Physical Literacy
Lesson Plan
Poster Supplement
DIVISION 2
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Kids in Action (KIA) Circuits

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Fundamental Movement Skill Focus

☐ Stability: ________________________________
☐ Locomotion: _____________________________
☐ Object Manipulation: ____________________

*Equipment*: Open Activity Space, Music, KIA circuit cards, juggling scarves, bean bags, balls, skipping ropes

*My Skills*: throwing, catching, balance, stretch, bend, jump, hop

**Activity Description**

1. Using the enclosed KIA circuit cards, set up a circuit around the space with the appropriate amount of equipment at each station. Keeping in mind choosing cards that would be developmentally appropriate for the age level of students. See next page for suggestions.
2. Based on the age level of your students, introduce each of the movements or have students look at the pictures and explore the movement demonstrated.
3. Play music while students are exploring the movements on the cards. When the music stops, have them clean up the equipment then move through the space using a locomotion such as: walking, galloping, sliding, etc. Instruct them to move to a new card, start the music while the students look at the picture and begin exploring that skill.
4. Continue until they have explored all the skills.
5. Encourage students to use exploratory movement, participation and creativity.

**Safety**

- Ensure space is open and free of obstructions.
- Remind participants to keep eyes open while moving through the activity area.

**Variations**: Use this activity as an introduction to skills as stated above or you could progress students by adding differing levels of circuit cards. More options for cards can be purchased through Kids Into Action at www.kids-into-action.com.
My Skill – Throwing & Catching
My Equipment – Scarves

Level 2
Toss Spin & Catch
(H1-2c)M

My Skill – Balance, Twist, Turn
My Equipment – Just Me

Level 2
Jump Spin
(NE2-1c)N

My Skill – Throwing & Catching
My Equipment – Bean Bag

Level 2
3 People Toss & Catch
(BB2-2c)M

My Skill – Throwing, Catching, Balance, Stretch, Bend
My Equipment – Beach Ball or Ball

Level 2
Bounce Between
(B2-3a)M

My Skill – Jump, Hop
My Equipment – Skipping rope

Level 2
Fast Skip
(S2-1c)M
Let’s Dodge – Pivot

Fundamental Movement Skill Focus
- Stability: ________________________________
- Locomotion: _____________________________
- Object Manipulation: ______________________

Equipment: Open Activity Space, 4 pylons, bean bags
My Skills: dodging, bending, stretching, turning, stopping, walking, running

Activity Description
1. Place pylons in activity space to mark 2 end lines approximately 5 metres apart.
2. In partners, stand facing each other, with 1 partner on each end line.
3. Place the beanbag on the floor beside partner #2, partner #1 will walk to the beanbag, pick it up, and pivot on 1 foot to change direction before returning to the starting point.
4. On return, partner #1 drops the beanbag, signaling partner #2 to now walk forward and duplicate the task.

Encourage participants to:
- Focus eyes in direction of travel – look where you are walking or running.
- Lower body during change of direction – get low.
- Change direction by pushing off of outside foot – push off.
- Practice change of direction in 1 step – 1 step.
- Practice change of direction in both directions – go left, go right.

Safety
- Keep eyes open and look in the direction you are travelling.

Variations
- Progress from one pivot to multiple pivots.
- Progress from pivoting on one foot, then the other.
- Progress from walking to jogging to running.
- If participants are having challenge with the pivot, leave the beanbag and practice first without picking up the object.
Bridge Tag

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Fundamental Movement Skill Focus
☐ Stability: ________________________________
☐ Locomotion: _____________________________
☐ Object Manipulation: _____________________

Equipment: Obstacle-free space, accordion mats, music, pinnies
My Skills: running, bending, balancing, turning, stopping, stretching, dodging

Activity Description
1. Choose 3 or 4 students to be taggers and give them a pinnie. All other students move within the designated boundaries and try to avoid being tagged.
2. Should a student be tagged, they freeze and hold their arms up parallel with the floor to make half a bridge. Any other student can stop and form the other half of the bridge by joining hands with the frozen student. It takes a third student to run under the bridge, so all can be free to join the game.
3. This tag game relies on two students to rescue one. Stop the game every 1-2 minutes and ask the taggers to give their pinnies to other students who will take on the role when the game resumes.
4. Play until heart rates are elevated.
HASS Flash Mob

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Fundamental Movement Skill Focus
☐ Stability: ________________________________
☐ Locomotion: ______________________________
☐ Object Manipulation: ______________________

*Equipment*: Obstacle-free space, music
*My Skills*: bending, balancing, turning, stopping, stretching

