

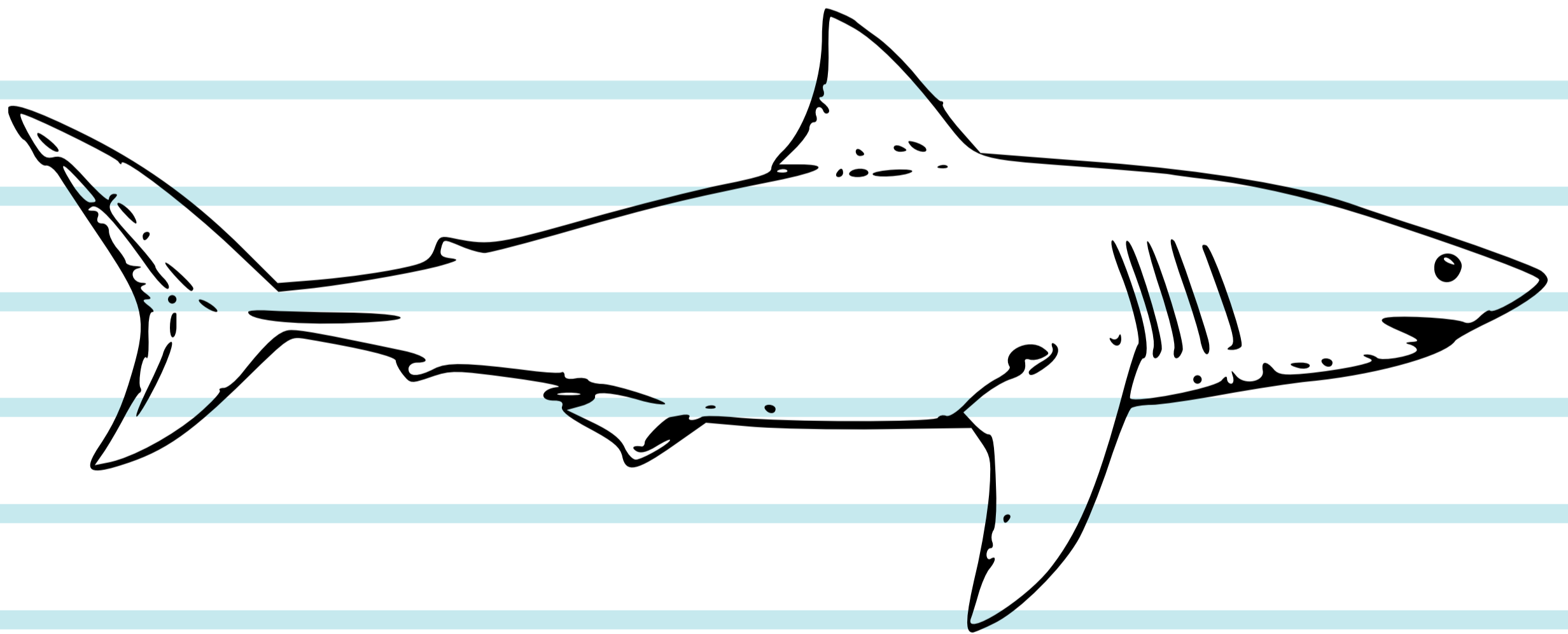
*Health and Physical
Education E-Portfolio*

By: Sam Park



1. Lesson Plan from Gym Activity

(Sharks and Minnows)



Lesson Plan Information	
Name: Samantha Park	Date: Thursday, October 26, 2023
Grade: 2	Subject/Course: Physical Education Main Activity #2 (Sharks and Minnows)
Ontario Curriculum Expectations & Learning Goals	
<p>Activity Connection to the Curriculum:</p> <ul style="list-style-type: none"> • B1.1 During “Sharks and Minnows”, students will be engaging in a new game, according to their capabilities. Students will demonstrate their readiness to take part in the activity by listening to instructions and asking questions if needed. • B3.1 During “Sharks and Minnows”, students will reduce the risk of injury to themselves and others by not throwing the ball at people’s heads, tying up their shoes, and not pushing or shoving each other while running. • C1.3 During “Sharks and Minnows”, students will be engaging in a locomotor movement by running at different speeds. • C1.4 During “Sharks and Minnows” students will be sending objects by throwing dodgeballs. <p>Learning Goals / Success Criteria:</p> <ul style="list-style-type: none"> ✓ Students will listen while in the gym. ✓ Students will act safely while in the gym. ✓ Students will practice their running skills. ✓ Students will practice their throwing skills. 	
Prior Knowledge/Capabilities	
<ul style="list-style-type: none"> • Students should be able to throw a ball before engaging in this activity. • Students should be able to run before engaging in this activity. • Students should be aware of all safety considerations while in the gym. 	
Materials/Resources	
<ul style="list-style-type: none"> • Dodgeballs (for students to throw) • Whistle (optional, for teacher) 	

Gym Set-Up



Content/Lesson

Main Activity #2: Sharks and Minnows

Activity Category: Fielding/Striking Activity, and Target Activity

- This activity is a fielding activity because it involves throwing and running.
- This activity is a target activity because Sharks practice their accuracy and control by trying to hit the Minnows.

Timeframe: 5 minutes

Gym lines used: Sidelines.

Instructions:

- Most students will be the “Minnows” along one end of the gym.
- 2 students will start as “Sharks”, one on each sideline.
- The Sharks will start with all the dodgeballs.
- Minnows try to “swim” (run) across to the other side of the gym, without getting hit by the dodgeballs.
- Sharks throw dodgeballs from the sidelines at the Minnows.
- If the Minnows are hit, they join the sharks on the sidelines.
- The game continues until all the Minnows have been hit, or until time runs out.

Safety Considerations

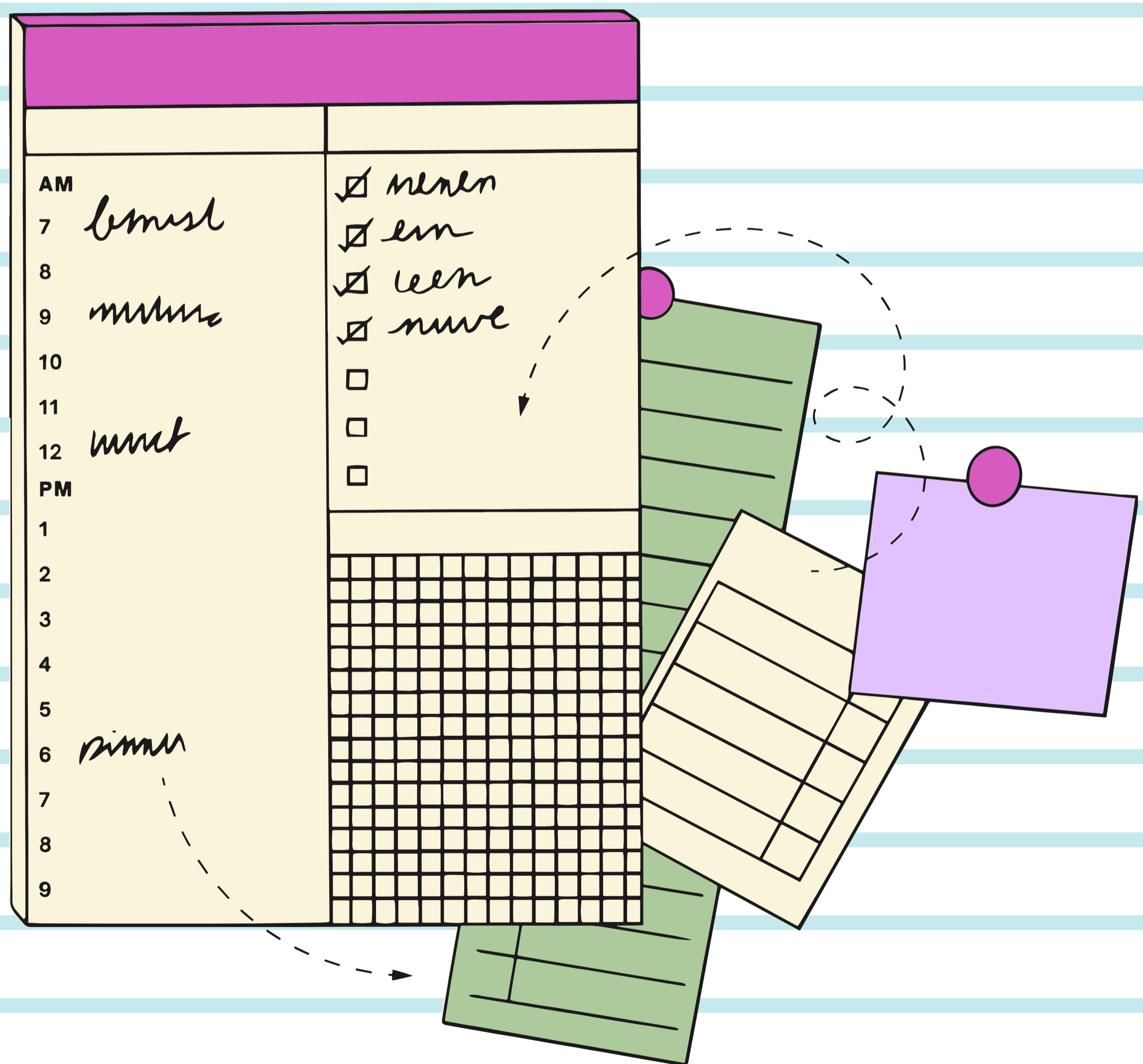
- Sharks should not aim for the head.
- Minnows should make sure their shoes are tied when running.
- Minnows should not push or shove their friends while running.
- Minnows should avoid sudden stops.

Accommodations/Modifications
<ul style="list-style-type: none"> • Students can take water breaks when needed. • Students can walk (instead of run), if needed. • Students can volunteer to only be Minnows (runners), or only be Sharks (throwers), if they need accommodation. • Students can opt to sit out, if needed.
Video Reference
https://www.youtube.com/watch?v=BhvvrscmM4
What to Look For (Key Skills for Assessment)
<ul style="list-style-type: none"> • Participation • Active listening • Improvements in throwing and running skills

For Reference: The Direct Curriculum Expectations

- **B1.1** actively participate in a wide variety of program activities, according to their capabilities (e.g., individual and small-group activities, dancing to music, cooperative games), while applying behaviours that enhance their readiness and ability to take part (e.g., being engaged and moving throughout the activity; knowing what to do; demonstrating appropriate interpersonal skills, such as active listening, communicating with respect, and providing help to and asking for help from group members).
- **B3.1** demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity (e.g., being aware of personal space; making sure their shoelaces are tied; warming up to prevent injury; wearing a properly fitting helmet* when cycling, skiing, or playing hockey; taking turns when sharing equipment; avoiding overcrowding when using equipment both in class and on the playground; making sure straps are done up before pushing a wheelchair).
- **C1.3** perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways (e.g., hop sideways across a line, gallop in a curved pathway around trees or objects, skip quickly using a rope, slide or wheel slowly in a zigzag pattern, move at different speeds in response to the beat of a drum, run quickly following a curving pathway, jog slowly backwards while checking over their shoulder).
- **C1.4** send objects of different shapes and sizes at different levels and in different ways, using different body parts (e.g., slide a beanbag across the floor to a partner; throw a beanbag or ball underhand, using two hands or their dominant hand, and catch it or have a partner catch it; throw a disc through an upright hula hoop; kick a utility ball to a partner; strike a beach ball, using their hands, knees, chest, or foot).

2. Long Range Plans for PE





SEPTEMBER STRAND A: SEL 2023

MON	TUE	WED	THU	FRI
28 No School (Summer Break)	29 No School (Summer Break)	30 No School (Summer Break)	31 No School (Summer Break)	1 No School (Summer Break)
4 Holiday (Labour Day)	5 Intro. to SEL Icebreaker activities to promote group cohesion. Discussion on importance of SEL.	6 Cooperation and Teamwork Relay races, group challenges, and partner exercises.	7 Communication Skills Communication exercises (e.g., giving clear instructions, active listening). Team-based games requiring effective communication for success.	8 DPA (no gym class)
11 DPA (no gym class)	12 Conflict Resolution Physical activity conflict role-play. Discuss conflict resolution strategies.	13 Self Regulation Mindfulness exercises and breathing techniques. Journal about emotions during physical activities.	14 Building Resilience Challenging obstacle courses or fitness circuits, with encouragement and support from peers.	15 DPA (no gym class)
18 DPA (no gym class)	19 Empathy and Perspective Taking Role-playing exercises. Reflective discussions on feelings and experiences.	20 Respect and Sportsmanship Discussions on, and modelling of, respect and sportsmanship. Playing sports and games.	21 Peer Support and Encouragement Small group and team challenges where support from peers is needed for success.	22 No School (PA Day)
25 DPA (no gym class)	26 DPA (no gym class)	27 Reflection and Goal Setting Individual SEL reflections. Goal-setting activities for further SEL development.	28 Integration and Application Participation in team sports or cooperative games where SEL skills are crucial for success.	29 Culminating Activity Group challenge or team-based competition emphasizing cooperation, communication, and sportsmanship.



