </div>	<p>◆ <b>“Sammie Says”</b></p> <p>Before starting this learning activity, ask students what body parts they know. Record the information. To play “Sammie Says,” appoint a leader to call out various tasks such as “Sammie says touch your knees” or “circle your arms.” Have students respond by touching or moving the specified parts, performing the action only when they hear “Sammie says....” If a student demonstrates an incorrect movement or response, he or she performs a challenge and returns to the game. Following the game, encourage students to assess the accuracy of what they originally knew and discuss what they learned.</p> <p><b>Variation:</b> Have students play this game with partners or in small groups.</p> <p>◆ <b>Head, Shoulders, Knees, and Toes</b></p> <p>Have students perform the actions to the rhythmic poem “Head and Shoulders, Knees and Toes” (see Landy and Landy, <i>Ready-to-Use P.E. Activities for Grades K–2</i>, 86). Repeat movements, along with the narration. Repeat everything twice, increasing tempo each time.</p> <p>◆ <b>Touch</b></p> <ul style="list-style-type: none"> <li>• Have students follow directions to touch: <ul style="list-style-type: none"> <li>— elbow to a red line</li> <li>— back to a black line</li> <li>— tummy to a green line</li> <li>— shoulder to a bench</li> <li>— hand to three yellow things</li> <li>— knee to a friend</li> </ul> </li> <li>• Scatter equipment around the gymnasium and have students follow directions to touch: <ul style="list-style-type: none"> <li>— ear to a hockey stick</li> <li>— knee to a ball</li> <li>— head to a mat</li> <li>— foot to a rope</li> </ul> </li> <li>• Incorporate “funny walks” to travel from task to task: <ul style="list-style-type: none"> <li>— lift your knees up high as you move to touch your elbow to a red line</li> <li>— walk on hands and feet, hop on one foot, tiptoe, slither on your belly, slide on your bottom, and so on</li> </ul> </li> </ul>
<p><i>(continued)</i></p>	<p><i>(continued)</i></p>

**TEACHER NOTES**

Take this opportunity to use words for body parts from various languages, such as French or Aboriginal languages. For information, see page 35 of *Native Studies: Early Years (K–4): A Teacher’s Resource Book* (Manitoba Education and Training).

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: All Activities**

Teacher: Checklist

While students participate in any of the suggested learning activities, observe for recognition and correct identification of suggested body parts through their actions.

**Suggested Criteria:**

Look for

- correct identification of body parts
- the ability to follow instructions during activity

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**K.1.K.B.3b** *(continued)*

*(continued)*

◆ **Body Part Exploration**

Have students explore various body parts through the following activities:

- Identify and isolate various body parts:
  - clap your hands
  - circle your wrists, your shoulders
  - stomp your feet
  - swing your arms
  - jab your elbows
  - turn your head
- Lead actions with various body parts:
  - move by leading with your arms, your head, your hip, your bottom
- Meet and part by moving
  - knees together and hands apart
  - one elbow to one knee while stretching the other hand far apart from the foot
  - head to knees
  - feet and arms apart
- Stand on three body parts, two, one, another one.
- Balance on five body parts. Connect with a partner to balance on six total body parts.
- Make **symmetric** shapes such as a star (same on both sides of the body) and **asymmetric** shapes such as a “wild” or interesting shape (the sides of the body look different from each other).

◆ **Funny Bones**

Provide a balloon for each set of partners. Have partners move around the gymnasium and, on a given signal, stop to hold the balloon between body parts that are called out (e.g., hips, elbows, stomachs, hands, backs, and so on). Students take turns carrying the balloon.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

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PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> <b>K.1.K.B.3c Explore, through movement, the difference between slow and fast speeds</b> (e.g., walking and running...).</p>
<p><b>Curricular Connections</b>  <b>MA:</b> Shape and Space (comparisons related to time)</p>

SUGGESTIONS FOR INSTRUCTION
<p>◆ <b>Motion Madness</b></p> <p>Have students perform movements</p> <ul style="list-style-type: none"> <li>• to music with a slow tempo or to the slow beat of a drum: slowly walking, hopping, galloping, and crawling</li> <li>• to music with a fast tempo or to the fast beat of a drum: quickly running, jumping, and galloping</li> </ul> <p>Ask students to demonstrate the difference between slow and fast.</p>
<p>◆ <b>“Ani-motion”</b></p> <p>Have students move like animals that move</p> <ul style="list-style-type: none"> <li>• slowly (e.g., turtles, snails, worms)</li> <li>• quickly (e.g., rabbits, cheetahs, horses)</li> </ul>

<p><input type="checkbox"/> <b>K.1.K.B.3d Explore moving in relation to objects</b> (i.e., around, under, over, near, far, in, out, through, on, off).</p>
<p><b>Curricular Connections</b>  <b>MA:</b> Shape and Space (comparisons, position of 3-D objects)</p>

<p>◆ <b>Human Obstacle Course</b></p> <p>Have half the class perform a stationary balance and the other half move in relation to the stationary students: over a crouched person, under another’s legs, around several standing people, and so on.</p> <p><b>Variation:</b> Have students work in groups of three. Two students create a human obstacle for the third person to travel in, out, around, and so on. Switch positions so that each student has a turn.</p>
<p>◆ <b>Over, Under, Around, and Through</b></p> <p>Arrange many different obstacles and have students move in different ways in relation to the obstacles, exploring the different movement concepts. Remind students to avoid bumping.</p>
<p>◆ <b>Here, There, Everywhere</b></p> <p>Have students move toward the teacher on the signal “here,” move away from the teacher on the signal “there,” and scatter in general space with no touching on the signal “everywhere.”</p>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Explore speed of movement in context with the activities suggested for learning outcome S.1.K.D.1 related to body awareness, locomotion, space awareness, levels, and pathways.

