

Physical Education



Teacher's Notes

Ontario Health and Physical Education Curriculum, 1998

Strand: Active Participation

Strand: Fundamental Movement Skills

Grade: 3

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Active Participation Overall Expectations:

- participate on a regular basis in physical activities that maintain or improve physical fitness (eg. skipping to music)
- recognize the personal benefits of being physically active
- acquire living skills (eg. basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (eg. games, gymnastics, dance, outdoor pursuits)
- follow safety procedures related to physical activity, equipment, and facilities

Fundamental Movement Skills Overall Expectations:

- perform basic movement skills required to participate in physical activities: locomotion/travelling (dodging, chasing), manipulation (eg. striking, hitting), and stability (eg. balancing on equipment, performing rolls)
- demonstrate the principles of movement (eg. in various body shapes; using sudden, sustained, fast, or slow movements) using locomotion/travelling, manipulation, and stability skills

Equipment:

Please use age and size appropriate equipment (for example, nerf balls and utility balls are excellent substitutes).

Be sure to clean the stethoscope ear pieces with alcohol wipes after each child.

Health and Physical Education



This resource contains the teacher's notes booklet only. It is meant to serve as a guide when planning your Health and Physical Education program. This resource provides a variety of ideas for you to choose from.

Contents:

Lesson Overview	Describes a potential structure for your health and physical education lessons and lists the specific expectations covered by each part of the lesson.
Program Overview	Describes potential units of study for your health and physical education program by month.
Homework	Contains three homework activities for students, one for the beginning of each term.

Lesson Overview

Each lesson is structured into four parts; warm-up, skills, play and cool down.

	Approximate time	Expectations covered:
Warm Up & Stretch	5 to 10 minutes	
Skills	10 - 15 minutes	* various specific expectations from the Fundamental Movement Skills strand are covered. Please see the program overview for details.
Play	10 - 15 minutes	AP1: participate vigorously in all aspects of the program (eg. tag games, outdoor pursuits) AP4: participate in moderate to vigorous physical activity (eg. power walking) for eight to ten minutes AP8: demonstrate respect for the abilities and feelings of others (eg. accepting everyone into the group) AP9: follow the rules of fair play in games and activities (eg. giving everyone a chance to play) AP10: communicate positively to help and encourage others
Cool Down	5 to 10 minutes	AP6: assess their degree of exertion in physical activities (eg. by taking a "talk test")

Program Overview

The program is divided into ten units, one unit per month. Each unit gives a potential warm-up activity. It is important to include stretching in the warm-up. For stretching ideas, please see the Stretching poster following this program overview. Potential drills are also listed for students to work on specific skills. Finally, a possible cool down is provided.

September	Soccer Baseball
Warm Up & Stretch	Follow the Teacher Have the students form a single file line behind you. Start off walking, then add things like knees up, squatting down, light jogging etc. You may choose to end with running.
Skills	1) Have students practice kicking the ball to one another. 2) Have the students practice throwing the ball to one another.
Play	Soccer Baseball
Cool Down	Have students clean up and walk back to school (the long way if desired). Ask students to raise their hands if they are breathing; heavy, medium, light. Select a few students to listen to the heart with a stethoscope. Ask students to name one benefit of being active today.
Expectations	FMS5:hit a slowly moving object (eg. a ball or a balloon) using various parts of the body, directing it to a partner or a large target

October	Soccer
Warm Up & Stretch	Follow the Leader Instead of 'follow the teacher,' choose a different student each period to lead the class in warm-up.
Skills	1) Have students practice kicking the ball to one another. 2) Have students practice dribbling the ball around pylons. 3) Have students run dribbling ball relays, where the ball is dribbled to the other side. 4) Have students run dribbling ball relays, where the ball is dribbled around pylons to the other side. 5) Have students practice shooting on goal. 6) Have students practice throwing the ball to each other overhead (like soccer throw ins).
Play	Soccer
Cool Down	Have students clean up and walk back to school (the long way if desired). Select a few students to listen to the heart with a stethoscope. Ask students if they are breathing heavy, medium or light. Ask students to name one benefit of being active today.
Expectations	FMS3:throw a ball overhead using two hands, while stationary, to a large target or a stationary partner FMS5:hit a slowly moving object (eg. a ball or a balloon) using various parts of the body, directing it to a partner or a large target.