OCTOBER

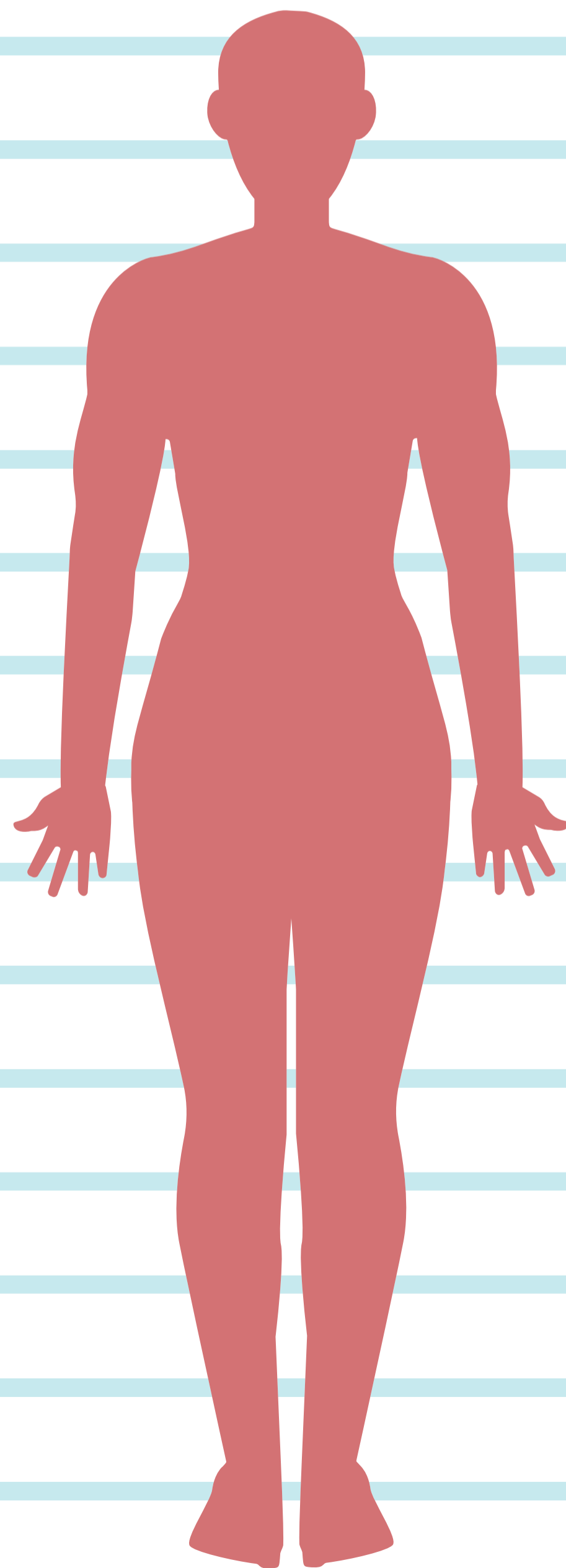
STRAND C: MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

2023

MON	TUE	WED	THU	FRI
2 DPA (no gym class)	3 DPA (no gym class)	4 Intro. to Fundamental Movement Skills (FMS) Discuss importance of FMS. Learn and practice basic locomotor skills (e.g., running, hopping, jumping).	5 Balance and Coordination Balance beam activities. Beanbag or ball tossing and catching drills.	6 Spatial Awareness and Body Control Obstacle course design and navigation. Mirror exercises where students mimic each other's movements.
9 Holiday (Thanksgiving)	10 DPA (no gym class)	11 DPA (no gym class)	12 Skill Application in Game Settings Mini-games such as tag, capture the flag, or relay races.	13 Hand-Eye Coordination Ball dribbling drills with hands. Target-based activities like throwing balls at a target.
16 Footwork and Agility Agility ladder drills. Cone drills focusing on quick changes of direction.	17 DPA (no gym class)	18 DPA (no gym class)	19 Teamwork and Cooperation Group challenges and partner activities requiring cooperation to achieve a common goal.	20 Strategy Development Games with simple tactical elements. Discussion on strategy implementation in different game scenarios.
23 Applying Strategies in Game Play Modified game play with a focus on strategy implementation.	24 DPA (no gym class)	25 DPA (no gym class)	26 Review and Reflection Group discussions and individual reflections on growth in movement competence.	27 No School (PA Day)
30 Integration and Application Rotating through different stations with activities that incorporate multiple skills.	31 Culminating Activity Mini sports tournament or obstacle course challenge.	1 DPA (no gym class)	2 DPA (no gym class)	3 Start health unit + DPA Introduce the health unit, including all topics that will be learned in the coming weeks. Finish each lesson with movement.

3. Health Lesson Plan

(from OPHEA)



My Body is Beautiful

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 1

Lesson: 2 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations:-A1.5, D1.3, D1.5-

Materials-

- 4-5 photographs of people from magazines, advertisements or social media.–
- Access to a shared document (chart paper and markers or online interactive tool)-
- [Teacher Resource: Checklist](#)

Learning Goals-

- We are learning to identify body parts, including genitalia, using correct terminology.-
- We are learning to respect and appreciate ourselves and our body to support our overall health.–

Overall Assessment–

Using the Teacher Resource: Checklist, observe students and provide verbal and written feedback on their ability to identify how they show respect and appreciation for themselves and their body by using body-positive language.–

Minds-On-

Have students recall what they learned in Lesson 1 about the importance of knowing and using the correct terminology to describe the parts of their body using a **Think, Pair, Share** strategy and the following prompt:

“Why is it important to know about your own body, and use correct names for the parts of your body?”–

Use student responses to clarify their understanding of ways they respect and care for their body.–

Action-

Create a **See, Think, Wonder Chart** for students to reference and to record student responses.- Using the following teacher prompts, have students share what they see, what they think, and what they wonder about each selected photograph (ensure to include a diverse range of people to represent different races, cultures, body types, body sizes, gender, ability and disability).–

- “I See...”-
- What do you see?-
- What details stand out?–
- What do you think others see when they see this person?–
- “I Think...”-
- Why do you think they are wearing these types of clothes?–
- How do you think this person feels about their body, how they dress, and how they see themselves?–
- “I Wonder...”-
- What do you wonder about this photograph?-
- What do you wonder about this person?-

Continue this process with each selected photograph, recording student responses on the See, Think, Wonder Chart.-

Explain to students that all bodies are unique just as they are. Their body is part of who they are, so it is important to respect and appreciate their body by taking care of it and talking about it in a positive way. Use the following teacher prompt to engage students in a large-group discussion about showing respect and appreciation for their body.–

- **Teacher prompt:** “What does being ‘body-positive’ mean to you? How does being body-positive show that you respect your body?”-

Student responses:-

- “We are all different sizes. Some of us are bigger and some of us are smaller and some of us are taller or shorter. We are all different and that is what makes us unique.”-
- “We also look and dress in different ways depending on our culture, religion and even what we like or don’t like. Our skin colour, the clothes we wear, and the shape of our body make us unique.”-
- “Being positive about my body means that I am happy with who I am. My body can do many different things in different ways, and I should be proud of that.”-
- “I take care of my body and love my body exactly the way it is. I shouldn’t compare myself to other people.”-
- “I make sure I am active every day and feed my body to help it grow and be its best.”-

Use the following teacher prompt and a **Think Aloud** strategy for students to identify what it looks, sounds and feels like to respect and appreciate their own and other people’s bodies.-

- **Teacher prompt:** “What does it look like, feel like, or sound like when you are showing respect and appreciation for your own body and other people’s bodies?”-

Student responses:

Respecting and appreciating my body and other people’s body looks like this:-

- “Being active at home, school, and in the community.”-
- “Eating foods that help me grow.”-
- “Not touching other people without permission.”-

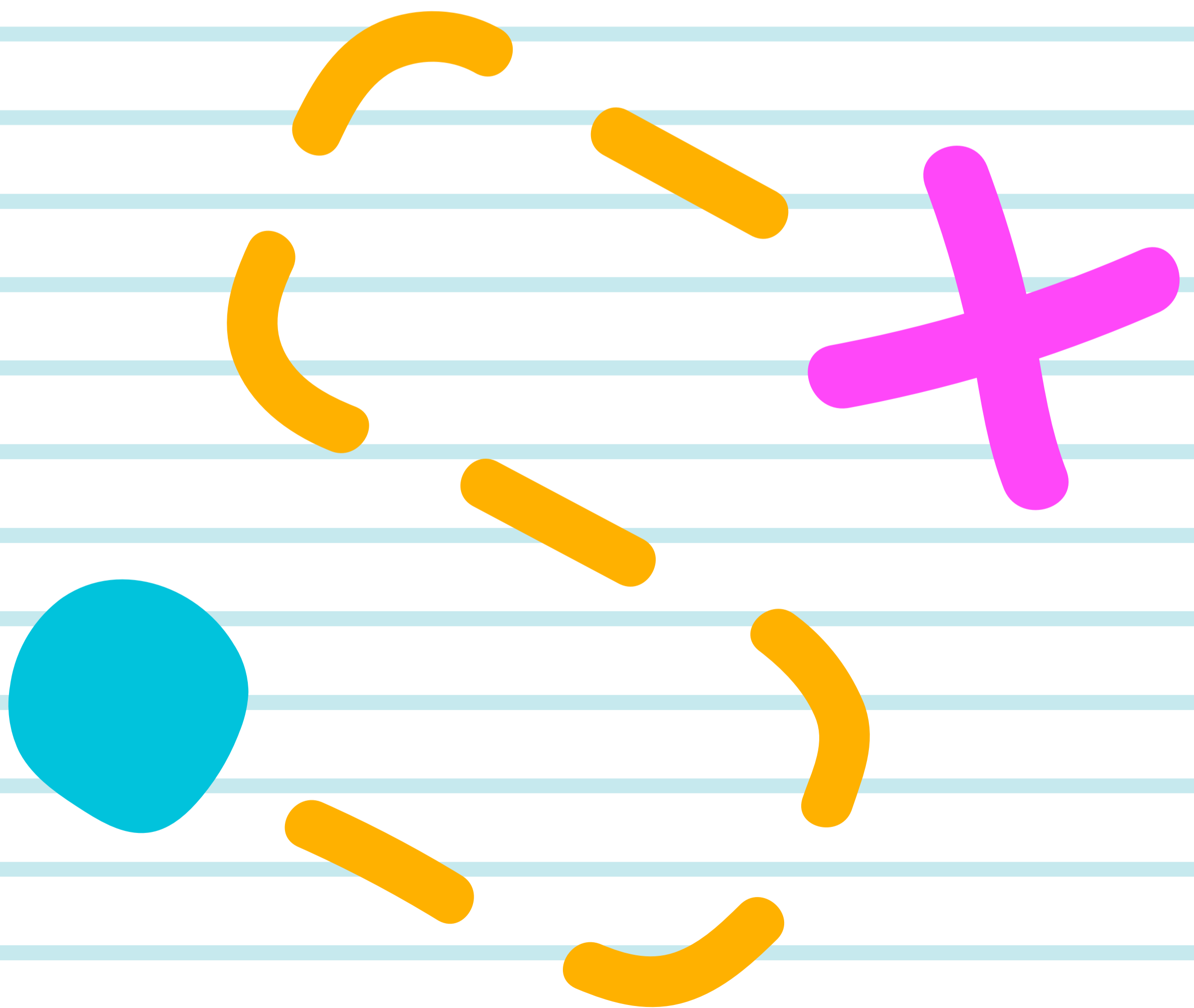
- “Respecting other people’s personal boundaries.”-
- “Using the correct names when I am talking about my body.”-
- “Asking permission to touch other people before I do.”-
- “Telling my friend what I like about them.”-
- “Being proud of all the things I can do like dance, skip and play.”-
- “Knowing when I am uncomfortable, anxious or scared and seeking help from a trusted adult.”-

Consolidation

Remind students that everyone is unique in the way they look, dress, talk and act. Being body-positive means showing respect towards themselves and their body. Have students complete an **Exit Card** writing or drawing three ways they show how they respect and appreciate their body by using body-positive language. Use the following sentence stems as a guide:-

- My body is...-
- My body can...-
- My body helps me...

4. Scavenger Hunt and
Micro-Teaching



Scavenger Hunt

Task 1: Curriculum Mapping

Grade: 1

Specific Curriculum Expectations: A1.5, D1.3, D1.5

A1.5 apply skills that help students develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, to support the development of a sense of identity and a sense of belonging.

- **Summary:** This expectation highlights the importance of students in health and physical education (PE) developing self-awareness and self-confidence.
- **Key Concepts:**
 - Self-awareness: Understanding one's own thoughts, feelings, and behaviors.
 - Self-confidence: Belief in one's abilities and qualities.
 - Sense of identity: Knowing who one is as an individual.
 - Sense of belonging: Feeling connected and accepted within a group or community.
- **Skills:**
 - Reflective practices: Engaging in activities that encourage students to think about their own strengths, weaknesses, and emotions during learning experiences.
 - Goal setting: Setting achievable objectives to improve skills and abilities in health and physical activities.
 - Positive self-talk: Encouraging oneself and maintaining a constructive inner dialogue to boost confidence.
 - Accepting feedback: Being open to receiving and learning from feedback provided by peers, teachers, or coaches.
 - Active participation: Engaging fully in learning experiences to build skills and confidence.
 - Building resilience: Developing the ability to bounce back from setbacks and challenges encountered during learning.