Create a cassette tape of approximately 10- to 20-second intervals of music, which contrast slow and fast tempos. Let the music stimulate movement exploration.

**Aboriginal Link:** Include music from First Nations, Métis, and Inuit cultures.

For learning outcomes indicating “explore,” observe students for informal assessment.

◆ **Observation: Motion Madness**

Teacher: Informal Inventory

Observe students as they take part in Motion Madness.

**Suggested Criteria:**

The student

- experiences slow movements
- experiences quick movements

Play music for motivation during exploration-type activities. Have students “go” when the music starts and “freeze” when the music stops.

◆ **Observation: Human Obstacle Course**

Teacher: Informal Inventory

Observe students as they take part in the Human Obstacle Course and note how they move in relation to objects.

**Suggested Criteria:**

The student

- moves in a variety of ways in relation to objects
- moves safely

Ensure that objects to be crawled over are sturdy and that students land safely. Use mats where necessary.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.1.K.C.1 Follow the fundamental rules</b> (e.g., boundaries, roles, actions, verbal cues for stop, go, switch...) <b>used in simple games and activities</b> (e.g., cooperative tag games...).</p>	<p>◆ <b>Partner Tag</b></p> <p>Select one tagger. After giving the “go” signal, have students run in general space, trying to elude the tagger. Once tagged, students hold the tagger’s hand and continue to tag others who will join the line. A line of four splits into two groups of two. Pairs continue to tag other individual players until everyone is in pairs.</p>
<p><b>Curricular Connections</b> <b>MA:</b> Number (counting) <b>PE/HE:</b> GLO 4—Personal and Social Management (interpersonal skills), GLO 3—Safety (all activities) <b>SS:</b> building community</p>	<p>◆ <b>Leapfrog Tag</b></p> <p>Select five to seven students to be taggers. When tagged, students crouch down in a rounded, head-tucked-in position. Players are freed when other players place their hands on the backs of the crouched players and “leapfrog” over them.</p>
	<p>◆ <b>Puppy Tail Tag</b></p> <p>Ask each student to place a flag football tail in the back of his or her waistband and stand against a wall in personal space. On the “go” signal, have students (puppies) attempt to steal each other’s tails while trying not to have their own stolen. Once the puppies have lost their tails, they go to a designated area to perform a specified challenge in order to receive another tail. Students who have extra tails return them to the challenge area.</p> <p><b>Variation:</b> Have students sit on the floor where their tails are stolen so that other students can rescue them with one of their own extra tails.</p>
<hr/> <p>❖ <b>K.1.K.C.2 Recognize movement vocabulary</b> (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) <b>when following directions related to simple games and activities</b> (e.g., obstacle courses...).</p>	



**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Safety Rules:**

Emphasize the importance of safety rules in all tag activities (refer to safety learning outcomes).

- In Partner Tag, encourage groups to plan together in which direction they will run. If groups let go of hands, they cannot tag anyone.
- In Leapfrog Tag, ensure that crouched players keep their heads down until they are rescued.
- In tag games, change taggers often and quickly. On a “stop” or “switch” signal, have students freeze in their space, and have the taggers quickly select other taggers. Taggers could carry a marker such as a beanbag or a small ball (not to be thrown).
- In any rescue tag game, remind students to play cooperatively and to be courteous. (Refer to learning outcome K.1.K.C.4.)

**◆ Observation: Tag Games**

Teacher: Checklist

As students participate in tag games, observe and note their use of fundamental rules.

**Suggested Criteria:**

The student

- plays within game boundaries
- demonstrates an understanding of the responsibilities of tagger and runner
- correctly performs action when tagged

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**K.1.K.C.3 Recognize the fundamental strategies of simple games/station activities** (e.g., aiming at a target, fleeing in a tag game, hitting an object with an implement, staying in boundaries...).

**Curricular Connections**

**MA:** Number (counting)

**SUGGESTIONS FOR INSTRUCTION**

◆ **Partner Chase**

Have students work in pairs to chase each other. The chasers follow the fleeing partners' pathways, attempting to catch or overtake them. Once tagged, the players trade places. Following the activity, ask students what strategies worked in the game they were playing.

**Variation:** Have students switch partners.

◆ **Beanbag Toss**

Have students work in pairs to try to score a point each time they successfully toss their beanbags into a hoop on the floor from behind a designated line or spot. Following the activity, ask students what strategies worked in the game they were playing.

