



**TRUE  
SPORT**

# ***THE TRUE SPORT EXPERIENCE***

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## **VOLUME 1: FUNdamentals**

A Resource for Educators of Children Aged 6–9

Sport and physical activity are an integral part of Canadian society and can be used to positively influence a wide range of societal goals beyond enhancing health and wellness. These activities can instill character in our children, strengthen our communities, foster a sense of belonging and provide opportunities for the pursuit of excellence. At the Canadian Centre for Ethics in Sport (CCES), we believe that to realize these benefits, sport, at all levels, must be driven by positive values. We embrace True Sport as the platform to activate our work in values-based sport and to support others who wish to do the same. True Sport is underpinned by the values of fairness, excellence, inclusion and fun and is further articulated through a set of field of play principles, which, when expressed give all stakeholders involved in sport the means by which to leverage the many benefits of good sport. On behalf of the CCES, I would like to thank you for your role in fostering the type of sport and physical activity that we know can make a great difference in the lives of our children. We hope that this resource inspires you to bring True Sport to life in meaningful ways within your school and beyond. If you are not already involved in True Sport and would like to join a growing network of Canadians who believe in the power of sport, visit <https://truesportpur.ca/join>.

**KARRI DAWSON, Senior Director, Quality Sport – CCES**

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## ACKNOWLEDGEMENTS

The Canadian Centre for Ethics in Sport would like to thank Amanda Stanec for her significant contribution to the content of this resource and Physical and Health Education Canada for their thorough review and endorsement.

The CCES acknowledges the financial contribution of the Government of Canada and is grateful for their support as a values-based sport partner, recognized through their commitment to values within the Canadian Sport Policy.

Canada

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# TABLE OF CONTENTS

<b>THE TRUE SPORT EXPERIENCE: A RESOURCE FOR EDUCATORS OF CHILDREN AGED SIX TO NINE .....</b>	<b>3</b>
WHAT IS TRUE SPORT? .....	4
THE TRUE SPORT EXPERIENCE: BACKGROUND AND OBJECTIVES .....	5
<b>GO FOR IT ACTIVITIES .....</b>	<b>10</b>
ACTIVITY OVERVIEW .....	11
ACTIVITY 1: Group Juggle .....	12
ACTIVITY 2: Overtake .....	16
ACTIVITY 3: Stuck in the Mud .....	20
ACTIVITY 4: Team Chase .....	24
ACTIVITY 5: Go For It.....	28
<b>PLAY FAIR ACTIVITIES .....</b>	<b>32</b>
ACTIVITY OVERVIEW .....	33
ACTIVITY 1: Hot Feet.....	34
ACTIVITY 2: 1, 2, 3, SPLIT .....	38
ACTIVITY 3: Builders and Wreckers .....	42
ACTIVITY 4: Hurly Burly .....	46
ACTIVITY 5: Beanbag Frenzy .....	50
<b>RESPECT OTHERS ACTIVITIES .....</b>	<b>54</b>
ACTIVITY OVERVIEW .....	55
ACTIVITY 1: Cone Twister .....	56
ACTIVITY 2: Clean the Yard.....	59
ACTIVITY 3: Rock, Paper, Scissors, MOVE .....	63
ACTIVITY 4: Toss, Switch, Catch .....	66
ACTIVITY 5: Back to Front.....	69
<b>KEEP IT FUN ACTIVITIES .....</b>	<b>72</b>
ACTIVITY OVERVIEW .....	73
ACTIVITY 1: Raccoon Tag.....	74
ACTIVITY 2: Mouse and Cheese Circle Tag.....	77
ACTIVITY 3: Line Tag .....	80
ACTIVITY 4: Obstacle Course .....	84
ACTIVITY 5: Chuck the Chicken (or anything else you have to chuck).....	88

## **STAY HEALTHY ACTIVITIES .....92**

<b>ACTIVITY OVERVIEW</b> .....	<b>93</b>
<b>ACTIVITY 1:</b> Heart Healthy Bingo .....	94
<b>ACTIVITY 2:</b> Obstacle Course Safety.....	98
<b>ACTIVITY 3:</b> Mirror Mirror/Jump Rope .....	101
<b>ACTIVITY 4:</b> Fitness Routine/Performance .....	104
<b>ACTIVITY 5:</b> Farmer's Market Team Tag .....	107

## **INCLUDE EVERYONE ACTIVITIES .....111**

<b>ACTIVITY OVERVIEW</b> .....	<b>112</b>
<b>ACTIVITY 1:</b> Musical Hoops .....	113
<b>ACTIVITY 2:</b> 3 vs. 3; Not I, but We .....	116
<b>ACTIVITY 3:</b> Number Volley .....	119
<b>ACTIVITY 4:</b> Bump and Scoot.....	122
<b>ACTIVITY 5:</b> Action for Equity .....	125

## **GIVE BACK ACTIVITIES .....128**

<b>ACTIVITY OVERVIEW</b> .....	<b>129</b>
<b>ACTIVITY 1:</b> Thank You Relay .....	130
<b>ACTIVITY 2:</b> Target Practice.....	134
<b>ACTIVITY 3:</b> Random Act(ivity) of Kindness Performance .....	138
<b>ACTIVITY 4:</b> Give Back Initiative .....	141
<b>ACTIVITY 5:</b> Communicating Thanks .....	144

## **TRUE SPORT EXPERIENCE APPENDIX .....148**

<b>APPENDIX A:</b> Physical Literacy .....	148
<b>APPENDIX B:</b> Long-Term Development in Sport and Physical Activity .....	150
<b>APPENDIX C:</b> True Sport and Long-Term Development FUNDamentals Stage .....	155
<b>APPENDIX D:</b> <i>The True Sport Experience</i> in Practice .....	157
<b>APPENDIX E:</b> Assessment for <i>The True Sport Experience</i> .....	158
<b>APPENDIX F:</b> Exit Slip and Assessment Sheet Templates.....	162
<b>APPENDIX G:</b> Glossary of Terms.....	164

# **THE TRUE SPORT EXPERIENCE: A RESOURCE FOR EDUCATORS OF CHILDREN AGED SIX TO NINE**

*Welcome to The True Sport Experience! You are about to explore a learning resource that will introduce and guide you through a values-based and principle-driven philosophy called True Sport. True Sport can be integrated into not only sport and physical education programming, life skills and intramural programs, but also into art, social studies, science, drama and language arts.*

When young children are exposed to True Sport, they are more likely to experience good sport, to value it, to commit to it, to nurture it and to stay connected to it throughout their lives. Exposure to True Sport is especially valuable to children aged six to nine, as they often mimic the behaviours they see and experience.

## **The True Sport Experience: The who, what, where, why and how**

- **Who:** *The True Sport Experience* is designed to be used by educators (teachers, coaches, recreational leaders) of children aged six to nine (those in the FUNdamentals Stage of the Long-Term Development framework).
- **What:** This learning resource and activity guide will introduce and guide you through a values-based and principle-driven experience called True Sport.
- **Where:** The activities in this resource are meant to be integrated into all sport and physical education settings (i.e., from the classroom to the community).
- **Why:** True Sport programs are designed to give people, communities and organizations a way to leverage the many benefits of sport, including ethical literacy, from a platform of shared values and principles.
- **How:** This resource compiles a series of activities that address each of the seven True Sport Principles. These activities are designed to fit within your current physical education program and to provide:
  - An understanding of the True Sport Principles and ethical literacy as well as ideas on how to implement them;
  - A summary of physical literacy and long-term development; and,
  - Activities that simplify attaining ethical literacy through the True Sport Principles.

# GOOD SPORT CAN HAPPEN ON ITS OWN, NATURALLY. BUT ALL TOO OFTEN IT DOES NOT.

## WHAT IS TRUE SPORT?

Canadians have said that they want their sport experiences to be based on the values of **fairness, excellence, inclusion** and **fun**.

True Sport is based on these values and is dedicated to the belief that **good sport can make a great difference**. True Sport can support your programs and initiatives because it:

- Enables participants, parents, coaches and officials to articulate and act upon their deeply held beliefs in the virtues of good sport.
- Enables participants, parents, coaches and officials to identify with others who hold similar values.
- Creates a fair, safe and open atmosphere where good sport can grow stronger through inclusive competition at all levels<sup>1</sup>.

*The seven True Sport Principles were developed to promote the type of sport Canadians want.*

## True Sport Principles

### Go For It

Rise to the challenge – always strive for excellence.  
Be persistent and discover how good you can be.

### Play Fair

Understand, respect, and follow the rules.  
Play with integrity – competition is only meaningful when it is fair.

### Respect Others

Show respect for everyone involved in creating your sporting experience, both on and off the field of play.  
Win with dignity and lose with grace.

### Keep It Fun

Find the joy in sport and share it with others. Remember what you love about sport and why you play.

### Stay Healthy

Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.

### Include Everyone

Recognize and celebrate strength in diversity.  
Invite and welcome others into sport.

### Give Back

Say thanks and show gratitude. Encourage your sport group to make a difference in the community.

**TRUE  
SPORT**

**truesport.ca**

<sup>1</sup> True Sport website. <http://truesportpur.ca/aboutus>. Retrieved on April 14, 2017.





**TRUE SPORT** HELPS CREATE THE CONDITIONS FOR **GOOD SPORT TO TAKE SHAPE AND GROW** WITHIN OUR SCHOOLS AND COMMUNITIES, AND IN THE HEARTS OF ALL CANADIANS CONNECTED THROUGH SPORT AND PHYSICAL ACTIVITY.

## **THE TRUE SPORT EXPERIENCE: BACKGROUND AND OBJECTIVES**

During the 1990s, Fair Play Canada developed a series of resources dedicated to fair play in sport. Called *Fair Play for Kids*, these resources were written primarily for physical education teachers, but they were also widely embraced by sport coaches and community recreation and sport leaders.

While fair play remains a critically important concept, the Canadian Centre for Ethics in Sport<sup>2</sup> now understands that good sport experiences need a more comprehensive approach than just ensuring fair play. As a result, we developed a balanced approach to youth development, ensuring that all seven True Sport Principles are taught within fun and inclusive fundamental movement skill activities.

In developing this resource and activity guide, we reviewed previous resources, identified what was missing and determined what new content would be most beneficial in helping Canadian children learn True Sport as they develop their physical and ethical literacy skills.

*The True Sport Experience* brings together a series of activities that address each of these seven principles. Designed for children aged six to nine, the activities are created for use both in and out of the classroom, as well as in the community. The activities are designed to fit within your current physical education program and provide the following:

- An understanding of the True Sport Principles and how to teach them through quality physical activity experiences.
- A summary of physical literacy,\* ethical literacy\*\* and Long-Term Development in Sport and Physical Activity\*\*\* with explicit connections made to each in the activities.
- Physical activities that facilitate learning of the True Sport Principles while supporting children's physical and ethical literacy development within the FUNdamentals Stage of Long-Term Development.

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<sup>2</sup> CCES website. <https://cces.ca/history-anti-doping-canada>. Retrieved on Nov. 6, 2020.

## \*WHAT IS PHYSICAL LITERACY?

*Physical and Health Education Canada has endorsed the following definitions of physical literacy:*

ORGANIZATION	DEFINITION
International Physical Literacy Association	<ul style="list-style-type: none"><li>“Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”<sup>3</sup></li><li>This definition is also adopted as the Canadian Consensus Statement.</li></ul>
Physical and Health Education Canada	<ul style="list-style-type: none"><li>“Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities (Whitehead, 2016).</li><li>Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.”<sup>4</sup></li></ul>

Please refer to [Appendix A](#) for more information on physical literacy.

The activities in this resource support students’ physical literacy development through developmentally appropriate activities for students in this age range. Lessons include games and other fun activities that provide opportunities to develop fundamental movement skills and skill combinations.

## \*\*WHAT IS ETHICAL LITERACY?

The Canadian Centre for Ethics in Sport offers the following definition of ethical literacy:

Ethical literacy is the ability to collect and evaluate information, reflect on one’s own moral values, identify the potential outcomes of various options and their impacts, make reasoned decisions about which option(s) align with one’s values, act consistently with one’s values, explain one’s decisions, and take responsibility for one’s actions.

The lessons in this resource support students’ ethical literacy development as each activity focuses on at least one of the ethical literacy components in conjunction with skill development.

### Ethical Literacy and Executive Functions

By following the lessons in this resource, you will be working on the executive functions of your students. Executive functions are defined as “mental processes that enable us to plan, focus attention, remember instructions or rules, see things from a different perspective, respond to novel or unpredictable circumstances and juggle multiple tasks successfully.”<sup>5</sup> The skills acquired from executive functions are “essential for mental and physical health; success in school and in life; and cognitive, social, and psychological development.”<sup>6</sup> Strengthening the executive functions of your students is a by-product of ethical and physical literacy.

3 International Physical Literacy Association. Canada’s Physical Literacy Consensus Statement, June 2015. Retrieved from [http://physicalliteracy.ca/wp-content/uploads/2016/08/Consensus-Handout-EN-WEB\\_1.pdf](http://physicalliteracy.ca/wp-content/uploads/2016/08/Consensus-Handout-EN-WEB_1.pdf) on July 29, 2020.

4 PHE Canada. Physical Literacy. Retrieved from <https://phecanada.ca/activate/physical-literacy> on February 4, 2020.

5 SIRCuit. The Development of Executive Functions and Social and Emotional Learning Skills Through Sport. Retrieved from <https://sirc.ca/blog/the-development-of-executive-functions-and-social-and-emotional-learning-skills-through-sport/> on February 4, 2020.

6 Annual Review of Psychology. Executive Functions. Retrieved from <http://www.devogneuro.com/Publications/ExecutiveFunctions2013.pdf> on January 16, 2019.



