

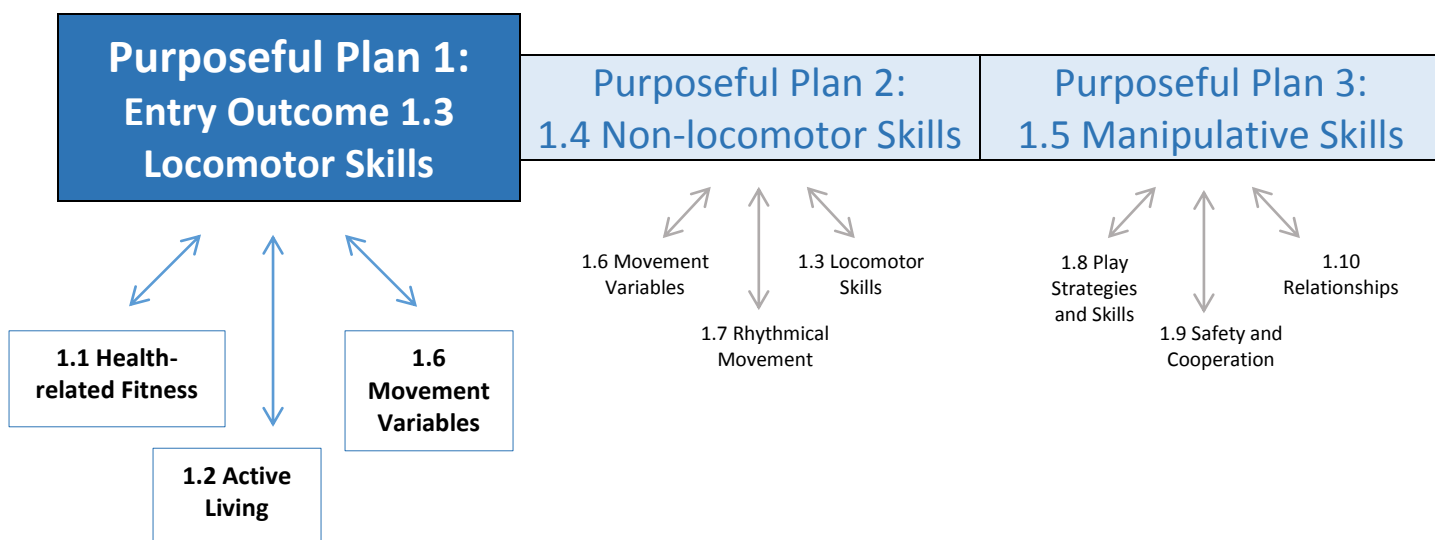
# Purposeful Plans in Physical Education

Developed by Kathy Fowler and Shelley Barthel

## Grade 1

A purposeful plan:

- Is a curriculum-based sequence of learning intended to occur over several class periods
- Models how to integrate outcomes in a meaningful way to support student learning
- Provides ideas and strategies for ongoing assessment that reflects the outcomes
- Includes three detailed learning experiences as well as suggestions for progressions in learning.



Developed with the support of:



**GRADE 1: Purposeful Plan 1 – Locomotor Skills**

*Developed by: Kathy Fowler and Shelley Barthel*

**Guiding Question: Why does moving well matter?**

Grade 1: Purposeful Plan 1 – Locomotor Skills	
<b>Setting the Context for the Students</b>	
<p>The entry point for this learning experience focuses on locomotor movements. While engaging students in a variety of movements through space, a purposeful connection can be made to the cardiovascular component of health-related fitness. At the grade one level, it is important for students to develop a basic understanding of the benefits of being active each day. Teachers can encourage students to form their own conclusions on the benefits by helping students to understand that the heart beating faster and the lungs breathing heavier can be very good for the body. While they are being moderately to vigorously active during Physical Education, students can learn to control their locomotor skills, to vary the ways they use their locomotor skills, and to engage in active play alone and with others.</p> <p>As teachers, we can support our students in understanding that:</p> <ul style="list-style-type: none"> <li>• We want to be able to move in a variety of ways for longer periods of time, challenging our heart to beat faster and our lungs to breathe faster. This is good for our bodies and will help us to be healthy.</li> <li>• Walking and running, and many other ways of moving, are good for our bodies. Playing games, like tag, is a fun way to help our bodies be healthy.</li> <li>• It is important that when we are moving, we are careful to not bump into others and can stop without falling down.</li> </ul>	
<b>Outcomes and Indicators</b>	
<p><b>Entry Outcome:</b></p> <p><b>1.3 Locomotor Skills:</b> Explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a:</p> <ul style="list-style-type: none"> <li>• control level of skill when: walking, running, jumping forward and landing, jumping sideways and land</li> <li>• progressing-towards-control level of skill when: jumping backward and landing, hopping, skipping, leaping, sliding, galloping, rolling forward, rolling sideways. <b>Indicators:</b> a., b., c., d., e., f., g., h., j., k., l., n., o., p.</li> </ul> <p><b>Interconnected Outcomes:</b></p> <p><b>1.1 Health-related Fitness:</b> Build a repertoire of strategies, with guidance, for developing components of health-related fitness, including cardiovascular endurance, flexibility, muscular endurance, and muscular strength. <b>Indicators:</b> a., b., c., d., e., f., g., j.</p> <p><b>1.2 Active Living:</b> Examine and express what it means to live actively each day and the personal benefits of being active. <b>Indicators:</b> a., b., g., h., j.</p> <p><b>1.6 Movement Variables:</b> Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in: space (personal space, general space, levels, directions, pathways); effort (force, time/speed); and relationships (individually and with objects). <b>Indicators:</b> a., c., d., e., g., h.</p>	
<b>Evidence of Learning</b>	<b>Assessment Strategies</b>
<p>I can explore and practice moving through space in many ways without touching others.</p> <p>I can show that I know what movement words mean.</p> <p>I can use performance words to describe how I move.</p> <p>I can change the way I move based on what others say about how to move.</p> <p>I can walk, run, and jump forward and sideways in control.</p> <p>I can explore a variety of locomotor movements.</p> <p>I can stop moving without falling down.</p> <p>I can move in ways that the help my heart and lungs be healthy.</p> <p>I can recognize the signs my heart and lungs give me when I am moving in ways that will keep them healthy.</p> <p>I can describe the signs my heart and lungs give me when I am moving in ways that will keep them healthy.</p> <p>I can share the good things that moving through space does for my body, my brain, and my spirit.</p> <p>I can share stories of having fun when moving with others.</p> <p>I can identify some places in my community where I can be active.</p>	<p>Use checklists and grid charts to record observations and conversational evidence; gather product evidence:</p> <p><b>Outcome 1.3</b> – performing locomotor skills; recognizing and using performance cue words.</p> <p><b>Outcome 1.1</b> – performing chest check; sharing words and/or pictures about healthy hearts and lungs; engaging in all activities every day.</p> <p><b>Outcome 1.2</b> – sharing stories about who to be active with, where to be active, and why it is important to be active.</p> <p><b>Outcome 1.6</b> – adjusting performance of locomotor skills and moving through space in response to instructions.</p>

Grade 1: Purposeful Plan 1 – Locomotor Skills

Detailed Learning Experience #1

Outcome 1.3: b., g., j., l.  
 Outcome 1.1: b., c., f.  
 Outcome 1.2: a.  
 Outcome 1.6: e.

**Assessment Suggestions:**

Formative Assessment (1.3) – While students are running, observe a number of students for their ability to move in control while running (refer to Indicator g. for performance cues) and their ability to avoid contact with others and stopping in control. [Use a checklist to identify students who will need more direct instruction and additional practice](#) so as to perform the movement skills (scroll to page 2 in linked document). Retain this information for future reference.

Summative Assessment (1.1) – Through words, symbols, drawings, students can represent their understanding of how movement like running affects their bodies; you could create a full body trace of one or more students and over time, have students add words and symbols to represent movements and health-related fitness details to the ‘bodies’.

Summative Assessment (1.2) – Student can tell you their story of how they move and how moving makes them feel.