◆ **They Shoot, They Score!**

Provide students with targets/goals, balls, pucks, and striking implements. Have them kick a ball (e.g., a soccer ball) or strike an object with or without an implement (e.g., an indoor broomball stick) to practise aiming at a target or goal. Following the activity, ask students what strategies worked when aiming at the target.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

A small, detailed illustration of a white sneaker with grey and black stripes, located in the bottom right corner of the large empty rectangular area.

◆ **Questioning/Interview: Partner Chase**

Teacher: Inventory

After students have played the game, ask the class the following questions:

1. When someone is chasing you, should you make quick, sharp turns or curvy turns?
2. When you are chasing someone, do you run at the same speed as or faster than the person being chased?
3. Is it easier to chase one person or a group of persons? Is it harder?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.1.K.C.4 Discuss ways to play cooperatively and safely</b> (e.g., share equipment, follow directions, help others, be considerate...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas)</p> <p><b>MA:</b> Number (number concepts, same/equal)</p> <p><b>PE/HE:</b> S.2.K.A.1a (fitness), GLO 4—Personal and Social Management, GLO 3—Safety</p> <p><b>SC:</b> Cluster 2—Colours</p> <p><b>SS:</b> building community</p> </div>	<p>◆ <b>Thank-You Tag</b></p> <p>Have students play tag games in which they can save caught students. When rescued, students say, “Thank you.”</p> <p><b>Variation:</b> Students could count the number of times they were thanked, or hand out tokens to polite players.</p>
	<p>◆ <b>“Excuse Me, Please!”</b></p> <p>Place several hoops on the floor (fewer hoops than there are students). Select three taggers to carry a beanbag or a ball (not to be thrown). Have students run about the room avoiding the taggers. Once tagged, a player becomes the tagger. Students are safe when they are in a hoop. Other students may enter the hoop but upon entering they must say, “Excuse me, please!” so that the first person leaves the hoop.</p> <p>◆ <b>Manners in Motion</b></p> <p>As students participate in a variety of games and activities, have them listen for polite comments from other students as they play together (e.g., “Thank you.” when rescued; “Nice try.” for a good effort; “Are you okay?” if someone is hurt). As part of a cool-down, have students walk with a partner to share what they heard. As well, students could share what they heard with the teacher after they put away their equipment and line up at the end of the class.</p> <p>◆ <b>Pair and Share</b></p> <p>Have students work in pairs to determine fair ways of playing (taking turns) with a selected piece of equipment.</p> <p><b>Questions for Discussion:</b></p> <ul style="list-style-type: none"> <li>• How did you share the equipment?</li> <li>• What were your sharing rules?</li> </ul> <p>◆ <b>Parachute Play</b></p> <p>Have students perform a variety of parachute activities such as those suggested in Umbrella (see learning outcome S.2.K.A.1a). Students each hold a certain colour portion of a parachute and lift it up when their colour is called (e.g., “green”). All those holding green carefully cross under the parachute to another green spot on the other side. Repeat with other colours.</p> <p><b>Question for Discussion:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to have everyone work together?</li> </ul>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Encourage students to keep others active by rescuing each other often.

Post (on a bulletin board) the polite actions/sayings that students generate.

For resources on parachute games, see pages 225 to 230 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).



◆ **Questioning/Interview: Thank-You Tag**

Teacher: Inventory

After students have played the game, ask them to indicate, by a show of hands, whether they did or heard the following:

1. Who said “Thanks” during the game?
2. Who heard someone say “Thanks” during the game?
3. Who rescued someone during the game?
4. Who was rescued during the game?
5. Were there any collisions?

Use the inventory results to initiate a discussion about cooperative play and safety.

◆ **Observation: Manners in Motion**

Peer Assessment: Inventory

Assign “manners monitors” for the class period. Each time students hear a positive comment, they place a token in a container.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ S.1.K.A.1 Travel safely using the basic transport skills</b> (i.e., running, hopping, galloping, jumping) <b>in general space</b> (e.g., gallop freely without bumping into others or falling...).</p>	<p>◆ <b>Move to the Beat</b></p> <p>Have students run, hop, gallop, and jump in general space to music or to the beat of a drum, stopping and starting when the music stops and starts. For an Aboriginal link, include music from First Nations, Métis, and Inuit cultures.</p>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>MA:</b> Number (counting)  <b>PE/HE:</b> K.1.K.A.1 to K.1.K.B.3a, K.3.K.A.1 to K.3.K.A.4, S.3.K.A.1  <b>SC:</b> Cluster 1—Trees</p> </div>	<p>◆ <b>“Give Me Five”</b></p> <p>Have students line up in partner relay formation at one sideline. When music begins playing, have the front person run to the opposite sideline and back to touch his or her partner’s outstretched hand to “give five.” The next player then runs and returns. Continue for a few minutes or until the end of the song. Discuss the importance of slowing down and running to the raised hand side of the person when doing the hand tap.</p> <p><b>Variation:</b> Have students hop, gallop, or jump.</p>
<p style="text-align: right;"><i>(continued)</i></p>	<p>◆ <b>Rig-a-Jig-Jig</b></p> <p>Have students say/sing the action song “As I was walking down the street . . .” and perform the accompanying movements:</p> <ul style="list-style-type: none"> <li>• Students walk individually.</li> <li>• Students shake hands with a friend.</li> <li>• Students skip with a friend while holding hands.</li> </ul> <p>Repeat the song, having students find another friend. For the words to this action song, see page 79 of <i>Physical Education K–4: Movement with Meaning</i> (Manitoba Education and Training).</p> <p><b>Variation:</b> Substitute skipping with running, hopping, galloping, or jumping.</p> <p style="text-align: right;"><i>(continued)</i></p>