D1.3 identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and body-positive language.

- **Summary:** This expectation emphasizes the importance of accurately identifying body parts using correct terminology, and promoting body-positive language to support a comprehensive understanding of anatomy and foster a culture of respect and acceptance.
- **Key Concepts:**
 - Body parts identification: Recognizing and naming various parts of the body, including genitalia.
 - Correct terminology: Using accurate and appropriate language to refer to body parts.

- Body-positive language: Using language that promotes respect, acceptance, and positive attitudes towards all body parts.
- **Skills:**
 - Knowledge acquisition: Learning the names and functions of different body parts, including genitalia.
 - Communication skills: Expressing oneself using correct and respectful language when discussing anatomy.
 - Body acceptance: Developing a positive attitude towards one's own body and the bodies of others.
 - Respectful dialogue: Engaging in conversations about anatomy with sensitivity and inclusivity.

D1.5 demonstrate an understanding that mental health is a part of overall health and reflect on the things students can do to appreciate and take care of their body and mind.

- **Summary:** This expectation emphasizes the importance of understanding and caring for mental health as an integral part of overall well-being, promoting self-awareness, reflection, and proactive strategies for maintaining a healthy body and mind.
- **Key Concepts:**
 - Mental health awareness: Understanding that mental health is an integral aspect of overall health and well-being.
 - Self-reflection: Engaging in introspection to recognize the connection between physical and mental health and identify strategies for self-care.
 - Holistic health: Recognizing that maintaining good mental health is as important as caring for one's physical health.
- **Skills:**
 - Understanding mental health: Learning about emotions, coping mechanisms, stress management, and seeking help when needed.
 - Reflective practices: Evaluating personal habits, routines, and coping strategies to identify areas for improvement in mental and physical well-being.
 - Self-care techniques: Exploring and adopting activities that promote mental and physical health, such as exercise, mindfulness, hobbies, and social connection.
 - Seeking support: Understanding the importance of reaching out to trusted individuals or professionals for assistance with mental health concerns.

Task 2: OPHEA Resource Review

- **Summary:** The OPHEA lesson called “My Body is Beautiful” is divided into three parts. The three parts are: *Minds On* (“Think, Pair, Share”), *Action* (“See, Think, Wonder”), and *Consolidation* (exit card). Overall, this lesson seems to be designed as a mid-unit lesson to assess where students are at in their learning. The lesson focuses on the parts of the body, and on body positivity.
- **Integration into classroom teaching:** This lesson provides teachers with various methods of assessing students’ understanding of the content through activities like “See,

Think, Wonder” charts, “Think, Pair, Share” activities, and exit tickets. The lesson also includes group discussions for students to learn from their teacher and their peers.

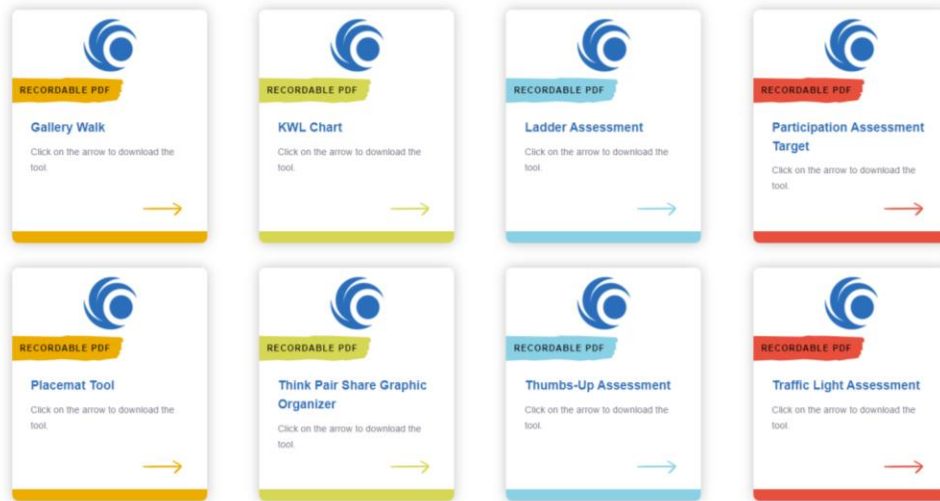
Task 3: Lesson Presentation

(See attached lesson slides and assessment tools).

Task 4: Assessment Insights

The Ontario curriculum for Health and PE focuses on the Achievement Chart (rubric) as a tool for evaluating student knowledge, understanding, thinking, communication, and application. Achievement charts align with the principles and resources provided by OPHEA because they are all determining how well students are meeting their learning goals, based on the curriculum expectations. Rubrics are the most structured of the evaluation tools, but sometimes they can be unnecessarily detailed and confusing for students. Other assessment tools include the following:

- **Exit Slips:** Brief assessments at the end of a lesson to gauge understanding and reflections.
- **Peer Observation:** Students observe and provide feedback to classmates during activities.
- **Self-Assessment:** Students reflect on their own performance, progress, and understanding.
- **Performance Tasks:** Practical applications or performances assessing skills and knowledge. (Especially useful for PE skills, like dribbling a basketball).
- **Formal Written Assessments:** Quizzes, tests, or written assignments evaluating understanding of content.
- **Gallery Walks:** Usually involves walking around the room, looking at something (e.g., images, written questions, etc.) Gallery walks are meant to guide student discussions.
- **KWLQ Chart:** Recording student thinking related to a topic before, during, and after learning.
- **Placemat Tool:** Recording thinking and discussion related to a question, issue, concept, or image in small groups.
- **Target Self-Assessment Tool:** Students assess their progress related to learning goals using levels of achievement.
- **T-Chart:** Comparing and contrasting two ideas or choices.
- **Think Pair Share:** First, students think of their own ideas, then they collaborate with another person, then all ideas are shared as a whole group. This gives students time to think at their own pace, and then learn from others.
- **Achievement Charts (Rubrics):** Charts outlining specific criteria for evaluating performance and progress. Achievement charts are divided into different levels at the top (level 1, 2, 3, and 4), and different categories at the left side (e.g., knowledge, thinking, communication, application).
- **Checklists:** Lists of criteria or tasks used to assess completion or mastery of skills or concepts.



See the above image as an example of assessment supports provided by OPHEA.

The assessment tools used in the “My Body is Beautiful” lesson included the following: “See, Think, Wonder”, “Think, Pair, Share”, and exit tickets.

Task 5: Reflection

The curriculum document for Health and PE provides the foundation for my teaching. It details the expectations for student learning and achievement. OPHEA can extend the curriculum by providing tools and resources for teachers. For example, OPHEA provides teachers with sample lessons and assessment templates, based on curriculum expectations. I was able to find a lesson plan on the OPHEA website that matched with the three curriculum expectations that I wanted to teach, for a grade 1 class. The lesson plan had links to supporting templates for assessment. The assessment tools used in the “My Body is Beautiful” lesson included the following: “See, Think, Wonder”, “Think, Pair, Share”, and exit tickets. Overall, I found the OPHEA website to be a very helpful resource that supported and extended the curriculum for Health and PE teachers.

Rubric for Mini-Lesson




Names: Prasha Kumar and Samantha Park

Date: February 15, 2024

<u>Criteria</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
Understanding of the lesson content	Demonstrated a limited understanding of the lesson content	Demonstrated some understanding of the lesson content	Demonstrated a good understanding of the lesson content	Demonstrated a thorough understanding of the lesson content
Organization and Structure	Presentation was disorganized and challenging to follow	Presentation was somewhat organized and at times was challenging to follow	Presentation was organized, and at times was easy to follow	Presentation was very well organized and at all times was easy to follow
Engagement & Delivery	The presentation was not engaging at all, unable to hold audience interest	The presentation was somewhat engaging, could not maintain the audience interest	The presentation was engaging, maintaining the audience interest	The presentation was highly engaging and kept the audience interest at all times
Visual Aids & Resources	Visual aids and resources were irrelevant to the lesson	Visual aids and resources were somewhat relevant to the lesson	Visual aids and resources were relevant to the lesson	Visual aids and resources were highly relevant to, and extended the lesson
Teamwork & Collaboration	Presenters showed little evidence of teamwork and collaboration throughout the presentation	Presenters showed some evidence of teamwork and collaboration throughout the presentation	Presenters showed evidence of teamwork and collaboration throughout the presentation	Presenters showed a high degree of teamwork and collaboration throughout the presentation
Communication	Presenters showed extreme difficulty in expressing thoughts and ideas	Presenters showed some difficulty in expressing thoughts and ideas	Presenters showed confidence in expressing thoughts and ideas	Presenters showed a high degree of confidence in expressing their thoughts and ideas
Comments:				

Checklist for “I see, I Think & I Wonder”

Student name: _____

<u>Criteria</u>	<u>No</u> 	<u>Yes</u> 	<u>Notes</u> 
I made <u>two</u> different comments about body parts.			
I made <u>one</u> comment about body positivity.			

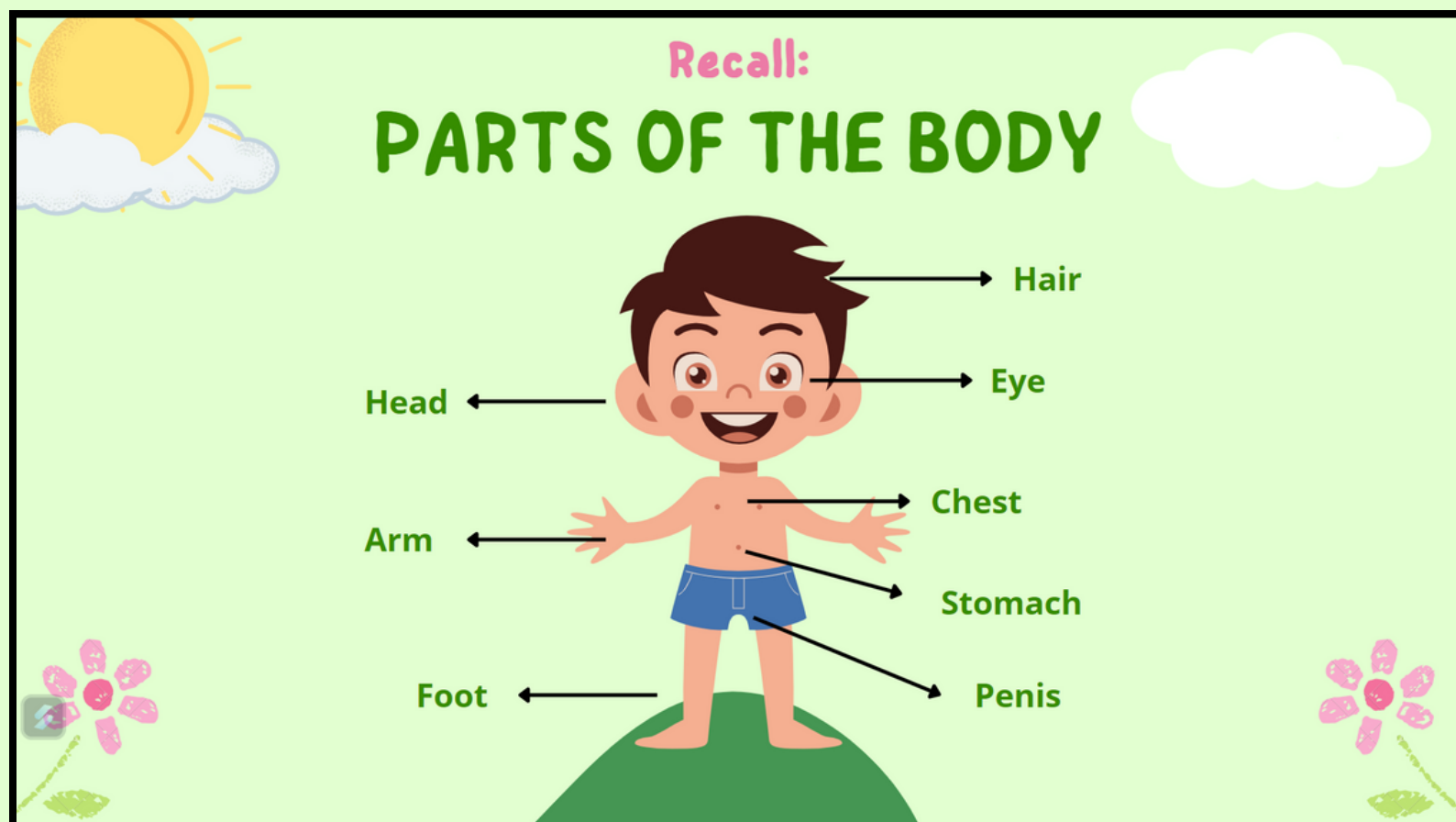


MY BODY IS BEAUTIFUL

By : Prasha K., and Sam P.

