

CONFERENCE 20:24 'IT'S PEW TIME!'



**RR
SMORGASBORD
2024**



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Health and Physical Education Council
Alberta Teachers Association

hpec.ab.ca

ELEMENTARY: PHYSICAL EDUCATION AND WELLNESS CURRICULUM

ACTIVE LIVING	MOVEMENT SKILLS			CHARACTER DEVELOPMENT	SAFETY	
Motivation + Participation Relationship in Physical Activity	Tactics	Elements of Movement	Teamwork	Resilience + Perseverance	Risk Taking + Responsibility	
	X	X				
HEALTHY EATING	HEALTHY RELATIONSHIPS			GROWTH + DEVELOPMENT	FINANCIAL LITERACY	
Nutrition + Choices	Communication, Collaboration, Empathy, + Respect			Decision Making	<i>Developmental Changes (4-6)</i>	Informed financial decision making

SECONDARY: PHYSICAL EDUCATION CURRICULUM

General Outcomes													
	ACTIVITY	BENEFITS HEALTH			COOPERATION			DO IT DAILY ... FOR LIFE					
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community

PHYSICAL EDUCATION AND WELLNESS: LEARNING OUTCOMES							
	KINDER	ONE	TWO	THREE	FOUR	FIVE	SIX
ACTIVE LIVING - 1	Children explore physical activity in a variety of contexts.	Students investigate the benefits of physical activity.	Students investigate physical activity and relate it to personal experience.	Students examine how participation in a variety of challenging physical activities fosters well-being.	Students examine how choices in physical activities affects active living.	Students examine the effect of motivation on physical activity.	Students analyze motivation and its relationship to personal development and active living.
MOVEMENT SKILLS - 1	Children explore spatial awareness in a variety of physical activity contexts.	Students exhibit spatial awareness during a variety of physical activities.	Students refine and apply spatial awareness across a variety of physical activity contexts.	Students examine and integrate tactics in a variety of physical activity contexts.	Students select and implement strategies and tactics in a variety of physical activities.	Students analyze and apply strategies and tactics that support improved decision making in physical activities.	Students examine and demonstrate an understanding of structure in physical activity.
MOVEMENT SKILLS - 2	Children investigate movement of the body.	Students demonstrate how movement can support different types of physical activity.	Students modify movement to improve control and efficiency.	Students investigate and demonstrate how elements of movement support physical activity.	Students integrate and experiment with elements of movement to support physical activity.	Students demonstrate and adapt various movement patterns to enhance skill development.	Students adapt and apply movement patterns in controlled and dynamic physical activities.
MOVEMENT SKILLS - 3	Children explore fair play through a variety of physical activities.	Students examine personal characteristics, feelings, and emotions and explore understanding of self.	Students demonstrate teamwork and support participation in a variety of physical activities.	Students identify and demonstrate how teamwork supports positive interactions during physical activity.	Students connect and demonstrate how teamwork enhances participation in physical activity.	Students demonstrate how collaboration influences physical activity.	Students analyze and apply conflict resolution in physical activity.
CHARACTER DEVELOPMENT - 1	Children describe personal characteristics and explore feelings and emotions.	Students examine personal characteristics, feelings, and emotions and explore understanding of self.	Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.	Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.	Students interpret how resilience and perseverance can be influenced by a variety of life experiences.	Students reflect and relate life experiences to perseverance and well-being.	Students connect strategies for well-being to life opportunities and lifelong learning.
SAFETY -1	Children recognize boundaries in various situations.	Students explain how boundaries connect to safety.	Students examine and apply personal safety in a variety of situations.	Students investigate and explain safety and its correlation to health.	Students analyze and explain responsibility and how it can impact personal and group safety.	Students analyze responsibility and consider the impact on well-being.	Students examine risk and identify the factors that influence action.
HEALTHY EATING -1	Children explore how food connects to daily life.	Students examine and connect a variety of foods to growth and development.	Students examine internal and external factors that influence food choices and decisions.	Students investigate food and describe how it affects the body.	Students examine nutrition and explain how it informs decision making about food.	Students evaluate aspects of nutrition and examine their benefits to well-being.	Students examine access to food and its effect on making decisions related to nutrition.
HEALTHY RELATIONSHIPS -1	Children examine healthy relationships in learning and playing environments.	Students investigate how healthy relationships in learning and playing environments are built through connection.	Students investigate and describe how problem solving can affect healthy relationships.	Students investigate and describe how problem solving can affect healthy relationships.	Students reflect on resolution and explain connections to healthy relationships.	Students acknowledge and connect perspectives of self and others through communication and listening skills.	Students consider and describe a variety of perspectives that support the development of healthy relationships.
GROWTH + DEVELOPMENT - 1	Children identify physical growth.	Students investigate growth and its connection to healthy practices.	Students examine how growth is affected by variables.	Students examine and describe development related to personal growth.	Students explore various areas of development.	Students investigate maturation and identify changes during adolescence.	Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.
GROWTH + DEVELOPMENT - 2					<i>Students explain how development and puberty are connected.</i>	<i>Students connect puberty to the capacity for human reproduction.</i>	<i>Students investigate human reproduction from fertilization to birth.</i>
FINANCIAL LITERACY - 1	Children explore money.	Students explore money and how it is used for everyday living.	Students describe strategies that support responsible money management.	Students describe strategies that support responsible money management.	Students examine factors that influence spending.	Students demonstrate how planning can support financial goals.	Students investigate borrowing and investing in a variety of situations.