**TEACHER NOTES**

Due to the depth and breadth of skill-related outcomes, learning experiences will be ongoing throughout the year. It is recommended that skills in each of the categories (transport, manipulation, and balance) be assessed separately.

Some suggestions for instruction apply across the grades (see learning outcomes S.1.K.A.1, S.1.1.A.1, S.1.2.A.1, S.1.3.A.1, and S.1.4.A.1); however, some are grade specific. Ensure that learning activities and achievement expectations are developmentally appropriate for students.

Encourage students to explore transport skills on both sides of the body (e.g., hopping on the right foot, then the left foot; galloping with the right leg leading, then the left, and so on).

Students can count the number of line touches by counting the number of times they tap hands.

Review the proper “handshake”: Extend right hand to person.

Remind students to keep right hands joined after shaking hands, join left, and skip together with cross-arm handhold.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Observation: Move to the Beat**

Teacher: Checklist

As students move to the music, observe and note evidence of students using the transport skills to travel without bumping into others.

Name	Run	Hop	Gallop	Jump



Record class results using BLM G–2: Class Checklist (see Appendix H).

◆ **Performance Task: Rig-a-Jig-Jig**

Teacher: Scoring Rubric

Observe students as they perform the Rig-a-Jig-Jig activity and use the following scoring rubric.

Scoring Rubric			
Performance Criteria	3 Consistently	2 Usually	1 Sometimes
The student			
• moves safely without bumping			
• looks where he or she is going			
• does not fall or slide into others			
• focuses on the task			

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

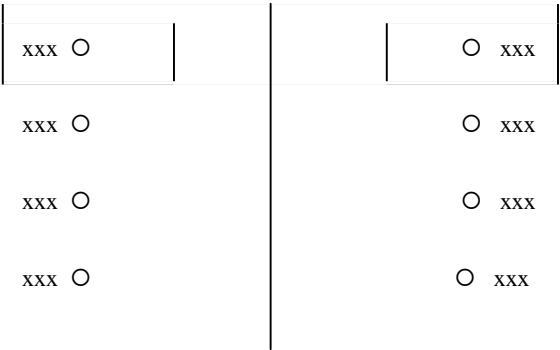
**S.1.K.A.1** *(continued)*

**SUGGESTIONS FOR INSTRUCTION**

*(continued)*

◆ **Squirrels and Nuts**

Divide the class into small groups of three or four students (squirrels). Place half the teams at one end of the gymnasium and the other teams at the opposite end. Have each group line up behind a hoop (tree house). (See diagram below.)



Inside each tree house are five to eight beanbags (nuts). On the “go” signal, the first squirrel in each tree house runs across the gymnasium, past the centre line, to steal a nut from any other tree house on the opposite end of the gymnasium (no stealing from tree houses on the same end). Squirrels return home with one beanbag, put it inside their hoop, tag the hand of the next squirrel, and sit at the end of the line. Have students play for a specified amount of time.

As the year progresses, add other skills using different objects to represent particular movements.

Examples:

- beanbags—return home running
- deck rings—return home galloping
- balls—return home hopping

◆ **Squirrels in the Forest**

Divide the class into two groups: trees blowing in the wind in their personal space (link to learning outcome K.1.K.B.3a) and squirrels moving and scurrying between the trees. Have the squirrels move in a variety of ways. If a squirrel is touched by a tree, they switch places.

**Variations:** Have rabbits jump between the trees or horses gallop between the trees.





**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

There are strong connections between the learning outcomes from GLO 1—Movement and GLO 3—Safety. Safety rules and procedures must be reinforced in every lesson.



**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**S.1.K.A.2 Explore the basic manipulation skills** (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) **in a variety of simple movement experiences** (e.g., throw a ball or beanbag underhand to an open space, strike a balloon with the hand...).

**Curricular Connections**

**MA:** Shape and Space (sort 3-D objects)

**SC:** Cluster 2—Colours

◆ **Basic Movement Challenges**

Have students work individually to

- roll a ball to the bottom of a wall
- underhand throw a beanbag to the wall
- catch a large, bounced ball or a self-tossed beanbag
- strike a balloon with the hand
- bounce a large playground ball once or more
- kick a ball to the wall

**Variation:** Set up stations to incorporate these movement challenges.

◆ **Guided Discovery: What Works Best?**

Provide the class with a variety of equipment (e.g., various sizes, colours, textures). Have students select various pieces of equipment to roll, underhand throw, catch, strike, bounce, and kick to discover which pieces of equipment work best for them.

