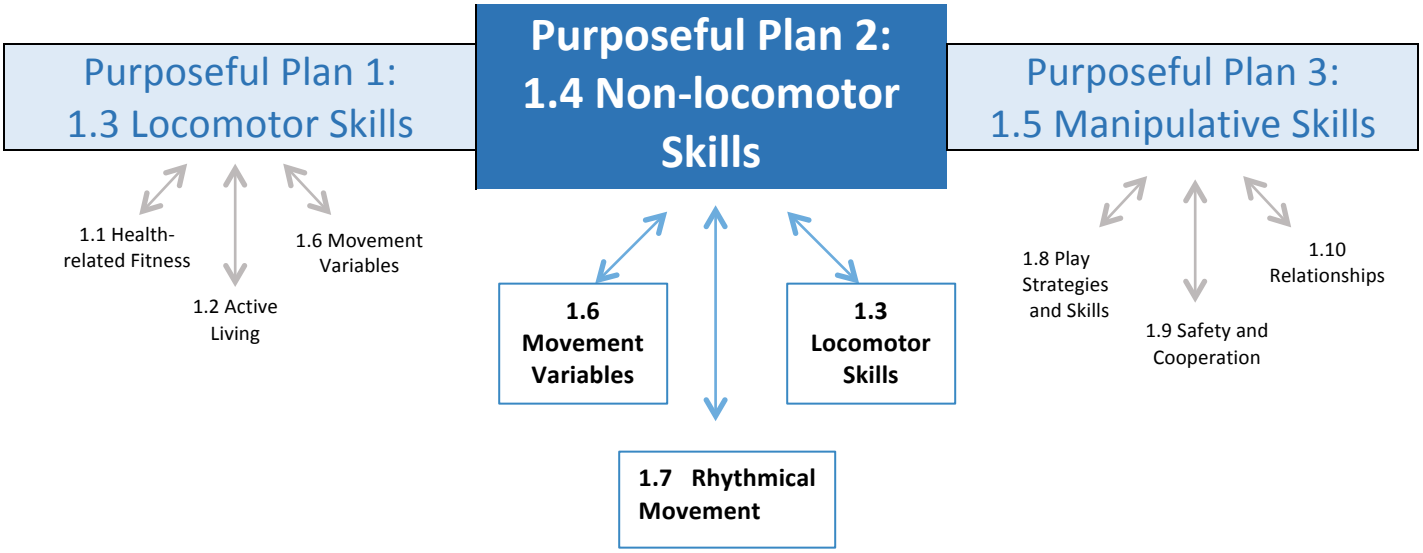
Purposeful Plans in Physical Education

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 2 - Non-locomotor Skills

Developed by: Kathy Fowler and Shelley Barthel

Guiding Question: Why should I be able to move in lots of different ways in one spot?

Grade 1: Purposeful Plan 2 – Non-locomotor Skills

Setting the Context for the Students

A focus on non-locomotor movements is the entry point for this learning experience. While students are exploring movements that can be done in one spot in Physical Education, they can learn to balance, jump, and creatively express ideas through movement. Making meaningful connections to rhythmical movement can further enhance this learning. It is important for students in grade one to develop the ability to stay balanced and control the movements of each part of the body. Teachers can support students in recognizing how rhythm can be found in the world around us, including in a variety of physical activities and sports. While engaging in learning tasks focused on non-locomotor movements, students can gain confidence in their ability to move creatively and in control in everyday living and physical activities.

As teachers, we can support students in understanding that:

- We want to be able to control the movements of our bodies and stay balanced in different situations to safely participate in everyday living activities and a wide variety of physical activities.
- There are many different ways to move in one spot. The limit is our imagination.
- Moving to a rhythm while creating and repeating patterns is a way for us to express our ideas.

Outcomes and Indicators

Entry Outcome:

1.4 Non-locomotor Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move the body on the spot, including at a:

- control level of skill when: balancing, jumping on the spot
- progressing-towards-control level of skill when: landing on hands from kneeling position, rotating on the spot.

Indicators: a., b., c., d., e., f., g., h., i., j., m.

Interconnected Outcomes:

1.6 Movement Variables: Apply an understanding of how to vary the movements 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), relationships (individually and with objects). **Indicators**: a., c., e., f., g., j., k.