- As students enter the active learning space, they see a variety of objects (e.g., hoops, polyspots, skipping ropes) spread out on floor/ground. Tell students to imagine the space is a large open field and there are holes (hoops), rocks (polyspots), and snakes (ropes) all around and they need to stay away from them.
- Invite students to show you their best running as they move around the space while making sure to not step in any holes or on any rocks or snakes. Tell them it is very important to not touch other people while they running through the space. Role model and verbalize some performance cues, (e.g., as you run, look ahead, swing your arms forward and backwards, lean slightly forward). Say “Go, Go, Go!”
- Play music or shake a tambourine to signal starting and stopping. Let the students run for thirty seconds, then signal stop. Comment on the quality of their running. Repeat run and when they stop this time, teach students to place a hand on chest (Chest Check) to feel body reactions. Repeat run with added instructions such as ‘This time, show me your best run but also jump over the rocks (polyspots) and snakes (skipping ropes) every time you come near one’. Say, “Go, Go, Go!” Signal stop – Chest Check practice.
- Repeat last “Go, Go, Go!”; encourage students to run quickly, to cover as much space as they can and to not stop until they hear the signal. Tell them that this time they need to be a very quiet when they stop, and to quickly do a Chest Check. Practice ‘quiet’ and ‘quick’ then repeat “Go, Go, Go!”
- Signal stop and remind students “Quiet, Quick, Chest Check”. Ask them questions, leading them to understand that their heart is pumping faster and their lungs are moving air faster; that these are natural and safe reaction to moving around quickly; and that we want to have these feelings in our body every day. Questions could include:
  - What is your hand feeling as you hold it on your chest? (pounding, thumping, moving up and down)
  - What do you think is making it feel that way? (heart beating more, breathing more, running around)
  - What other body changes can you see or hear? (sweating, louder breathing, red face)
- To engage students in exploring other movements that are good for increasing heart and respiration rates ask, “What other movements besides running can we do to get our heart moving faster and our lungs breathing more quickly?” Select some of their responses for exploration, using the same holes, rocks, and snakes challenge if it makes sense to do so (e.g., galloping works, dancing does not). Stop students and have them try the Chest Check.
- Lead students to understand that moving quickly, moving lots of body parts, and moving through space is the best way to keep the heart and lungs healthy.
- As students line up to leave, have them repeat the ‘I Love my Heart’ verse while beating on their chest in time to a 4-4 count.

*My heart beats fast when I quickly run;  
 my lungs breathe free and I’m having fun!*

**What Next?**

A condensed description of a learning experience to follow Detailed Learning Experience #1 and further support student learning related to:

Outcome 1.3: a., b., c., g., k., l.

Outcome 1.1: b., d., e., f.

Outcome 1.2: b., h.

Outcome 1.6: h.

- As students line up to move to the active learning space, repeat the 'I Love my Heart' verse (*My heart beats fast when I quickly run; my lungs breathe free and I'm having fun!*). Invite students to 'hold one hand over your heart and lungs as we walk to the (learning space)'.
- Play music as soon as students are in learning space. Invite students to show their best moves and say, "Show me how you can make your heart work hard and your lungs breathe more." Let them explore for a minute. Stop, Chest Check and/or listen to breath. Pose questions such as: What are signs that moving like this is good for your body? Is moving to music a good way to have fun with friends and family? Repeat verse.
- Change the locomotion (walking, hopping, skipping, galloping); demonstrate each one (you or student); give direction such as 'hop on one foot', 'gallop like a horse', 'skip like Little Red Riding Hood' (connect to reading of 'more child-friendly version' of the story in English Language Arts).
- Move, stop, Chest Check after some of the different movements are performed. Ask students, "Is doing this movement a good way to help our heart and lungs stay healthy?" Have them try running again. Finish with walking. Chest Check. Make a statement such as 'Walking is a very good thing to do every day; running is even better because it makes our heart beat fast and our lungs breathe quickly. We want this to happen in our body every day'. Repeat verse asking them what movement words they could put in place of 'run' (e.g., *My heart beats fast when I quickly skip; my lungs breathe free and I'm having fun!*)
- Tell students they are going to play 'Big Bad Wolf' tag; in partners, one student is the Wolf and the other is Red. Wolves try to tag partner only. All Wolves stand in middle of play space; all Reds stand at one end. Teach Wolves to call out 'Hey Little Red Riding Hood, come over to Grandma's house' (other end of the play space). After the Wolves say this, you say how they all need to move (e.g, skip first time then change to other locomotor movements – run, gallop, hop, leap, slide) and then say, 'Go'. If Wolf catches Red partner, they switch roles and wait for start of new round; if Red makes it to Grandma's house without being tagged, they do not switch places.
- Periodically stop students to Chest Check.
- End with questions such as:
  - What are some ways that our body tells us our movement is good for our heart and lungs?
  - How does moving make you feel? (Could have some visuals – happy face, sad face, mad face to prompt responses).
- As they line up to leave, students can repeat the 'I Love my Heart' verse.

**Additional Ideas:**

Depending on the number of students in your class, abilities and needs of your students, the length of your Physical Education instructional time, and other factors, each of the next steps could be a guide for a series of Purposeful Plans.