## \*\*\*WHAT IS LONG-TERM DEVELOPMENT IN SPORT AND PHYSICAL ACTIVITY?

*Long-Term Development in Sport and Physical Activity* is a development framework created by the Sport for Life Society. Its aim is to support individuals' holistic development and long-term participation in sport and physical activity. The framework consists of two pre-stages (Awareness and First Involvement) and seven main stages ranging from building a solid foundation, to training, to competing, and to leading an active lifestyle. The emphasis on quality sport and physical activity experiences throughout training, competition and recovery guides an individual's experience in sport and physical activity from infancy to adulthood. The activities in this resource were developed for children in Stage 2 of the Long-Term Development framework: The FUNdamentals Stage.

### **FUNdamentals Stage**

<b>GIRLS</b>	<b>BOYS</b>
Ages: 6–8	Ages: 6–9
Approximate Grades: 1–3	Approximate Grades: 1–4

During this stage, children experience diverse types of physical activity as they develop the fundamental movement skills that become the foundation of their physical literacy. These activities should be inclusive and fun, with a focus on enjoying physical activity.

The lessons in this resource align with the FUNdamentals Stage of Long-Term Development as they include developmentally appropriate skills (e.g., fundamental movement skills and skill combinations) for this stage.

Please refer to [Appendix B](#) for more information on Long-Term Development in Sport and Physical Activity.

Regardless of what physical activity leadership role you play within your community, if you work with children in the FUNdamentals Stage, this is a resource for you!

**AT THE HEART OF TRUE SPORT  
IS A FIRM BELIEF THAT GOOD  
SPORT CAN MAKE A GREAT  
DIFFERENCE.**

## HOW DOES THIS RESOURCE SUPPORT PHYSICAL LITERACY AND ETHICAL LITERACY IN CHILDREN AND YOUTH?

This resource can serve an important role in developing the physical and ethical literacy of Canadian children and youth. If you use the True Sport activities in this resource and develop your own True Sport experiences based on the material provided, you can help participants:

- Develop a positive relationship with sport and physical activity, increasing the likelihood that they'll remain active for life.
- Learn valuable life skills that will positively translate into the social, academic, health and wellness areas of their lives (e.g., positive decision making, respecting and serving others).
- Be physically active and develop fundamental movement skills to support their physical literacy.
- Understand how to collect and evaluate information related to their behaviours as they aim to act in ways that align with their values (e.g., to take responsibility for their actions) to support their ethical literacy.
- Understand how they can use physical activity to improve their own health, the health and lives of others and the overall health of their community.

# WHEN TRUE SPORT IS IN ACTION, WE WILL INSTILL CHARACTER IN OUR CHILDREN, STRENGTHEN OUR COMMUNITIES AND INCREASE OPPORTUNITIES FOR PERSONAL EXCELLENCE.

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## HOW IS THIS RESOURCE INCLUSIVE AND SUPPORTIVE OF DIVERSITY?

This resource honours the principles of Indigenous Peoples and their ways of knowing. Many elements of the First Peoples Principles of Learning<sup>7</sup> are reflected in the True Sport values and principles. The nine learning principles encompass individual well-being, connectedness, valuable relationships, the consequences of one's actions, patience, time, identity and knowledge, all of which are addressed throughout this resource and especially in the explorations of ethical literacy.

## HOW SHOULD YOU USE THIS RESOURCE?

To optimize True Sport experiences in diverse physical activity settings, remember that this resource is meant as a guide. It is our hope that you will tailor the information provided to best meet the unique needs of your class, group or community. For example, if you identify the Respect Others principle as an area of need in your group, you can build upon examples provided in this resource to create additional activities to help participants learn about this principle.

As you read through the material, keep in mind that while the activities support physical and ethical literacy development, and align with the FUNdamentals Stage of the Long-Term Development framework, what makes this a unique resource is that the key learning objectives require students to understand how they can apply the True Sport Principles in all areas of their lives.

Along with developing physical and ethical literacy appropriate to the FUNdamentals Stage, *The True Sport Experience* will:

1. Help educators understand the importance of being intentional in delivering True Sport experiences while they lead physical activities.
2. Encourage a participant-centred approach that acknowledges participant voice and involvement as central to the learning experience.
3. Highlight how a True Sport experience can exist in diverse settings and support participants' Physical Literacy.
4. Help educators understand how to design True Sport experiences where participants can develop their ethical literacy by reflecting on and evaluating their behaviour.
5. Provide examples of how True Sport activities that support physical and ethical literacy can fit within multiple sectors: physical education, classroom, youth sport and recreation.
6. Support character education learning objectives in a school setting.
7. Highlight the connection between this resource and Canadian physical education curriculum outcomes.

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7 First Nations Education Steering Committee. First Peoples Principles of Learning. Retrieved from <http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf> on July 29, 2020.

## A NOTE ABOUT HEALTH AND SAFETY

Physical activity poses an inherent level of risk. It is important to ensure children and youth are provided with a safe environment to practice these activities. Safety should encompass physical, emotional, mental and spiritual aspects of participant well-being. Educators should implement the activities as described, in a well-planned manner, in order to offer developmentally appropriate experiences that minimize the risk of accident and injury.<sup>8</sup>

The seven True Sport Principles are underpinned by the expectation that participant safety is paramount. When performing the activities described in this resource, choose the recommended spaces and equipment, be sensible, be cautious — stay safe and have fun.

*"I am extremely honoured to be a True Sport Champion because I believe that Champions are made, not born. Being a True Sport Champion can be any number of things, but most importantly it's about being proud of who you are and where you come from. It's about showing passion about what's important to you and for standing up for what you believe in. I believe in True Sport and have witnessed first-hand how powerful good sport can be."*

**~ Evan Chamakese, Pelican Lake First Nation**

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<sup>8</sup> PHE Canada. Physical Education Activities. Retrieved from <https://phecanada.ca/programs/phe-learning-centre/physical-education-activities> on July 29, 2020.

# GO FOR IT ACTIVITIES

*Rise to the challenge – always strive for excellence.  
Be persistent and discover how good you can be.*





## ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT NEEDED	PAGES
<b>ACTIVITY 1:</b> Group Juggle	Grades 1–4	→ Boundary line markers, such as cones or painted lines.	12–15
<b>ACTIVITY 2:</b> Overtake	Grades 1–4	→ Boundary line markers, such as cones. → 1 cone per group of two. → 1 ball per group if dribbling with hands or feet is practised.	16–19
<b>ACTIVITY 3:</b> Stuck in the Mud	Grades 1–4	→ Boundary line markers, such as cones or painted lines. → 1 oversized ball (e.g., beach ball). → Objects to move the large ball (e.g., small- to medium-sized soft balls).	20–23
<b>ACTIVITY 4:</b> Team Chase	Grades 3–4	→ Boundary line markers, such as cones or painted lines. → Paper and pencils (1 per participant).	24–27
<b>ACTIVITY 5:</b> Go For It	Grades 3–4	→ 4 base markers, such as Hula Hoops or cones. → 1 large bucket of balls of different sizes and weights (at least 4 balls). → Cones or lines to mark playing area.	28–31

# ACTIVITY 1: Group Juggle

## ACTIVITY DESCRIPTION

A team-based relay race. The team leader changes on command, causing the teams to adapt to a new type of movement. Participants must complete a course while demonstrating movement skills.

**GRADE LEVELS:** Grades 1–4

## LEARNING OBJECTIVES

<b><i>True Sport: Go For It</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate an emphasis on effort, learning and skill development in their sport experience, rather than results.</li><li>• Demonstrate a willingness to try something different and adapt.</li></ul>
<b><i>Ethical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Identify potential results that may arise in a group activity when various levels of effort are given.</li></ul>
<b><i>Physical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate skill cues of the fundamental movement skills used.</li><li>• Understand how challenging themselves can support skill development competency.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Skip</li><li>• Hop</li><li>• Run</li><li>• Dribble (with feet, with hands)</li></ul>

## EQUIPMENT NEEDED

- Boundary line markers, such as cones or painted lines.

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).



## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion on how to work collaboratively toward a goal. Ask questions on how different levels of effort and/or communication with other participants can lead to different levels of success.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity (see <a href="#">Appendix B</a>).</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>Outline an area (either a point-to-point line, a circuit or a course delineated with markers, depending on space) that the participants move within.</li> <li>Divide participants into teams of four. Place a cone in the playing area for each team to stand behind to mark as the starting line of the relay. Each team stands behind their cone, one team member behind the other.</li> <li>Each member of the team is assigned one of the fundamental movement skills to demonstrate when it is their turn to lead.</li> <li>The teams move in the designated area on the educator's signal, being sure to avoid other teams.</li> <li>Participants imitate the movement skill demonstrated by the participant at the front of their line.</li> <li>The participant at the back of the team's line moves to the front upon a given signal from the educator (e.g., verbal cue "Switch!").</li> <li>The team continues to move as one unit, until they reach the endpoint of the area (e.g., finish the race).</li> <li>Participants do not touch anyone during this activity.</li> <li>Participants do not move out of order unless the educator gives a signal.</li> </ul>

*Continued on the next page*

<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Go For It</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• How did your group show the Go For It principle?</li> <li>• What could your group do better to show the Go For It principle?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Yes! I also saw that <i>insert name here</i> was doing a difficult movement when they were leader, and tried extra hard to keep the line moving. It was a really strong effort!”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Did you positively contribute to your team’s effort? How so or why not?</li> <li>• Did thinking about how to do the activity before you began help your team?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I love how you didn’t give up and encouraged others when they were struggling.”</li> <li>• “I think it helped because you knew that if you didn’t all try your best or were not as supportive, you might not have reached your goal.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• What physical skills in this activity could help you in other physical activity experiences?</li> <li>• Did any of your skills get better during this activity? How did it make you feel to do so? What other areas of your life would you like to improve in, and how can you make that happen?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Make sure you bend your knees when you land while hopping.”</li> <li>• “When dribbling with your feet or hands, it is important that you slow down if you feel yourself losing control of the ball.”</li> <li>• “When you skip, you should bring your knee up to make your thigh flat (parallel to the ground), like a table.”</li> </ul>
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## ASSESSMENT

### **True Sport Principle: Go For It and Ethical Literacy**

- Formal formative assessment: Use an exit slip (see [Appendix F](#) for templates) to ask the following questions:
  - Did you do your best in this game? Why or why not?
  - Why was it important for team members to do their best?

### **Fundamental Movement Skills**

- Informal formative assessment: Observe participants and give feedback based on skill cues. For example, if participants are skipping without their arms in opposition, be sure to tell them to move the opposite arm and foot forward while they skip. See [Appendix B](#) for skill cues.
- Informal formative assessment: Ask participants what skills are in action during this activity. Prompt them for responses, such as moving with correct form and reacting to the movement of others.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Go For It and Ethical Literacy**

- Allow participants to share with the group, or draw examples of, what a Go For It mentality might look like in a physical activity.

### **Physical Literacy**

- Tell teams to speed up or slow down, depending on their success.
- To challenge teams developing proficiency in locomotor skills, invite them to add dribbling with hands or feet while they move.
- Decrease playing space for teams who are developing proficiency in the activity, so that they have to be more careful to avoid other participants.
- Increase playing space for those who are not able to avoid other participants.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Create a rubric with all locomotor fundamental movement skills on it and revisit this activity periodically to determine participants' level of competency and/or improvements as a way to inform your future instruction.

### **Classroom**

- Make sure you play this activity outside or in an open space.
- Cross-curricular opportunity: Consider linking classroom content to this activity. For example, ask the participant moving from back to front to spell a spelling word to the group or answer a question from another core subject area.

### **Sport**

- Consider using any special skills from the sport you are coaching in this game. For example, participants could dribble a soccer ball, dribble a basketball, or dribble a field hockey ball with a field hockey stick while playing.

### **Recreation**

- Ask participants of your physical activity program or summer camp to come up with ways to modify the activity.

## ACTIVITY 2: Overtake

### ACTIVITY DESCRIPTION

A points-based tag game done in pairs. Participants collect points by chasing and tagging others who are moving around a circle performing fundamental movement skills.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

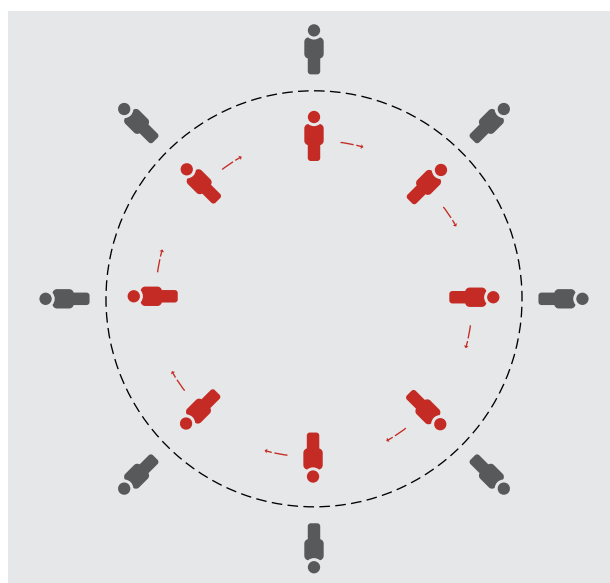
<b>True Sport: Go For It</b>	Participants will: <ul style="list-style-type: none"> <li>• Direct efforts purposefully toward general and specific goals.</li> <li>• Demonstrate an understanding of the value of perseverance.</li> </ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Collect and evaluate information pertaining to their effort.</li> </ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Demonstrate skill cues of the fundamental movement skills used.</li> </ul> Fundamental movement skills: <ul style="list-style-type: none"> <li>• Skip</li> <li>• Hop</li> <li>• Run</li> <li>• Dribble (with feet, with hands)</li> </ul>

### EQUIPMENT NEEDED

- Boundary line markers, such as cones.
- 1 cone per group of two.
- 1 ball per group if dribbling with hands or feet is practiced.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor),  
see diagram for set up: — — — →



## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Talk about what excellence will look like in this activity. Ask participants how they will be able to tell if someone is making an effort they can be proud of.</li><li>• Use a participant-centred approach to help participant determine skill cues for the movement skills addressed in the activity.</li></ul>
<b>Activate</b>	<ul style="list-style-type: none"><li>• Participants form groups of two, and each group places one cone inside a marked circle.</li><li>• One partner stands behind the cone (outside the circle), and the other stands in front of the cone (inside the circle), as per the diagram on the previous page.</li><li>• When the educator calls out a locomotor fundamental movement skill (e.g., run, skip) or a manipulative skill that involves a locomotor movement (e.g., dribbling with feet) and calls “Go For It!” the partner in front of the cone (inside the circle) moves clockwise around the circle and tries to tag the participant in front of them (who is also inside the circle).</li><li>• If a participant tags someone, the tagger earns one point for their pair.</li><li>• After one lap of the circle, partners switch positions.</li><li>• The waiting partner should give skill-specific feedback to their partner who is attempting to tag the person ahead of them.</li><li>• If participants do not perform the skill cues while tagging an opponent, the tag does not count.</li><li>• If the participant being chased does not perform the skill cues while fleeing the chaser, the other participant earns a point.</li><li>• Remind participants to perform fundamental movement skills correctly, and work toward competency.</li></ul>

*Continued on the next page*

<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Go For It</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Why is it important to persevere, to keep trying, even if you're not winning?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "Great example! I also noticed <i>insert name here</i> and their partner discussing how they kept trying to catch up to other pairs even though they weren't winning."</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Based on examples you gave at the beginning of the activity, how do we know if we tried our best as a group?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "That's right! Watching others while you do your best is a way to see if we are all trying our best. Listen to what others say, and look at their facial expressions to see if we are doing our best as a group."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Do you find it easier to move fast or slow? Why do you think that is?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "<i>Insert name here</i> heard their partner remind them to move more slowly and keep their head up while dribbling the ball, and <i>insert name here</i> immediately slowed down and focused on putting their head up..."</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Go For It and Ethical Literacy***

- Informal formative assessment: Pause the activity and invite participants to tell their partner one example of when they saw someone showing great effort. Invite participants to share their thoughts with the whole group.
- Informal formative assessment: Consider participants' responses in the ethical literacy example question listed. If they are unable to determine ways they can tell if a good effort was made, revisit this topic with them.

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe participants and give feedback based on the fundamental movement skills used. See [Appendix B](#) for skill cues.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Go For It and Ethical Literacy***

- If the participants' speeds vary greatly within your group, create several stations for this game and invite participants to self-select which station they would like to participate at (e.g., Station Below Speed Limit, Station at Speed Limit or Station Exceeding the Speed Limit).
- Ask participants probing questions or provide examples to help them understand how they can tell if participants made a good effort.

## ***Physical Literacy***

- Invite certain participants to speed up if they are developing proficiency in skill cues, or to slow down if skill cues are not yet present during this activity.
- Increase the group size if additional wait time is needed for the recovery part of this activity (i.e., waiting at the cone).

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical education**

- Consider collaborating with classroom teachers (see Classroom below).

### **Classroom**

- Upon completion of this activity, have students journal about how making a great effort can also help them strive for success in their academic classes.

### **Sport**

- Modify the fundamental movement skills based on the sport you coach (e.g., dribbling with hands for basketball, dribbling with an implement if you coach field hockey).

## ACTIVITY 3: Stuck in the Mud

### ACTIVITY DESCRIPTION

Two teams compete to keep a large ball from entering their side of the playing area.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

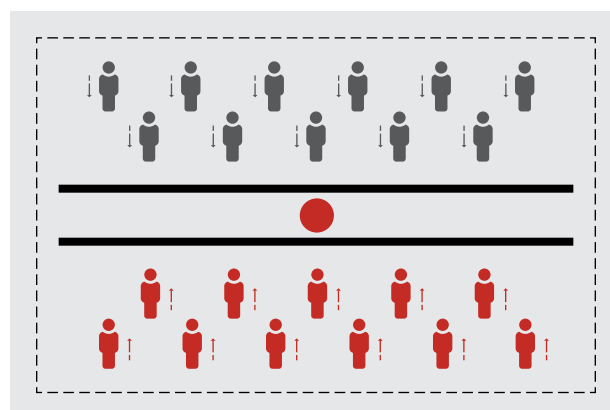
<b>True Sport: Go For It</b>	Participants will: <ul style="list-style-type: none"> <li>• Direct efforts purposefully toward general and specific goals.</li> <li>• Demonstrate problem-solving abilities through exploring more complex games and physical activities.</li> </ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Take responsibility for their actions related to effort and doing their best.</li> </ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Demonstrate skill cues of the fundamental movement skills used.</li> <li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li> </ul> Fundamental movement skills: <ul style="list-style-type: none"> <li>• Overhand throw</li> <li>• Underhand throw</li> <li>• Kick</li> <li>• Overhand catch</li> <li>• Underhand catch</li> </ul>

### EQUIPMENT NEEDED

- Boundary line markers, such as cones or painted lines.
- 1 oversized ball (e.g., beach ball).
- Objects to move the large ball (e.g., small- to medium-sized soft balls).

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor), see diagram for set up: — — — — — →





## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>• Facilitate a brief discussion on effort to ensure participants understand what it means and can identify examples of making a good effort and, when necessary, a poor effort.</li> <li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>• Divide participants into two teams. Teams begin the round on either side of the centre line, as per the diagram on the previous page.</li> <li>• Teams must stay out of middle zone at all times.</li> <li>• Object of the game is for the team to move the oversized ball from the middle zone into the other team's side.</li> <li>• Depending on skills practised, participants can use different skills and objects to move the large ball (e.g., throw or kick, but never both).</li> <li>• Participants should use the appropriate throw, depending on the distance to the ball (i.e., overhand throw if further away, underhand throw if closer to the oversized ball).</li> <li>• If kicking, set up the game so that participants are not kicking the balls at each other (e.g., spread players out and ensure there is space for the ball to be kicked).</li> <li>• Each time the large ball enters one team's side, the other team is awarded a point.</li> <li>• Keep cumulative score.</li> <li>• Between rounds, pause and ask participants for examples of when they noticed their peers making a great effort.</li> </ul>

*Continued on the next page*

<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Go For It</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How did you feel when you almost had the ball to the other side, but then it came back toward you? Did you want to give up? What made you keep going?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I know it can be disappointing to do your best and still fall short of a goal, but the habit of doing your best and never giving up will eventually help you succeed in many ways!”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Please give an example of when you tried hard or didn’t try hard. Why do you think you chose that level of effort?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Sometimes when we don’t try hard, we are not proud of ourselves. But it is most important that we admit it and notice how it made us feel. This way, we can learn from the experience and choose to make a great effort the next time. That will help us to feel proud of ourselves.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• What physical skills helped you the most in this activity? In what other activities are these skills helpful?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “<i>Insert name here</i> did an incredible job of doing an underhand throw with a lot of force from where they were standing. An overhand throw would have clearly sailed over the target if they had chosen that option.”</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Go For It and Ethical Literacy***

- Formal formative assessment: Use an exit slip (see [Appendix F](#) for templates) to ask the following questions:
  - Did you ever feel like giving up in this game? Why or why not?
  - In what other areas of your life do you sometimes feel like giving up?
  - How can you stay focused on never quitting, even when times are tough?

### ***Fundamental Movement Skills***

- Formal summative assessment: Make a template and record skills, skill cues and participant's skill level — beginner, intermediate and advanced. See [Appendix B](#) and [Appendix F](#).

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Go For It and Ethical Literacy***

- Participants can verbalize their exit slip to you if writing is a challenge for them at this age.

### ***Physical Literacy***

- Assign time limits to holding onto an object before releasing.
- Challenge participants to intercept a throw from the other side by catching. Assign points when participants are successful in catching.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Take this topic into other lessons you are teaching, such as cardiovascular endurance activities. Remind participants that by doing their best each day, and by reflecting on their actions, they can achieve great things.

### **Classroom**

- This activity can be played outside when you feel like your students are not reaching their potential or they are getting frustrated with a difficult concept. Use this game to promote a discussion on how they can help each other in different ways to achieve their individual and group goals.

### **Sport**

- Adjust equipment to modify this game. For example, use soccer ball throw-ins or soccer passes if using this activity for a youth soccer team.

## ACTIVITY 4: Team Chase

### ACTIVITY DESCRIPTION

Team Chase is a tag-style game. Participants must reach their safe zone while trying to tag, and avoid being tagged by, the other team. Tags are only valid if the tagging player demonstrates an assigned fundamental movement skill (see list of skills below).

**GRADE LEVELS:** Grades 3–4

### LEARNING OBJECTIVES

<b>True Sport: Go For It</b>	Participants will: <ul style="list-style-type: none"> <li>• Direct their efforts toward general and specific goals.</li> <li>• Demonstrate courage in trying new skill combinations in a competitive environment.</li> </ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Make decisions before, during and after the activity that match their values on effort and doing their best.</li> </ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Demonstrate skill cues of the fundamental movement skills used.</li> <li>• Understand how challenging themselves can support skill development competency.</li> </ul> Fundamental movement skills: <ul style="list-style-type: none"> <li>• Skip</li> <li>• Hop</li> <li>• Run</li> <li>• Dribble (with feet, with hands)</li> </ul>

### EQUIPMENT NEEDED

- Boundary line markers, such as cones or painted lines.
- Paper and pencils (1 per participant).

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor), see diagram for set up: — — — — — →





## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>• Talk about always doing one's best and what that looks like.</li> <li>• Use a participant-centred approach to help determine skill cues for the movement skills addressed in the activity (e.g., for the skip movement skill, ask participants to name teaching cue words and prompt them until all cues are all stated, as per <a href="#">Appendix B</a>).</li> <li>• Ask participants to share some of their ethical literacy values and the ways they can demonstrate them while playing the game.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>• Participants form two groups, and each group comes up with a team name (e.g., Cranes and Crows).</li> <li>• Teams line up facing one another, approximately one metre apart and opposite their team's safe zone, as per the diagram on the previous page.</li> <li>• When the educator calls one of the team names, participants on that team attempt to move to their team's safe space. The other team is the tagging team.</li> <li>• If, while moving to their safe space, a participant is tagged by an opposing team member, they join the other team.</li> <li>• The tagging team must perform a fundamental movement skill (e.g., skipping) while chasing participants, otherwise the tag does not count.</li> <li>• Once everyone on the opposing team has been tagged, participants return to the starting position to begin the next round.</li> <li>• Each round, the educator changes and announces the fundamental movement skill that the tagging team is to demonstrate (i.e., from skip to hop to run to dribble).</li> <li>• Between rounds, educators pause the game and ask participants for examples of when they didn't give up and gave more effort even when they were frustrated.</li> <li>• Remind participants to maintain proper form when doing the fundamental movement skills during the game.</li> <li>• By focusing on the movement skills' proper form, participants are reminded to perform these skills correctly and, as a result, work toward competency.</li> </ul>

*Continued on the next page*

<b>Consolidate</b>	<p><b><i>True Sport Principle: Go For It</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Which movement skills were the hardest to do well?</li> <li>• Why is it important to give your best effort and not give up, even when the skills are new and different?</li> <li>• How does trying your best or taking a healthy risk help you?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “That’s correct! We are more likely to reach our goals and to improve ourselves when we keep trying, even when we are frustrated or tired.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Did you notice who showed the values they shared at the beginning of the session? Remember that values are what someone believes in. How did they do this?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I noticed that some of you who said they would not give up worked really hard throughout the class.”</li> <li>• “Yes! <i>Insert Name Here</i> talked about being honest and fair when it was too close for me to call if they were tagged or not when they said that they were.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Do you know why I made sure you had proper form for this activity?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Yes! The more you practise proper form, the more your skills will improve, and over time you will get faster.”</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Go For It and Ethical Literacy***

- Formal formative assessment: Using an exit slip (see [Appendix F](#) for templates), participants draw an example of what the Go For It principle might look like or what it looks like in this activity. Ask participants to include a few key words or one to two sentences to describe their illustration. Use responses from the exit slips to revisit the Go For It concept with participants.

### ***Fundamental Movement Skills***

- Formal formative assessment: Observe participants and give feedback based on skill cues. Record skill cues in a template. See [Appendix B](#) and [Appendix F](#).

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Go For It and Ethical Literacy**

- Modify the formal formative assessment so that participants have the option of expressing their example(s) of the Go For It principle orally rather than writing them down.

### **Physical Literacy**

- Challenge participants developing proficiency in locomotor skills by inviting them to add dribbling with hands or feet while they move.
- Challenge participants developing proficiency in locomotor skills to use their non-dominant hand or foot.
- Consider “safe” any participants who have difficulty performing the skills, even if they are tagged once.
- Increase or decrease the size of the playing space, depending on participants’ fitness and ability levels.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- After playing the activity, consider using writing time back in the classroom for participants to explore their feelings on Go For It.

### **Classroom**

- Once back in the classroom, take additional time to reinforce the benefits of taking positive risks to help participants build their understanding of the Go For It principle.



## ACTIVITY 5: Go For It

### ACTIVITY DESCRIPTION

A soccer/baseball-type game, with a planning and teamwork component.