INSTRUCTIONS Pin Dodge

OBJECTIVE & PREPARATION	PROCEDURE
<p>The objective is to move the ball up the floor using modified handball rules and knock over the other teams bowling pin.</p> <p>Divide group into two teams; Team A and Team B. Each team then divides into two lines, Line 1 and 2.</p> <p>Five bowling pins are set up along the baseline of the basketball court on each side</p>	<p>Once you knock over the other teams bowling pin everyone on the scoring team needs to run back to their side before the opposing team picks up the dodgeball and hits any of the scoring teams players that were on the floor for the goal. If everyone makes it back safely the goal counts; if someone on the scoring team gets hit the goal doesn't count.</p> <p>Restarting the game: if a goal is scored the team that was scored on gets the ball and play resumes from their end. If the team hit an opposing player on the way back to their side play resumes after that contact.</p>
EQUIPMENT	SAFETY CONSIDERATIONS
<p>10 Bowling pins or pylons, dodgeball, pinnies</p>	
ASSESSMENT/CHECKING FOR UNDERSTANDING	DIFFERENTIATION/VARIATIONS
	<p>You can play until all the pins are knocked down (elimination style) or stand the pin up after each goal (continuous style)</p>







DIAGRAM | Pin Dodge



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INSTRUCTIONS | Yoshi

OBJECTIVE & PREPARATION	PROCEDURE
<p>O: Teams attempt to be the first to get all of their players on the opposite island.</p> <p>P: Place the mats down on opposite ends of the gym (or make square using pylons). Create two teams, one on each half of the gym.</p>	<ul style="list-style-type: none"> -Players will attempt to be the first team to get all of their players onto the mat on the opposite side. -Players can get tagged when in the opposite team's half; If tagged, players sit where they were tagged. -Sitting players can be 'saved' by teammates who safely and successfully get to them without themselves getting tagged. When saved, both get a free walk back to their side. -Players can leave the mat to save someone they see sitting, however, then must take the free walk back to their side. -If the teacher yells, "YOSHI" then all players make a mad rush to the mat (even if they were sitting, they can get up and run to the mat). -First team with all players on the mat wins. -Start a new round!
EQUIPMENT	SAFETY CONSIDERATIONS
Pinnies, 2 mats or pylons to delineate areas	
ASSESSMENT/CHECKING FOR UNDERSTANDING	DIFFERENTIATION/VARIATIONS
	<p>Credit: physedgames.com</p>