1.7 Rhythmical Movement: Explore and demonstrate rhythmical movement in response to different rhythms (e.g., quick, slow, sharp, soft) and dance patterns, using locomotor skills and non-locomotor skills. **Indicators**: a., b., e.

1.3 Locomotor Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move the body through space, including at a:

- control level of skill when: walking, running, jumping forward and landing, jumping sideways and landing
- progressing-towards-control level of skill when: jumping backward and landing, hopping, skipping, leaping, sliding, galloping, rolling forward, rolling sideways. **Indicators**: a., b., h., j., k., l.

Evidence of Learning	Assessment Strategies
I can create ways to move my body while staying in one spot. I can show that I know what movement words mean. I can stay in a balanced position. I can describe how to stay balanced. I can balance on different parts of my body. I can jump straight up in control. I can land on two feet without losing balance. I can describe how to jump and land skillfully and safely. I can perform a pattern of two or more movements. I can turn on the spot without falling down. I can copy the movements of others. I can move to a rhythm. I can tell a story with my movements.	Use checklists and grid charts to record observations and conversational evidence; gather product evidence: Outcome 1.4 – performing non-locomotor skills; recognizing and using cue words. Outcome 1.6 – adjusting performance of non-locomotor skills in response to instructions related to body actions, space and effort. Outcome 1.7 – moving to a rhythm and performing movement patterns combining movement skills. Outcome 1.3 – traveling based on teacher instructions; moving through space without making contact with others.

Grade 1: Purposeful Plan 2

Detailed Learning Experience #1

Outcome 1.4: a., b., e., h.
Outcome 1.6: c., e., j.
Outcome 1.3: b., h., l.

Assessment Suggestions:

Formative Assessment (1.4) – While students are moving in a personal space, observe a number of students for their ability to balance in control on two feet while moving. Use a checklist (scroll to page 2 in the linked document), to identify students who will need more direct instruction and additional practice (formative) and those who meet the criteria (summative).

Formative Assessment (1.4) – Observe students to assess their ability to move appropriately in response to the teacher-identified non-locomotor movements.

Formative Assessment (1.6, 1.3) - Observe students during the game to see if they can move from general space to personal space on cue, while avoiding contact with others. Record observations for future consideration.

- As students enter the active learning space, they see objects, (e.g., hoops, polyspots, carpet squares) scattered on the floor throughout the space (one per student). Tell students to imagine the space is a toy store and the objects are spaces on the shelves. They will have to move through the toy store being sure not to touch or bump into the shelves.
- Invite students to run around the toy store. Verbalize performance cues (e.g., look ahead, move into open spaces) to remind students it is important not to touch other people or the shelves when they are moving.
- Play music or a drum to signal stopping and starting. Let the students move for thirty seconds, then signal stop. Comment on their ability to stop quickly and in control. Tell students that when they stop in control they are balanced on two feet and still.
- Instruct students to run around the toy store again, but this time to also curl. 'Go', and then stop after thirty more seconds. Comment on how students curled (e.g., 'I saw some people curl their arms, and other people curl their whole body'). Introduce a new combination of locomotor and non-locomotor movements (e.g., walk and twist) and 'go' again.
- Stop, and instruct students to not walk anymore, but to continue to twist. Ask, "What was different about your movements when you were just twisting and not walking?" (Stayed in one spot). Explain there are many different movements that can be done on the spot; the challenge for students is to stay on two feet and move without losing their balance and falling over.
- To practice, tell students, "We are going to play 'Toy Store'. We'll pretend that you are the toys on the shelves. Today the toy store is closed, there are no customers and the toys are free to move all around. But when a customer walks by the store window, you must quickly move (e.g., run, skip, gallop) to and stand in a personal space (object on the floor) and then move (e.g., sway, twist, jiggle) only in that space. I will pretend to be a customer who walks by the store window".
- Invite the students to become the toys and instruct them to all move the same way. Say, "Run through the Toy Store (general space) and twist when you are a toy on the shelf (personal space)."
- Review the difference between personal and general space by asking, "What is a personal space?" (e.g., a spot where I can move without touching any other person, object, or wall). Then ask, "How is personal space different from general space?" (e.g., general space is the space we all share, around the 'shelves in the toy store').
- Add music, explaining the music cues students should listen for to know when to move in general space (e.g., loud music = no customers) and when to move in a personal space (e.g., quiet music = customer getting close). Invite students to practice how they will respond to the music cues.
- After practice, introduce another combination of movements (e.g., gallop and swing) and play the music loudly. After 15 seconds, lower the volume of the music and pretend to be a customer walking by the store window. After thirty more seconds, stop and ask, "What are you doing to stay balanced on two feet while (swinging) in your personal space?" (e.g., standing with feet apart, tightening stomach muscles).
- Play a few more rounds of the game introducing the language of more non-