In the active learning space:

- Plan learning experiences using imitation of movements, incorporating occasional Chest Checks:
  - 1.3 a. Explore and demonstrate a variety of ways to travel through space (e.g., imitate motorized and non-motorized vehicles, imitate animals, imitate athletes) without contacting others.
  - 1.6 b. Use the vocabulary of movement to lead others in movements (e.g., "Follow me as I reach up high then dip down low, and slide sideways slowly and smoothly").
  - 1.8 e. Assume responsibility for various roles (e.g., leader, follower, "it", "not it") while participating in low-organizational games and activities.

## Purposeful Planning in Physical Education

- Plan learning experiences similar to Detailed Learning Experience #1, with multiple objects spread out in learning area:
  - 1.3 k. Explore a variety of ways of traveling based on given instructions (e.g., hop on one foot, gallop like a horse, slide like a hockey player on skates).
  - 1.3 l. Practise traveling through general space without making contact with others while moving in a variety of ways (e.g., hopping, leaping, skipping).
  - 1.7 b. Move to a rhythm (e.g., beat of a drum, clapping) trying to keep in time and using a variety of traveling (e.g., walking, hopping) ... skills.
  - 1.8 f. Take turns setting up equipment (e.g., plastic bowling pins, a pylon, hoops) to support one another in participating in games and activities.

In the classroom:

- Incorporate repeating of the 'I Love my Heart' verse after participating in activity breaks (e.g., Play 'Simon Says' using directions such as: Simon says move your arms quickly so your heart beats fast; Simon says march on the spot and swing your arms; complete movement actions to songs such as [I Can Run by British Council LearnEnglish Kids](#)).
- Post word wall of locomotor movements (e.g., walk, run, hop, skip, jump, gallop, slide, roll,) and body words. Invite students to use these words in the sentences. Ask students to show you what the word means.
- Use questions posed during Physical Education Learning Experiences as prompts for storytelling, drama, and conversation.
- Create a bulletin board with one picture of each student being active with friends or family, at school, and/or a home. Students can use these pictures as prompts for sharing how active living makes them feel.

Grade 1: Purposeful Plan 1 - Locomotor Skills	
Detailed Learning Experience #2	
<p>Outcome 1.3: b., c., d., f., h.                      Outcome 1.1: b., d.                      Outcome 1.2: g., j.                      Outcome 1.6: d.</p>	<ul style="list-style-type: none"> <li>• As students enter active learning space, they see polyspots or hoops (one per two students) spread out on the floor/ground. Tell students they are going to play 'Go-Stop' and that when they hear you say 'Go', they need to walk quickly through the play area, without stepping on any of the spots (hoops). Tell them when they hear the 'Stop' signal, they need to stop right away without falling down. Remind them it is very important to not touch others while they walk through the space. Say "Go!" Repeat activity a few times. Can use music to signal 'Go' and 'Stop'.                             <ul style="list-style-type: none"> <li>○ As the students are walking, observe their ability to walk based on the performance cues for walking in control (i.e., moves smoothly, with little bounce; swings arms from shoulders, close to side, through small arc; faces toes straight ahead, feet slightly apart; moves opposite foot and arm in unison; holds head in line with spine).</li> </ul> </li> <li>• After each 'Go-Stop' of walking, make verbal comments using performance cue language while demonstrating these cues (e.g., I saw how smooth you were walking; we don't want to bounce when we walk; we want to move smoothly; make sure your toes are facing straight ahead; what will your feet look like if your toes are facing straight ahead?).</li> <li>• After a few rounds of 'Go-Stop', assemble the students; tell them, "Just like we practice our reading, our drawing, and other skills, we are going to practice our walking so we can be really good at walking well!" Ask students questions such as 'Where in our community do you walk?'; 'Who do you walk with?'; and 'Is walking an activity you can do with others to be active?' Conclude that we walk every day and it is important that we learn how to walk in control of our bodies so we can keep walking for a lifetime!</li> <li>• As students remain assembled, demonstrate 'walking in control' stating the performance cues as you walk. Following a demonstration of the whole skill, demonstrate parts of skill, showing them proper movements as well as errors in the movement (e.g., show arms swinging from shoulders, in closely to sides, forward and backward then show arms just bending at the elbow, and/or swinging wide from the body).</li> <li>• After demonstrating, have students mimic you performing each movement within the whole skill of walking well (e.g., walk, role-model, and verbally emphasize the cues - swing of the arms in opposition; point of toes in forward direction ...).</li> <li>• Play 'Go-Stop' again, but this time, assign half of the students to be the 'cheer-team' and to stand on a polyspot (or in a hoop). The cheer-team is to call out performance words (e.g., 'toes forward', 'move smoothly') as the other half of the class shows how they can walk in control. Tell students that you are also going to be watching. Repeat 'Go-Stop' a few times, switching who walks and who cheers. Make notes on those students who will need further support and practice to be able to walk in control.</li> <li>• For the last 'Go-Stop', tell the students that they need to walk quickly and in control. Extend the walking time to at least a minute. You could assign an imaginary purpose to their walking (e.g., "You are really excited to ... but you must walk to get there"). Assess students as they walk.</li> </ul>
<p><b>Assessment Suggestions:</b>                      Formative Assessment (1.1) – While student are walking at a moderate level (quickly), in control, for one minute, observe and record who is not able to and/or willing to sustain walking 'quickly' for one full minute.</p> <p>Summative Assessment (1.1) – when you call out Chest Check, observe students to see if they can perform the check without guidance or direction. Pose questions to individual students regarding positive changes in the body and record if they are able to provide appropriate answers.</p> <p>Formative/Summative Assessment (1.3) – While students are walking, observe a number of students for their ability to move in control while walking (refer to Indicator f. for performance cues). <a href="#">Use a checklist to identify students who will need more direct instruction and additional practice</a> so as to perform the movement skill (scroll to page 3 in linked document, formative assessment). Other students will meet the criteria (summative assessment).</p> <p>Formative Assessment (1.3) – Observe students as they 'stop' to determine the level of direct 'how to stop your body from moving' instruction during the next learning experience. Record observations on an information chart for future consideration.</p> <p>Formative Assessment (1.2) – Listen to their responses to determine their understanding of</p>	