Grade: 1

Note: This lesson is a **mid-unit lesson and we have already learned about the parts of our bodies and how to take care of our bodies .**



HOW DO YOU KEEP YOUR BODY HEALTHY FROM DISEASE?

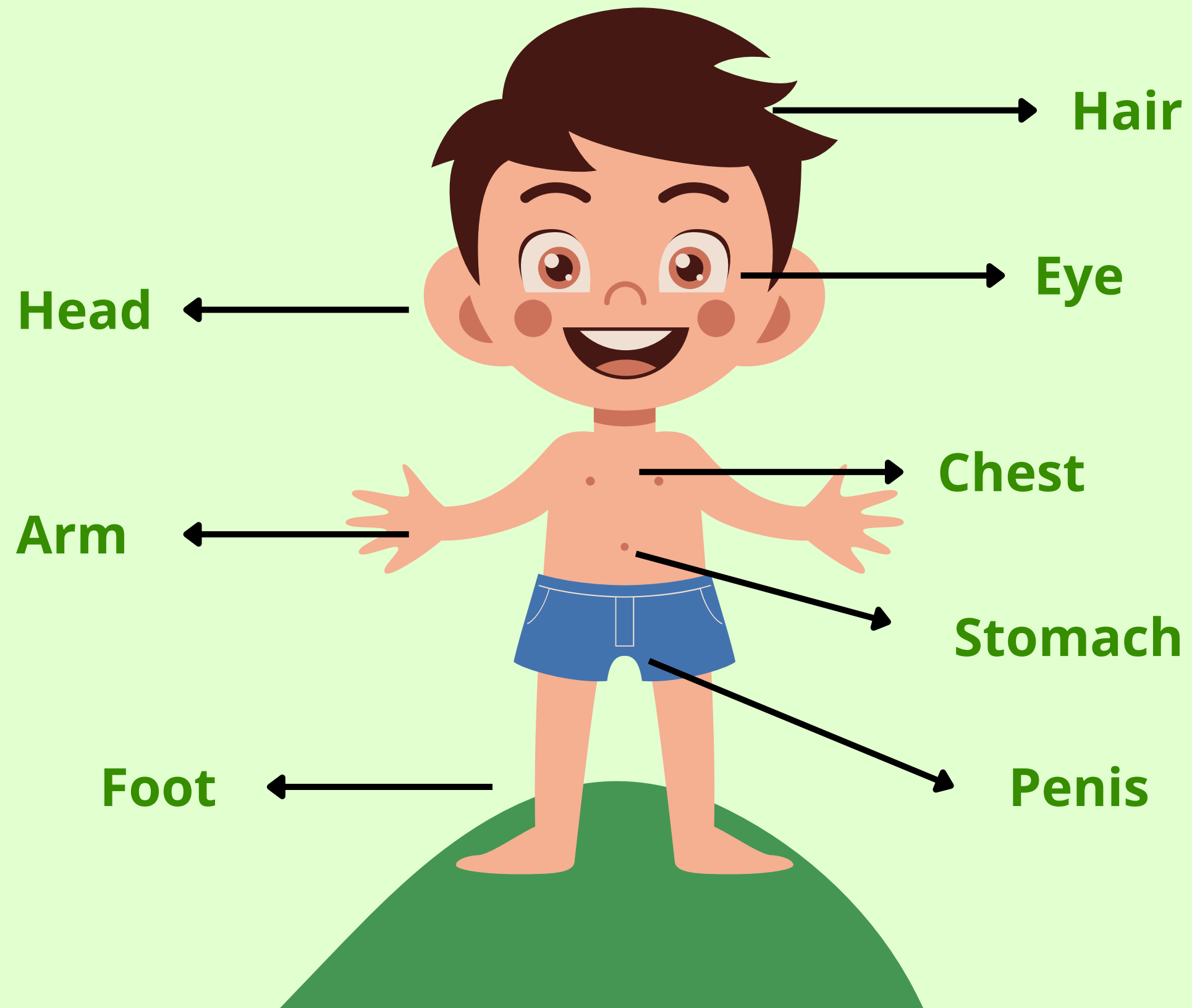
- Clean the ears with cotton regularly.
- Wash hands before and after eating.
- Wash your feet when you enter the house.
- Cover your nose if you smell bad.
- Don't overeat candy.

A cartoon illustration of a young girl with brown hair, wearing a yellow dress, standing next to a flower.



Recall:

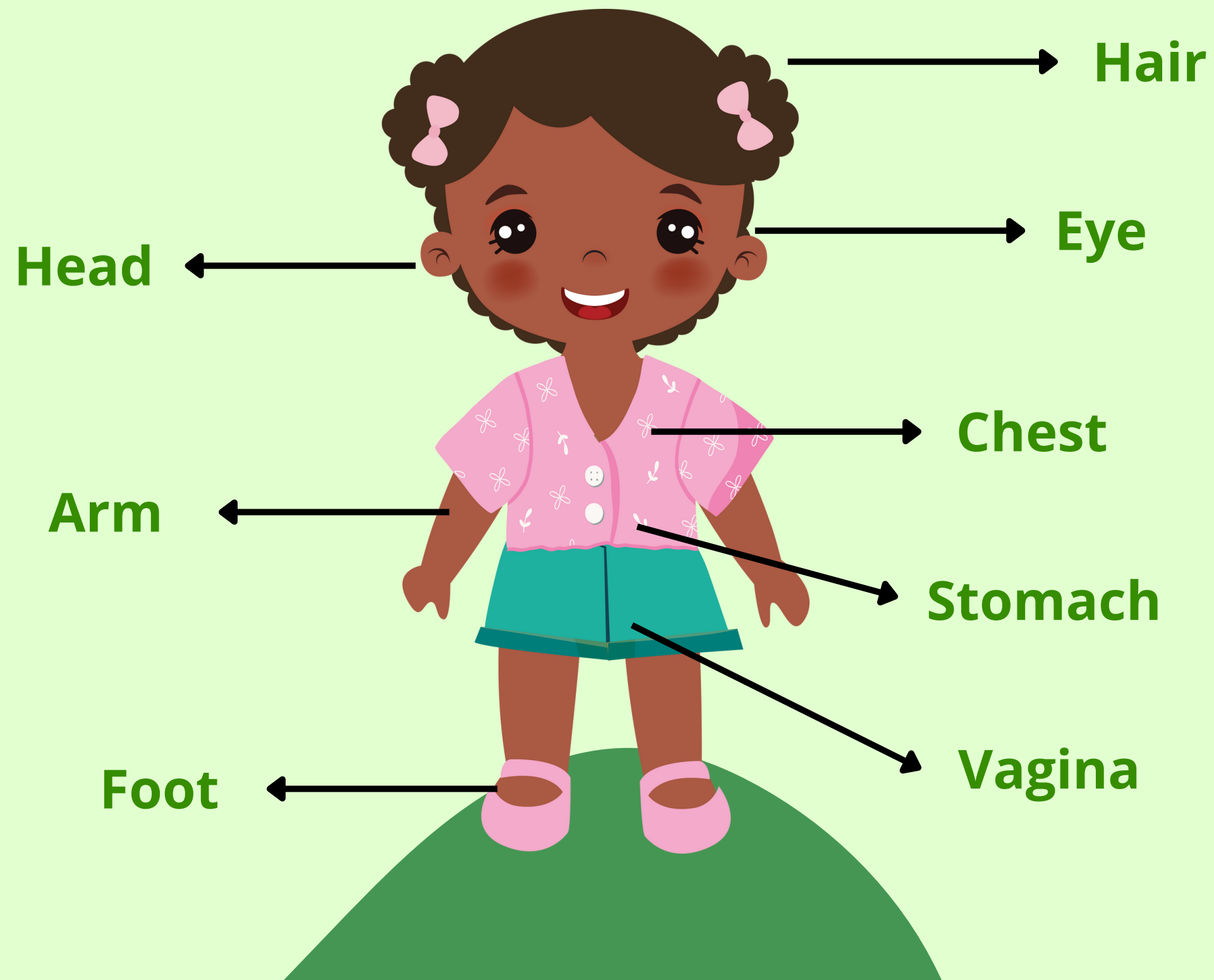
PARTS OF THE BODY





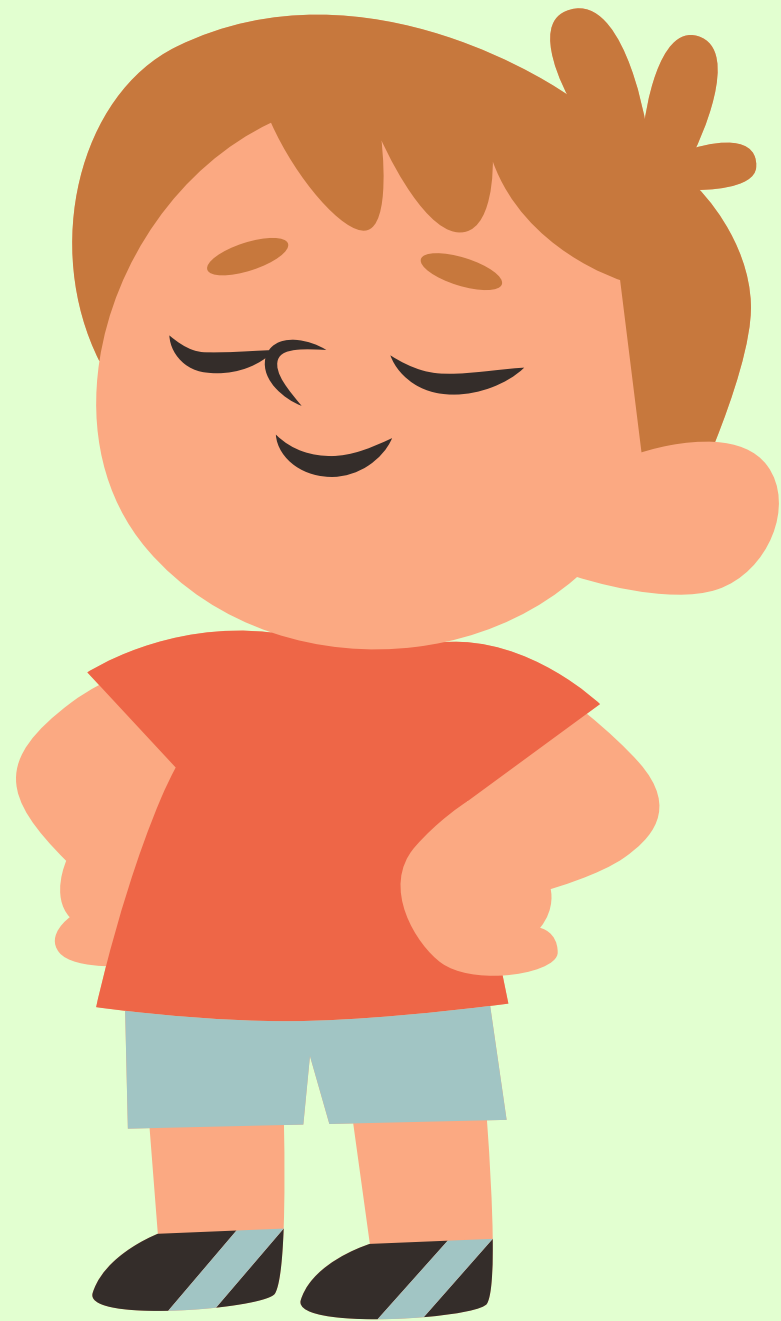
Recall:

PARTS OF THE BODY



Recall:

HOW DO YOU KEEP YOUR BODY HEALTHY FROM DISEASE?



- Shower regularly, 2x a day.
- Shampoo hair with shampoo.
- Brush your teeth regularly using toothpaste.
- I was reading in a bright place and at a distance of 30cm.
- I am trimming nails regularly (cleaning nails).

Recall:

HOW DO YOU KEEP YOUR BODY HEALTHY FROM DISEASE?

- Clean the ears with cotton regularly.
- Wash hands before and after eating.
- Wash your feet when you enter the house.
- Cover your nose if you smell bad.
- Don't overeat candy.