	locomotor movements (e.g., bend, stretch) and frequently lowering the volume of the music. Make verbal comments using performance cue language on the ability of students to move while standing on two feet and keeping balance (e.g., I see how you have extended your arms out to the sides to stay balanced; remember to keep your stomach muscles tight). Demonstrate the cues for students. • As students line up to leave, have them tell you one word to describe how they moved on two feet in a personal space.

What Next?

A condensed description of a learning experience to follow Detailed Learning Experience #1 and further support student learning related to:
Outcome 1.4: a., b., e., h., g.
Outcome 1.6: a., j.
Outcome 1.3: l.

- As students line up to move to the active learning space, review the words (e.g., twist, stretch, bend, curl, turn, sway, swing, twirl) they learned to describe their non-locomotor movements when playing 'Toy Store'. Choose one non-locomotor movement and invite students to (bend) their arms in different ways as you walk to the space.
- As students enter the space, they see objects, (e.g., hoops, polyspots, carpet squares) scattered on the floor throughout the space (one per student). Tell them we will play 'Toy Store' again and review the rules and music cues. Introduce a combination of locomotor and non-locomotor movements (e.g., skip and stretch) and invite students to move through general and personal space in response to the music.
- Change the volume of the music frequently to allow students to practise moving from general to personal space. When students are moving in a personal space, signal 'stop' and invite students to freeze in a stretched shape. Reinforce with positive comments, how students are frozen in a balanced shape (e.g., I see how you are completely still and not making any noises; I see that you are looking at one spot on the wall to help you stay still; look how you have been balanced for 10 seconds).
- Tell students you are going to play a different version of 'Toy Store'. Explain that today the toy store is open to customers. Like last time, when no one is in the store, students are free to move in general space, and when a customer gets close to the store, they must quickly find a personal space and move only on the spot. The music cues are the same. However, when a customer comes into the store (music stops = customer in the store), students must stop and freeze like a statue in a balanced position.
- Prompt students to incorporate a different non-locomotor movement (e.g., twist, bend, stretch, curl, turn, wiggle) and movement variables (e.g., high, low, wide, narrow, smooth, heavy) into their actions in each round by making comments such as, 'Next time I come into the store I am going to be looking for toys that are narrow and twist' or 'Next time I am going to be looking for toys that are curled and heavy'. Tell students you are going to take pictures to help you remember the unique shapes of the toys (ensure each student is in one of the pictures taken).
- After a few rounds, add one more element to the game. Explain to students that you will scream "boo" while they are in a frozen shape to startle them. At the signal, all students should jump up into the air and land quietly on two feet so as not to break the shelf they are on. End with questions such as:
    - In what shapes was it easiest to stay balanced? Why?
    - What can we do with our bodies to stay balanced in all kinds of different positions?
    - When we are (twisting) on the spot, what can we do to move in a way that is different from others?
    - Why is it important for us to be able to stay balanced when moving on the spot?
- As students line up to leave, invite them to freeze in a balanced shape after they have sat down on their chair/desk in the classroom.