**Questions for Discussion:**

Use the following questions for discussion as they apply to the different movement activities:

- Which piece of equipment is easiest to bounce?
- What size of ball is easiest to roll with one hand?
- What size of ball is easiest to catch?
- What texture of ball is easiest to catch?

**TEACHER NOTES**

Allow students to choose the size, colour, and texture of their equipment and to experience a variety of types (e.g., big to small, bright to pale, soft to hard).

For guidelines related to modifications, adaptations, and accommodations, refer to “Students with Special Needs” on pages 10 and 11 of the Framework Overview (see Framework Excerpts). For further information on programming for students with special needs, refer to the series *Moving to Inclusion*, available at the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Basic Movement Challenges**

Teacher: Informal Inventory

Observe students as they take part in the Basic Movement Challenges.

**Suggested Criteria:**

The student demonstrates a willingness to explore the following basic manipulation skills:

- rolling
- underhand throwing
- catching
- striking
- bouncing
- kicking

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> <b>S.1.K.A.3 Explore static and dynamic balance</b> (i.e., stopping, starting) <b>in response to signals/cues/commands.</b></p>
<p><b>Curricular Connections</b>  <b>PE/HE:</b> K.1.K.C.1, K.3.K.A.1 (safe and controlled movement), K.3.K.B.1 (traffic safety)  <b>SC:</b> Cluster 2—Colours</p>

**SUGGESTIONS FOR INSTRUCTION**

- ◆ **Statues (static balance)**

Direct students to travel in general space as music plays, and then to freeze in a variety of positions using various body parts (e.g., one hand and one foot) and on different numbers of body parts when the music stops. Encourage students to hold their balance steady for three to five seconds or until the music resumes.
  
- ◆ **Frozen Beanbag**

Provide each student with a beanbag. Have students place the beanbags on various body parts and walk at a comfortable pace, with proper posture, in general space. If someone’s beanbag falls off, that player is frozen until someone else can replace it without losing his or her own beanbag.

**Variations:** Have students walk faster or try to gallop. Allow children who are picking up another beanbag to hold their own beanbags on their heads. Play the game with partners holding hands.
  
- ◆ **Red Light, Green Light (dynamic balance)**

On the signal “green light,” have students pretend that they are cars, moving safely (driving with no bumping or crashing) at a regular speed. On the call “yellow light,” students jog on the spot (running their engines), and on the “red light” cue, they stop or freeze in a balanced position.

**Variations:** Provide coloured cards/paper to hold up and have a student be the caller. Have student move along the lines (roads) on the floor.
  
- ◆ **Gathering Gold**

Scatter beanbags (gold bars) on different lines on the floor. Have students walk along the lines to pick up the gold bars and carry them on their arms or shoulders to a safe hoop. If a student steps off of a line, she or he goes to “jail.” To get out of “jail,” another student must pay one gold bar.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Balance:**

- **Static balance** refers to controlled body position and posture while at rest.
- **Dynamic balance** refers to controlled body position and posture while in motion.

Be aware of head lice situations before using equipment that comes in close contact with students.

In the game Red Light, Green Light, reinforce the traffic safety rules related to learning outcome K.3.K.B.1.



◆ **Observation: Statues**


Teacher: Informal Inventory

Observe students as they take part in Statues.

**Suggested Criteria:**

The student demonstrates willingness to explore

- static and dynamic balance
- starting/stopping in response to signals/cues/commands

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>S.1.K.B.1 Explore basic movement skills</b> (i.e., transport, manipulation, balance) <b>and concepts</b> (i.e., body awareness, space awareness) <b>in simple individual/dual activities</b> (e.g., use transport skills while moving in relation with another student as in “follow the leader”...).</p>	<p>◆ <b>Follow the Leader (transport)</b></p> <p>Ask students to pair up, one as the leader and one the follower. Have the leader walk, run, hop, gallop, or jump. On one given signal, the leader changes the movement. On another signal, the follower becomes the leader. On yet another signal, all students change partners.</p> <p>◆ <b>Partner Activities (manipulation)</b></p> <p>Have students pair up to explore the following skills:</p> <ul style="list-style-type: none"> <li>• Roll a ball back and forth.</li> <li>• Underhand throw and catch a soft ball or beanbag.</li> <li>• Strike a balloon back and forth.</li> <li>• Bounce and catch a ball.</li> <li>• Kick and stop a ball.</li> </ul> <p>◆ <b>Mirror Balances (balance)</b></p> <p>Have students attempt various balances individually and then with a partner. For more suggestions, see Lessons A4 to A7 in <i>Up Down All Around</i> (Russell, Schembri, and Kinsman).</p>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Curricular Connections</b>  <b>MA:</b> Number (counting)  <b>PE/HE:</b> K.1.K.B.3a (space awareness)</p> </div>	<div style="text-align: center; margin-top: 20px;">  </div>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Movement Concepts:**

- **Body awareness** includes awareness of
  - body parts (e.g., arms, legs, elbows, knees, head)
  - body shapes (e.g., curled, stretched, narrow, wide, twisted, symmetrical, asymmetrical)
  - body actions (e.g., flex, extend, rotate, swing, push, pull)
- **Space awareness** refers to where the body moves with respect to
  - locations (e.g., personal and general space)
  - directions (e.g., forward, backward, sideways, up, down)
  - levels (e.g., low, middle, high)
  - pathways (e.g., curved, straight, zigzag)
  - planes (e.g., frontal, horizontal, sagittal)

Allow students one to two minutes to practise each task.