**Activity Description**
Watch the YouTube video http://youtu.be/LfOiAYVvdVY. This Flash Mob style dance was created by students from Highlands Jr High from Edmonton Public Schools. Learn the dance and decide when you could do a Flash Mob at your school! Can students at your school make your own Flash Mob to your school’s theme song?
# Create a Game

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**Fundamental Movement Skill Focus**
- Stability: ________________________________
- Locomotion: ______________________________
- Object Manipulation: ______________________

*Equipment: Open Activity Space, various equipment available*

*My Skills: student choice*

**Activity Description**

1. Divide students into small groups of about 3-4. Explain that in their groups they will be choosing a skill from the “My Skills” poster to create a game/activity that helps to reinforce that skill.
2. Have the groups select their skill and give students time to plan their activity and practice teaching it.
3. Set up the activities in a circuit for the whole class to try.
Kids into Action (KIA)
Division 2
Circuit Cards
HANDKERCHIEF STATION: TOSS SPIN AND CATCH

THROW HANDBERCHIEF UP IN THE AIR

SPIN AROUND

AND CATCH THE HANDKERCHIEF IN FRONT OF YOU

www.KidsIntoAction.com
JUST-YOU STATION: JUMP SPIN

JUMP IN THE AIR AND SPIN AROUND.
SEE HOW MANY FULL CIRCLES YOU CAN MAKE.

www.KidsIntoAction.com
BEANBAG STATION: 3 PEOPLE TOSS AND CATCH

MAKE A GROUP OF 3, STAND IN A TRIANGLE, EACH PERSON SHOULD HAVE ONE BEANBAG AND TRY TO THROW AND CATCH EACH OTHER’S BEANBAGS AT THE SAME TIME! REMEMBER TO ALL THROW IN THE SAME DIRECTION!
BALL STATION: BOUNCE BETWEEN

BOUNCE THE BALL BETWEEN YOUR LEGS AND CATCH IT IN FRONT OR BEHIND YOU.
SKIPPING STATION: FAST SKIP

STARTING WITH THE ROPE IN FRONT OF YOUR FEET, SKIP AT A FAST SPEED AS MANY TIMES AS POSSIBLE!
Grade 4 – Specific Outcomes

General Outcome A: Activity

A4–

Basic Skills

1 select, perform and refine simple locomotor sequences consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

2 select, perform and refine simple nonlocomotor sequences

3 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

4 select, perform and refine ways to receive, retain and send an object with control

Application of Basic Skills

7 select, perform and refine basic skills in a variety of environments and using various equipment; e.g., water safety, skating, swimming

8 select, perform and refine basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others

9 demonstrate a creative process to develop dance sequences alone and with others

10 demonstrate critical thinking and problem-solving skills to modify games and achieve activity outcomes

11 demonstrate strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games

12 select, perform and refine the basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationships to develop a sequence

13 select, perform and refine basic skills in individual activities; e.g., cross country running

General Outcome B: Benefits Health

B4–

Functional Fitness

1 identify the nutritional needs related to physical activity

2 demonstrate and describe ways to achieve a personal functional level of physical fitness through participation in physical activity

3 experience movement, involving components of fitness

Body Image

4 recognize and personally acknowledge individual and other attributes that contribute to physical activity

Well-being

5 N/A

6 describe positive benefits gained from physical activity; e.g., physically, emotionally, socially

7 demonstrate changes that take place in the body during physical activity

8 understand the connection between physical activity, stress management and relaxation

General Outcome C: Communication

C4–

Communication

1 articulate and demonstrate respectful communication skills appropriate to context

2 N/A

Fair Play

3 identify and demonstrate etiquette and fair play

Leadership

4 select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences

Teamwork

5 participate cooperatively in group activities

6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do it Daily for Life

D4–

Effort

1 demonstrate a willingness to participate regularly in physical education class

2 demonstrate factors that encourage movement

Safety

3 follow rules, routines and procedures for safety in a variety of activities

4 participate in, and identify the benefits of, safe warm-up and cool-down activities

5 describe how to move safely in various environments; e.g., skating rink

Goal Setting/Personal Challenge

6 set and achieve a long-term goal to increase effort and participation in one area of physical activity

7 demonstrate different ways to achieve an activity goal that is personally challenging

Active Living in the Community

8 identify how people, facilities and communities influence physical activity

9 make decisions to be active within group activities or individually
Grade 5 – Specific Outcomes