November	Dodge Ball
Warm Up & Stretch	Tag Choose a student to be “it” and commence the game.
Skills	1) Have students pass the ball to each other. 2) Have students try to hit a target marked on the wall with a ball by throwing it.
Play	Dodge Ball * You may want to use a variety of ball sizes.
Cool Down	Have students skip around the dodge ball court once and walk around the dodge ball court once. Ask students if they are breathing heavy, medium or light. Select a few students to listen to the heart with a stethoscope. Ask students to name one benefit of being active today.
Expectations	FMS2:travel in various ways, and dodge stationary objects or opponents FMS4:catch, while stationary, objects of various sizes and shapes using two hands both above and below the waist (eg. catch a nerf ball)

December	“Basketball”
Warm Up & Stretch	Laps Have students walk around the gym once, skip around the gym once and then run around the gym once.
Skills	1) Have students practice bouncing the ball. 2) Have students practice bouncing the ball while walking. 3) Have students practice bouncing the ball while running. 4) Have dribbling relays where students dribble the ball to the other side. 5) Have students practice throwing the ball into the net (if possible, you may want to lower the nets). 6) Have students practice throwing the ball to each to other.
Play	Basketball (If you are unable to lower nets you may want to use garbage cans as “nets”).
Cool Down	Have students skip around the gym once and walk around the gym once. Ask students if they are breathing heavy, medium or light. Select a few students to listen to the heart with a stethoscope. Ask students to name one benefit of being active today.
Expectations	FMS3:throw a ball overhead using two hands, while stationary, to a large target or a stationary partner.

January	Obstacle Courses
Warm Up & Stretch	<p>Setting up</p> <p>Have a map of the obstacle course drawn on chart paper. Have students help set up the obstacle course with you.</p> <p>* You may want to divide the class into groups with each group in charge of a piece of equipment.</p> <p>* You may want several (2 to 4) different obstacle courses planned on chart paper.</p> <p>* Some of the obstacle courses may be set up as relays (ie. the same obstacle course is set up more than once).</p>
Skills	* done in obstacle courses
Play	Have students run through the obstacle course. You may want to time students individually, or create relays.
Cool Down	<p>Have students clean up the obstacle course.</p> <p>Ask students if they are breathing heavy, medium or light.</p> <p>Select a few students to listen to the heart with a stethoscope.</p> <p>Ask students to name one benefit of being active today.</p>
Expectations	<p>FMS1:combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (eg. selecting two ways to travel on a bench while performing a change in direction and level)</p> <p>FMS7:balance in different positions, using different body parts and levels (eg. on and off gymnastics equipment, responding to stimuli in creative dance)</p> <p>FSM8:move their bodies in various ways (eg. over, under, through, and around equipment)</p>

February	Floor Hockey
Warm Up & Stretch	<p>Skiping</p> <p>Have students skip for warm up (this is jump rope for heart month).</p>
Skills	<p>1) Have students practice passing the puck to one another.</p> <p>2) Have students practice dribbling the puck.</p> <p>3) Have students dribble the puck through pylons.</p> <p>4) Have students run dribbling relays, where they dribble the puck to the other side.</p> <p>5) Have students run dribbling relays, where they dribble the puck through pylons to the other side.</p> <p>6) Have students practice scoring on net.</p>
Play	Floor hockey
Cool Down	<p>Have the students skip around the gym once and walk around the gym once.</p> <p>Ask students if they are breathing heavy, medium or light.</p> <p>Select a few students to listen to the heart with a stethoscope.</p> <p>Ask students to name one benefit of being active today.</p>
Expectations	FMS5:hit a slowly moving object (eg. a ball or a balloon) using various parts of the body, directing it to a partner or a large target

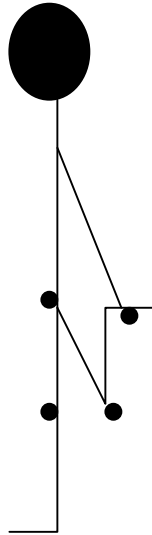
March	Games Centres
Warm Up & Stretch	Tag Select one student to be “it” and start the game.
Skills	* done within games
Play	Have games set up in three different areas of the gym. Divide the class into three and send each group to a different area to play the designated game. The next gym period have students rotate to a new game. Potential games: 1) red light green light 2) what time is it Mr. Wolf 3) four corners 4) skipping 5) tag
Cool Down	Have the students walk around the gym twice.
Expectations	FMS1:combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (eg. selecting two ways to travel on a bench while performing a change in direction and level) FMS2:travel in various ways, and dodge stationary objects or opponents