Encourage students to stand fairly close to their partners when first practising the activities.

Students can count the number of successful attempts.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>□ S.1.K.B.2 Explore basic movement skills</b> (i.e., transport, manipulation, balance) <b>and concepts</b> (i.e., body awareness, space awareness) <b>in simple group activities</b> (e.g., chasing/fleeing-type games...).</p>	<p>◆ <b>Octopus Tag (transport)</b></p> <p>Have students (fish) line up at one end line. One player in the centre of the gymnasium is an octopus. When that player calls “Octopus,” the fish attempt to run to the opposite end line without being tagged by the octopus. Once a fish is caught, he or she becomes seaweed in that spot and must plant roots (feet) to the bottom of the ocean floor. These stationary players can then move their seaweed arms to tag other fish. When only a few fish are left, select another octopus.</p> <p><b>Variation:</b> Have two or three people be octopi.</p>
<p><b>Curricular Connections</b>  <b>MA:</b> Number (counting)  <b>SC:</b> Cluster 1—Trees</p>	
	<p>◆ <b>Clean Your Own Backyard (manipulation)</b></p> <p>Divide the class into two teams, one on each side of a centre line (each team’s half of the gymnasium is their own backyard). Provide a variety of small to medium-size balls. On a given signal, have players attempt to roll the balls along the floor to the opposite backyard in the attempt to keep their own backyard clean. After a specified time, students freeze, and one player from each team counts the number of balls in their backyard.</p> <p>◆ <b>Timber! (balance)</b></p> <p>Designate two or three players as taggers. Have students run in general space, attempting to avoid being tagged. Once tagged, players freeze as trees, with their roots (feet) planted on the ground and their branches (arms) up over their heads. Other players may free the trees by facing them, holding the fingers of one hand together with the partner’s fingers, and placing thumbs up (imitating a saw). The two players saw back and forth, counting aloud from one to five and yell “Timber!” That player is then free to run.</p> <p>◆ <b>Pinnie Tag</b></p> <p>Provide pinnies (coloured vests) for all students except “it” (the designated tagger). When tagged, students remove their pinnies, hold them over their heads, walk to a deposit area to return their pinnies, and become members of the tagging group. The last two students to be caught are the first taggers for the next round.</p>
<p><b>❖ S.1.K.B.3 Set up and manage own games</b> (e.g., skipping games, target games, hopscotch...).</p>	





### TEACHER NOTES

In all tag games, emphasize moving in a controlled manner (looking out for others) and at an appropriate speed in accordance with the size of the play space and the number of students. Encourage students to slow down and to maintain their balance when approaching the end line in order to stop safely. Remind them to tag gently near the shoulder, away from the face.

Any other marker such as football flags or beanbags can replace pinnies.



### SUGGESTIONS FOR ASSESSMENT

#### ◆ Observation: All Games

Teacher: Checklist

As students participate in game situations, observe and note evidence of use of basic movement skills.

#### Suggested Criteria:

The student

- explores/practises transport skills during simple group activities
- explores/practises manipulation skills during simple group activities
- uses/practises balance skills during simple group activities
- explores body and space awareness

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**S.1.K.C.1 Experience different ways of moving** (e.g., climbing, running, hopping...) **in a variety of play areas on the school grounds** (e.g., on playground equipment, hardtop area, grassy fields...).

**Curricular Connections**

**PE/HE:** K.1.K.C.4 (cooperation),  
K.4.K.B.1a (responsible social behaviours),  
GLO 3—Safety  
**SS:** relationships, social responsibility

**SUGGESTIONS FOR INSTRUCTION**

◆ **Play Structure**

Have students explore climbing and balancing on the various parts of an outdoor play structure.

◆ **Autograph Game**

Select four to six students who will hide in a designated school playground area. Provide each hider with a different coloured marker pen. Have the other students (runners) cover their eyes while the hidiers find their places. The runners then receive a small piece of paper so that when they run to find a hider, the hider gives an autograph (or a small mark) on the runner’s paper. The first students to return with all four to six different colours (autographs) on their paper can become the next hidiers.

◆ **Tree Tag**

Select several students to be “it” (the designated taggers). When tagged, the other players become “it.” Students may have three seconds of “free time” if they are touching a “tree” (which can be a bench, slide, post, and so on). Each free time must be at a different tree than the last time. Include a variety of transport skills, such as running, hopping, galloping, and so on.

**TEACHER NOTES**

Ensure that students are aware of boundary areas. Establish a signal to call back all the students, including the hidiers. Be aware of environmental factors that may pose risks to students (e.g., allergies).