DIAGRAM | Yoshi







CURRICULUM | Copycat Detective

ELEMENTARY: PHYSICAL EDUCATION AND WELLNESS CURRICULUM

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Motivation + Participation Relationship in Physical Activity	Tactics	Elements of Movement	Teamwork	Resilience + Perseverance	Risk Taking + Responsibility	
X		X	X			
HEALTHY EATING	HEALTHY RELATIONSHIPS			GROWTH + DEVELOPMENT	FINANCIAL LITERACY	
Nutrition + Choices	Communication, Collaboration, Empathy, + Respect			Decision Making	<i>Developmental Changes (4-6)</i>	Informed financial decision making
	X			X		

SECONDARY: PHYSICAL EDUCATION CURRICULUM

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		X					X	X		X			



INSTRUCTIONS |

Copycat Detective







OBJECTIVE & PREPARATION	PROCEDURE
<p>Students sit in a circle and you choose 1 or 2 detectives to step out of the circle and face towards the wall so they cannot see the rest of the class</p>	<ul style="list-style-type: none">-The teacher will now point to one person who will be the “copycat”-The copycat starts to move their body (ex. Clapping their hands/tapping their shoulders) and the rest of the class copies this movement-The detectives are now invited into the middle of the circle and try to figure out who the copycat is-The detectives will get 3 guesses-The copycat changes up their movement whenever they would like, max 30 seconds doing the same movement.
EQUIPMENT	SAFETY CONSIDERATIONS
ASSESSMENT/CHECKING FOR UNDERSTANDING	DIFFERENTIATION/VARIATIONS
<p>Observe for activity readiness</p> <ul style="list-style-type: none">- Observe for effort, teamwork, participation- Looking for communication- Formative feedback is beneficial for student growth	