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 #1 that challenge students to balance in control in different ways:
    - 1.4 g. Balance in increasingly smaller bases of support (e.g., one foot, one foot and one hand) holding the body still while tightening the muscles of the free body parts (e.g., "pull your stomach in") and extending free body parts (e.g., arms, a leg) for stability.
    - 1.4 h. Demonstrate a variety of ways to twist, turn, stretch, bend, and curl the body (as indicated by the teacher) while standing on two feet and without losing balance.
        - Students are battery-operated toys with the power switch turned off (balance and freeze like a statue). Then power on and follow instructions (e.g., I am looking for a toy that when powered on will "shake, shake, shake" on the spot). Power off and repeat with different non-locomotor movements.
    - 1.1 k. Explore movements to identify those that require and challenge lower body muscular endurance and strength (e.g., … sustained non-locomotor skills – balancing on one leg).
    - 1.1 l. Explore movements to identify those that require and challenge core body muscular endurance and muscular strength (e.g., lying on back with knees bent and then lifting feet up and down off the floor a number of times in a row).
- Plan learning experiences that challenge students to copy and combine locomotor and non-locomotor skills in learning tasks and games:
    - 1.4 j. Perform movement sequences as described by the teacher (e.g., balance with three parts of your body touching the ground and hold it for five seconds; now, jump in the air and turn so you land facing a different direction).
    - 1.6 b. Use the vocabulary of movement to lead others in movements (e.g., "Follow me as I reach up high and then dip down low, and slide sideways slowly and smoothly").
    - 1.6 d. Respond physical and correctly to simple movement phrases to reinforce body and space awareness, locomotor and non-locomotor skills, and control (e.g., hop forward, walk slowly, balance on one foot, slide sideways, twirl gracefully, run in a zig-zag pathway)
    - 1.7 a. Replicate clapping patterns, drumming patterns, and other non-locomotor movements (e.g., pretend punching, kicking) led by others.
    - 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 f. Maintain rhythmical movement while participating in a variety of social and cultural dances (e.g., Round Dance, Hokey-pokey, Chicken Dance, Rabbit Dance)
    - 1.8 e. Assume responsibility for various roles (e.g., leader, follower, "it", "not it") while participating in low-organizational games and activities.

In the classroom:

- When reading stories, take advantage of opportunities to pose questions about the non-locomotor movement words in the story (e.g., what do you think the author means by these words, 'The plant swayed in the strong winds'? What would that look like? How can you stand with your feet together, stay balanced, and 'sway in a strong wind'?).
- Use the pictures taken to inform the creation of a word wall of non-locomotor movements, or 'how we move without going anywhere words' (e.g., bend, curl, twist, stretch, lean, turn, balance, sway). Invite students to use these words in a sentence. Ask them to show you what the word means.
- When preparing to go outside at recess or go home at the end of the school day, invite students to collect their belongings (coat, backpack, lunch, school supplies) and find a personal space. Then, imagine both feet are glued to the ground and reach, bend, twist, and curl to get ready without losing balance.

Grade 1: Purposeful Plan 2

Detailed Learning Experience #2

Focus: Outcome 1.4 d., f., i.
Outcome 1.4 c.,
Outcome 1.6 c., j.
Outcome 1.3 a., h.
Outcome 1.7 b.

Assessment Suggestions:
Formative/Summative Assessment (1.4) – While students are 'blasting off', observe a number of students for their ability to jump and land on the spot in control. Use a checklist to identify students who will need more direct instruction and additional practice so as to perform the movement skill. Other students will meet the criteria (summative assessment).

Formative/Summative Assessment (1.4) - Engage students in conversations where they tell what they need to do to jump high and land in control.

Formative/Summative Assessment (1.6) – Observe students as they jump to determine who is able to ensure they are in a personal space away from others before jumping and landing and who requires additional instruction. Record observations.

Formative Assessment (1.7) – Observe students while jumping and landing to see how they can repeat and perform the movement to a rhythm.

This learning experience is written for an outdoor active learning space. Modifications can be made to accommodate an indoor learning space.