## Purposeful Planning in Physical Education

how and where to be active with friends, and family, at school, at home, and in the community.	<ul style="list-style-type: none"><li>• After the 'Stop' signal, you could call out Chest Check (see previous Detailed Learning Experience #1); then ask, "Is walking quickly a good way to help our heart and lungs stay healthy?"</li><li>• End with questions such as:<ul style="list-style-type: none"><li>○ How should our arms move when we are walking in control?</li><li>○ Why would we want to be the best walkers we can be?</li><li>○ Who could we invite to go for a walk today?</li></ul></li><li>• As students line up to leave, invite them to show you that they are really good at walking in control as they move back to the classroom.</li></ul>
--	---

### What Next?

A condensed description of a learning experience to follow Detailed Learning Experience #2 and further support student learning related to:

Outcome 1.3: a., b., c., e., g., h, l.

Outcome 1.1: b.

Outcome 1.6: a., d., e.

- As students line up to move to the active learning space, review the performance cues for walking in control and invite students to show you how well they can walk in control as they move to the (learning space).
- Play music (e.g., [Walk the Line by Johnny Cash](#); [Walking Song by Have Fun Teaching](#)) as soon as students enter the active learning space. Invite them to walk in control on lines as they move around the space. After completing a full song of walking, ask students, "How did you move to avoid bumping in to others?" Pose more questions that will lead them to conclude that "We need to be able to safely go around other people and we need to be able to stop in control."
- Tell students that you are going to play 'Go-Stop' using walking and staying on the lines; tell them they need to show you their best 'stop' in control. Play and stop music to signal 'Go-Stop'. Observe students ability to stop movement in control (i.e., promptly, no falling or wobbling; head up, knees slightly bent, body leaning forward slightly from the waist; one last step then two feet, slightly apart, stop at same time).
- Play 'Go-Stop' again with running instead of walking. After each 'Go-Stop', make verbal comments using performance cue language while demonstrating these cues. After demonstrating, have students mimic you stopping and practice skill. Continue to observe ability to 'Stop' in control.
- Play the audio from [The Stop Song - Circle Song by Debbie Doo](#). (Note: do not show the video of this song since it will confuse the students as to what their body should look like when it stops in control).
- End with questions such as:
  - What will our body look like when we stop in control?
  - Why is it important for us to be able to stop in control?
- As students line up to leave, challenge them by saying, "As we move back to the classroom, we are all going to quietly walk in control and when I say 'Stop', each one of you will do your best to stop in control."

### Additional Ideas:

Depending on the number of students in your class, abilities and needs of your students, the length of your Physical Education instructional time, and other factors, each of the next steps could be a guide for a series of Purposeful Plans.