Explain the importance of taking turns and playing cooperatively and safely. Ensure that students can reach objects from the ground.

Emphasize safety related to play structures and hardtop areas prior to use for this learning outcome (see *Safety Guidelines for Physical Activity in Manitoba Schools*, produced by the Manitoba Physical Education Teachers Association).

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Play Structure**

Teacher: Informal Inventory

Observe students as they take part in the Play Structure learning activity.

**Suggested Criterion:**

The student demonstrates willingness to

- move in different ways in the various play areas on the school grounds

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>S.1.K.D.1 Experience moving to different rhythms</b> (e.g., quick, slow...), <b>applying movement concepts</b> (e.g., body awareness, space awareness...) <b>in simple rhythmic activities</b> (e.g., creative movement, action songs/games...).</p>	<p>◆ <b>Creative Movement</b></p> <p>Have students respond to different rhythms from musical instruments (e.g., drum, triangle, xylophone). Vary the movement response by imposing a variety of transport changes (e.g., walk, run, slide, jump, gallop) and tempo/speed changes (e.g., slow, fast).</p>
<p><b>Curricular Connections</b> <b>ELA:</b> GLO 2—Comprehend and respond personally and critically to literary and media texts (understand forms and techniques) <b>MA:</b> Patterns and Relations (patterns)</p>	<p>◆ <b>Action Songs</b></p> <p>Have students participate in a variety of action songs/games requiring body and space awareness. Examples:</p> <p><i>My Personal Space</i></p> <p>I found a space, My own personal space, I can twist and reach up tall, Stretch out wide and curl down small, I found a space, My own personal space.</p> <p>Moving, moving, through the space, I use my eyes upon my face, I can gallop and I can trot, Until I find another SPOT!</p> <p><i>Action Rhyme</i></p> <p>Turn around and touch the ground, Hands on knees now if you please, One foot in, tuck low and spin, Lie down flat just like a mat, Ladder climb to end this rhyme.</p>



## TEACHER NOTES

Develop creative themes to stimulate movement variety.

Examples:

- Transportation—cars, airplanes, spaceships, bicycles, roller blades, trains
- Animals (and other living creatures)—monkeys, seals, giraffes, snakes, ducks, birds, frogs
- Elements in nature—wind, water, fire, leaves, clouds, lightning, snowflakes, volcanoes, earthquakes

Establish the concept of movement or rhythmic routines as having three parts: a beginning, a middle, and an ending. Begin and end all movement exploration in an “interesting” frozen shape.

Incorporate contrasting effort qualities while performing action songs:

- Time/speed—fast, slow
- Weight/force—heavy/loud, light/soft, strong/light
- Flow/extensions in space—bound/small, free/large

Consult with English language arts teachers to integrate class poems/songs into movement experiences.

For further suggestions, see pages 73 to 94 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy) or refer to Early Years movement resources.



## SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Activities**

Teacher: Checklist

Observe student performance during movement activities.

**Suggested Criterion:**

The student

- demonstrates a willingness to participate in simple rhythmic activities

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>S.1.K.D.2 Explore the gymnastic movement patterns</b> (e.g., landings, statics, springs, rotations, locomotion, swings...) <b>in activities using large and/or small apparatus</b> (e.g., educational gymnastics, rhythmic sportive gymnastics...).</p>	<p>◆ <b>Gymnastic Patterns</b></p> <p>Have students experience various gymnastic movement patterns in the gymnasium and on playground apparatus.</p> <p><b>Landings:</b></p> <ul style="list-style-type: none"><li>• Have students, jumping from elevated surfaces forward, backward, and sideways, land on their feet, absorbing the landing force.</li><li>• Have students land forward on their hands from a kneeling position, from a bent knee stand, and from a standing position. Have them also land backward on their hands from a squat.</li></ul> <p><b>Statics:</b></p> <ul style="list-style-type: none"><li>• Have students perform front and back supports, balances on various body parts (e.g., feet, knees, shoulders, hips), and long hangs on apparatus (e.g., bars, ladders, beams, horizontal ropes).</li><li>• Challenge students to vary arm and leg positions.</li></ul> <p><b>Springs:</b></p> <ul style="list-style-type: none"><li>• Have students spring on the spot, spring forward, and walk and spring.</li></ul> <p><b>Rotations:</b></p> <ul style="list-style-type: none"><li>• Have students perform turns on the feet, jump turns, and turns while horizontal.</li><li>• Have them rock backward and forward, roll backward to a shoulder balance, and roll forward from a shoulder balance.</li></ul> <p><b>Locomotion:</b></p> <ul style="list-style-type: none"><li>• Have students explore locomotion on the feet, in front supports, and on climbing frames, ladders, or ropes.</li></ul> <p><b>Swings:</b></p> <ul style="list-style-type: none"><li>• Have students hang from both hands off horizontal/parallel bars or horizontal ladders and swing legs forward, backward, side to side, and in a circle.</li></ul>
<p><b>Curricular Connections</b> <b>MA:</b> Patterns and Relations (patterns) <b>PE/HE:</b> GLO 3—Safety</p>	



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Gymnastic Movement Patterns:**

- **Landings**—safely taking weight on feet and/or hands to prevent injuries in falls.
- **Statics**—still positions, including static balances, hangs (suspension activities whereby the shoulders are below the point of suspension), and supports (any stable position that is not a hang).
- **Springs**—the rapid displacement of the body by either the legs (e.g., jump, leap) or arms (e.g., pop, rebound).
- **Rotations**—any turn or spin about one of the three primary axes: longitudinal (e.g., twists, pivots), transverse (e.g., rolls, somersaults), or horizontal (e.g., cartwheels).
- **Locomotion**—the movement of the body using various forms of transport (e.g., walking, hopping, skipping).
- **Swings**—rotation around an axis outside the body, evolving from hangs or supports.