**GRADE LEVELS:** Grades 3–4

### LEARNING OBJECTIVES

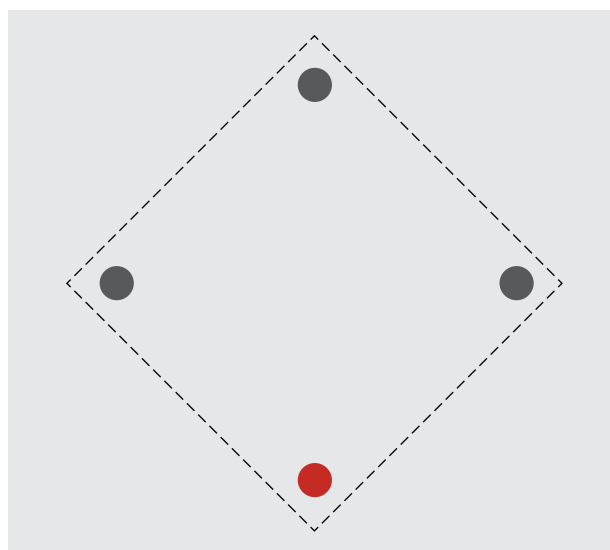
<b>True Sport: Go For It</b>	Participants will: <ul style="list-style-type: none"> <li>• Identify activity-specific goals that lead to success and enjoyment.</li> <li>• Direct efforts purposefully toward general and specific goals.</li> </ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Explain their goal-setting decisions related to effort and doing their best in pursuit of success.</li> </ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Demonstrate skill cues of the fundamental movement skills used.</li> </ul> Fundamental movement skills: <ul style="list-style-type: none"> <li>• Skip</li> <li>• Hop</li> <li>• Run</li> <li>• Send (kick, throw, pass)</li> <li>• Receive (trap, catch)</li> <li>• Airplane</li> <li>• Stork stand</li> </ul>

### EQUIPMENT NEEDED

- 4 base markers, such as Hula Hoops or cones.
- 1 large bucket of balls of different sizes and weights (at least 4 balls).
- Cones or lines to mark playing area.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor), see diagram for set up: — — — — →



## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion, asking questions about making an effort toward specific goals, and the importance of communicating <i>why</i> they set the specific goals they did.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>Identify one base marker as home base and place the bucket behind it.</li> <li>Divide participants into two teams (works best with at least eight participants per team), one batting and one fielding.</li> <li>Teams get three minutes to hold team meetings where they discuss how, as a group, they can rise to a challenge when they are struggling or falling short of a goal.</li> <li>Educator moves around during the three minutes to hear participants' thoughts. The educator highlights positive examples of participants' team meeting discussions.</li> <li>Each player from the batting team gets to "bat" each inning, then teams switch roles.</li> <li>Batting player: Sends four balls to the field by kicking or throwing them. As soon as the batter sends all four balls, they must then run around the bases.</li> <li>Fielding team: Work together to collect the balls and return them to the bucket behind home plate.</li> <li>Participants on the batting team wait for their turn at bat in balance poses, such as airplane and stork stand.</li> <li>For bigger groups, two or three students can bat at a time.</li> <li>*Educators choose what type of movement to use around the bases (e.g., running, skipping, galloping) and if fielders are to use their hands and/or feet to move objects back to the bucket.</li> </ul>

*Continued on the next page*

<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Go For It</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Why do you think coaches, teachers and parents want you to rise to a challenge when you are struggling or falling short of a goal?</li> <li>• What makes working toward excellence hard? How can you overcome these challenges?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I’d like to add that rising to a challenge shows you how good it can feel not to give up. If you fall short of a goal, as an individual or as a group, it won’t feel like a failure if you did your best. However, if you don’t try when things are difficult, you will never learn how great it can feel, and you will be much less likely to achieve your goals.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Why did you choose the activities you did to work toward excellence in your skills?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “It’s important that you continue to understand <i>why</i> you are making the decisions you are making. This will help you to make decisions you can be proud of.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Where, outside of this True Sport Experience, can you practise the skills you performed today? Why do you think it’s helpful for you to practise these skills during free time — away from this class/practice/activity?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “<i>Insert name here</i>, make sure that you follow-through when you are sending a ball to a teammate to help ensure it gets to the appropriate person (target). Practising these skills during free time should help with your accuracy.”</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Go For It and Ethical Literacy***

- Formative assessment: Ask participants how striving for excellence helped their team while they were fielding. Ask them to share ideas of where they could apply these examples to other parts of their day in order to strive for excellence in school and/or other hobbies.
- Formative assessment: Ask participants how they determined which activities would help them strive toward excellence.

### ***Fundamental Movement Skills***

- Summative assessment: Have a template listed with fundamental skills and their associated skill cues used in this game. Assess participants on their ability to master these skills in an authentic environment. Make sure participants know they are being assessed. See Fundamental Cue Assessment Sheet in [Appendix F](#).

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Go For It and Ethical Literacy***

- Allow participants to write down or draw their thinking.
- Provide examples of responses if no one answers the verbal questions after waiting silently for 10 seconds.

### ***Physical Literacy***

- Give individuals particular fundamental movement skills based on their current level of competency. For example, if a participant has mastered the run, invite them to move around bases while skipping. Likewise, if sending the ball with feet while fielding is not challenging to a participant, invite them to send the ball with their non-dominant foot.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Create a bulletin board with the Go For It principle written on it, and invite participants to contribute to it by sharing examples (in words or pictures) of what striving for excellence means to them.

### **Classroom**

- Develop a “Striving for Excellence” bulletin board that shows examples of participants striving for excellence toward their academics and/or health (e.g., everyone contributes an image of someone trying their best).

### **Sport**

- Modify the fundamental movement skills based on the sport you coach (e.g., if you are a soccer coach, use four soccer balls rather than four diverse objects).

# PLAY FAIR ACTIVITIES

*Understand, respect, and follow the rules. Play with integrity – competition is only meaningful when it is fair.*





## ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT NEEDED	PAGES
<b>ACTIVITY 1:</b> Hot Feet	Grades 1–4	<ul style="list-style-type: none"> <li>Boundary line markers, such as cones or gymnasium lines.</li> <li>A divider to split the playing area in two (e.g., volleyball net, long rope attached to tall cones).</li> <li>Many beanbags.</li> </ul>	34–37
<b>ACTIVITY 2:</b> 1, 2, 3, SPLIT	Grades 1–4	<ul style="list-style-type: none"> <li>Boundary line markers, such as cones or gymnasium lines.</li> </ul>	38–41
<b>ACTIVITY 3:</b> Builders and Wreckers	Grades 1–4	<ul style="list-style-type: none"> <li>Boundary line markers, such as cones or gymnasium lines.</li> <li>Small triangle cones (at least 1 per participant).</li> </ul>	42–45
<b>ACTIVITY 4:</b> Hurly Burly	Grades 3–4	<ul style="list-style-type: none"> <li>Boundary line markers, such as cones.</li> <li>Goal markers, 2 goals for each team (e.g., cones).</li> <li>1 ball per 5 participants.</li> <li>Exit slips and pencils.</li> </ul>	46–49
<b>ACTIVITY 5:</b> Beanbag Frenzy	Grades 3–4	<ul style="list-style-type: none"> <li>Boundary line markers, such as cones.</li> <li>5 Hula Hoops.</li> <li>Pinnies.</li> <li>Many beanbags or other small objects, such as tennis balls.</li> </ul>	50–53

## ACTIVITY 1: Hot Feet<sup>9</sup>

### ACTIVITY DESCRIPTION

A target activity that uses beanbags and underhand tosses to tag opposing team participants' feet. Participants self-officiate the game.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b>True Sport: Play Fair</b>	Participants will: <ul style="list-style-type: none"><li>• Understand that it is important to do the right thing, even when no one is looking.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Identify the potential outcomes of various options and their impacts related to fair play.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate skill cues of the fundamental movement skills used.</li><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li><li>• Understand how to explain why it is important for participants to follow the rules of an activity.</li></ul>

### EQUIPMENT NEEDED

- Boundary line markers, such as cones or gymnasium lines.
- A divider to split the playing area in two (e.g., volleyball net, long rope attached to tall cones).
- Many beanbags.

### PLAYING AREA REQUIREMENTS

- Open indoor space.

<sup>9</sup> Adapted from Vonnie Colvin, A., Egner Markos, N. J., & Walker, P. J. (2008). *Teaching the nuts and bolts of physical education: Ages 5 to 12, 2<sup>nd</sup> Edition*. Human Kinetics.

## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Facilitate a brief discussion on why it is important to do the right thing, even when no one is looking. Invite participants to share with the person next to them what could happen if they choose not to demonstrate fair play.</li><li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li></ul>
<b>Activate</b>	<ul style="list-style-type: none"><li>• Divide participants into two teams. Teams begin the round on each side of the divider, as per the diagram on the previous page. Each participant has one beanbag, and ideally there are more beanbags spread out in the playing space.</li><li>• The round begins when the educator calls “Hot Feet.”</li><li>• The object of the game is to slide the beanbag under the divider to tag an opposing participant on their foot.</li><li>• Participants must slide the beanbag — they cannot tag a participant by throwing the beanbag.</li><li>• If a participant’s foot is tagged, they move outside the playing area and join the other team.</li><li>• No one sits out or is eliminated if tagged.</li><li>• Participants self-officiate this game.</li><li>• At the end of a three-minute round, the educator stops the game and participants are counted. The team with the most participants on its side is declared the winner of the round and awarded one point. Then, another round begins. When a team gets all the participants on their side, they receive a bonus point and, so, are awarded two points for that round.</li><li>• At the end of the game, the educator asks participants for examples of when they saw a peer following the rules, even when the peer didn’t realize someone was looking.</li></ul>

*Continued on the next page*

<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Play Fair</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• How did you feel when you saw someone following the rules? How did you feel when you saw someone ignoring the rules?</li> <li>• Was it easy or difficult to oversee the game yourselves? Why?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “You’re right! When you’re playing a game and not everyone is following the rules, it can be frustrating, and you might get angry.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Before a game, does it help you if you think about how others behave and about how different actions and choices can lead to fair play? Or how choices can discourage fair play?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “It is true that when we think about the negative results that can come from certain behaviours, it may help us focus on showing good behaviours, which will increase fair play.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask participant(s):</p> <ul style="list-style-type: none"> <li>• In what other games or sports is the underhand roll used?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Yes! We use this skill in bowling, and a ready stance is used in many sports, such as basketball, volleyball, wrestling and even tag games!”</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Play Fair and Ethical Literacy***

- Informal formative assessment: Between rounds, ask participants for examples of when they saw someone make the right choice even when they didn't have to.

### ***Fundamental Movement Skills***

- Formal formative assessment: Observe participants and give feedback based on skill cues of the underhand roll and/or their agility in moving out of the way of an oncoming beanbag (see [Appendix B](#)). Record skill cues in a template (see [Appendix F](#))

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Play Fair and Ethical Literacy***

- Rather than sharing verbally, invite participants to write down their thoughts on why it is important to do the right thing when no one is looking.

### ***Physical Literacy***

- Assign time limits to holding onto a beanbag, and vary the time allotment depending on skill level. The more beginner the skill level, the more time allowed.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Classroom**

- Play this game in the gymnasium and/or collaborate with the physical education teacher to play this game. Have participants write a fictional story about a character who chose to do the right thing when no one was looking, and how that benefited the main character as well as others in the story.

### **Sport**

- Consider doing this game if your team is rained out of an outdoor facility but you want participants to work on the concept of doing the right thing when no one is looking. You can play this game while using sport-specific equipment. For example, participants could kick soccer balls under the divider, use a hockey stick to pass a puck under the divider, or use a lacrosse stick to scoop up a ball and roll it under the divider.

## ACTIVITY 2: 1, 2, 3, SPLIT

### ACTIVITY DESCRIPTION

A variation of Chain Tag, where the chain splits when it grows to four participants.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b><i>True Sport: Play Fair</i></b>	Participants will: <ul style="list-style-type: none"><li>• Understand that games can be fun for everyone when everyone plays by the rules.</li><li>• Understand how to explain why it is important for participants to follow the rules of an activity.</li></ul>
<b><i>Ethical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Understand how to collect and evaluate information to determine if fair play was demonstrated.</li></ul>
<b><i>Physical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Understand that agility is an important skill when they want to change their speed often in a game situation.</li><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li><li>• Understand how to demonstrate competency in different locomotor fundamental movement skills.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Run</li><li>• Skip</li><li>• Gallop</li></ul>

### EQUIPMENT NEEDED

- Boundary line markers, such as cones or gymnasium lines.

### PLAYING AREA REQUIREMENTS

- Open indoor space.





## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion, asking questions related to following the rules during activities, school work and when at home.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>Participants spread throughout the playing area, as per the diagram on the previous page.</li> <li>The educator will designate one participant as the tagger.</li> <li>When the tagger tags another participant, they join hands and must move together in an attempt to tag someone else.</li> <li>When the group of two tags someone, they form a group of three.</li> <li>When the group of three tags a fourth person, they split into two groups of two and try to tag others.</li> <li>If participants move out of bounds, they must join the group nearest them as though they were tagged.</li> <li>The object is to be the last person tagged.</li> <li>Play multiple rounds.</li> <li>Pause between the round and ask questions on how participants can improve their performance (in dodging, chasing and the locomotor skills used).</li> <li>Vary the locomotor skills used, but remind participants that form must not be jeopardized for speed!</li> <li>Remind participants not to pull too hard or go too fast for the other participants in the chain.</li> </ul>

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<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Play Fair</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• How do you think your game would have been different if people did not play by the rules?</li> <li>• Do you enjoy a game more or less when someone doesn't play by the rules? Why do you think this is so?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "I love seeing everyone continue to play when they are tagged, rather than complaining. When we play by the rules, we realize that the game continues to be fun in our new role as a tagger."</li> </ul> <p><b><i>Ethical Literacy: Play Fair</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Do you think everyone played by the rules? Without saying anyone's name, can you give examples of when you saw the rules not being followed?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "Sometimes not everyone plays by the rules, and it can affect the enjoyment of the game for everyone. It's important that we do our best to play by the rules and encourage our peers to do the same."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Is it difficult to perform the movement skills properly when you move faster?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "Keep bringing your knee up to make your thigh flat when you are skipping. It's important to maintain proper form when moving quickly!"</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Play Fair and Ethical Literacy***

- Formative assessment: Observe the game and identify when participants are playing by the rules and joining the group when tagged and/or when they run out of bounds.

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe participants and give feedback based on their locomotor skills in this game (e.g., run, skip, gallop, see [Appendix B](#)) as well as their ABCs (agility, balance, coordination and speed; e.g., dodging, change of speed).