In the active learning space:

- Plan learning experiences similar to Detailed Learning Experience #2 that focus on the other locomotor movement skills that are to be performed at the control level. (Note: for additional support on the levels of performance refer to [Growing Young Movers](#))
  - 1.3 g. Run with trunk leaning forward slightly; moving foot opposite to arm that swings (e.g., right foot moves forward in unison with left arm); swinging arms through large arc; bending knee slightly after ground contact; leg pushing body forward and upward swinging through quickly with knee facing forward; and contacting floor with heel of foot first, then quickly rolling to entire foot.



## Purposeful Planning in Physical Education

- 1.3 h. Walk, forward and backward, and run, forward, through general space trying not to make contact with others and stop on signal without falling down.
- 1.3 i. Jump for distance by extending arms vigorously forward ...
- 1.3 j. Jump forward and jump sideways ... trying to land in control.
- Plan learning experiences that challenge the students to control use of walking, running, and/or jumping forward and sideways and landing while participating in learning tasks and games.
  - 1.1 c. Sustain participation in moderate to vigorous locomotor activities (e.g., walking, snowshoeing, running, dancing, hiking, swimming, parachute play) and lead-up games (e.g., tag games, follow-the-leader) that increase heart rate and respiration rate, for five consecutive minutes on a consistent basis.
  - 1.6 g. Demonstrate and use various pathways, levels, and directions for a variety of purposes (e.g., to move through obstacle courses, to chase, to flee, to dodge).
  - 1.6 h. Demonstrate skills for changing directions through chasing, fleeing, and dodging movement activities (e.g., tag games).
  - 1.7 c. Create appropriate movement patterns as suggested by vocabulary that follow a beat (e.g., slowly – show how you would walk in snowshoes; quickly – show how you would run for a pass in football).
  - 1.7 d. Use movement to tell a story that matches the flow and rhythm of music.
  - 1.8 d. Demonstrate attempts to use appropriate skills when playing games (e.g., hopping on one foot when appropriate while playing hopscotch).

### In the classroom:

- Incorporate repeating of the performance cues before, during, and after participating in activity breaks (e.g., follow videos such as [STOP \(Children's Song\) by Patty Shukla](#) and [Walking In The Jungle by Super Simple Songs](#)).
- When reading stories, watch for opportunities to pose questions and discuss the movements of the characters in the story (e.g., What do you think the author means by these words, 'Tommy stopped in his tracks'? What would that look like? What would you tell Tommy about how to stop his body from moving?).
- Engage students in opportunities to think about, think-aloud, and practice 'walking in control', 'moving without contacting others' and 'stopping' while moving within the school (e.g., when taking books back to the library).
- Use questions posed during Physical Education Learning Experiences as prompts for storytelling and conversation.

### Beyond the classroom:

- Arrange for older students to lead students in grade one in movement games at recess. Playing simple games such as 'Simon Says' and 'Red Light, Green Light' will provide more opportunities for students to practice their movement skills.