Recall:

“All Bodies are Good Bodies” Story



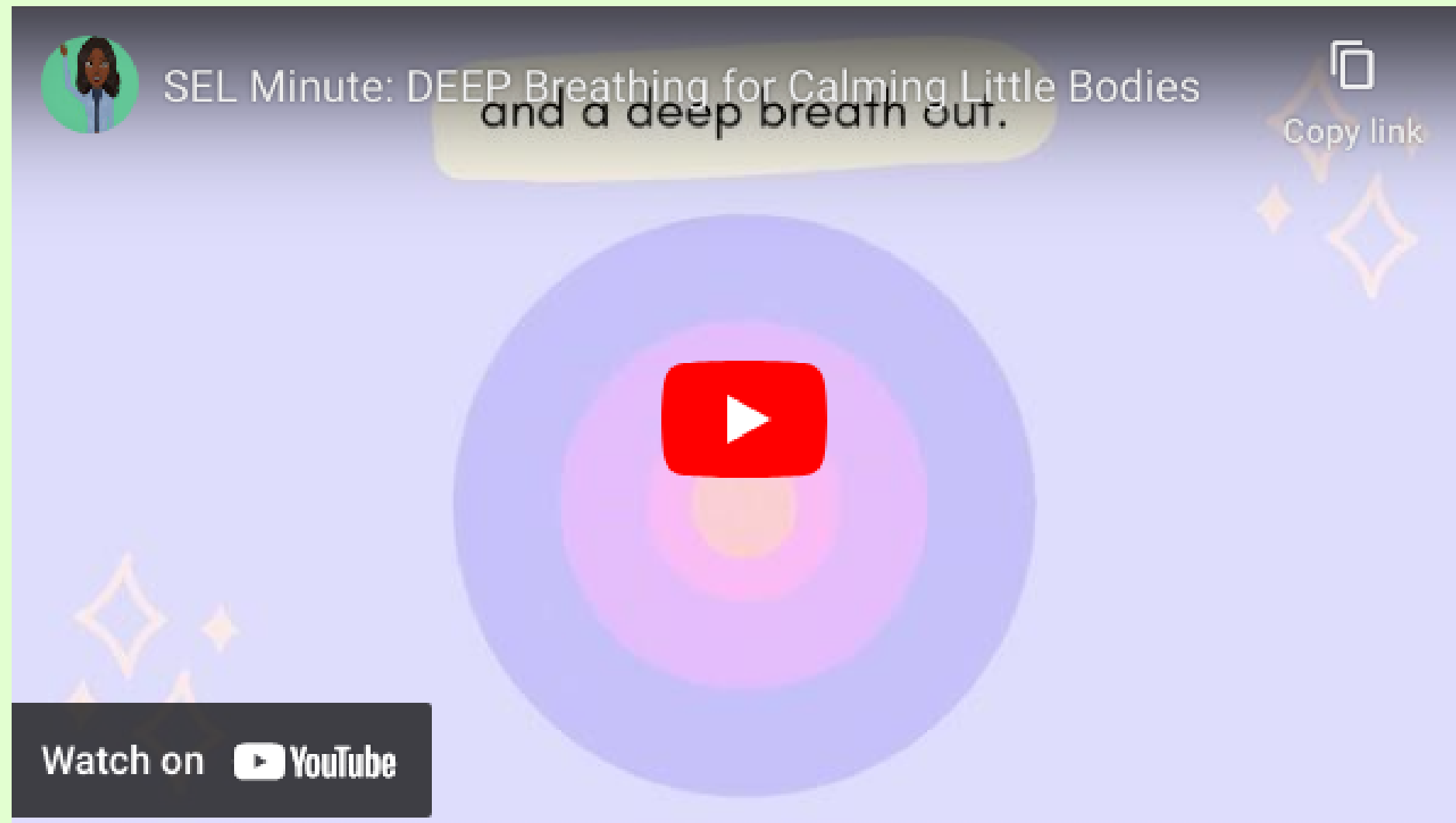
Recall:

“Head and Shoulders, Knees and Toes” Song



Recall:

Breathing Exercises for our Bodies



Inhale, my love. Exhale, my love.

Recall:

"I love my body" SEL Song



The image shows a YouTube video player interface. At the top left is a circular profile picture for 'TEACHINGCOVERS'. The video title is '"I Love My Body" Simple Body Positivity Song for Childr...'. To the right of the title is a share icon and the word 'Share'. The video thumbnail features a woman with glasses and a colorful, abstract patterned shirt, smiling. A large red play button is centered over the video. Below the play button, the lyrics 'So, what do I say? I tell myself I love me, every day.' are displayed. At the bottom left of the player, it says 'Watch on YouTube' with the YouTube logo. At the bottom right, there is a TikTok logo and the text 'T & Tok'.



My arms give good hugs
My body is strong
My body helps me play
I can trust my body
All bodies are different
I am thankful for my body
My body can dance
My body needs rest
My body is just right
My body can move
My body is one of a kind
My body takes me places
My body deserves kindness

Link!



Body Positive Affirmations for Kids and Body Positive Craft

Tomorrow I am going to a school as a visiting author and artist, and I will be...

 roz maclean / May 3, 2019

Body Positive Affirmations for Kids
My arms give good hugs
My body is strong
My body helps me play
I can trust my body
All bodies are different
I am thankful for my body
My body can dance
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Curriculum Expectations

Self-Awareness and Sense of Identity

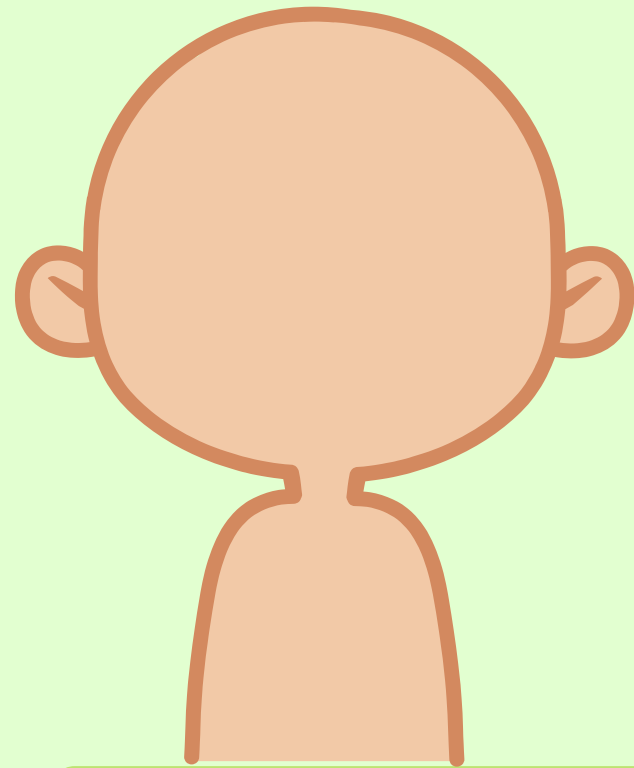
A1.5 apply skills that help them develop **self-awareness** and **self-confidence** as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging

Human Development and Sexual Health

D1.3 identify **body parts**, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and **body-positive language**.

Mental Health Literacy

D1.5 demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and **take care of their body and mind**.



Today's

LEARNING GOALS

1. BODY PARTS

We are learning to identify body parts, including genitalia, using correct terminology.

2. BODY POSITIVITY

We are learning to respect and appreciate ourselves and our body to support our overall health.

Minds On: Think, Pair, Share

Why is it important to know about your own body, and use correct names for the parts of your body?



Minds On: Think

Why is it important to know about your own body, and use correct names for the parts of your body?



Minds On: Pair

Why is it important to know about your own body, and use correct names for the parts of your body?



Minds On: Share

Why is it important to know about your own body, and use correct names for the parts of your body?





GET
READY

to use Jamboard!

What do you... SEE, THINK, WONDER?



What do you... SEE, THINK, WONDER?



What do you... SEE, THINK, WONDER?



What do you... SEE, THINK, WONDER?



What do you... SEE, THINK, WONDER?



What do you... SEE, THINK, WONDER?





Success Criteria






I made two different comments about **body parts** in “I See/Think/Wonder”



I made one comment about **body positivity** in “I See/Think/Wonder”

Checklist for "I see, I Think & I Wonder"

Student name: _____

<u>Criteria</u>	<u>No</u> 	<u>Yes</u> 	<u>Notes</u> 
I made <u>two</u> different comments about body parts.			
I made <u>one</u> comment about body positivity.			

“What does being **body positive** mean to you?”

(Could be done as a discussion, a graffiti wall, or a word cloud)



STUDENT RESPONSES

"We are all different sizes. Some of us are bigger and some of us are smaller and some of us are taller or shorter. We are all different and that is what makes us unique."

"WE ALSO LOOK AND DRESS IN DIFFERENT WAYS DEPENDING ON OUR CULTURE, RELIGION AND EVEN WHAT WE LIKE OR DON'T LIKE. OUR SKIN COLOUR, THE CLOTHES WE WEAR, AND THE SHAPE OF OUR BODY MAKE US UNIQUE."

STUDENT RESPONSES

"Being positive about my body means that I am happy with who I am. My body can do many different things in different ways, and I should be proud of that."

"I TAKE CARE OF MY BODY AND LOVE MY BODY EXACTLY THE WAY IT IS. I SHOULDN'T COMPARE MYSELF TO OTHER PEOPLE."

"I make sure I am active every day and feed my body to help it grow and be its best."

“What does it **look like, feel like, or sound like when you are showing respect and appreciation for your own body and other people’s bodies?”**



STUDENT RESPONSES

"Being active at home, school, and in the community."

"EATING FOODS THAT HELP ME GROW."

"Not touching other people without permission."

"TELLING MY FRIEND WHAT I LIKE ABOUT THEM."

"Being proud of all the things I can do like dance, skip and play"

Exit Ticket

You will be given chart paper to complete the following prompts with your assigned group. Draw or write.

Group 1: My body is...

Group 2: My body can...

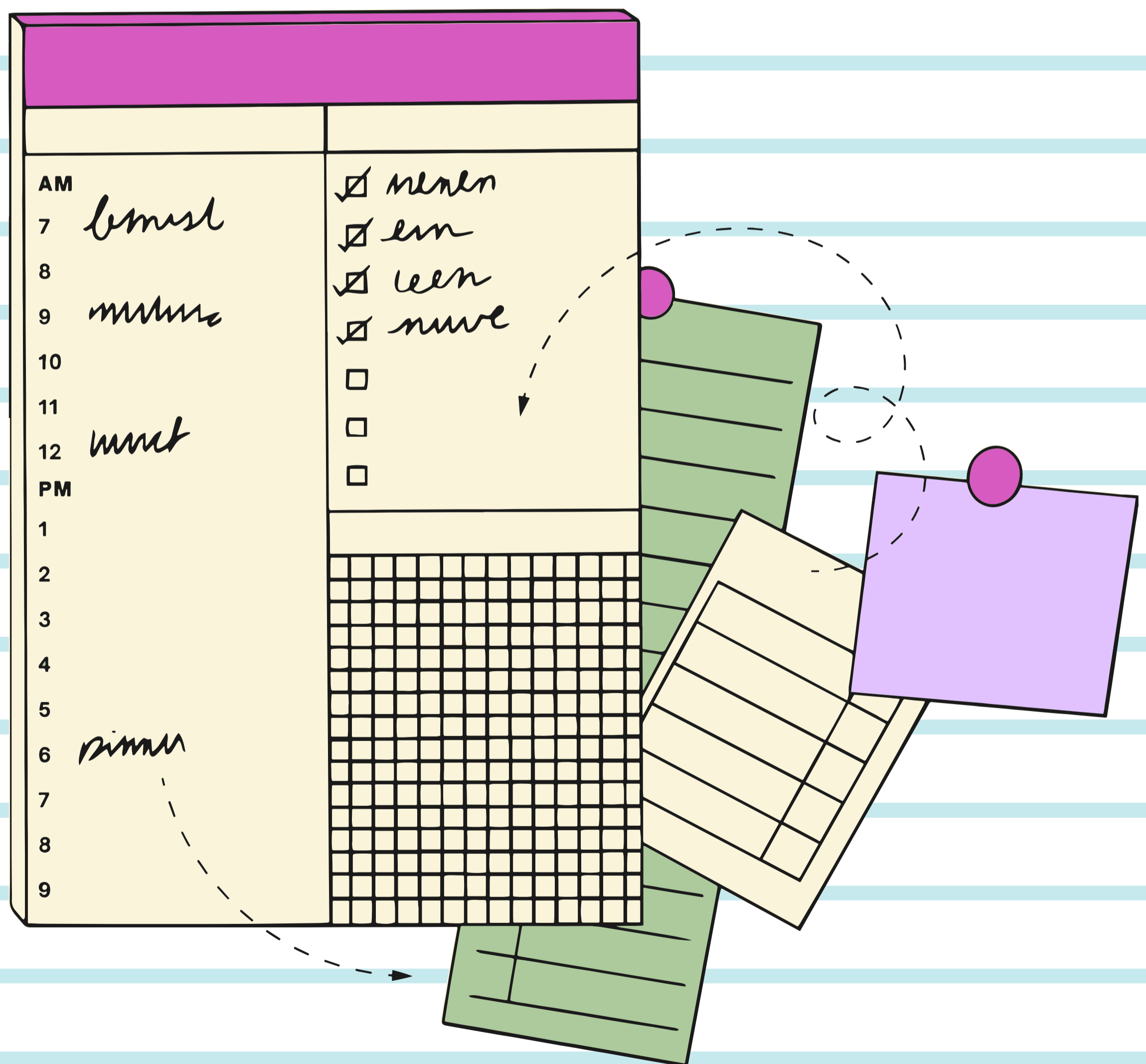
Group 3: My body helps me...