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			X				X	X		X	X		

INSTRUCTIONS |

Skittles

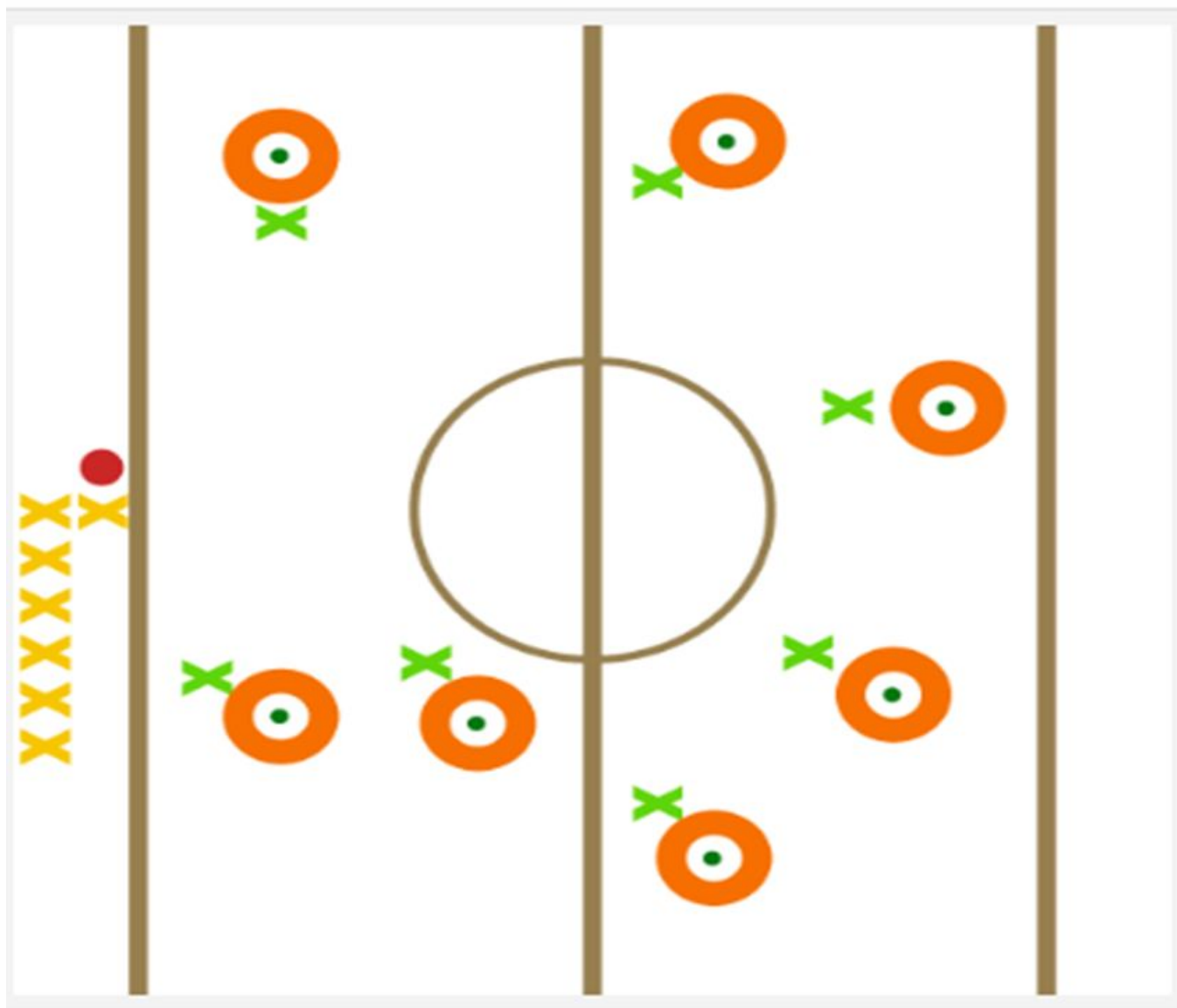
OBJECTIVE & PREPARATION	PROCEDURE
<p>Students will practice throwing, catching, dodging, and running skills. Students will develop strategy related to the transition between defense and offense.</p> <p>Assign just over half your class to place their hula hoop somewhere in the playing area, and to set their pin in the middle of it. Each individual is allowed a dodgeball. They are allowed to protect their pin, but cannot go inside the hula hoop, and cannot have body contact with anyone. The other half of the class lines up at one end of the playing area, and each kid in line gets a dodgeball.</p>	<p>Students try and knock over the pin in someone's hula hoop using your dodgeball, while also finding ways to protect your pin. When your pin is knocked over, you immediately return to the back of the line (this will signal the person in the front of the line to go). The individual who has joined the game has time to set the pin back up and join the game. (One thing to note typically an individual shows they are ready to join the game by stepping out of there hula hoop).</p> <p>This game can go on as long as you like, and you can even change it up by having the kids allowed only to use their feet, or change the size of the balls to make it harder...etc.</p> <p>Additionally, this version of the game doesn't allow allies or truces, this is something you can add in many different forms.</p>
EQUIPMENT	SAFETY CONSIDERATIONS
<p>Hula Hoop</p> <p>Bowling Pin/Cones/Empty Birdie Cannisters</p> <p>Dodgeball</p>	<p>No body contact</p> <p>Choose an open space that's free of trip/slip hazards</p>



INSTRUCTIONS | Skittles

ASSESSMENT/CHECKING FOR UNDERSTANDING	STRATEGY/TEACHING POINTS	
	Offence	Defense
	<ul style="list-style-type: none">- What are the easiest targets to throw at (closest to your hoop or far)- How long should you leave your hula hoop for- More accurate close or far, the advantage of being able to throw from far away and be accurate- How do you recognize that it is time to switch to offense (Body position, eyes, no one guarding)	<ul style="list-style-type: none">-How should they defend the pin-What is the best area to protect from-Where is a good spot for them to place the hula hoop at the start-When to retrieve a dodgeball