Grade 1: Purposeful Plan 1 - Locomotor Skills	
Detailed Learning Experience #3	
<p>Outcome 1.3: a., h., k., n.                      Outcome 1.1: b., j.                      Outcome 1.2: b., j.                      Outcome 1.6: a., d., g.</p>	<ul style="list-style-type: none"> <li>• As students line up to move to the active learning space, ask them, “What does it look like and sound like when you are trying to sneak around?”; tell them, “we are going to sneak through the hallways, being as quiet as we can”.</li> <li>• As students enter active learning space, tell them to sneak to a specific space, calling the space ‘their rock garden’ (e.g., far end of the gym). As they do so, move away from students, scattering ‘rocks’ (beanbags) close to you. Tell students, “We are going to play ‘Moving Sneaky Rocks’; I am going to put on these dark sunglasses and we’ll pretend that I cannot see you; you need to sneak towards my rock pile and try to pick up one ‘rock’ without me hearing you. Remember, I cannot see you and I should not be able to hear you. If you get a rock, try to sneak back home without me hearing you”. Lead students in practicing how they will move quietly and how to gather a rock to take home.</li> <li>• After the practice round, tell students you’ll play again and that, “This time, if I hear noises, I will loudly say ‘I think I heard some noise!’ and then I will take off my dark glasses to see what is making the noise. But before I take them off, you need to quietly lower your body to the ground and turn into a large rock so I cannot see any people. Show me what you will look like when you are a rock.” View ‘the large rocks’; point out how some students have knees pulled tight to their chests, arms hugging legs, heads tucked in towards their knees.</li> <li>• Play a round of the game, and review what students did well (e.g., you sure moved quietly on your toes) and what they need to change (e.g., remember to tuck your head in when you are a rock).</li> <li>• Play a few rounds of ‘Moving Sneaky Rocks’; when appropriate, ask questions such as ‘What are you doing with your body so it moves quietly?’ (e.g., walking on tip toes; stepping softly). Tell students, “We are going to play again but this time once you become a rock, you cannot stand up tall again. You must stay low to the ground.” Ask, “How can you move when you need to keep your body low to the ground?”</li> <li>• Lead students to consider crawling and rolling. Have them explore crawling and lead them to conclude that crawling is a good option for moving quietly when you need to keep their body low to the ground. Play a couple more rounds of ‘Moving Sneaky Rocks’ telling them that once they become a rock they must crawl to the rock pile and back home again. After a round with crawling, tell them that having strong muscles in their arms will help them quietly crawl quickly without their arms getting tired.</li> <li>• On the last round, set students up to steal all of the rocks! Invite them to celebrate by doing their best Rock and Roll moves.</li> <li>• Before lining up, tell students that each one of them needs to help put the equipment away by bringing one beanbag each and placing it in (container).</li> <li>• As students line up to leave, ask them, “Is ‘Moving Sneaky Rocks’ a game you and your friends can play at recess? What can you use for rocks?” (Real rocks!). Tell them, “Let’s sneak back to the classroom!”</li> </ul>
<p><b>Assessment Suggestions:</b>                      Formative/Summative Assessment (1.3) – Observe students for their ability to move through space without contacting others. <a href="#">Use a checklist to identify students who will need more direct instruction and additional practice</a> (formative assessment) so to better control the stopping of movement. Other students will meet the criteria (summative assessment).</p> <p>Formative Assessment (1.3) – Observe students for their understanding and skill in tucking their head into their chest and keeping their body tight. Their ability to do this will support them in the future exploration of rolling forward and sideways.</p> <p>Formative Assessment (1.6) – Observe students’ ability to change the movement of their bodies based on the instructions given.</p> <p>Summative Assessment (1.6) – Engage students in conversations where they will speak their understanding of how movement variables affect how they move. Record their responses.</p> <p>Summative Assessment (1.1) – Regularly record observation conclusions on students’ level of engagement in movement activities.</p>	

**What next?**

A condensed description of a learning experience to follow Detailed Learning Experience #3 and further support student learning related to:

Outcome 1.3: a., b., n., o., p.

Outcome 1.1: a., b., e.

Outcome 1.2: g.

Outcome 1.6: a., c., d., e.

- Pre-arrange to have mats to set out for student use (e.g., ask ‘Moving Buddies’ - older students who are helpers, mentors, role-models for moving - similar to Reading Buddies). Ideally, the mats will be arranged into one large square; however, single mats (one per 2 students) will also work.
- As students line up to move to the active learning space, ask them to quietly sneak through the hallways and when they enter the (learning space), crawl to and sit on a mat.
- Remind students of how they became ‘rocks’ when playing ‘Moving Sneaky Rocks’; ask them to become a rock and hold that position. Comment on various students’ body shapes; ask all of them to hold the same shape - on their side, knees to chest, arms hugging legs, and head tucked with chin to chest. Have them practice move quickly into this shape from a standing position.
- Remind students that they are ‘rocks’ and then say, “Rocks, show me how you can rock and roll!” Comment on various ways students move; invite them to demonstrate their rocking and rolling, and to mimic the style of others.
- When appropriate, discuss the difference between personal space and general space. Emphasize cooperating to share space, and the importance of not making contact with others.
- Transition students to trying log rolls. Say, “Rocks, it is time for change. You are now going to become ‘logs.’” Discuss what a log is, the qualities of a log, and how a log is different from a rock (e.g., logs stretch long, and become narrow with no branches sticking out; rocks hold in tights at the middle and are wider in shape). Use log roll performance cue language (i.e., arms stretch above head, keep body in a straight line and feet tight together, maintain a straight line of direction for movement). Note: Students in grade one are expected to perform log rolls at a [progressing-towards-control level](#), not at a control level.
- Ask students to become a log; comment on body positions. Invite them to explore how logs roll.
- Play a game where all student start in standing position and them move quickly in response to teacher direction (e.g., ‘Rock’ –hold rock position; ‘Log’ – hold log position; ‘Rock and Roll’; Log Roll).
- End with questions such as:
  - Why is it important to keep your head tucked in when you are rolling around?
  - Where outside could it be a fun place to try a log roll (e.g., down a grassy hill)?
- As students line up to leave, remind them to be sneaky in the hallway.