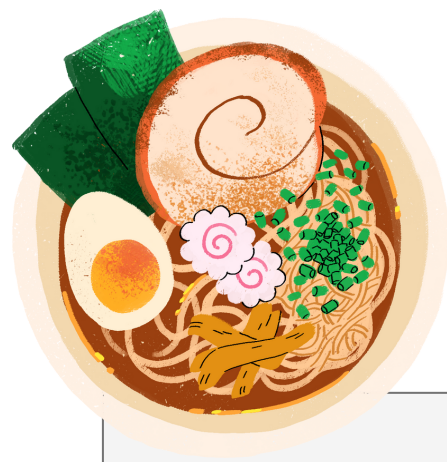




**HAVE ANY
QUESTIONS?**

5. Long Range Planning for HE





NOVEMBER

STRAND D: HEALTHY LIVING

2023

6. Discussion Posts



PE Discussion Post 1

Question 1: What do you think the role of health and physical education is to your students?

Health and physical education have many important benefits including physical health, mental health, skill acquisition, and social emotional learning.

Physical benefits of exercise:

- Increases bone density
- Increases muscle mass
- Improves balance and coordination
- More efficient cardiovascular system
- Reduces risk of illness or disease
- Improves body fat composition

Mental benefits of exercise:

- Increases blood flow and oxygen to the brain
- Improves learning and memory
- Improves mood
- Increases attention

Skill acquisition:

- Better throwing, running, jumping, and other coordinated movement patterns
- Learning the rules and techniques of specific sports (example: Hockey, soccer, football, badminton, basketball, etc.)

Social-Emotional Learning:

- Safe and healthy relationships
- Leadership
- Self-esteem

Health and Life skills:

- Learning proper nutrition

- Learning sexual education

Other benefits:

- Reducing absenteeism due to boredom or illness
- Reducing healthcare costs
- Reducing anti-social behaviours
- Reducing bullying and violence

References

Ministry of Education. (2019). Health and physical education grades 1-8. *The Ontario Curriculum*. <https://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>

Question 2: What are some new trends in teaching H &PE that could be adapted in the classroom and gym?

Healthy snack programs, Daily Physical Activity (DPA), anti-bullying programs, separate gym time for male and female students, and better playground equipment are some examples of health and physical education trends within schools. A healthy school that fully embraces H&PE can be felt within the school culture. Teachers that are always trying to incorporate mental and physical health into their lessons are sending a message to students that their health is important. For example, elements of dance, drama, or interactive activities could be done within the classroom.

Teaching through movement: <https://www.youtube.com/watch?v=GpYoZublP5g>

Discussion Question - “Social bullying could include leaving someone out of the group, refusing to be someone’s partner, spreading rumours in person or online, sharing someone’s personal information or photos without their consent, or totally ignoring someone. These behaviours can occur in the gym or classroom. As a social-emotional aware teacher, what practices and pedagogies would you use to prevent and eliminate social bullying in your classroom / gym? What practices have you seen or used (either as a student or as an intern) in safeguarding your classroom/gym to become a safe space for ALL students?”

Effective ways to prevent bullying and to create safe spaces for children are to; teach conflict resolution strategies, build positive relationships with and among students, and to address any issues early (Levine & Tamburrino, 2014). Teachers should help their students learn the knowledge, attitudes, skills, and behaviours necessary for bullying prevention (Levine & Tamburrino, 2014). For example, teachers can help students understand what bullying is (Levine & Tamburrino, 2014). They can foster feelings of empathy, responsibility, and acceptance within classrooms (Levine & Tamburrino, 2014). They can teach students conflict resolution skills and anger management skills (Levine & Tamburrino, 2014). Furthermore, classroom practices can include daily check-ins, peace circles, peace journals, and creating peaceful beings (Levine & Tamburrino, 2014). Miller Lieber and colleagues (n.d.) suggest that engaging in explicit social-emotional learning (SEL) instruction, integrating SEL into other subjects, and creating positive relationships within the classroom setting starts on day one. Knowing students and making them feel known includes, knowing student names, greeting them at the door, doing check-ins, and giving positive feedback (Miller Lieber et al., n.d.). Creating group cohesion includes having community circles and creating shared experiences (Miller Lieber et al., n.d.).

In my own practicum experiences, my grade 4/5 class did not always get along in the gym. Before I even started practicum, my associate teacher warned me that there was usually one student crying by the end of gym class and said they were a very competitive group. To increase cohesion within the gym, I tried to engage in more co-operative games than competitive games. After gym was over, we participated in “shout-outs” to recognize positive behaviours that took place. For example, one student might have said, “shout out to Billy for passing the ball a lot today”. I also did check-ins throughout the day to see how my students were feeling. “Zones of Regulation” and “One Fun Thing” were opportunities in which students could share how they were feeling, and they could share something positive that happened to them. Lastly, “Solve it Spots” were used at recess as a place to go to solve disputes.

In my future classrooms, especially if I have primary classes, I would like to try some of the suggestions by Levine and Tamburrino (2014). They suggested teaching young students about bullying and conflict resolution through children’s literature and picture books (Levine & Tamburrino, 2014). They also suggested having group discussions about possible real-life issues. On page 275, Levine and Tamburrino (2014) gave an example of a question that a teacher might pose to their students. The teacher asks the students how her twins might solve an issue where both children want to bring in the same toy for show and tell (Levine & Tamburrino, 2014, p. 275). This allows students to brainstorm their own ideas and possible conflict solutions. I also like the idea of having daily check-ins, peace circles, peace journals, and creating peaceful

beings (Levine & Tamburrino, 2014). Ultimately, I believe that the best way to create a safe space for students in the gym and in the classroom is to express care and to help students learn and practice social-emotional skills.

References

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Discussion Post 3

Social-Emotional Learning pedagogy is not new in education however, its application in Ontario context has grown a lot of attention especially among educators and scholars. SEL helps in promoting the healthy development of all students, as well as enabling all students to reach their full potential. Provide some examples of how you would implement SEL in your future classroom. Do you think you think that your education has equipt you in building competency in SEL? Please explain.

SEL skills in the health and physical education curriculum help students to; identify and manage their emotions, cope with stress, persevere and maintain positivity, build healthy relationships, and communicate effectively, develop self-awareness and self-confidence, and to think critically and creatively (Ministry of Education, 2019). Ideas and strategies to teach SEL skills are also provided in the curriculum. The Ministry of Education suggests strategies such as feeling charts, feeling thermometers, deep breathing, guided imagery, stretching, pausing, and reflecting, gratitude practices, affirmations, using role play to practice scenarios, identifying personal strengths, and goal setting (Ministry of Education, 2019).

Jim (2022) suggests a fun SEL warm-up game called “Meet me in the middle”. Students start across the gym and then meet in the middle to answer a question. For example: “How are you feeling today?” “What has been the best part of your day?” “What do we have in common?”. To add in movement, sometimes students might have to do exercises in the middle (e.g., burpees, jumping jacks, squats) instead of answering a question (Jim, 2022).

“My favourite things” spin the wheel version is where students spin a wheel and then name something they are grateful for based on the category it landed on (Ophea & School Mental Health Ontario [SMHO], 2021). The categories on the wheel could be food, toys, people, activities, or games. For example, if the wheel landed on the people category, then a student might say that they are grateful for their mom. A similar activity is “Hot Potato Gratitude” where the categories are written on a foam die, and then the die is passed around like a potato (Ophea & SMHO, 2021). Ophea.net also partnered with School Mental Health Ontario to provide “virtual field trips” or videos that help teach children about SEL topics (Ophea & SMHO, 2021). The School of Mental Health Ontario and the Elementary Teacher’s Federation of Ontario also created an *Everyday Mental Health Classroom Resource* for a bunch of activities that students can do in the classroom (SMHO, & Elementary Teacher’s Federation of Ontario [ETFO], 2023). Some examples I saw include a kindness jar, a kindness wall, pay it forward, high five to friendship, cup stack challenge, walking in your shoes, listen and hear, purposeful listening, mood diary, emoji emotions, daily check-in, inspirational snowball fight, and many more (SMHO & ETFO, 2023).

In my previous practicums we did “shout-outs” in gym to develop a positive and supportive community. Going forward into my teaching career, I would like to allot time each day for explicit SEL instruction. SEL is all throughout the curriculum and can be added into any subject in a cross-curricular manner. I will refer to the helpful resources available on the internet

and in the curriculum for inspiration and ideas. I think my education on SEL is just beginning, and I should continue to look for ways to incorporate SEL into my teaching.

References

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Discussion Forum 4

Letter to Families. In this forum, teacher candidates position themselves as new P/J teachers. The one-page letter to families assignment is designed for teacher candidates to describe their class and their goals to an imagined audience of their future students' family members. They are supposed to explain P/J concepts such as **integrated curriculum, social-emotional learning**, or other approaches to curriculum and instruction in H & PE to a general audience. This requires them to communicate course concepts in accessible, everyday language. This assignment is written as a formal letter and should be posted in this week's discussion forum. Feel free to read and provide feedback on other letters from your group members.

Dear parents and guardians,

My name is Miss. Park, and I am your child's grade 2 teacher for this year. I am very excited to meet everyone for our first day of class, this **Tuesday, September 5, 2023**. Our school day starts at **8:30am**. We begin every day with our National Anthem, and Land Acknowledgements. Then, we have a Daily Check-in and Social-Emotional Learning activities.

Social-Emotional learning (SEL) is an important way to start our day, with community-building, confidence-building, motivation, and a positive attitude. An SEL skill that your child will be developing this year is learning to identify and manage their emotions, so that they can verbally express their own feelings, and perceive, understand, and empathize with the feelings of others. Another SEL skill your child will be developing is how to persevere when faced with adversity, and how to overcome challenges while maintaining a positive, growth mindset. I will be teaching students how to work in groups, build relationships, and communicate effectively with classmates and teachers. SEL skills will be taught directly, as well as integrated into the rest of the curriculum.

Many concepts in my class will be taught through an integrated curriculum (a.k.a. cross-curricular). This means that we will combine subjects and connect ideas whenever we can. For example, we might combine math and art by doing tessellations. I believe that the more connections that can be made between different subjects, the more meaningful the learning experience will be. Learning should not happen in discreet, isolated subject areas; it should be applied to all aspects of life in infinite and creative ways.

Another cross-curricular goal of mine is to bring movement to lessons, outside of gym class. Health and physical education are so important, that they should not be restricted to one or two classes per week. I aim to integrate movement into all my lessons. Whether it's through dance, drama, play, or simply moving around the classroom, these elements can be combined with other subjects to create an active learning experience. For example, students could act-out a social studies scene, or make-up a dance about language concepts.

If you have any questions about how my class will operate, or about my teaching ideas, please do not hesitate to contact me. As a reminder, the end of the day bell rings at **2:50pm**. If you are picking up your child, they will leave through the **front** doors. Bus

students will exit through the **west side** doors. More information about our classroom schedule, rules and routines, health and safety procedures, and other school policies are in the attached documents. Most communication going forwards will occur through **Edsby**, unless specified otherwise.

Looking forward to a great year together!

Sincerely,

Miss Park

7. Meaningful Reflection Paper



Instilling Healthy and Active Living Values in Students

Samantha Park (104219647)

Department of Education, University of Windsor

EDUC5313A-20: Health and Physical Education

Prof. Obianuju Juliet Bushi

October 26, 2023

There is a misconception among teachers, students, and society that “gym is easy” (Arcement, 2019; Cruise, 2010; Kleinman, 2018; Struthers, 2015), and “health is boring”. Health and physical activity are incredibly undervalued (Bailey et al., 2013). This paper will analyze the existing knowledge, assumptions, and perspectives around gym and health topics. Drawing from this analysis, I will consider how I, as a future teacher, will instill a love of health and movement into students for the rest of their lives.

Misconception: Gym is Easy

Students and greater society all seem to believe that teaching physical education is easy (Arcement, 2019; Kleinman, 2018), and participating in, and doing well in gym is easy (Cruise, 2010; Struthers, 2015). Before teaching gym as a preservice teacher, I thought the same thing. Quickly, I realized the many considerations required and nuances involved in a successful physical education lesson. Student safety, voice projection, classroom management, inclusion, and fairness, maximizing participation, assessment, time management, group cohesion, and conflict management, all became concerns. I realized that I must project my voice beyond what is comfortable for everyone to hear me in the gym. I learned strategies such as wearing a headset speaker, having students sit and listen, and using a whistle. To help manage the students, I learned to exclusively follow my lesson plan, enforce gym rules and routines, and assign responsibilities to students, such as setting-up gym equipment or leading warm-up exercises. For assessment, it was challenging to notice what every student was doing in the gym, and gauge how much effort and skill each student was displaying. It was hard to maximize participation with every game, especially competitive games where students could get “out”. It was sometimes difficult to find the fairest way to group students on teams, making sure everyone felt included. Dealing with issues of safety when students left the gym to get water, or when there was an

injury or health concern, was stressful as the sole adult supervisor in the gym. The narrative that teaching gym is “easy” is devaluing the many considerations involved in planning and executing a successful physical education lesson.