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Play Fair and Ethical Literacy***

- Allow more time for participants to share their thoughts on fair play.
- Allow participants to share their ideas around fair play with a partner or in a large group.

### ***Physical Literacy***

- Vary the locomotor skill required, depending on the participant's skill level.
- Remind participants who are not developing proficiency in locomotor skills to slow down, and encourage those who are developing proficiency in locomotor skills to speed up.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Classroom**

- You can play this game in a classroom or multi-purpose room if you don't have access to a gymnasium or space outside. If you do play in a classroom or multi-purpose room, consider having students speed walk to avoid hitting furniture and other objects. Focus the activity on playing by the rules and make connections to following rules in classroom work and group collaboration experiences.

### **Sport**

- You can play this game while using sport-specific equipment. For example, participants could play this on skates wearing all necessary equipment.

### **Recreation**

- No modifications necessary. You can play this game while engaging in specific recreation activities using relevant equipment. For example, participants could play this game while moving in snowshoes.

## ACTIVITY 3: Builders and Wreckers

### ACTIVITY DESCRIPTION

One team places cones upright while the other team tries to knock them down.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

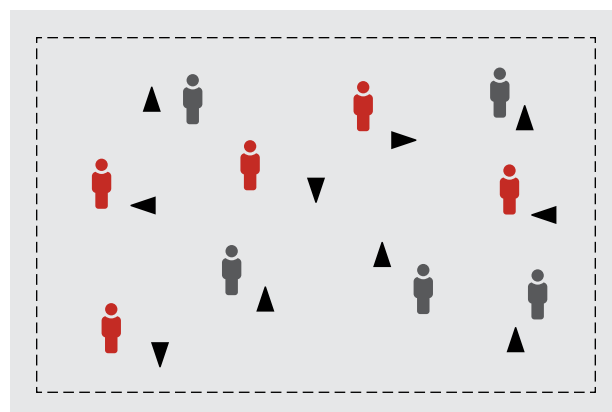
<b>True Sport: Play Fair</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand that even when it is tempting to ignore the rules, they will feel better after a game — regardless of whether they win or lose — when they abide by the rules.</li> <li>• Recognize that community builders are people who play fair and contribute to their group or community.</li> <li>• Understand the concepts of commitment and responsibility.</li> </ul>
<b>Ethical Literacy</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Make reasoned decisions (i.e., by evaluating the inputs, not simply by making rash decisions) about which option(s) align with their fair play-related values.</li> </ul>
<b>Physical Literacy</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand that agility is something that will help them in sport and games.</li> <li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li> </ul> <p>Fundamental movement skills:</p> <ul style="list-style-type: none"> <li>• Run</li> <li>• Skip</li> <li>• Gallop</li> <li>• Hop</li> </ul>

### EQUIPMENT NEEDED

- Boundary line markers, such as cones or gymnasium lines.
- Small triangle cones (at least 1 per participant).

### PLAYING AREA REQUIREMENTS

- Open indoor or outdoor space,  
see diagram for set up: — — — — — →



## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>→ Facilitate a brief discussion, asking questions related to commitment and responsibility. Ask participants to share examples of behaviour for this activity that would align with their fair play-related values.</li> <li>→ Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>→ Divide participants into two teams. One team is called builders and the other team is called wreckers.</li> <li>→ When the educator calls “Go,” the builders place cones upright and the wreckers try to knock them over, as per the diagram on the previous page.</li> <li>→ Wreckers can only use their elbows to knock over cones.</li> <li>→ Builders and wreckers knock down or set back up cones at the same time.</li> <li>→ The object of the game is to have all cones facing up (if builders) and all cones knocked over (if wreckers).</li> <li>→ Participants can move using different locomotor movements practised in the class/practice/program session.</li> <li>→ Remind participants to follow the rules. Talk about when they might be tempted to break the rules, and how to make sure they don’t.</li> <li>→ At the end of a two-minute round, the educator stops the game and everyone must freeze. If more cones are standing than knocked over, the builders are awarded a point. If more cones are knocked over than standing, the wreckers are awarded a point.</li> </ul>

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<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Play Fair</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Why is it important to always play by the rules, even when it would be easy to bend them?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Yes, playing by the rules in sports and physical activities is good practice for being an honest person!”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participant(s):</p> <ul style="list-style-type: none"> <li>• How do you think you would feel if you made decisions that go against playing fair?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I agree! We want to feel good about ourselves and our choices after we play with our friends. If we do not demonstrate fair play, it will be difficult to feel proud of ourselves.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Did you ever want to resort to running when I asked you to move a different way in this activity? Why do you think we rely on what we are good at when we are challenged?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “It is important to challenge ourselves when we are learning new skills so that we can become successful at a wider range of movements.”</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Play Fair and Ethical Literacy***

- Informal formative assessment: Observe participants during this game to determine if they are demonstrating the Play Fair principle, which ensures everyone stays committed to the task. Record positive or corrective examples and follow up with individuals you observed both adhering to the rules and bending/ignoring them.

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe participants and give feedback based on skill cues of the locomotor movements required during this activity (see [Appendix B](#)).

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Play Fair and Ethical Literacy***

- Increase the number of rules in the game to make it more challenging for participants to remember the rules, to abide by them, and to stay true to their fair play-related values.

### ***Physical Literacy***

- Invite participants to move in more challenging ways as they demonstrate competency in simpler forms of locomotor movements. (e.g., if running is mastered, ask them to gallop or hop on one foot or dribble a basketball at the same time). Likewise, do the opposite to decrease the complexity of the activity.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Classroom**

- Consider playing this game to teach about community in social studies. Ask students to identify different builders in a community, and consider how playing fair helps them to be positive contributors.

### **Sport**

- Consider modifying this activity to align better with your sport. For example, participants could play this while dribbling with their feet at a soccer practice, or while wearing skates at a hockey practice.

### **Recreation**

- Consider modifying this activity to meet the needs of the program you are offering. For example, participants could play this game while wearing snowshoes.



## ACTIVITY 4: Hurly Burly

### ACTIVITY DESCRIPTION

Team-based scoring game with two nets on each side. Can be run as soccer or by passing the ball with hands.

**GRADE LEVELS:** Grades 3–4

### LEARNING OBJECTIVES

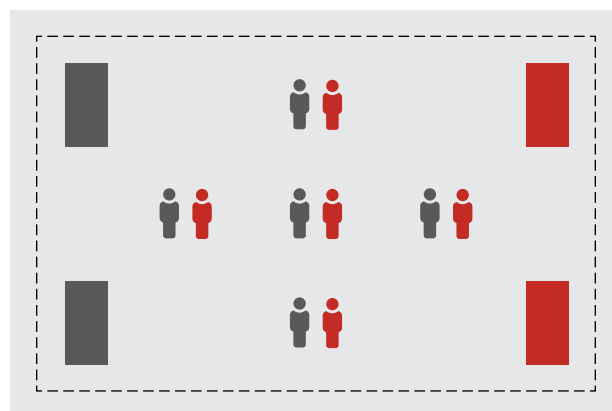
<b>True Sport: Play Fair</b>	Participants will: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of how to play by the rules.</li> <li>• Play different positions and try different activities.</li> </ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Explain their fair play-related behaviour.</li> </ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Demonstrate competency in performing locomotor fundamental movement skills.</li> <li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li> </ul> Fundamental movement skills: <ul style="list-style-type: none"> <li>• Run</li> <li>• Kick</li> <li>• Throw</li> <li>• Catch</li> </ul>

### EQUIPMENT NEEDED

- Boundary line markers, such as cones.
- Goal markers, 2 goals for each team (e.g., cones).
- 1 ball per 5 participants.
- Exit slips and pencils.

### PLAYING AREA REQUIREMENTS

- Open indoor or outdoor space,  
see diagram for set up: — — — — — →





## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>• Facilitate a brief discussion, asking questions related to following rules and trying new positions.</li> <li>• Educators use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>• Divide participants into two teams and set up as per the diagram on the previous page.</li> <li>• Each team defends its two goals and attempts to score on the opposing team's goals.</li> <li>• Use multiple balls to increase practice for participants.</li> <li>• Decide if you want participants to play this game with feet (i.e., passing with feet, kicking on goal) or with hands (i.e., throwing and catching as passes, throwing into the goal).</li> <li>• Participants cannot run with the ball in their arms.</li> <li>• Participants are encouraged to pass the ball between their teammates.</li> <li>• Participants with possession can be tagged by an opponent. If tagged, they lose possession.</li> <li>• If a participant drops/does not catch or receive the ball, they must give possession to another member of their team.</li> <li>• Participants cannot be tagged if they do not have possession of a ball.</li> <li>• One point is awarded each time a participant scores a goal using correct kicking or throwing form. If the ball goes into the goal, but correct form was not used, the goal does not count.</li> <li>• After a goal, the defending team takes possession of the ball.</li> <li>• The first team to reach five points wins the round. Repeat rounds.</li> <li>• Pause the game between rounds and ask participants what they can do to improve performance.</li> <li>• If ready, assign different positions for participants (i.e., have some play a defensive role while others play an offensive role).</li> <li>• If assigning different positions, use lines on the floor or cones to create zones. Participants must stay in their zone to deter defensive players from moving into offensive positions and vice versa.</li> </ul>

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<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Play Fair</i></b></p> <p>Example questions to ask participants(s):</p> <ul style="list-style-type: none"> <li>• How did you feel when your team's goal wasn't allowed because the scorer didn't use proper form during their throw or kick?</li> <li>• Did your feelings change how you felt about the game?</li> <li>• Did you want to try new positions?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "It's natural to feel frustrated sometimes, but the important thing to realize is that you can control your emotions when you are frustrated in ways that will help you to continue to play by the rules."</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Why did you choose to act the way you did in this activity?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "It's great that you are thinking about what behaviours help fair play in our activities."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• What skills helped you to be successful in this activity?</li> <li>• What other games can you use these skills in?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "Make sure you pump your arms when running!"</li> <li>• "Keep your eyes on the target when you are shooting on goal."</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Play Fair and Ethical Literacy***

- Formal formative assessment: Use an exit slip (see [Appendix F](#) for templates) to ask the following questions:
  - Did you feel that everyone played fair?
  - Were you tempted to demonstrate behaviours other than fair play? Why or why not?

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe participants and give feedback based on skill cues of the locomotor movements required during this activity (see [Appendix B](#)).

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Play Fair and Ethical Literacy***

- Rather than giving participants an exit slip to complete, ask them to share their responses verbally with a partner or with the group.

### ***Physical Literacy***

- Vary and individualize the tasks in the game, depending on skill level of participants. For example, some participants may use their dominant foot for passing and kicking while others may be asked to use their non-dominant foot.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Classroom**

- Have students identify vocabulary words that align with the Play Fair principle. Place these words within their view. Collaborate with the physical education teacher to post these words in their teaching space and use the words as targets and in other ways during classes.

### **Sport**

- Consider modifying this activity to better align with your sport. For example, participants could play this while dribbling with feet at a soccer practice, while wearing skates at hockey practice, etc.

### **Recreation**

- Consider modifying this activity to meet the needs of the program you are offering. For example, participants could play this game while wearing snowshoes.

# ACTIVITY 5: Beanbag Frenzy

## ACTIVITY DESCRIPTION

Participants must get as many beanbags into their scoring area as possible. Participants can prevent other teams from scoring by tagging other players trying to capture a beanbag.

**GRADE LEVELS:** Grades 3–4

## LEARNING OBJECTIVES

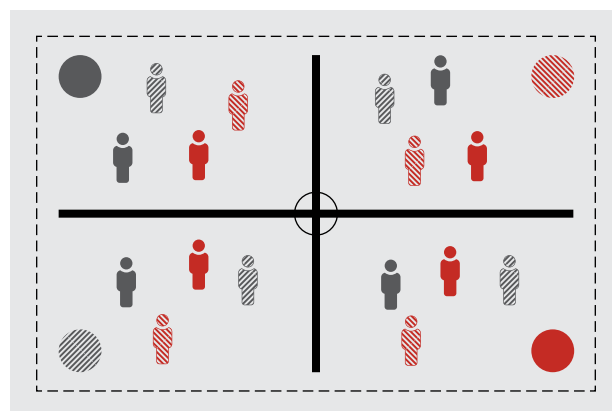
<b>True Sport: Play Fair</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand that winning is meaningful when competition is fair.</li> <li>• Understand that playing a game can be enjoyable even if they lose, because everyone played fair.</li> <li>• Describe connections between the activity and their lives outside of the program.</li> </ul>
<b>Ethical Literacy</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Reflect on their values and their relationship to fair play.</li> </ul>
<b>Physical Literacy</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Demonstrate competency in performing locomotor fundamental movement skills.</li> <li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li> </ul> <p>Fundamental movement skills:</p> <ul style="list-style-type: none"> <li>• Run</li> <li>• Skip</li> <li>• Hop</li> <li>• Gallop</li> <li>• Slide</li> </ul>

## EQUIPMENT NEEDED

- Boundary line markers, such as cones.
- 5 Hula Hoops.
- Pinnies.
- Many beanbags or other small objects, such as tennis balls.