April	Obstacle Courses
Warm Up & Stretch	Follow the Leader Choose a student to lead the warm up, while the other students follow in a single file line. Set Up Have the students help set up the other groups’ obstacle courses.
Skills	* done in obstacle courses
Play	Have students, in small groups, create their own obstacle course. Allow enough time for them to create and draw a map of an obstacle course. Then have each group present their obstacle course to the class during a Health and Physical Education Class. * This task has a rubric to assess students for the June report cards.
Cool Down	Have students clean up the obstacle course. Ask students if they are breathing heavy, medium or light. Select a few students to listen to the heart with a stethoscope. Ask students to name one benefit of being active today.
Expectations	FMS1:combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (eg. selecting two ways to travel on a bench while performing a change in direction and level) FMS7:balance in different positions, using different body parts and levels (eg. on and off gymnastics equipment, responding to stimuli in creative dance) FMS8:move their bodies in various ways (eg. over, under, through, and around equipment)

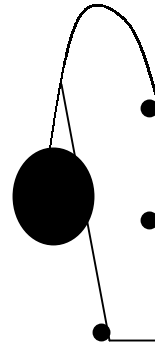
May	Track and Field
Warm Up & Stretch	Laps Have the students walk around the school yard once, skip around the school yard once, and run around the school yard twice
Skills	1) Have students practice standing jump. 2) Have students practice running long jump. 3) Have students practice triple jump. 4) Have students practice shot put (with a baseball). 5) Have students practice high jump (if facilities permit).
Play	Relays Have students run a variety of running relays of different distances.
Cool Down	Have students walk from the field back to the school (the long way if desired). Ask students if they are breathing heavy, medium or light. Select a few students to listen to the heart with a stethoscope. Ask students to name one benefit of being active today.
Expectations	FMS6:jump for distance or height over low objects

June	Tee Ball
Warm Up & Stretch	Have students run around the bases 3 times and set up the diamond.
Skills	1) Have the students pass the ball to one another and catch it using gloves. 2) Have the students practice hitting the ball off the tee.
Play	Play tee ball
Cool Down	Have the students collect the equipment from the diamond and walk back to the school. Ask students if they are breathing heavy, medium or light. Select a few students to listen to the heart with a stethoscope. Ask students to name one benefit of being active today.
Expectations	FMS5:hit a slowly moving object (eg. a ball or a balloon) using various parts of the body, directing it to a partner or a large target

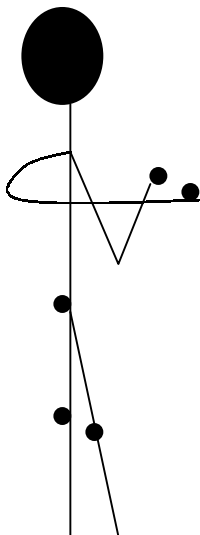
Stretching



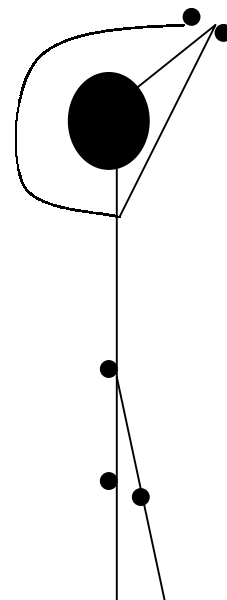
Stork Stance
(Quadriceps)



Touch Your Toes
(Hamstrings)



Across your body
(shoulders)



Behind your head
(Tri-ceps)

Assessment

	Report Card 1	Report Card 2	Report Card 3
Active Participation	All but AP5	All	All
Fundamental Movement Skills	<p>FMS2: travel in various ways, and dodge stationary objects or opponents</p> <p>FMS3:throw a ball overhead using two hands, while stationary, to a large target or a stationary partner</p> <p>FMS4:catch, while stationary, objects of various sizes and shapes using two hands both above and below the waist (catch a nerf ball)</p> <p>FMS5:hit slowly moving object (eg.a ball or a balloon) using various parts of the body, directing it to a partner or a large target</p>	<p>FMS1:combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (eg. selecting two ways to travel on a bench while performing a change in direction and level)</p> <p>FMS3:throw a ball overhead using two hands, while stationary, to a large target or a stationary partner</p> <p>FMS5:hit slowly moving object (eg.a ball or a balloon) using various parts of the body, directing it to a partner or a large target</p> <p>FMS7:balance in different positions, using different body parts and levels (eg. on and off gymnastics equipment, responding to stimuli in creative dance)</p> <p>FMS8:move their bodies in various ways (eg. over, under, through, and around equipment)</p>	<p>FMS1:combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (eg. selecting two ways to travel on a bench while performing a change in direction and level)</p> <p>FMS2: travel in various ways, and dodge stationary objects or opponents</p> <p>FMS5:hit slowly moving object (eg.a ball or a balloon) using various parts of the body, directing it to a partner or a large target</p> <p>FMS6:jump for distance or height over low objects</p> <p>FMS7:balance in different positions, using different body parts and levels (eg. on and off gymnastics equipment, responding to stimuli in creative dance)</p> <p>FMS8:move their bodies in various ways (eg. over, under, through, and around equipment)</p>