When students perceive gym as “easy”, it is not synonymous with “valuable”. Interestingly, things that are perceived as easy may be considered less valuable, based on the psychological principles of effort justification, cognitive dissonance (Elliot & Devine, 1994), perceived value, intrinsic/extrinsic motivation, and interest (O’Keefe et al., n.d.). The unfortunate reality is that healthy and active living is not always valued (Bailey et al., 2013). Physical activity and sport drop-out rates are astonishingly high, with around 1 in every 3 girls dropping out of sports by adolescence (Butler, 2020; Craike et al., 2009). As a teacher, I aim to change the narrative from “gym is easy” to “gym is valuable”.

Common Perception: Health is Boring

Based on my experiences, students undervalue health education because it is usually scheduled in a manner that replaces gym time. Furthermore, it is often taught in the classroom setting, with minimal active engagement from students. When health education is taught in this way, students are being deprived of movement and exercise, remaining unstimulated in the same classroom environment, learning a pitifully shortened and rushed version of highly complex topics. As a Human Kinetics graduate, I am cognisant of the many social, environmental, and personal factors involved in physical fitness, nutrition, and mental well-being. I am concerned that important health topics such as nutrition, body image, and sexual education are being underappreciated in schools. In my opinion, huge improvements have been made in the sexual education curriculum, but now there are political and religious tensions (Carter, 2023; Jones, 2019). Navigating parental concerns and religious concerns as a teacher can be a delicate issue.

Answering student questions honestly and openly, while staying strictly within the curriculum and not adding personal biases to sexual education topics could be challenging. Remaining aware of any curriculum changes is another challenge for teachers. Nevertheless, the goal is to make health education topics valuable and interesting to students.

Valuing Lifelong Health and Fitness

It may be “easy” to be active within gym class. There is all the time, instruction, people, and equipment required. It is a lot more difficult to stay fit outside of gym class and into the future. Barriers to the continued practice of sports and leisure activities for students include proximity and transportation to fitness/sport facilities, family finances and socioeconomic factors, family/social support and encouragement, time limitations, inadequate self-efficacy, competence, or personal interest (Vu-Nguyen et al., 2017).

Based on my practicum experiences, I think there is a lack of value given to gym and health concepts by teachers and students alike. I will use this insight and my personal experiences to help transform the perspectives on healthy and active living. I will also consider the *Transtheoretical Model (Stages of Change)*, the *Theory of Planned Behaviour*, *Self-Determination Theory*, *Bandura’s Self-Efficacy Theory*, *Competence Motivation Theory*, and the *Sport Commitment Model* when considering student physical activity adoption and maintenance (Chandler, 2019). I will ensure that students are regularly reminded of the benefits of health and physical activity. I will work with students to help identify and remove barriers to physical activity outside of school. I will make health lessons engaging and interactive, to support positive attitudes towards the subject. I will keep a consistent and non-negotiable health schedule, while still prioritizing movement throughout the week. In addition, I will keep parents involved and updated on any health conversations/lessons.

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7. Assessments



Assessment Tools

1. Gallery Walk

Link: https://ophea.net/sites/default/files/2022-07/rc_gallery_31mr16.pdf

A gallery walk is where students rotate to different stations to observe a question, or image.

2. KWL Chart

Link: https://ophea.net/sites/default/files/2022-07/rc_kwl_31mr16.pdf

A KWL chart is a tool that assesses what students already know (diagnostic assessment), what they want to know (interests, question forming), and what they learned (assessment as learning).

3. Think, Pair, Share

Link: https://ophea.net/sites/default/files/2022-07/rc_thinkpairshare_31mr16.pdf

A Think, Pair, Share allows students to think for themselves first, to generate their own ideas. Then, students can share their ideas with a partner, for a small group discussion. Then everyone shares as a whole group, so that everyone can learn from each other.

4. Traffic Light Assessment

Link: https://ophea.net/sites/default/files/2022-07/rc_trafficlight_31mr16.pdf

A traffic light assessment is a simple and visual tool used to gauge understanding or progress by using the colors of a traffic light: red (does not understand), yellow (getting there), and green (understands).

5. Thumbs-up assessment

Link: https://ophea.net/sites/default/files/2022-07/rc_thumbs_31mr16.pdf

A "thumbs-up assessment" is a form of informal assessment where students provide feedback by signaling with their thumbs. It's a quick and easy way for teachers to gauge student understanding or opinions on a topic. Thumbs up means students agree or understand. Thumbs down means students disagree or don't understand. Thumbs sideways means students understand a little bit.

THE ACHIEVEMENT CHART: Health and Physical Education, Grades 1–8

Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Knowledge of content (e.g., facts, definitions, skills, principles and strategies, safe practices and procedures)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., processes, techniques, ideas, relationships between concepts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., synthesizing information, evaluating risk and determining appropriate safety measures, revising fitness goals, detecting bias)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving; analysing movement skills, strategizing, reflecting on learning and determining steps for improvement, critiquing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, teammates, adults) and purposes (e.g., to inform, instruct, promote) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – (continued)				
	The student:			
Use of health and physical education conventions, vocabulary, and terminology (e.g., using and interpreting signals and body language; using correct terminology to discuss parts of the body, health-related components of fitness, phases of movement [preparation, execution, follow-through]) in oral, visual, and/or written forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Application of knowledge and skills (e.g., movement skills, concepts, principles, and strategies, including teamwork, fair play, etiquette, leadership; training principles; health concepts; safe practices; social-emotional learning skills) in familiar contexts (e.g., physical activities, healthy living discussions)	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts (e.g., transfer of movement skills, strategies, and tactics from a familiar physical activity to a new activity, transfer of planning skills to contexts such as fitness, healthy eating, healthy sexuality, mental health)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between active participation, learning in the health and physical education program, and healthy, active living; between health and physical education, other subjects, and personal experiences in and beyond school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

P.E. PARTNER ASSESSMENT

Forward Roll

WATCH THE FOLLOWING STUDENT WHILE THEY ARE IN CLASS...

USING THIS SKILL...



1. CHIN DOWN, BACK IS ROUND
2. TUCK YOUR KNEES, PUSH UP PLEASE
3. MAKE A BALL, THEN STAND UP TALL

HOW DID THEY DO? (✓)

M =

D =

B =

ALL THE TIME,
EVERY TIME

MOST OF THE TIME,
BUT NOT EVERY TIME

SOME OF THE TIME,
OR NOT AT ALL



IF THEY SCORED A "D" OR "B", TELL THEM WHY...
Student needs to tuck in their chin every time, to prevent injury.

P.E. PARTNER ASSESSMENT

Hand Dribbling

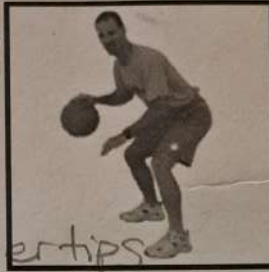
WATCH THE FOLLOWING STUDENT WHILE THEY PLAY A GAME IN CLASS...

USING THIS SKILL...

1.



2.



3.



1. PUSH WITH PRINTS, THAT'S FIRST HINT
2. GO WAIST HIGH, DIAGONAL ON SIDE
3. LOOK UP TOO, NOT TOWARD SHOE

HOW DID THEY DO? (✓)

M=

D=

B=

ALL THE TIME,
EVERY TIME

MOST OF THE TIME,
BUT NOT EVERY TIME

SOME OF THE TIME,
OR NOT AT ALL

✓

IF THEY SCORED A "D" OR "B", TELL THEM WHY...

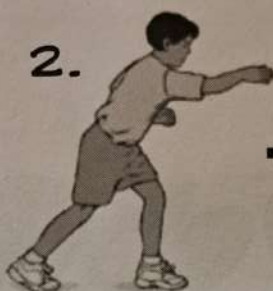
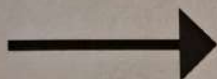
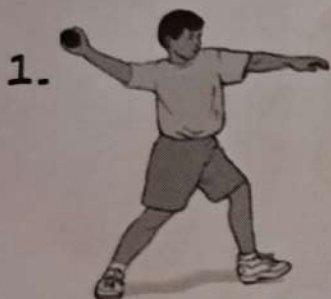
Student sometimes used too much of their palm, instead of fingertips.

P.E. PARTNER ASSESSMENT

Overhand Throwing

WATCH THE FOLLOWING STUDENT WHILE THEY PLAY A GAME IN CLASS...

USING THIS SKILL...



1. OPPOSITE SIDE, ELBOW HIGH
2. STEP ONE TIME, ROTATE SPINE
3. FOLLOW THROUGH, POINT AT YOUR SHOE

HOW DID THEY DO? (✓)

M =

D =

B =

ALL THE TIME,
EVERY TIME

MOST OF THE TIME,
BUT NOT EVERY TIME

SOME OF THE TIME,
OR NOT AT ALL



IF THEY SCORED A "D" OR "B", TELL THEM WHY...

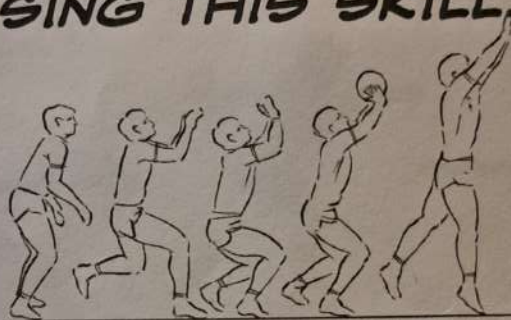
N/A

P.E. PARTNER ASSESSMENT

Overhead Volleying

WATCH THE FOLLOWING STUDENT WHILE THEY PLAY A GAME IN CLASS...

USING THIS SKILL...



1. DIAMOND HIGH, TOUCH THE SKY
2. BEND THE KNEES, PUSH UP PLEASE
3. HIT WITH PRINTS, THAT'S LAST HINT

HOW DID THEY DO? (✓)

M =

D =

B =

ALL THE TIME,
EVERY TIME

MOST OF THE TIME,
BUT NOT EVERY TIME

SOME OF THE TIME,
OR NOT AT ALL

✓

IF THEY SCORED A "D" OR "B", TELL THEM WHY...

N/A

Student work from Jamboard activity:

Link:




<https://jamboard.google.com/d/1b8R36YiISOI7FeMxocjfefAiV2fIuy2SD4m4PIvVmcI/viewer?f=2>



Checklist used for assessment:

Checklist for "I see, I Think & I Wonder"

Student name: No name

<u>Criteria</u>	<u>No</u> 	<u>Yes</u> 	<u>Notes</u> 
I made <u>two</u> different comments about body parts.		✓	Hands were mentioned for "I see" and eyes were mentioned for "I wonder".
I made <u>one</u> comment about body positivity.		✓	I bet the child does love using their body to play! That is a wonderful and positive thought about bodies.

Level based on achievement chart: Level 4

This student does an excellent job of referring to parts of the body (hands and eyes), as well as making positive body comments (loving body functionality). The students' answers were logical, insightful, and very well articulated. The student made connections from their own experiences to the image, combined with their imagination, to think that the child was playing. The student applied their knowledge of body positivity to the comment on how the child might “love using their body to play”. The student also demonstrated an understanding that glasses could be prescription glasses, used for vision impairments, or could be used as a prop in a game.

THE ACHIEVEMENT CHART: Health and Physical Education, Grades 1–8

Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Knowledge of content (e.g., facts, definitions, skills, principles and strategies, safe practices and procedures)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., processes, techniques, ideas, relationships between concepts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., synthesizing information, evaluating risk and determining appropriate safety measures, revising fitness goals, detecting bias)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving; analysing movement skills, strategizing, reflecting on learning and determining steps for improvement, critiquing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, teammates, adults) and purposes (e.g., to inform, instruct, promote) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – (continued)				
	The student:			
Use of health and physical education conventions, vocabulary, and terminology <i>(e.g., using and interpreting signals and body language; using correct terminology to discuss parts of the body, health-related components of fitness, phases of movement [preparation, execution, follow-through]) in oral, visual, and/or written forms</i>	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	Level 1	Level 2	Level 3	Level 4
	The student:			
Application of knowledge and skills <i>(e.g., movement skills, concepts, principles, and strategies, including teamwork, fair play, etiquette, leadership; training principles; health concepts; safe practices; social-emotional learning skills) in familiar contexts</i> <i>(e.g., physical activities, healthy living discussions)</i>	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts <i>(e.g., transfer of movement skills, strategies, and tactics from a familiar physical activity to a new activity, transfer of planning skills to contexts such as fitness, healthy eating, healthy sexuality, mental health)</i>	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts <i>(e.g., between active participation, learning in the health and physical education program, and healthy, active living; between health and physical education, other subjects, and personal experiences in and beyond school)</i>	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Student Work from Jamboard Activity:

Link:






<https://jamboard.google.com/d/1b8R36YiISOI7FeMxocjfefAiV2fIuy2SD4m4PIvVmcI/viewer?fbclid=IwAR1...>



Checklist used for assessment:

Checklist for "I see, I Think & I Wonder"

Student name: No name

<u>Criteria</u>	<u>No</u> 	<u>Yes</u> 	<u>Notes</u> 
I made <u>two</u> different comments about body parts.			"See" and "Wonder" both related to the back.
I made <u>one</u> comment about body positivity.			Body positivity example: I hope their back feels better soon! If they get a massage, it could help.