## PLAYING AREA REQUIREMENTS

- Open indoor or outdoor space, see diagram for set up: — — — — — →



## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>• Facilitate a brief discussion, asking questions related to fair competition. Ask participants to think about their values and to share how their values can increase levels of fair play among the group.</li> <li>• Asks participants to reflect on the importance of being active and consider how they can be active during different parts of their day.</li> <li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>• Divide participants into four teams and set up as per the diagram on the previous page.</li> <li>• Each team tries to get a beanbag from the centre Hula Hoop or the other teams' Hula Hoops.</li> <li>• When a participant picks up a beanbag from the centre hoop or from another team's hoop, they take it to their team's hoop.</li> <li>• If participants are tagged by another team while carrying a beanbag, they must return the beanbag to the hoop it came from (i.e., either the centre hoop or another team's hoop).</li> <li>• Only participants in possession of a beanbag can be tagged by an opponent.</li> <li>• Modify locomotor movement based on what participants are learning, their skill level and what needs practice.</li> <li>• At the end of a three-minute round, participants total their beanbags and the team with the most gets four points, second highest gets three points, third highest gets two points, and lowest gets one point. Repeat rounds and keep cumulative score.</li> <li>• Pause the game between rounds and ask participants what they can do to improve their performance.</li> </ul>

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<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Play Fair</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• How would this activity be different if the Play Fair principle was not used?</li> <li>• How do you think this would have changed how much you enjoyed the game?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• When people don't follow the rules, the game isn't as much fun for most participants.</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How did what you believe in affect the levels of fair play in the activity?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "Showing honest behaviour definitely shows that you value fair play."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• What skills did you use today that are examples of "building blocks" for your physical activity? What does it mean to say that they are building blocks?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "Building block movements are like your 'ABCs' or '123s' in reading and math. It is important to develop them so that you can build upon them. It is my hope to help you find the joy in using them just like I would hope you find joy in reading and your other class work!"</li> </ul>
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## ASSESSMENT

### **True Sport Principle: Play Fair and Ethical Literacy**

- Informal formative assessment: Observe participants to determine if they are playing by the rules. Highlight positive examples by pausing the play and have a brief, constructive discussion when you observe negative examples.
- Informal formative assessment: Consider participants' responses related to the ethical literacy question. Determine if they understand how their values relate to fair play.

### **Fundamental Movement Skills**

- Informal formative assessment: Observe participants to determine if they are performing locomotor fundamental skills correctly and provide feedback accordingly (see [Appendix B](#)).

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Play Fair and Ethical Literacy**

- Modify the discussion time at the beginning of the session.
- Allow participants to write or draw to express their thoughts on fair play and being active.

### **Physical Literacy**

- Rules may need to be modified if they are too complex for participants (e.g., play with only two teams per playing area).

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Have participants contribute to a Play Fair bulletin board. Have them find ways to modify the activity to include other fundamental movement skills that they are learning.

### **Classroom**

- Use this game so students can draw from the experience to discuss fair play in character education. Ask students for examples of how following the rules and playing fair can support their academic success and their feelings about themselves. Provide a space for students to develop a fair play bulletin board or memo board in the classroom.

### **Sport**

- Use this game as a team-building activity to have a discussion around how important it is to the team that everyone plays by the rules.

### **Recreation**

- See all of the above.

# RESPECT OTHERS ACTIVITIES

*Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.*







## ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT NEEDED	PAGES
<b>ACTIVITY 1:</b> Cone Twister	Grades 1–4	<ul style="list-style-type: none"> <li>1 cone per participant.</li> <li>Large stickers for writing names.</li> <li>Stopwatch.</li> </ul>	56–58
<b>ACTIVITY 2:</b> Clean the Yard	Grades 1–4	<ul style="list-style-type: none"> <li>Boundary line markers, such as cones or painted lines.</li> <li>“Trash” equipment (e.g., ball).</li> </ul>	59–62
<b>ACTIVITY 3:</b> Rock, Paper, Scissors, MOVE	Grades 1–4	<ul style="list-style-type: none"> <li>No equipment is needed for this activity.</li> </ul>	63–65
<b>ACTIVITY 4:</b> Toss, Switch, Catch	Grades 1–4	<ul style="list-style-type: none"> <li>Variety of balls to throw — beanbags, balloons, beach balls, foam balls, tennis balls (1 per participant).</li> <li>Exit slips and pencils.</li> <li>Note: Start with large balls/balloons for early FUNDamentals Stage learners.</li> </ul>	66–68
<b>ACTIVITY 5:</b> Back to Front	Grades 3–4	<ul style="list-style-type: none"> <li>Boundary line markers, such as cones or painted lines.</li> </ul>	69–71

## ACTIVITY 1: Cone Twister

### ACTIVITY DESCRIPTION

A group activity involving effective communication, agility and coordination.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b>True Sport: Respect Others</b>	Participants will: <ul style="list-style-type: none"><li>• Understand how respecting one another can help them experience success in physical activity.</li><li>• Demonstrate teamwork and cooperation through their actions throughout the activity.</li><li>• Demonstrate observation and communication skills through sharing with and learning from teammates.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Consistently respect themselves and others during the activity.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li></ul>

### EQUIPMENT NEEDED

- 1 cone per participant.
- Large stickers for writing names.
- Stopwatch.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).

### ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Facilitate a brief discussion, asking questions related to respect and cooperation.</li><li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li></ul>
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<b>Activate</b>	<ul style="list-style-type: none"> <li>• Participants label their cone using a large sticker for their name, and place the cone in a pile.</li> <li>• Each participant picks up someone else's cone, and while holding the cone any way they choose, participants join hands and form a large circle.</li> <li>• Each participant finds the owner of the cone they are holding.</li> <li>• Participants work together to exchange cones, one at a time, without breaking their joined hands (e.g., by balancing on one leg and using their toes to lift the cone and move it to its owner).</li> <li>• The focus of each movement is on agility, balance and coordination.</li> <li>• If a link in the circle is broken, participants must start over. Therefore, they must work together and communicate their plan.</li> <li>• Educators time the participants.</li> <li>• Once all cones are returned to their owners, participants start again and try to beat their previous time.</li> </ul>
<b>Consolidate</b>	<p><b>True Sport Principle: Respect Others</b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Did you listen to each other during this activity? Do you think listening made it easier to work together?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I agree! When you helped <i>insert name here</i> by giving them your arm as support, you showed them that you respect and want to support them.”</li> <li>• “I agree! By listening to each other, you were showing respect and it was easier to complete the task.”</li> </ul> <p><b>Ethical Literacy</b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Who showed you respect during this activity and how did it make you feel? How did you show respect to others during this activity?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I saw participants encouraging teammates to lean on each other when they needed extra balancing support.”</li> </ul> <p><b>Physical Literacy</b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• During this activity you had to use balance, problem solving and coordination in order to be successful. Was this difficult? Why or why not?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I agree that balance and coordination are used more in this activity than agility, which is the ability to move quickly and easily. Yet, agility could play more of a role the faster you challenge yourself to complete the task!”</li> <li>• “I love how you are twisting and changing levels while balancing during this activity.”</li> </ul>

## ASSESSMENT

### **True Sport Principle: Respect Others and Ethical Literacy**

- Informal formative assessment: Observe participants and provide feedback on examples of when they are respecting each other and/or how they respected themselves.

### **Fundamental Movement Skills**

- Informal formative assessment: Between rounds, ask participants to share what physical skills are helping them achieve their goal.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Respect Others and Ethical Literacy**

- Have participants complete this task without verbal communication. Ask them to share how this influences the level of respect that is needed to be successful.

## **Physical Literacy**

- Challenge participants to perform this activity while standing and moving on one foot.
- Create smaller groups if the task is too challenging.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical education**

- Modify Cone Twister to use equipment aligned with the unit you are teaching.

### **Classroom**

- Students could write about their experiences respecting others during this activity.

### **Sport**

- Modify Cone Twister to use equipment aligned with your sport.



## ACTIVITY 2: Clean the Yard

### ACTIVITY DESCRIPTION

Participants are divided into two groups to try to get the “trash” (equipment) out of their yard.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b>True Sport: Respect Others</b>	Participants will: <ul style="list-style-type: none"><li>• Engage in competitive play while respecting opposing participants.</li><li>• Recognize acts of fairness as a means to show respect.</li><li>• Recognize that their feelings and challenges are legitimate, as are those of others.</li><li>• Understand the importance of respecting their surroundings (e.g., pick up after themselves, do not damage facilities).</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Reflect on their values and how they can impact the Respect Others principle.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movements (e.g., throwing, catching).</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Overhand throw</li><li>• Underhand throw</li><li>• Catch above the waist</li><li>• Catch below the waist</li></ul>

### EQUIPMENT NEEDED

- Boundary line markers, such as cones or painted lines.
- “Trash” equipment (e.g., ball).

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor) divided into two sides.

## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion, asking questions related to fairness and justice and the importance of respecting the surroundings as well as each other.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>Divide participants into two teams, with equal amounts of equipment (trash) on each side (yard) to begin.</li> <li>Upon the educator's command, participants try to get the trash out of their yard and over to the other side.</li> <li>Participants model competency in overhand and underhand throws in this activity and aim away from opposing participants.</li> <li>If a participant catches someone's trash, their side gets a bonus point at the end of the round.</li> <li>Remind participants to focus on skill development. The challenge is to go fast and maintain form.</li> <li>This game happens in three-minute rounds.</li> <li>Teams total their score at the end of each round. A point is awarded for each piece of trash moved to the opposing team's yard.</li> <li>A team gets two points for winning a round.</li> <li>Maintain a cumulative score.</li> </ul>

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<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Respect Others</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• How does trying your hardest show respect for your teammates and opposing participants?</li> <li>• Why is it important to aim trash away from the other participants?</li> <li>• Why is it important to clean up the playing area when you're finished?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "I agree that you show respect when you try your hardest, so that everyone can work toward a goal and feel good about their performance, even if they scored fewer points."</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How did what you believe in, known as your values, influence your behaviour during this activity?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "It's true that if you believe in being honest that you are more likely to demonstrate respect to others."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Can you name some of the things you were thinking about when you worked on the skills you used today?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "Don't forget to follow-through to the opposite side of your body when doing an overhand throw (e.g., from back to front)."</li> <li>• "Be sure to track the ball with your eyes, and move your body quickly under the ball to make catches."</li> </ul>
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## ASSESSMENT

### **True Sport Principle: Respect Others and Ethical Literacy**

- Formal assessment: Create a template and assess participants on the following during this activity:
  - Attempting to throw trash out of their yard (into open space).
  - Responding respectfully when opposing team is successful.
  - Demonstrating grace when their team is successful.
  - Ability to answer verbally as to how their values influence their ability to respect others.

### **Fundamental Movement Skills**

- Formal assessment: Create a template and assess participants' fundamental movement skills (e.g., overhand throw, underhand throw, catch above the waist, catch below the waist). See [Appendix B](#) and [Appendix F](#).

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Respect Others and Ethical Literacy**

- Allow for more or less time to discuss fairness and respecting surroundings, depending on how much participants appear to grasp these concepts.

### **Physical Literacy**

- Use lighter equipment (e.g., balloons) if catching is at beginner level.
- Provide different sizes and weighted equipment for throwing skills.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- This activity is good for assessing skills (throwing, catching) in a game setting.

### **Classroom**

- Make connections with this game when learning about cumulative scoring. Identify even and odd numbers. Count objects and use them as numbers for fraction equations.

### **Sport**

- Consider using any special skills from the sport you are coaching in this game. For example, the trash might be entirely soccer balls if you are a soccer coach.



## ACTIVITY 3: Rock, Paper, Scissors, MOVE

### ACTIVITY DESCRIPTION

An active variation of the traditional Rock, Paper, Scissors game, this version gives participants an opportunity to cheer for their opponents, despite outcomes.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b>True Sport: Respect Others</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate how to respect opponents, despite outcomes.</li><li>• Demonstrate respectful behaviour when participating in physical activity (e.g., when someone helps another person up after a fall).</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Take responsibility for their actions.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movements.</li><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Run</li><li>• Jump</li></ul>

### EQUIPMENT NEEDED

→ No equipment is needed for this activity.

### PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor).

### ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Facilitate a brief discussion, asking questions related to losing with grace and winning with dignity to show respect for your opponents.</li><li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li></ul>
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<b>Activate</b>	<ul style="list-style-type: none"> <li>• Participants travel through playing area using locomotor movements called out by the educator.</li> <li>• Pair up students by giving each participant a number (i.e., in a group of 24, use numbers 1–12 twice; in a group of 16, use numbers 1–8 twice). If an odd number, the educator can play.</li> <li>• On signal, participants find their partner (matching number) and stand back to back. Together they call “Rock, Paper, Scissors, MOVE.” Both perform a movement while <i>not</i> looking at each other. Then, they glance over their shoulder to see what pose their partner took.</li> <li>• Rock (hand in a fist) = run on the spot</li> <li>• Paper (hand out flat) = balance on one foot</li> <li>• Scissors (using index and middle fingers to make “scissors”) = jump</li> <li>• Rock beats scissors, paper beats rock, scissors beats paper.</li> <li>• If participants have the same pose, they repeat.</li> <li>• Play best three out of five.</li> <li>• The winning participant from each pair then continues to move and seeks another partner. The losing participant from that round moves to the end of the line of the person they lost against.</li> <li>• Play continues until there are only two participants left and the rest of the group is cheering them on, also performing the movement the person at the front of their line chooses.</li> <li>• The final winner is determined in the best three out of five rounds.</li> <li>• Repeat several times.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Respect Others</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• How does cheering each other on make you feel?</li> <li>• Are you willing to cheer someone on even if they beat you?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “By respecting others, I noticed how you were able to still laugh and enjoy the game even when you lost in a round.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How did you feel you acted in this activity? Please share an example.</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I agree! Even though you might have lost a round in the game, you respected your opponent and then cheered them on!”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How can you use some of these movements in your recess time or at home?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “That is right! You could easily play this game at recess or change other games to use some of these movements.”</li> </ul>

## ASSESSMENT

### **True Sport Principle: Respect Others and Ethical Literacy**

- Informal assessment: Ask participants to identify other areas of their day where showing respect and having a positive attitude, even when slightly disappointed, could benefit them.
- Informal assessment: Ask participants to share an example of when they did something they weren't proud of but told someone because they took responsibility for their actions?

### **Fundamental Movement Skills**

- Formal assessment: Create a template and assess participants' fundamental movement skills (e.g., run, jump, balance). See [Appendix B](#) and [Appendix F](#).

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Respect Others and Ethical Literacy**

- Perform a round where participants do not cheer on the person they are following. Have a discussion with them about how this changed the experience for them.