Assessment Check List for _____

	Report Card ONE									Report Card TWO									Report Card THREE									
exp	September			October			November			December			January			February			March			April			May			J
AP1																												
AP2																												
AP3																												
AP4																												
AP5																												
AP6																												
AP7																												
AP8																												
AP9																												
AP10																												
FMS1																												
FMS2																												
FMS3																												
FMS4																												
FMS5																												
FMS6																												
FMS7																												
FMS8																												

Rubric for Obstacle Course Creation

	Level 1	Level 2	Level 3	Level 4
Movement Skills	- basic movement skills were used	- only incorporated simple movement skills into the obstacle course	- incorporated a variety of movement skills appropriate for this age group	- incorporated a variety of different movement skills that they have learned throughout the year and combined them to make a physically challenging obstacle course
Active Participation	- students were busy organizing the obstacle course, minimal encouragement was provided	- encouraged classmates in general	- encouraged individual classmates in a positive manner - respected the abilities and feelings of others in the group	- encouraged individual classmates in a positive manner and helped those who struggled - respected the abilities and feelings of others by making individual adjustments in the obstacle course for them
Communication of knowledge	- the group had difficulty communicating the obstacle course to the class and were required to repeat instructions several times - the map lacked detail for the reader	- the group communicated the obstacle course to the class, however, they were required to repeat instructions several times - the map lacked detail for the reader	- the group clearly communicated the obstacle course to the class orally and through a detailed map	- the group clearly communicated the obstacle course orally and through a detailed and self-explanatory map

Group Members:

Health & Physical Education HOMEWORK



Name: _____

DUE: _____

Physical activity is an important part of a Healthy Lifestyle. Write down, below, what physical activities you will be doing this fall. This might include sport's teams, swimming lessons or your annual family camping trip.

What are some of the reasons for participating in these activities?

Grade 3 PHEhomework001 covers:

AP2:demonstrate an awareness of the importance of being physically active in their leisure time

AP3:describe the health benefits of participating in regular physical activity (eg. developing a strong heart and lungs)

AP7:adopt an action plan based on an individual or group goal related to physical activity (eg. power walking for one kilometre three times a week)

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Health & Physical Education HOMEWORK



Name: _____

DUE: _____

Physical activity is an important part of a Healthy Lifestyle. Write down, below, what physical activities you will be doing this winter. This might include sport's teams, lessons or playing in the snow.

What are some of the benefits of doing these activities?

What new skills did you learn from your physical activities in the fall?

What are you able to do better because of your physical activities in the fall?

Grade 3 PHEhomework002 covers:

AP2:demonstrate an awareness of the importance of being physically active in their leisure time

AP3:describe the health benefits of participating in regular physical activity (eg. developing a strong heart and lungs)

AP5:identify the new capabilities (skills) that result from improved physical fitness (eg. being able to run farther, requiring short rest periods)

AP7:adopt an action plan based on an individual or group goal related to physical activity (eg. power walking for one kilometre three times a week)

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Health & Physical Education HOMEWORK

Name: _____

DUE: _____

Physical activity is an important part of a Healthy Lifestyle. Write down, below, what physical activities you will be doing this spring. This might include sport's teams, lessons or gardening in your yard.

What are some of the benefits of doing these activities?

What new skills did you learn from your physical activities in the winter?

What are you able to do better because of your physical activities in the winter?

Grade 3 PHEhomework003 covers:

AP2:demonstrate an awareness of the importance of being physically active in their leisure time

AP3:describe the health benefits of participating in regular physical activity (eg. developing a strong heart and lungs)

AP5:identify the new capabilities (skills) that result from improved physical fitness (eg. being able to run farther, requiring short rest periods)

AP7:adopt an action plan based on an individual or group goal related to physical activity (eg. power walking for one kilometre three times a week)

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