- Pre-arrange (e.g., ask 'Moving Buddies' - older students who are helpers, mentors, role-models for moving - similar to Reading Buddies) to create two jumping stations in the outdoor active learning space. At the first station where students can safely jump and land, hang (e.g., from branches of a tree, from bars on a play structure, from nets on basketball hoops) multiple objects (e.g., flags, socks, ropes) at different heights. At the second station, extend three or four long ropes between objects low to the ground (e.g., two tree trunks, a bench and a tree, two pylons) and tie each end of the rope so it is at an angle (e.g., one side is 10 centimetres off the ground and the other side is 40 centimetres off the ground).
- Prior to moving to the active learning space, explain to students, "Today we are going to imagine we are rockets that blast off into the sky and try to touch the stars before safely landing back on Earth." Provide half of the students with an identifier (e.g., hair elastic to wear around wrist, sticker on shirt) to help divide students into groups later in the learning experience.
- Once outside, students can move through the space like a rocket, staying away from the flags and ropes. When they hear the signal to stop, they need to stop in control right away. Review the boundaries of the learning space and remind students to look ahead and move into open spaces so they do not touch others while moving.
- After one minute, signal for students to stop in control. Ask students to tell you about times when they need to jump really high (e.g., reaching for a bar on a play structure, erasing a chalkboard, playing a game). Explain there is a way to practice 'blasting off' so we can jump even higher. Demonstrate the proper movements for jumping and landing in control:
    - Say 'Sit back', and demonstrate how to flex hips, knees, and ankles in a crouch position with arms extended behind body. Tell students the movement is like sitting on a chair with arms back, head and chest up.
    - Then say 'Swing up', and demonstrate how to quickly swing arms forward and then up above head reaching with the full body extended.
    - Then quietly say 'Land softly', and demonstrate how to absorb the shock of the landing, contacting the ground with balls of feet first, then heels, flexing ankles, knees, and hips. Tell students a balanced landing position looks like sitting on a motorcycle and holding the handlebars.
- With rhythm, repeat the 'Sit back', 'Swing up', 'Land softly' (blast off) sequence several times, inviting students to mimic your movements and say the performance words. Ask students, "Why would we say 'Land softly' so quietly?" Conclude that if we land in control we will be as quiet as a mouse when contacting the ground.
- Explain to students the next time they 'blast off', they will move to one station to practice their best jumps and landings. Describe the task at each of the two stations and remind students to make sure they are in a personal space and to not touch others when jumping and landing:
    - At the station with the objects hanging down, start by standing under one of the flags, and then do your best jump trying to touch the flag with both hands. Then move to a different flag and try again. Make sure to take turns.

- At the area with the ropes, start by standing on one side of the rope, and then do your best jump trying to jump over the rope without touching it and landing on the other side. Then move to a different part of the rope (higher or lower) and try again. Make sure to share the space.

- Encourage students to say the performance words out loud each time they jump. Instruct the students with the identifiers (elastics, stickers) to 'blast off' to one area, and the remaining students to the other.
- As students are jumping, observe their ability to jump for height and land in control on two feet. Ask individual students to describe what they are doing or need to do to achieve their jumping goal, based on the performance cues. Offer ideas to challenge the individual abilities of students (e.g., jumping to touch higher objects or over higher parts of the rope, making shapes in the air before landing).
- After four or five minutes, signal 'stop' and instruct students to move to the other area to practice jumping and landing.
- End with questions such as:
  - What are you doing with your body to jump high?
  - What are you doing to land and stay balanced on two feet?
  - What does it look like when you land in control?
- As students line up to leave, offer an opportunity for each student to jump and give you a 'sky high ten' (jump straight up with both hands to give a 'high five').

What Next?

A condensed description of a learning experience to follow Detailed Learning Experience #2 and further support student learning related to:
Outcome 1.4: e., f., i., j., m.,
Outcome 1.7: a., b.
Outcome 1.3: j.

- As students line up to move to the active learning space, repeat the 'Sit back', 'Swing up', and 'Land softly' performance words for jumping high and landing. Invite students to jump high to touch the top of the frame of the classroom door (or a piece of paper hanging from the top of the door frame) as they leave the room to move to the active space.
- Beat a drum or clap hands as soon as students enter the learning space. Instruct them to 'blast off' and then move through the space quickly for 7 beats of the drum and on the eighth beat to stop in control and freeze like a toy statue. All together, say the performance words while 'blasting off' and continuing to move through the space. Count out loud when drumming to cue students for the eighth beat. Repeat several times and comment on the abilities of students to jump for height and land in control.
- Instruct students to walk and gather in a corner of the space. While students are gathering, place one length of elastic jump rope (e.g., 3 metres of 1/2-inch sewing elastic with the ends tied together, or two jump bands) on the floor for every three students. Invite three students to demonstrate while you explain what to do.
  - Two students step inside the oval created by the elastic on the floor and place the elastic around the back of their ankles (or place one foot in the loop at the end of each of two jump bands). Instruct the two students to step backwards until the elastic is tight and raised off the ground at ankle height, feet hip-width apart.
  - Instruct the third student to start on one side facing the elastics. Explain the first four-jump pattern will be to jump and land on the closest elastic ('on'), then jump and land in the middle of the elastics ('in'), then onto the next elastic ('on'), and finally out on the side opposite from where the student started ('out'). Remind students to try to land in control each time they land.
  - Instruct the two students holding the elastic to say the pattern (on-in-on-out) out loud in a steady rhythm similar to the beating of the drum.
  - After four attempts at the pattern, the student jumping changes places with one student holding the elastic.