### **Physical Literacy**

- Modify poses for Rock, Paper and Scissors based on the fundamental movement skills being used.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Have a Respect Others bulletin board on display in your teaching space, and invite students to submit examples of respectful behaviours on the bulletin board.

### **Classroom**

- Have a Respect Others bulletin board on display in your teaching space, and invite students to submit examples of respectful behaviours on the bulletin board.

### **Sport**

- At the end of each practice or sporting event, announce a participant who best represented the Respect Others principle. Consider giving them a small token for their positive behaviour (e.g., they get to keep the team stuffed animal for a week).

### **Recreation**

- Modify movements to align with the recreation activity being played.

## ACTIVITY 4: Toss, Switch, Catch

### ACTIVITY DESCRIPTION

A toss-and-catch activity that incorporates teamwork. Group success depends on the effort of all group members.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b>True Sport: Respect Others</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate how to work collaboratively with others to complete a task.</li><li>• Demonstrate teamwork and cooperation through skills and activity practice.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Identify the potential outcomes of various options and their impacts related to the Respect Others principle.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movements.</li><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Underhand throw</li><li>• Overhand catch</li></ul>

### EQUIPMENT NEEDED

- Variety of balls to throw — beanbags, balloons, beach balls, foam balls, tennis balls (1 per participant).
- Exit slips and pencils.
- Note: Start with large balls/balloons for early FUNdamentals Stage participants.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).

### ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Facilitate a brief discussion, asking questions related to communicating effectively and respectfully to increase the chances of accomplishing a task.</li><li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li></ul>
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<b>Activate</b>	<ul style="list-style-type: none"> <li>• Participants stand in a large space and work in pairs or groups of three.</li> <li>• Everyone starts with a ball.</li> <li>• Participants throw their ball underhand as high as they can and at the same time.</li> <li>• All balls must be caught by a different member of the group.</li> <li>• The goal is to ensure no balls hit the ground.</li> <li>• Ensure participants are aware of others so they don't run into each other.</li> <li>• When successful, groups can join another group and repeat the activity with the same goal: to not let the balls hit the ground.</li> <li>• Talk to participants about strategies between attempts.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Respect Others</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• In this activity, everyone had to play an important role. Why is it important that we should respect everyone in the group when we play games or sports?</li> <li>• Why is it helpful when everyone plays a different role? If everyone had the same role, would the result be different?</li> <li>• Do you think it's helpful when we have a lot of different ideas about how to complete something?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "It is important that everyone feels included in games. At recess or when playing at home, think of different ways to play the game, so that everyone has a chance to be included. This way, everyone will get better, faster. "</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• What will happen to how well the group does if one or more people decide not to try?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "It is so important for everyone to do their best and to think about how certain decisions can affect how well the group does. It's okay if you need larger and lighter objects like balloons to be successful."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• What skills do you need for an underhand throw and catching above the waist?</li> <li>• Was it hard to catch something from high out of the air? How might this skill be useful in everyday life or other activities?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "I love how you remembered to face your target when throwing, and to cushion the ball when you caught it."</li> </ul>

## ASSESSMENT

### **True Sport Principle: Respect Others and Ethical Literacy**

- Formal formative assessment: Use an exit slip (see [Appendix F](#) for templates) to ask the following questions:
- How did you show respect to your group member(s) during this activity?
- What other ways can you show respect to others throughout the day?
- How might you have felt if your group members chose not to try today? Or if you didn't try today?

### **Fundamental Movement Skills**

- Formal formative assessment: Using an exit slip template (see [Appendix F](#)), ask: If you were coaching someone on how to properly catch a ball above the waist, what would you tell them?

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Respect Others and Ethical Literacy**

- If participants are forgetting to model respectful communication at all times, pause the activity and remind them about remaining respectful in their communication even when the activity is challenging.
- If participants aren't able to share possible consequences of poor effort from group members, use probing questions to help them understand that consequences can exist for a poor effort.

### **Physical Literacy**

- Use smaller, heavier objects to toss if participants are demonstrating competency at catching above the waist. Use larger, softer objects to toss if participants are at a beginner level.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical education**

- List other activities that you play with your students, and have them think of ways to modify rules so that everyone has a specific role to play.

### **Classroom**

- Use this activity as a precursor to group work to highlight that everyone ought to contribute to the group, and no one's ideas or contributions should be excluded.

### **Sport**

- This activity could be a team-building activity used at the beginning of a season.

### **Recreation**

- See all of the above.

## ACTIVITY 5: Back to Front

### ACTIVITY DESCRIPTION

In this cooperative activity, participants work together while moving and demonstrating different fundamental movement skills.

**GRADE LEVELS:** Grades 3–4

### LEARNING OBJECTIVES

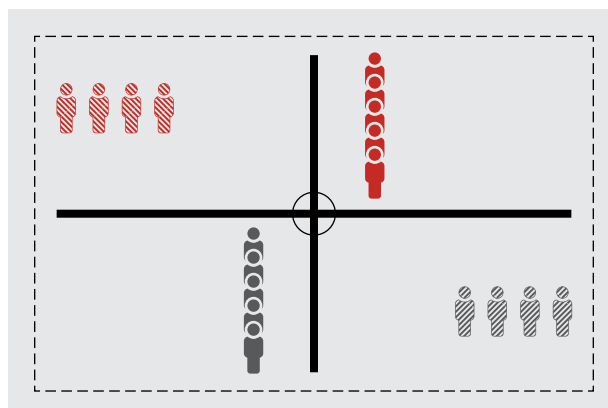
<b>True Sport: Respect Others</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Understand how respecting others can help a group improve its performance or achieve its goal.</li> <li>Demonstrate respectful behaviour when participating in physical activity (e.g., when someone helps another person up after a fall).</li> </ul>
<b>Ethical Literacy</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Collect and evaluate information related to respectful behaviour.</li> </ul>
<b>Physical Literacy</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Use skill cues for the fundamental movement skills.</li> <li>Understand how challenging themselves can support competency in skill development.</li> </ul> <p>Fundamental movement skills:</p> <ul style="list-style-type: none"> <li>Skip</li> <li>Hop</li> <li>Run</li> <li>Dribble (with feet, with hands)</li> </ul>

### EQUIPMENT NEEDED

- Boundary line markers, such as cones or painted lines.

### PLAYING AREA REQUIREMENTS

- See diagram for set up: — — — — — →



## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion, asking questions related to respect and cooperation. Ask participants how they can collect information to determine if they are demonstrating respectful behaviour.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>Participants form teams of four to five, standing in a designated area one in front of the other in a line, as per the diagram on the previous page. On the educator's signal to skip, hop, run or dribble, each line moves within a designated area, being sure to avoid other groups.</li> <li>Participants do not touch one another during this activity, nor do they travel out of their designated area.</li> <li>The participant at the back of the line moves to the front of the line upon a given signal from the educator (e.g., verbal cue "Go").</li> <li>The line continues to move as one unit.</li> <li>Participants move using proper technique for the specific movement.</li> <li>Participants make decisions with the Respect Others principle in mind (e.g., waiting their turn to move to the front of the line, respecting each other's space).</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Respect Others</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>Was everyone polite to each other during this activity?</li> <li>Does being polite help others feel better throughout the day?</li> <li>How do people react when you're polite versus rude?</li> <li>Is it more fun to work with someone who is polite? Do you think you get the task done more easily?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"I love how you made sure to give people personal space while working with others toward accomplishing this task."</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>Do you think the group acted respectfully? What did you see or hear that makes you to think the way you do?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"I also heard supportive words among participants, and that is definitely one way to determine if a group is showing respect for others."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>What movements did you practice in this activity that could help you in other physical activities?</li> <li>Did you improve in any of the skills during this activity? How did it make you feel to do so?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"Make sure you bend your knees when you land while hopping."</li> <li>"When moving and changing directions quickly, it is important that you slow down if you feel yourself losing control or getting too close to someone else."</li> </ul>



## ASSESSMENT

### **True Sport Principle: Respect Others and Ethical Literacy**

- Informal formative assessment: Ask participants to share an example of how they, or someone else, demonstrated the Respect Others principle. Examples may include, “We tried not to knock over our teammates,” or “We listened to everyone’s ideas and gave them a try.”

### **Fundamental Movement Skills**

- Informal formative assessment: Observe participants and give feedback based on skill cues. For example, if participants are skipping without their arms in opposition, be sure to tell them to move the opposite arm and foot forward while they skip. See [Appendix B](#) and [Appendix F](#).
- Informal formative assessment: Ask participants what skills are in action during this activity. Prompt them for responses, such as moving with correct form and reacting to the movement of others.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Respect Others and Ethical Literacy**

- Allow participants to share with the group or draw examples of what a Respect Others experience might look like in a True Sport physical activity experience.

### **Physical Literacy**

- Ask groups to speed up or slow down, depending on their success.
- Challenge groups developing proficiency in locomotor skills by inviting them to add dribbling with hands or feet while they move.
- Decrease playing space for groups who are developing proficiency in the activity, so that they have to be more careful to avoid other groups.
- Increase playing space for those who are not able to avoid other groups.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Create a scoring rubric that includes all locomotor fundamental movement skills. Revisit this activity periodically to determine participants’ level of competency and/or improvements as a way to inform your future instruction.

### **Classroom**

- Play this activity outside or in an open space. Consider linking classroom content to this activity and have the student moving from back to front spell a word out loud to the group or answer a question from another area of core classroom content.

### **Sport**

- Consider using any special skills from the sport you are coaching in this game. For example, participants could dribble a soccer ball, basketball or field hockey ball with a field hockey stick while playing.

### **Recreation**

- Ask participants of your physical activity program or summer camp to come up with ways to modify the activity.

# KEEP IT FUN ACTIVITIES

*Find the joy in sport and share it with others.*

*Remember what you love about sport and why you play.*





## ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT NEEDED	PAGES
<b>ACTIVITY 1:</b> Raccoon Tag	Grades 1–4	<ul style="list-style-type: none"> <li>Long sock, flag or scarf (1 per group of 3).</li> <li>Exit slips and pencils.</li> </ul>	74–76
<b>ACTIVITY 2:</b> Mouse and Cheese Circle Tag	Grades 1–4	<ul style="list-style-type: none"> <li>Short pool noodles.</li> </ul>	77–79
<b>ACTIVITY 3:</b> Line Tag	Grades 1–4	<ul style="list-style-type: none"> <li>1–2 pinnies.</li> </ul>	80–83
<b>ACTIVITY 4:</b> Obstacle Course	Grades 1–4	<ul style="list-style-type: none"> <li>Variety of equipment for an obstacle course, including gymnastics mats, springboards, climbing ropes or a climbing wall, Hula Hoops, chairs, jump ropes.</li> </ul>	84–87
<b>ACTIVITY 5:</b> Chuck the Chicken (or anything else you have to chuck)	Grades 3–4	<ul style="list-style-type: none"> <li>Objects to throw (1 per group of 6 participants), such as rubber chicken, beanbag, foam ball).</li> <li>Exit slips and pencils.</li> </ul>	88–91

## ACTIVITY 1: Raccoon Tag

### ACTIVITY DESCRIPTION

This version of tag involves teamwork and score keeping. Unlike traditional tag, groups are not *out* when they are tagged; rather, the team that is tagged earns a point. The group with the fewest points at the end of the game is declared the winner.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b>True Sport: Keep It Fun</b>	Participants will: <ul style="list-style-type: none"><li>• Understand how physical activity can be fun.</li><li>• Understand the importance of fun and developing friendships as they pertain to social health.</li><li>• Understand that physical activity can be fun whether you win or lose.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Make reasoned decisions related to the Keep It Fun principle and how it aligns with their values.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Agility, balance, coordination and speed</li><li>• Dodging</li></ul>

### EQUIPMENT NEEDED

- Long sock, flag or scarf (1 per group of 3).
- Exit slips and pencils.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).

### ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Facilitate a brief discussion, asking questions related to respect and cooperation.</li><li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li></ul>
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<b>Activate</b>	<ul style="list-style-type: none"> <li>• Participants form groups of three. Each group is a raccoon.</li> <li>• Raccoons (groups of three) form a chain. The participant at the front does not hold on to anyone, while the others hold onto the shoulders of the person in front of them.</li> <li>• The participant at the back has a long sock, flag or scarf (tail) tucked into the side of the waistband of their shorts; it is hanging down and not covered by their shirt.</li> <li>• Each raccoon tries to remove the tail from other raccoons while staying together in a chain. If a flag is removed, the team that is tagged earns a point then returns the flag immediately.</li> <li>• The group that had its flag removed switches positions so that the person at the back moves to the front, the person in the front moves to the middle, and the person in the middle moves to the back and has the tail.</li> <li>• If the group of three comes apart, participants go to the sidelines to do five jumping jacks together to give the raccoon its energy back.</li> <li>• Continue for five-minute rounds.</li> <li>• Keep cumulative score.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Keep It Fun</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Why is it important to find ways to make sport and other types of physical activity fun?</li> <li>• What makes physical activity fun or not fun for you? Is winning the only thing about physical activity that is fun?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Yes, we are more likely to participate in sports and physical activities when they are fun. Being active can help make us healthier in lots of different ways!”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• What can you do when you are playing this game to show that you want it to be fun for everyone?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Being kind to others when they are successful, rather than being angry when you are tagged, is a great way to show behaviour that is in line with how you value kindness.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• In what other games, sports or physical activities do we use the skills we used today?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “That’s right! Dodging is used in many playground games as well as in sport.”</li> </ul>

## ASSESSMENT

### **True Sport Principle: Keep It Fun and Ethical Literacy**

- Informal formative assessment: Use an exit slip (see [Appendix F](#) for templates) to ask for reflection on the following statements:
  - This game was fun because...
  - This game could be more fun if we...
  - Other ways I enjoy physical activity with friends include...
  - The value(s) that I demonstrated today that helped me keep this game fun was (were)...