General Outcome A: Activity

A5– Basic Skills
☐ 1 select, perform and refine more challenging locomotor sequences
☐ 2 consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance
☐ 3 select, perform and refine more challenging nonlocomotor sequences
☐ 4 consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

Application of Basic Skills
☐ 7 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., cross-country skiing, orienteering
☐ 8 demonstrate a variety of dances; e.g., creative, folk, line, sequence and novelty, alone and with others
☐ 9 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
☐ 10 apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone
☐ 11 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games
☐ 12 apply and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics
☐ 13 select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack

General Outcome B: Benefits Health

B5– Functional Fitness
☐ 1 explain the relationship between nutritional habits and physical activity
☐ 2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
☐ 3 identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities

Body Image
☐ 4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities
☐ 5 N/A

Well-being
☐ 6 infer positive benefits gained from specific physical activities
☐ 7 describe how physical activity influences physical fitness and the body systems
☐ 8 understand the connection between physical activity, stress management and relaxation

General Outcome C: Communication

C5– Communication
☐ 1 identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity
☐ 2 N/A

Fair Play
☐ 3 demonstrate etiquette and fair play

Leadership
☐ 4 select and demonstrate responsibility for various roles while participating in physical education; and, accept ideas from others that relate to changing/adapting, movement experiences

Teamwork
☐ 5 identify and demonstrate practices that contribute to teamwork
☐ 6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do if Daily for Life

D5– Effort
☐ 1 participate regularly in physical activity to develop components of health-related fitness and movement skills
☐ 2 demonstrate factors that encourage movement

Safety
☐ 3 identify and follow rules, routines and procedures for safety in a variety of activities
☐ 4 participate in, and identify the benefits of, safe warm-up and cool-down activities
☐ 5 identify safe practices that promote an active, healthy lifestyle; e.g., water safety

Goal Setting/Personal Challenge
☐ 6 set goals to improve personal performance based on interests and abilities
☐ 7 demonstrate different ways to achieve an activity goal that is personally challenging

Active Living in the Community
☐ 8 create a strategy to promote participation in physical activity within the school and the community
☐ 9 identify factors made to be active within group or individual activities on a daily basis

Dimension (circle one): Types of Gymnastics, Dance, Games, Individual Activities, Alternative Environment
Grade 6 – Specific Outcomes

General Outcome A: Activity

A6–

Basic Skills

☐ 1 select, perform and refine challenging locomotor sequences consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships, alone and with others, to improve personal performance

☐ 2 select, perform and refine challenging nonlocomotor sequences consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance

☐ 3 select, perform and refine challenging manipulative skills using elements of body and space awareness, effort and relationship

Application of Basic Skills

☐ 4 select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking

☐ 5 demonstrate and refine a variety of dances; e.g., creative, folk, line, square and novelty, alone and with others

☐ 6 demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli

☐ 7 demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone

☐ 8 demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal and moving toward more formal games

☐ 9 select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences individually, with a partner, or in a group; e.g., educational, rhythmic gymnastics

☐ 10 demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics

General Outcome B: Benefits Health

B6–

Functional Fitness

☐ 1 explain the relationship between nutritional habits and performance in physical activity

☐ 2 demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity

☐ 3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level

Body Image

☐ 4 acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities

☐ 5 N/A

Well-being

☐ 6 identify and plan for personal positive benefits from specific physical activity

☐ 7 describe and chart individual fitness changes as a result of engaging in physical activity

☐ 8 understand the connection between physical activity, stress management and relaxation

General Outcome C: Communication

C6–

Communication

☐ 1 identify and demonstrate respectful communication skills appropriate to various physical activities and that reflect feelings, ideas and experiences

☐ 2 N/A

Fair Play

☐ 3 demonstrate etiquette and fair play

Leadership

☐ 4 identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education

Teamwork

☐ 5 describe and demonstrate practices that contribute to teamwork

☐ 6 identify and demonstrate positive behaviours that show respect for self and others

General Outcome D: Do it Daily for Life

D6–

Effort

☐ 1 demonstrate enjoyment of participation through extended effort in physical activity

☐ 2 identify and demonstrate strategies that encourage participation and continued motivation

Safety

☐ 3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions

☐ 4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities

☐ 5 select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, inline skating

Goal Setting/Personal Challenge

☐ 6 set and modify goals to improve personal performance based on interests and abilities

☐ 7 analyze and create different ways to achieve an activity goal that is personally challenging

Active Living in the Community

☐ 8 examine factors that influence community decisions to support and promote physical activity

☐ 9 choose and actively participate in a new group or individual activity that encourages daily participation