Repeat until every student in the group has a turn.

- Assign groups of three students to each elastic, indicating who will be the first student to jump. Allow some practice time so each student has an opportunity to practice the pattern prior to adding in the rhythmical sound. Then beat the drum and repeat the pattern to support students in jumping to the beat. When students have had success completing the pattern at ankle height, instruct them to raise the height of the elastic to mid-calf.
- Introduce, or have students suggest a new four-jump pattern. Encourage students holding the elastic to watch their jumping partner carefully to see how they are using the performance words to jump high and land softly, and to share one thing they see their partner doing well.
- Offer ideas to challenge the individual abilities of students (e.g., increase the height of the elastics to the knee, increase or decrease the speed of the pattern and jumps, jump sideways when completing the pattern, two students holding the elastic jump on the spot while a student completes the pattern, add quarter and half turns when jumping).
- End with questions such as:
    - How did your body have to move differently to jump over the elastic as it got higher?
    - What words were you thinking about each time you landed?
    - What did you do to jump to the rhythm of the pattern and still do your best jumps?
- Beat the drum as students line up to leave and invite them to imagine the rhythm and keep the beat with their feet as they walk back to the classroom.

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 to challenge students to jump and land in different ways in learning tasks and games:
    - 1.3 j. Jump forward and jump sideways from two feet to two feet, on foot to two feet, one foot to one foot, and two feet to one foot, trying to land in control.
    - 1.3 m. Practise jumping backward on two feet and trying to land in control.
    - 1.4 m. Describe and attempt a variety of ways to rotate on the spot (e.g., turn, jump turn).
    - 1.8 g. Create and use appropriate play spaces such as hopscotch patterns on outdoor surfaces.
- Plan learning experiences that challenge students to land safely in different ways:
    - 1.4 k. Propose real life situations when it would be helpful to be able to fall onto hands without getting hurt (e.g., trip over something, playing a sport).
    - 1.4 l. Discuss and practise falling forward while starting on knees and landing on hands on soft surfaces, keeping arms reaching straight, and as hands contact surface, begin absorbing body weight and force, gently lowering self to surface.

In the classroom:

- Invite students to add to the wall of non-locomotor words. Provide each student with an index card and instruct them to choose one non-locomotor word, print the word on the card, and draw a picture to represent the word (e.g., twist, with a drawing of a pretzel).
- Read a book such as “Up, Down, and Around” by Katherine Ayres. Tell students to stand in a personal space and find different ways to move up, down, and around on the spot each time the words are read.
- Incorporate non-locomotor skills in movement breaks (e.g., complete movement actions to songs such as *Jump Up!* by Just Dance Kids 2; play Rock, Paper, Scissors with feet by jumping on the spot twice before making the shape of a rock, paper, or scissors with the body; ‘blast off’ from a sitting position on a chair).
- Prior to going outside for recess, suggest to students they create jumping patterns with elastic jump ropes.
- As students enter or leave the classroom, hold hands up for students to jump and give a ‘sky high ten’.

Grade 1: Purposeful Plan 2

Detailed Learning Experience #3

Focus: Outcome 1.4 m., n., o., p.
Outcome 1.4 a.
Outcome 1.6 a., g., j.
Outcome 1.7 b.
Outcome 1.3 l.

Assessment Suggestions:
Formative/Summative Assessment (1.4) – Observe a number of students for their ability to rotate on the spot without falling down. Identify students who need more direct instruction.

Formative Assessment (1.6) – Observe students' ability to change the rotation of their bodies based on the instructions given.

Formative Assessment (1.4) - Engage students in conversations where they describe how to move the parts of their body to increase or decrease the speed of a rotation on the spot.

Formative (1.7) – Observe students for their ability to rotate on the spot and stop in time with a beat. Record observations for future reference.

Formative/Summative Assessment (1.3, 1.6) – Observe students as they participate in the learning experience to determine who is able to move in general and personal space without making contact with others and who requires additional instruction. Record observations.