**Additional Ideas:**

Depending on the number of students in your class, abilities and needs of your students, the length of your Physical Education instructional time, and other factors, each of the next steps could be a guide for a series of Purposeful Plans.

In the active learning space:

- Plan learning experiences similar to Detailed Learning Experience #3 that incorporate other locomotor skills and movement variables:
  - 1.3 I. Practise traveling through general space without making contact with others while moving in a variety of ways (e.g., hopping, leaping, skipping).
    - Before playing ‘Moving Sneaky Rocks’ again, tell students they need to “Get their noise out because it will help them be quiet”. Tell them to the run (gallop, hop, skip, leap, slide, jump for distance, jump forward and sideways) their noise out and move through all of the general space. Encourage them to move quickly and to say the movement skill they are performing as they move around (e.g., “gallop, gallop, gallop...”).

- 1.6 a. Move appropriately in response to movement vocabulary words associated with body, space, effort, and relationships (e.g., wide body, narrow body, slink, creep slowly, stretch up high, curl, crawl in a straight line, slither, spin, twist, bend low).
- 1.6 e. Move in general space, changing directions, levels, and pathways purposefully avoiding others (e.g., slide sideways using proper foot work varying effort such as “slide like a tall dancer”, “slide like a low basketball player”).
- 1.6 k. Create, demonstrate, and verbally share movement patterns that include two to four movements (e.g., “I moved quickly on a low level under objects”).
- Plan learning experiences that challenge the students to use various locomotor skills and non-locomotor skills together:
  - 1.7 e. Create and perform patterns of locomotor and non-locomotor combinations of movements by following indicated rhythmic patterns starting with a combination of at least 2 skills (e.g., walk forward 4 steps, walk backward, clap 4 times, then slap each knee 2 times, repeat; tap head 3 times, stomp feet 3 times, flap arms 3 times).
  - 1.8 d. Demonstrate attempts to use appropriate skills when playing games (e.g., hopping on one foot when appropriate while playing hopscotch).
- Incorporate safety, cooperation, rules and relationships learning experiences into game play, such as:
  - 1.9 g. Explain what cheating looks like when playing a game.
  - 1.9 h. Express insights in response to questions such as “Is there ever a time when we are playing that we do not have to cooperate?” and “How should we respond to someone who is cheating when we are playing?”
  - 1.10 c. Describe what it looks like and sounds like when people are being respectful and showing consideration for others, while participating in a movement activity.
  - 1.10 d. Demonstrate good manners (e.g., wait your turn, ask politely to use equipment) and fair play (e.g., let everyone have a turn, encourage others) while participating in movement activities.

### In the classroom:

- When gathered on the ‘story carpet’ ask students to become ‘rocks’ and if space allows, invite them to ‘rock and roll’.
- Incorporate repeating of movement variables (e.g., over, under, around, quickly, slowly) before, during and after participating in activity breaks (e.g., ask the students to crawl under table and chairs as if they were a firefighter; ask all of them to move at once around the room, as quietly as possible).
- Before students go out for recess, ask them if they have played ‘Moving Sneaky Rocks’ outside. Share ideas of how they could play this game, or similar games, with their friends at recess.
- Add movement variable words (e.g., under, over, quickly, slowly) to a word wall of locomotor movements (e.g., walk, run, hop, skip, jump, gallop, slide, roll) and body words. Invite students to use these words in the sentences. Ask students to show you what the word means. Provide speaking prompts using combinations of these word (e.g., I can jump over a ...; I skip quickly to ...)
- Read a book such as “Augustus and His Smile” by Catherine Rayner. Pause while reading the story and invite students to move in a way that matches the story.
- Use questions as prompts for storytelling and conversation, such as:
  - How did you move around before you learned how to walk?
  - Who might have a story to tell you about how you moved around before you could walk? Could you ask them about that and share your story with us tomorrow?

### Additional Resources:

- [Growing Young Movers](#) website
- Physical and Health Education Canada (PHE Canada) [Fundamental Movement Skills Video Collections](#)
- [Physical Education Online Interactives](#) video series.