Level based on achievement chart: Level 3-

The See/Think/Wonder that the student wrote was clear and thoughtful. They applied their understanding of someone holding their back to express that it might be in pain. The student used the term “back” to refer to the correct part of the body. The student clearly understood the term “back” as a body part that matched the image. The student’s thought process was easy to follow, and the See/Think/Wonder all related to one another. The student would have lost some marks on planning skills and organization of ideas because only half of the criteria were met. As such, the

student did not meet expectations, and could only be granted a 3- (3 being the standard as meeting expectations).

THE ACHIEVEMENT CHART: Health and Physical Education, Grades 1–8

Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Knowledge of content (e.g., facts, definitions, skills, principles and strategies, safe practices and procedures)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., processes, techniques, ideas, relationships between concepts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., synthesizing information, evaluating risk and determining appropriate safety measures, revising fitness goals, detecting bias)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving; analysing movement skills, strategizing, reflecting on learning and determining steps for improvement, critiquing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, teammates, adults) and purposes (e.g., to inform, instruct, promote) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness

HEALTH AND PHYSICAL EDUCATION, 2019 | The Ontario Curriculum, Grades 1–8

Categories	Level 1	Level 2	Level 3	Level 4
Communication – (continued)				
The student:				
Use of health and physical education conventions, vocabulary, and terminology (e.g., using and interpreting signals and body language; using correct terminology to discuss parts of the body, health-related components of fitness, phases of movement [preparation, execution, follow-through]) in oral, visual, and/or written forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Application of knowledge and skills (e.g., movement skills, concepts, principles, and strategies, including teamwork, fair play, etiquette, leadership; training principles; health concepts, safe practices; social-emotional learning skills) in familiar contexts (e.g., physical activities, healthy living discussions)	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts (e.g., transfer of movement skills, strategies, and tactics from a familiar physical activity to a new activity; transfer of planning skills to contexts such as fitness, healthy eating, healthy sexuality, mental health)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between active participation, learning in the health and physical education program, and healthy, active living; between health and physical education, other subjects, and personal experiences in and beyond school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Student Work from Jamboard Activity:

Link:




<https://jamboard.google.com/d/1b8R36YiISOI7FeMxocjfefAiV2fIuy2SD4m4PIvVmcI/viewer?f=4>



Checklist used for assessment:

Checklist for "I see, I Think & I Wonder"

Student name: No name

<u>Criteria</u>	<u>No</u> 	<u>Yes</u> 	<u>Notes</u> 
I made <u>two</u> different comments about body parts.	✓		One comment is made about a body part (the belly) for "I see".
I made <u>one</u> comment about body positivity.	✓		An example of body positivity for "I think" is: I think it's amazing that the female body can grow a baby inside of it.

Level based on achievement chart: Level 2

The student wrote a See/Think/Wonder that logically progressed from one thought to the next. The student correctly observed the body part of "a pregnant belly". The student applied their understanding of pregnancy to wonder if the baby would be a boy or a girl. To improve, the student could ensure that they make two comments related to body parts and a comment about body positivity. It is not clear that the student understands the assignment expectations, and as such would be given a level 2.

THE ACHIEVEMENT CHART: Health and Physical Education, Grades 1–8

Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Knowledge of content (e.g., facts, definitions, skills, principles and strategies, safe practices and procedures)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., processes, techniques, ideas, relationships between concepts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information, developing fitness plans, selecting strategies)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., synthesizing information, evaluating risk and determining appropriate safety measures, revising fitness goals, detecting bias)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving, analysing movement skills, strategizing, reflecting on learning and determining steps for improvement, critiquing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, teammates, adults) and purposes (e.g., to inform, instruct, promote) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – (continued)				
The student:				
Use of health and physical education conventions, vocabulary, and terminology (e.g., using and interpreting signals and body language, using correct terminology to discuss parts of the body, health-related components of fitness, phases of movement (preparation, execution, follow-through)) in oral, visual, and/or written forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Application of knowledge and skills (e.g., movement skills, concepts, principles, and strategies, including teamwork, fair play, etiquette, leadership, training principles; health concepts; safe practices; social-emotional learning skills) in familiar contexts (e.g., physical activities, healthy living discussions)	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts (e.g., transfer of movement skills, strategies, and tactics from a familiar physical activity to a new activity, transfer of planning skills to contexts such as fitness, healthy eating, healthy sexuality, mental health)	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between active participation, learning in the health and physical education program, and healthy active living; between health and physical education, other subjects, and personal experiences in and beyond school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Student Work from Jamboard Activity:

Link:




<https://jamboard.google.com/d/1b8R36YiISOI7FeMxocjefAiV2fIuy2SD4m4PIvVmcl/viewer?fbclid=IwAR1...>



Checklist used for assessment:

Checklist for "I see, I Think & I Wonder"

Student name: No name

<u>Criteria</u>	<u>No</u> 	<u>Yes</u> 	<u>Notes</u> 
I made <u>two</u> different comments about body parts.	✓		What do you notice about the bodies of the two people?
I made <u>one</u> comment about body positivity.	✓		How can we celebrate these two different bodies?

Level based on achievement chart: Level 1+

This See/Think/Wonder response makes sense with the picture. The student made a positive comment for "I think", but it was not specifically about body positivity. Overall, the student did not seem to understand, or meet, the expectations. There needed to be two comments related to the parts of the body and one comment specific to body positivity.

THE ACHIEVEMENT CHART: Health and Physical Education, Grades 1–8

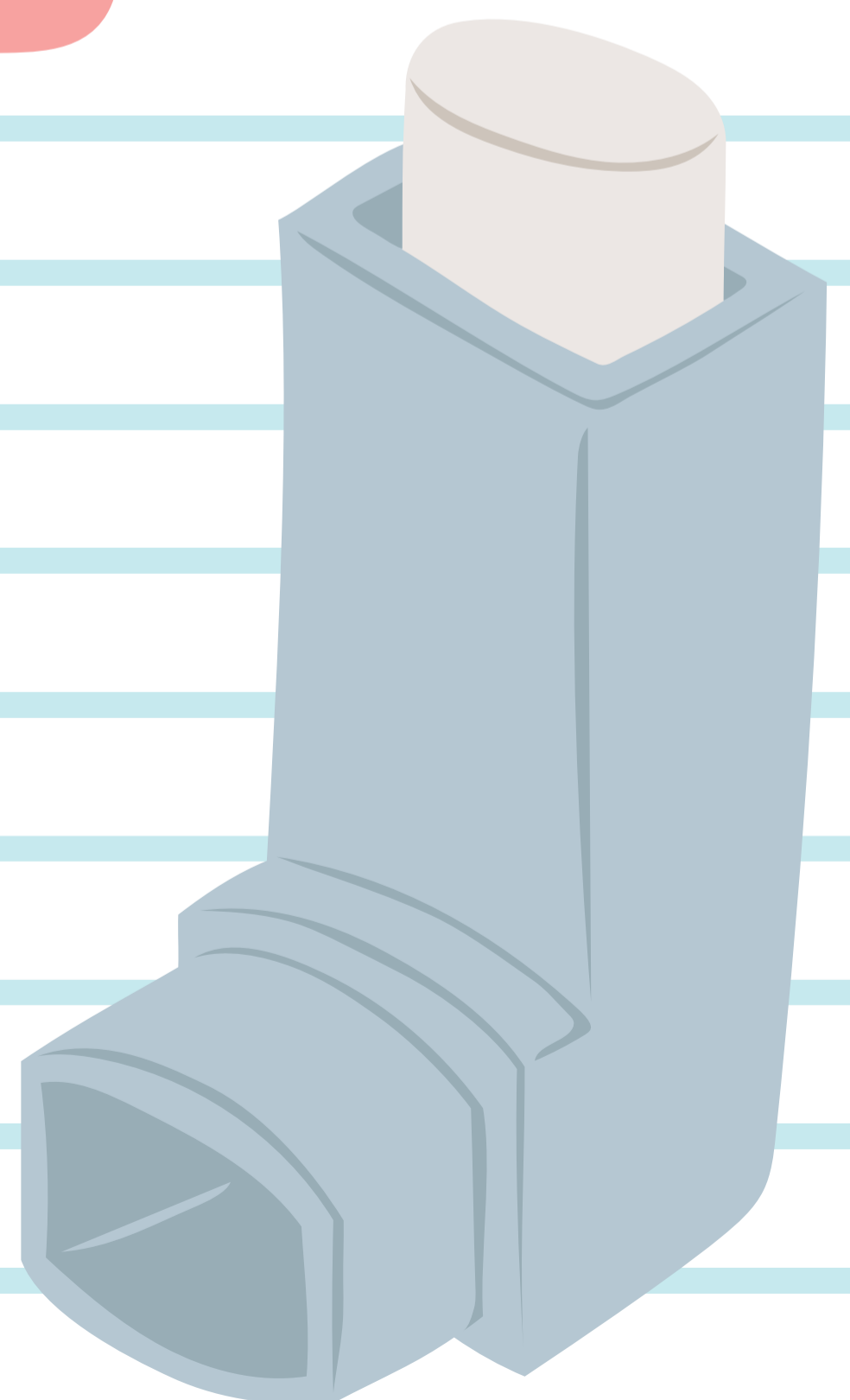
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Knowledge of content (e.g., facts, definitions, skills, principles and strategies, safe practices and procedures)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., processes, techniques, ideas, relationships between concepts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Use of planning skills (e.g., identifying the problem, formulating questions and ideas, gathering and organizing information; developing fitness plans; selecting strategies)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., synthesizing information, evaluating risk and determining appropriate safety measures, revising fitness goals, detecting bias)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., goal setting, decision making, problem solving, analysing movement skills, strategizing, reflecting on learning and determining steps for improvement, critiquing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Expression and organization of ideas and information in oral, visual, and/or written forms (e.g., demonstrations, role plays, conferences, presentations, posters, pamphlets, journals)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, teammates, adults) and purposes (e.g., to inform, instruct, promote) in oral, visual, and/or written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness

HEALTH AND PHYSICAL EDUCATION, 2019 | The Ontario Curriculum, Grades 1–8

Categories	Level 1	Level 2	Level 3	Level 4
Communication – (continued)				
The student:				
Use of health and physical education conventions, vocabulary, and terminology (e.g., using and interpreting signals and body language; using correct terminology to discuss parts of the body, health-related components of fitness, phases of movement [preparation, execution, follow-through]) in oral, visual, and/or written forms	uses conventions, vocabulary, and terminology with limited effectiveness	uses conventions, vocabulary, and terminology with some effectiveness	uses conventions, vocabulary, and terminology with considerable effectiveness	uses conventions, vocabulary, and terminology with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
Categories	Level 1	Level 2	Level 3	Level 4
The student:				
Application of knowledge and skills (e.g., movement skills, concepts, principles, and strategies, including teamwork, fair play, etiquette, leadership; training principles; health concepts; safe practices; social-emotional learning skills) in familiar contexts (e.g., physical activities, healthy living discussions)	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
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Making connections within and between various contexts (e.g., between active participation, learning in the health and physical education program, and healthy, active living; between health and physical education, other subjects, and personal experiences in and beyond school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

8. Certifications

(Concussion and Asthma)



This certificate has been awarded to

Samantha Park

for the completion of the e-Learning module

**Implementing Ryan's Law and PPM
161: Ensuring Asthma Friendly
Schools 2023/24**

31/12/23

This certificate has been awarded to

Samantha Park

for the completion of the e-Learning module

**Concussion Identification, Management,
and Prevention for Schools 2023/24**

1/01/24

Safety Form Links

[Sample Home Concussion Management Form \(Return to School Plan\) | Ontario Physical Activity Safety Standards in Education \(ophea.net\)](#)

[Sample Principal Checklist – Teachers, Coaches, and Intramural Supervisor Responsibilities | Ontario Physical Activity Safety Standards in Education \(ophea.net\)](#)

9. In-Class Work



P.E. Rules

- Be fair and honest
(no cheating)
- Be kind and helpful
(put equipment away)
- Try your best!
(participate)
- Be safe
(no pushing, shoving, tie your shoes)

Sam Park + Vanessa Li

Sam

Uniqueness of the Inuit

wolfcreek.ab.ca

Traditional Game	Physical Skill(s)	Possible Reasons or Benefits
Airplane	<ul style="list-style-type: none">• Planking (person being lifted)• Lifting	<ul style="list-style-type: none">• Co-operation, trust• Proper lifting techniques
Back push	<ul style="list-style-type: none">• Balance• Squatting• Pushing (legs and back)	<ul style="list-style-type: none">• Co-operation• Communication
Knee jump	<ul style="list-style-type: none">• Momentum-building	<ul style="list-style-type: none">• Co-ordination• Confidence
Stick jump	<ul style="list-style-type: none">• Hand-eye co-ordination	<ul style="list-style-type: none">• Confidence