- As students line up to move to the active learning space, tell them you are very interested in shopping at the 'Toy Store' today and you are looking for some very special toys, toys that can rotate on the spot. Ask, "What are other words you know to describe rotating on the spot?" (turn, spin)
- Play music as soon as students enter the active learning space. Remind students when the music is playing there are no customers and they should move creatively in the general space, but when the music stops they need to quickly find their own space on the 'shelf' (personal space) and freeze in a balanced position.
- After a minute, stop the music. Once all students are on a shelf, tell them, "Today you are all wind-up toys and right now you have not been wound up. Show me what your toy looks like when it stands on the shelf but has no power to move". Comment on how well students are balancing and controlling their body parts so they do not move in their spot on the shelf.
- Share with the students that you want to find specific kinds of toys today. Start with, "I am looking for a toy that once it is wound up, it will spin on the spot. So when I do this (move hand like winding up a toy) and say 'go', you need to be the toy that spins on the spot. You will have enough power to spin for four beats of the drum and then you will freeze. Make sure you don't fall off the shelf!" Make wind-up gesture and command, then beat the drum (or clap hands) four times while counting out loud.
- Comment on the different ways students are spinning (e.g., on feet, on bum, on knees). Ask, "What can we do to not get dizzy when we are spinning?" (spin in the opposite direction each time, spin more slowly, look at a spot on the wall or floor when spinning) Then wind-up several times, inviting students to show how they can spin in different ways, such as:
    - I am looking for a toy that can spin at a low level, close to the ground (e.g., on stomach, on back, crouched low on feet).
    - I am looking for a toy that can spin at a medium level (e.g., on bum, upright on knees).
    - I am looking for a toy that can spin at a high level (on feet, jumping and turning in the air).
- Then say, "When you were spinning at a high level, some of you jumped in the air. Let's see what we can do when we jump and turn". Instruct students to stand facing the same wall or landmark. Explain that on each beat of the drum, this time all toys will jump and turn a quarter turn in the air and land on feet facing the (wall or landmark). Identify the wall or landmark students should be facing after each jump to complete one full turn in four beats. Make wind-up gesture and begin. Note: students in grade one are expected to perform rotations on the spot at a progressing-towards-control level, not at a control level.
- Ask, "What does it look like and sound like when we land in control?" Remind students to bend ankles, knees, and hips to absorb the force of the landing and land quietly. Repeat quarter turn jump turns one more time.
- Then challenge students to spin as quickly as possible by saying, "This time, I am looking for toys that can spin as fast as possible on their stomach". Make wind-up gesture and then beat the drum. Repeat several times, changing the part of the body and level at which the toys should spin as fast as possible.

	• Ask, "What can you do with your body to stay balanced while spinning and stopping?" (e.g., extend arms out to the sides, lower body to the ground, spin more slowly)
	• Ask students to balance and freeze in a position they were in when they were not able to spin very fast. Invite students to look around to see the positions of the other toys. Then say, "Now show me a position you were in when you were able to spin very quickly". Invite students to look again at the positions of others. Ask, "How are our slow spinning positions different from our fast spinning positions?" Conclude that wide spinning positions are slower than tight and compact spinning positions.
	• Then say, "Now am I looking for a very special toy, one that can start spinning slowly and then, while rotating on the spot, move into a faster spinning position". (e.g., spin on bum with arms extended out to the sides and then bring arms close to the body). Wind-up the 'toys', then observe and comment on the ability of students to rotate on the spot without 'falling off the shelf'. Then challenge students to start in a faster spinning position and, while rotating, move into a slower spinning position.
	• End with questions such as:
	  ○ How does a spin look different from a jump turn?
	  ○ In what positions did you find it easier to spin? Why?
	  ○ What can you do with your body to spin and stop or jump turn and land without losing balance?
	• As students line up to leave, invite them to walk back to the classroom using a jump turn to change direction instead of walking around corners.

What Next?

A condensed description of a learning experience to follow Detailed Learning Experience #3 and further support student learning related to:
Outcome 1.4: a., b., h., j.
Outcome 1.6: e., f., k.
Outcome 1.7: b., e.
Outcome 1.3: k.