ELEMENTARY: PHYSICAL EDUCATION AND WELLNESS CURRICULUM

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	X	X	X					X			X	X	

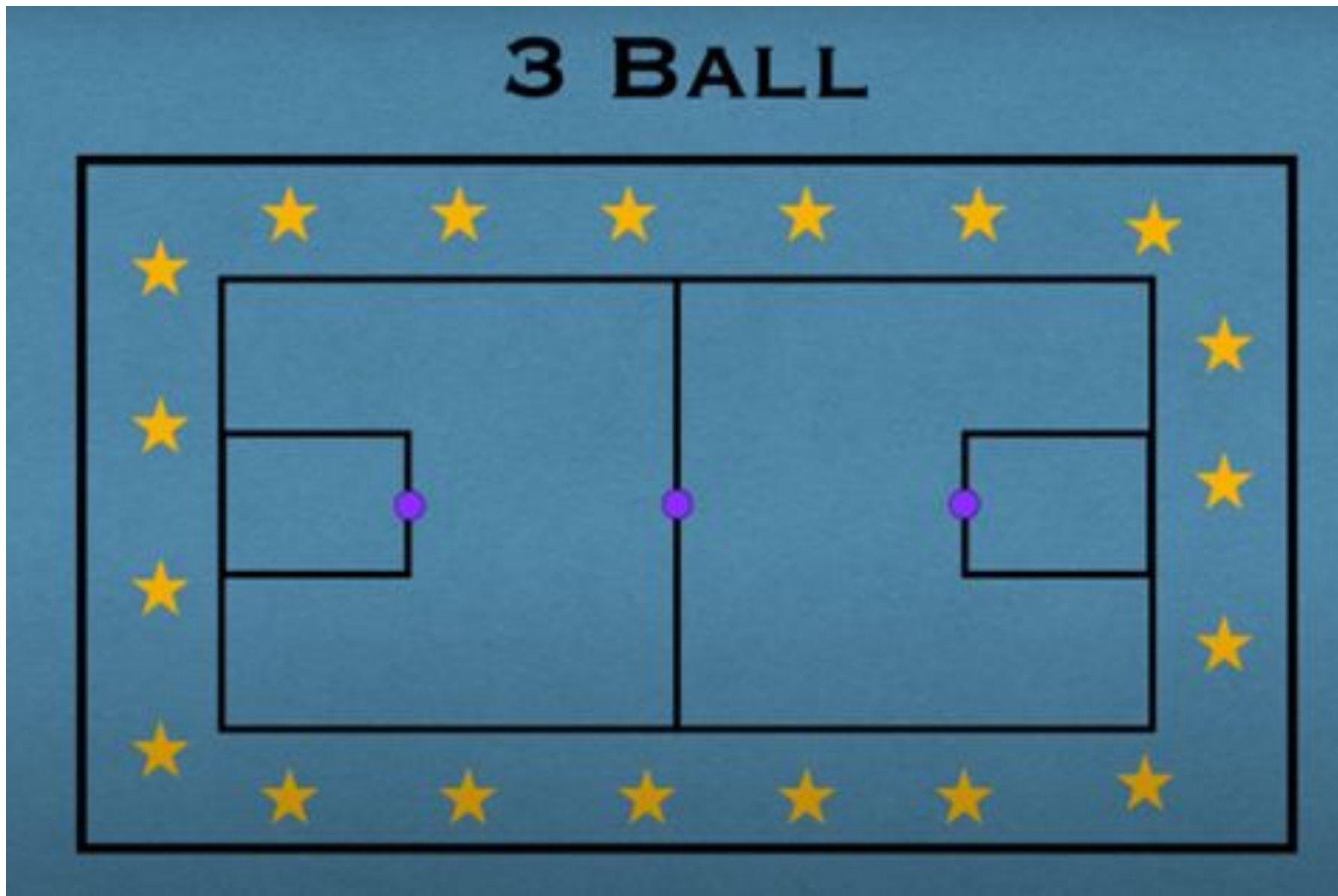
INSTRUCTIONS |

3 Ball

OBJECTIVE & PREPARATION	PROCEDURE
<p>Be the last person standing in the middle</p> <p>Start with everyone lined up outside the basketball court, 3 dodgeballs are lined up in the middle of the gym (both foul lines and centre line).</p>	<p>If a player gets hit by a ball, they are out. If a player has a ball in their hand and takes a step they are out. When a player is out, they must exit the court. Players who are out can get back in by collecting a ball that rolls outside the basketball court and then try throwing out a player that is still in play. If the out player is successful in hitting someone who is in, players switch spots. Players who are out can run around the outside of the and try to tag someone is standing too close to the edge of the court (one step in is allowed). If a player that is in gets tagged out, the players switch spots. If a player who is in steps out of the boundary, they are now out.</p> <p>JAILBREAK: all out players can get back in, if any of the out players score a basket in the main hoops, without stepping into the court.</p>
EQUIPMENT	SAFETY CONSIDERATIONS
<p>Basketball court 3 gator balls (dodgeballs) Alternative: 2 basketball hoops</p>	<p>Aim at the legs Proper throwing technique</p>
ASSESSMENT/CHECKING FOR UNDERSTANDING	DIFFERENTIATION/VARIATIONS
<p>Great game to assess proper throwing and dodging technique</p>	<p>Larger or different shaped balls Allow one bounce If ball caught, thrower is out</p>