The purpose of teaching **landings** is to help children learn how to fall safely and to gain an important life skill. Landing activities also contribute to the development of muscular strength. However, always caution students against landing on uneven surfaces, on the heels, or on the sides of the feet. Ensure that

- elevated surfaces are no higher than knee height
- knees do not bend more than 90 degrees on landing
- landing areas are clear before jumping

◆ **Observation: Gymnastic Patterns**

Teacher: Checklist

Observe performance as students participate in activities using large and/or small apparatus, focusing on the gymnastic movement patterns.

**Suggested Criterion:**

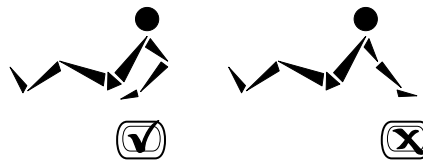
The student

- demonstrates a willingness to explore/practise gymnastic movement patterns

**TEACHER NOTES (continued)**

Note that children tire more quickly when practising landings on the hands. Provide rest breaks and allow them to advance at their own rate through skill progressions.

Note correct hand position when landing backward:



For further specifics and techniques for teaching safe landings, see *Up Down All Around* (Russell, Schembri, and Kinsman).





## Movement Outcomes: Kindergarten



### Knowledge

- K.1.K.A.1 Develop a movement vocabulary** (e.g., running, hopping, jumping, overhand throwing, catching, balancing, underhand throwing...) **by responding to verbal and visual cues with the corresponding body movements.**
- K.1.K.B.1 Discuss movement skill development as requiring good practice and patience in learning** (e.g., to make and correct mistakes is part of the learning process; try, try again...).
- K.1.K.B.3a Recognize the terms “personal space”** (i.e., space around own body) **and “general space”** (i.e., space available to move in) **associated with space awareness.**
- K.1.K.B.3b Recognize names of body parts** (i.e., head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, back) **when following instructions for physical activity** (e.g., bend your knees, hands on hips, balance on one foot...).
- K.1.K.B.3c Explore, through movement, the difference between slow and fast speeds** (e.g., walking and running...).
- K.1.K.B.3d Explore moving in relation to objects** (i.e., around, under, over, near, far, in, out, through, on, off).
- K.1.K.C.1 Follow the fundamental rules** (e.g., boundaries, roles, actions, verbal cues for stop, go, switch...) **used in simple games and activities** (e.g., cooperative tag games...).
- K.1.K.C.3 Recognize the fundamental strategies of simple games/station activities** (e.g., aiming at a target, fleeing in a tag game, hitting an object with an implement, staying in boundaries...).
- K.1.K.C.4 Discuss ways to play cooperatively and safely** (e.g., share equipment, follow directions, help others, be considerate...).

### Skills

- S.1.K.A.1 Travel safely using the basic transport skills** (i.e., running, hopping, galloping, jumping) **in general space** (e.g., gallop freely without bumping into others or falling...).
- S.1.K.A.2 Explore the basic manipulation skills** (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) **in a variety of simple movement experiences** (e.g., throw a ball or beanbag underhand to an open space, strike a balloon with the hand...).
- S.1.K.A.3 Explore static and dynamic balance** (i.e., stopping, starting) **in response to signals/cues/commands.**
- S.1.K.B.1 Explore basic movement skills** (i.e., transport, manipulation, balance) **and concepts** (i.e., body awareness, space awareness) **in simple individual/dual activities** (e.g., use transport skills while moving in relation with another student as in “follow the leader”...).
- S.1.K.B.2 Explore basic movement skills** (i.e., transport, manipulation, balance) **and concepts** (i.e., body awareness, space awareness) **in simple group activities** (e.g., chasing/fleeing-type games...).
- S.1.K.C.1 Experience different ways of moving** (e.g., climbing, running, hopping...) **in a variety of play areas on the school grounds** (e.g., on playground equipment, hardtop area, grassy fields...).
- S.1.K.D.1 Experience moving to different rhythms** (e.g., quick, slow...), **applying movement concepts** (e.g., body awareness, space awareness...) **in simple rhythmic activities** (e.g., creative movement, action songs/games...).
- S.1.K.D.2 Explore the gymnastic movement patterns** (e.g., landings, statics, springs, rotations, locomotion, swings...) **in activities using large and/or small apparatus** (e.g., educational gymnastics, rhythmic sportive gymnastics...).

### Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.