- This learning experience requires cards describing non-locomotor movements, including rotations (e.g., teacher-created cards or student-created cards – refer to "In the Classroom' section of Detailed Learning Experience #2), as well as space to post the cards on a wall.
- As students line up to move to the active learning space, ask them what they think a robot toy would look like as it moved to active space; invite them to move like a robot.
- Play music or beat a drum as soon as students enter the active learning space. Instruct the 'robot toys' to take three steps to the beat and on the fourth beat jump and turn and land facing a new direction. Repeat several times. Remind students to avoid touching others while moving through the space, to land softly and in control on their feet, and to freeze in a balanced position when the music stops.
- Stop the music and tell students, "You robot toys are special. You have the ability to remember and repeat patterns of movement. Today we will work together to create and perform a pattern of movements, adding one new movement at a time. You have already practiced the first part of the pattern; walk-walk-walk-jump turn" (write or post the words on the wall where all students can see). Explain the robot toys will perform the walk-walk-walk-jump turn pattern after each new movement is added. Then say "Now let's add a new movement". Invite one student to choose a card describing a non-locomotor movement (e.g., wiggle). Practice wiggling on the spot while balanced on two feet for four beats.
- Post the card on the wall and instruct students to perform the two movements together (walk-walk-walk-jump turn – wiggle-wiggle-wiggle-wiggle). Repeat the pattern while moving through the space and encourage students to say the words as they move.

- Invite another student to choose a new card (e.g., spin) and post it on the wall. Ask, "How will you spin for three beats and stop on the fourth beat?" and provide time for students to decide how they will spin. Use the words on the wall to review the new pattern then cue students to begin:
    - walk-walk-walk-jump turn
    - wiggle-wiggle-wiggle-wiggle
    - walk-walk-walk-jump turn
    - spin-spin-spin-freeze.
- Add more non-locomotor movements to the pattern (the number will be determined by the abilities of the students), and provide opportunities for students to determine how they will perform each movement. Observe and comment on the ability of students to stay balanced when moving on the spot, to move appropriately in response to the chosen movement cards, and to move in time with the beat of the drum.
- Once a movement pattern has been established, perform the pattern again, this time changing the speed of the beat. Introduce the new tempo to students by giving instructions such as, 'The robot toys have new batteries and are able to move really fast. Listen to the new beat'. Finally, provide an opportunity for students to perform the pattern to the rhythm of their choice.
- End with questions such as:
    - Why is it a good idea for us to learn how to repeat a pattern of movement?
    - How does the speed of the rhythm affect how your body moves?
    - What can you do with your body to spin faster or slower to match the rhythm?

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 that challenge students to combine locomotor, non-locomotor, and manipulative skills in learning tasks and games:
    - 1.4 j. Perform movement sequences as described by the teacher (e.g., balance with three parts of your body touching the ground and hold it for five seconds; now jump in the air and turn so you land facing a different direction).
    - 1.6 b. Use the vocabulary of movement to lead others in movements (e.g., "Follow me as I reach up high and then dip down low, and slide sideways slowly and smoothly").
    - 1.6 f. Perform movement sequences involving locomotor, non-locomotor, and manipulative skills, as described by the teacher (e.g., roll a ball forward gently, jump in the air, land then skip forward to collect the ball).
    - 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).
    - 1.5 p. Explore and share ways to move objects (e.g., balloons, balls of various sizes) using various body parts such as arms, legs, and head.
- Plan learning experiences similar to Detailed Learning Experience #3 that challenge students to move to rhythm:
    - 1.4 a. Create a variety of ways to move the body while remaining in one spot.
    - 1.7 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).
    - 1.7 f. Maintain rhythmical movement while participating in a variety of social and cultural dances (e.g., Round Dance, Hokey-pokey, Chicken Dance, Rabbit Dance).
    - 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").
    - 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.

In the classroom:

- Tell students to jump and turn when they need to change direction in the classroom (e.g., stand up from a chair, jump and quarter turn to walk towards the pencil sharpener).
- Assign a non-locomotor movement, including rotations, to each shape of math manipulative (e.g., square = twist, triangle = jump, hexagon = spin). Students create a repeating pattern with math manipulatives and then perform the appropriate movements.
- Read a book such as "The Tiny Seed" by Eric Carle. Pause while reading the story and invite students to move in a way that matches the story.
- Incorporate rotations into movement breaks in the classroom (e.g., perform movement actions to songs such as "Shake Break" by Pancake Manor, or "Dancing Robots" by The Learning Station)

Additional Resources:

- Growing Young Movers website
- Physical and Health Education Canada (PHE Canada) Fundamental Movement Skills Video Collections
- Physical Education Online Interactives (videos of movement skills with teaching tips).