DIAGRAM | 3 Ball







CURRICULUM | Kickball Variations

ELEMENTARY: PHYSICAL EDUCATION AND WELLNESS CURRICULUM

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INSTRUCTIONS | Kickball Variations

UPSIDE DOWN KICKBALL (UDK)	CONTINUOUS KICKBALL (CK)
<ul style="list-style-type: none"> -Played like 'regular' kickball but base running is changed -Run 1st, 3rd, 2nd, then home. Fielding team must pay attention and make sure they are not in the path of the runner. -Can have up to 4 players on any given base (thus using hoola hoops, one foot stays inside the base to remain safe). This means that there are no forced runs or outs. -Get 4 outs before switching batting and fielding. Of if the entire line has kicked. -To get out it is like a traditional out (tagged with ball or ball makes it to base before runner) -HOWEVER, once a runner leaves their base, they must commit to running and cannot go back to their previous base. 	<ul style="list-style-type: none"> -No outs in this game -Bucket/bin of ball stands next to pitcher -Need to have 2 home bases, one for kicking the other for scoring (like in slo-pitch) -Kicking team lines up at the kicking plate -The pitcher then rolls a ball, the kicker must run. <ul style="list-style-type: none"> If the ball is fowl, they can either kick again or miss their chance at running. Use your discretion. -Pitcher then pitches the next ball as soon as the first runner is running. -Pitcher continues pitching, and kickers continue kicking -Meanwhile the outfield must replenish the bin of balls. -Every time the pitcher runs out of ball, the kicking scores an additional point. <ul style="list-style-type: none"> There are no points scored for runs. -This continues until all players have kicked, teams then switch and begin playing again.
EQUIPMENT	SAFETY CONSIDERATIONS
<p>UDK: 1 kickball, 4 bases (hula hoop w/witch hat/pylon cone)</p> <p>CK: 4 balls, 5 bases, 1 bin big enough to hold the balls</p>	



INSTRUCTIONS | Kickball Variations

ASSESSMENT/CHECKING FOR UNDERSTANDING	DIFFERENTIATION/VARIATIONS
<p>Upside Down Kickball: How did changing the order of the bases change your defensive strategy? What was an effective way to close space while playing? Now that you are not forced to run, how did that change your offensive strategy?</p> <p>Continuous Kickball: What is a defensive strategy your team used to ensure the pitcher did not run out of balls? What was an offensive strategy your team used to score points?</p>	



DIAGRAM | Kickball Variations







CURRICULUM | Pylon Speed Ball

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INSTRUCTIONS | Pylon Speed Ball



OBJECTIVE & PREPARATION	PROCEDURE
<p>Teams place hula hoop on the ground with the pylon inside the hula hoop and the small ball on top of the pylon.</p> <p>Divide players into two teams. The objective is to knock the ball off of the pylon with the dodge ball</p>	<p>Players must pass the ball around and cannot move when they have possession of the ball.</p> <p>Teams are allowed 1 goalie to protect the cone. No one is allowed inside the hula hoop.</p> <p>If a teams successfully knocks the ball off the cone they must retreat back to their wall before the other team throws the ball and hits their wall.</p> <p>If the defending teams hits the wall with the ball before the other team gets to the wall the point does not count.</p>
EQUIPMENT	SAFETY CONSIDERATIONS
<p>2 pylons, 2 hula hoops, 2 smaller balls on top of pylons</p>	
ASSESSMENT/CHECKING FOR UNDERSTANDING	DIFFERENTIATION/VARIATIONS

DIAGRAM | Pylon Speed Ball