### **Fundamental Movement Skills**

- Informal formative assessment: Between rounds, pause the activity and ask participants to name the fundamental movement skills they are performing (i.e., agility, balance, coordination, speed and dodging). Ask participants how they could improve upon these skills in future rounds of Raccoon Tag.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Keep It Fun and Ethical Literacy**

- Participants could complete the exit slip verbally to a partner.
- Participants could draw a picture to represent how they enjoyed the activity.

### **Physical Literacy**

- Participants could play this game while hopping or jumping.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- If you are doing a unit on snowshoeing or skating, this game can be played on snow and/or ice.

### **Classroom**

- Students can contribute to a bulletin board image of themselves having fun with friends during physical activity.

### **Sport**

- Modify the activity to align with a sport you are coaching. If you are coaching baseball or softball, you could require that raccoons are to protect certain bases and the object is to move in and tag others' bases.

### **Recreation**

- All of the above.



## ACTIVITY 2: Mouse and Cheese Circle Tag

### ACTIVITY DESCRIPTION

This fun, fast-paced modified tag activity involves collaboration and communication.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b><i>True Sport: Keep It Fun</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate a focus on learning and having fun.</li><li>• Demonstrate positive attitudes during activity.</li></ul>
<b><i>Ethical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Explain how their decisions made during the activity reflect the Keep It Fun principle.</li></ul>
<b><i>Physical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency with the side shuffle in a game situation.</li><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Side shuffle</li></ul>

### EQUIPMENT NEEDED

→ Short pool noodles.

### PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor).

## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion, asking questions related to having fun while learning how to move efficiently and work with others.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>Participants form circles in groups of five to six.</li> <li>Participants in the circle stand facing inward, and link together by holding on to the end of short pool noodles.</li> <li>One participant in the group stands on the outside of the circle and is designated as the mouse.</li> <li>One participant in the circle is designated as the cheese, and they remain part of the circle.</li> <li>The object of the game is for the circle to side shuffle in both directions, in unison, so that the mouse cannot touch the back of the cheese. Participants must remain linked by the pool noodles.</li> <li>If the mouse catches the cheese, the game is stopped and new participants take on the roles of the mouse and the cheese.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Keep It Fun</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>Is this activity more or less fun than a regular tag game? Why or why not?</li> <li>Is it fun to try something new?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>“You are correct that this is likely so much fun because we are working with others and trying something different.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>How did you decide to show the Keep It Fun principle during this activity?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>“I was proud to see participants who weren’t successful tagging the cheese in the circle keep at it, laugh and continue to enjoy themselves. When we make decisions focused on keeping the game fun, we will want to continue to play, and we will all improve!”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>What other games, sports or physical activities do you know of that use a side shuffle?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>“The side shuffle is sometimes used in basketball. It is also a great skill to use while wearing snowshoes and moving up and down a steep hill.”</li> </ul>



## ASSESSMENT

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Informal formative assessment: Pause the game when participants are laughing and smiling, especially when all are laughing, even though someone was unsuccessful in tagging an opponent. Ask them to share with the group what they are enjoying about the game. Remind them that physical activity ought to be fun and enjoyable.

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe participants in this activity perform the side shuffle and provide skill-specific feedback accordingly. See [Appendix B](#).

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Pause the game if participants are not demonstrating a positive attitude. Talk about their actions and attitudes, and ask them how they can help to Keep It Fun in the game.

### ***Physical Literacy***

- Encourage participants to move faster or slower depending on their skill level.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- This is also a good activity to use when you are teaching a defensive stance or effective communication during the later parts of the FUNdamentals stage of Long-Term Development in Sport and Physical Activity.

### **Classroom**

- Use this activity to introduce a project that involves a lot of collaboration. Use it to generate discussion around having fun with others while working toward accomplishing the objective.

### **Sport**

- Modify the activity to align with a sport you are coaching. This could be played while wearing skates.

### **Recreation**

- All of the above.

## ACTIVITY 3: Line Tag

### ACTIVITY DESCRIPTION

This modified tag game encompasses different locomotor movements and is inspired by the Pacman video game.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b><i>True Sport: Keep It Fun</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate a focus on learning and having fun.</li><li>• Demonstrate positive attitudes during the activity.</li></ul>
<b><i>Ethical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate behaviour consistent with the values that support the Keep It Fun principle.</li></ul>
<b><i>Physical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in the fundamental locomotor movement skills applied.</li></ul> Various locomotor fundamental movement skills: <ul style="list-style-type: none"><li>• Skip</li><li>• Run</li><li>• Walk</li><li>• Gallop</li><li>• Slide</li><li>• Side shuffle</li><li>• Hop</li><li>• Jump</li></ul> Various stability/balance poses/fundamental movement skills: <ul style="list-style-type: none"><li>• Airplane</li><li>• Stork stand</li><li>• Tree pose</li></ul>

### EQUIPMENT NEEDED

→ 1–2 pinnies.

### PLAYING AREA REQUIREMENTS

- Indoor gymnasium floor or indoor/outdoor tennis court.
- Anywhere with painted line markings.

## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion, asking questions related to having fun while learning and demonstrating a positive attitude.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>One or two participants are selected to be taggers and are identified by a pinnie.</li> <li>The number of taggers depends on the size of the group and playing area.</li> <li>The object of the game is to avoid being tagged.</li> <li>All participants must move along the painted lines only.</li> <li>Participants are not allowed to jump from line to line and must use the locomotor movement called out by the educator.</li> <li>If someone is tagged, they balance on the spot (in airplane, stork stand or tree pose) and become a barrier. Only taggers can move past the barrier and others must go in the other direction.</li> <li>If the participants on either side of someone are tagged (and there is nowhere for them to go), they must also balance on the spot in a pose.</li> <li>The game continues until there are only one or two participants left or until everyone has been tagged.</li> <li>Remind participants not to sacrifice movement form for speed.</li> </ul>

*Continued on the next page*



<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Keep It Fun</i></b></p> <p>Example question to ask participant(s):</p> <ul style="list-style-type: none"> <li>• This game used to be a popular video game. We made it into an active game. What fun things can we get out of active/social games that we can't get out of video games (e.g., handshakes, laughs, cheering together, high fives, seeing each other's smiles)?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "I agree that playing with others while I move my body feels great. I know that I am always happier when I am running with friends, hiking in nature, or even riding my bike with my neighbours. It's important to remember how fun it feels to play with our friends, so that we make positive and healthy choices."</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• How did your behaviour today reflect your values (what you believe in)?</li> <li>• Did your behaviour today support the Keep It Fun principle? How or how not?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "When we admit that we are tagged and continue to focus on enjoying the game, rather than being tempted to cheat and ruin the game for everyone, we are definitely showing behaviours that reflect the value of honesty. When we model honesty, we support the Keep It Fun principle."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• What are other activities that you can play at home after school, on the weekends, or during the summer months that support being active more than a video game would?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "I love these ideas! One that wasn't mentioned that is also a great option is jump rope. Jump ropes aren't expensive, and you can use them inside or outside during any season!"</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Informal formative assessment: Pause the game when participants are laughing and smiling. Ask them to share with a peer what they are enjoying about the game. Ask if there is anything they are not enjoying, and have them provide suggestions to each other on how to increase their enjoyment. Ask participants to think of a value they have that supports the Keep It Fun principle, and then ask them to behave in a manner that demonstrates this value.

### ***Fundamental Movement Skills***

- Formal formative assessment: Create a template for fundamental movement skills used in this activity and record participant skill level on each of the locomotor and balance/stability fundamental movement skills (see [Appendix B](#) and [Appendix F](#)).

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Have tagged participants become taggers rather than barriers, and reflect with participants to determine if this was more or less fun to play.
- Have participants share examples of values that support the Keep It Fun principle in case some are having difficulty identifying one.

### ***Physical Literacy***

- Invite participants to apply simpler or more challenging balance/stability movements and locomotor movements based on your assessment of their skill level.
- Allow some barriers to tag others while serving as barriers.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- If you don't have gymnasium lines, consider using sidewalk chalk on an asphalt area to set up a space to play.

### **Classroom**

- Have students investigate screen time averages for children their age, and apply a project-based learning approach to determine solutions to offset these high averages.

### **Sport**

- Modify the activity to align with a sport you are coaching. This could be completed while wearing skates, dribbling with hands or feet, air dribbling a tennis ball or field hockey ball, etc.

### **Recreation**

- All of the above.

## ACTIVITY 4: Obstacle Course

### ACTIVITY DESCRIPTION

A participant-centred obstacle course activity that allows participants to design the course.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b><i>True Sport: Keep It Fun</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate a focus on learning and having fun.</li><li>• Demonstrate positive attitudes during the activity.</li><li>• Identify ways in which they can benefit from positive attitudes.</li><li>• Understand the importance of fun and developing friendships as they pertain to social health.</li><li>• Seek opportunities for fun in multiple sports, rather than a single one.</li></ul>
<b><i>Ethical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Identify the potential outcomes of various options and their impacts as they relate to the Keep It Fun principle.</li></ul>
<b><i>Physical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movement skills.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Run</li><li>• Land</li><li>• Hop</li><li>• Jump</li></ul>

### EQUIPMENT NEEDED

- Variety of equipment for an obstacle course, including gymnastics mats, springboards, climbing ropes or a climbing wall, Hula Hoops, chairs, jump ropes, etc.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).



## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> <li>• Educators provide a variety of equipment for participants and lead a discussion on important safety considerations.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>• Participants are divided into four groups.</li> <li>• Each group is assigned equipment and a space to design an obstacle course that solicits certain fundamental movement skills (the skills are determined by the educator as required elements).</li> <li>• Educator gives an example of an obstacle course before groups build their own.</li> <li>• Participants move through their obstacle course only after the educator has approved it.</li> <li>• Participants then move through the other groups' obstacle courses.</li> <li>• Groups provide feedback on how to make the courses more fun and how to modify them, and then move through them again.</li> <li>• Continue moving through the obstacle courses for as long as time allows.</li> </ul>

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<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Keep It Fun</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Did helping design the obstacle course make it more fun? Why or why not?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “It is really important that you give suggestions about how and what you like to learn — in the gym and in the classroom too. Suggestions are always welcome if you think there are ways to make it more fun.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How can the choices you make in designing this obstacle course make it more or less fun?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “It is true that if your group is not kind to all group members while designing the course, or if you all choose to argue over the design, it would make it less fun. However, if you let everyone share their ideas, and you work together to design a creative and fun course, you will make it more fun.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Did the feedback you received make the activity less fun, or did it help you get better and make it more fun?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I agree that while we never want to make people feel as though they are not good at something, it is important we help our teammates be the best that they can be! Remember to give suggestions with a kind tone so that your teammates know you mean well.”</li> </ul>
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## ASSESSMENT

### **True Sport Principle: Keep It Fun and Ethical Literacy**

- Informal formative assessment: At the end of the session, ask participants to identify what made the activity fun. Ask participants if thinking about potential outcomes from different choices prior to designing their course helped them make a course that built on the ideas behind the Keep It Fun principle. Prompt participants so that the idea of collaboration with friends comes up. Make connections to their school work, experiences in sport and pitching in at home.

### **Fundamental Movement Skills**

- Informal formative assessment: Observe the fundamental movement skills used and provide feedback based on observations. See [Appendix B](#).

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Keep It Fun and Ethical Literacy**

- Ask additional prompting questions if participants are unable to enjoy all parts of the course. Remind them that it's important to give different activities a chance before deciding whether they want to participate in them.
- Ask prompting questions if participants are unable to make the connection between their enjoyment of the activity and the fact that they helped create the obstacle course. Ask participants to consider potential outcomes of their choices and discuss how implementing their own ideas contributed to the overall enjoyment of the activity.

### **Physical Literacy**

- Vary the required elements to be performed during the obstacle course, depending on participants' skill levels.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- The educator designs the obstacle courses.

### **Classroom**

- Modify to make sure everyone contributes one piece of the obstacle course, and use this activity as a precursor to group collaboration. Pull from this experience to lead a discussion around how group work should be fun and how each other's creativity can be celebrated while making sure everyone contributes to the group.

### **Sport**

- Modify the activity to align with a sport you are coaching. This might result in less equipment and more sport-specific movements.

### **Recreation**

- All of the above.

# ACTIVITY 5: Chuck the Chicken (or anything else you have to chuck)

## ACTIVITY DESCRIPTION

A fun, group activity that involves overhand throwing and different locomotor movements, it can be played for varying amounts of time.

**GRADE LEVELS:** Grades 3–4

## LEARNING OBJECTIVES

<b>True Sport: Keep It Fun</b>	Participants will: <ul style="list-style-type: none"> <li>• Understand the importance of fun and developing friendships as they pertain to social health.</li> <li>• Participate in informal competition, with no record of results.</li> </ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Collect and evaluate information to determine if the Keep It Fun principle is demonstrated.</li> </ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"> <li>• Demonstrate competency in fundamental movement skills.</li> </ul> Various locomotor fundamental movement skills: <ul style="list-style-type: none"> <li>• Run</li> <li>• Hop</li> <li>• Jump</li> <li>• Overhand throw</li> </ul>

## EQUIPMENT NEEDED

- Objects to throw (1 per group of six participants) (e.g., rubber chicken, beanbag, foam ball).
- Exit slips and pencils.

## PLAYING AREA REQUIREMENTS

- See diagram for set up: — — — — — →



## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>• Facilitate a brief discussion on formal competition/competing against another group and what is needed to make it enjoyable (e.g., finding joy in doing one's best, working toward a goal with others).</li> <li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>• Number of playing areas depends on the total number of participants; instructions that follow represent groups of six. Additional games can run simultaneously, depending on the total number of participants.</li> <li>• Divide participants into two teams of six. Set up as per the diagram on the previous page.</li> <li>• One team stands one behind the other in a line.</li> <li>• One team stands in a circle (nest) with elbows linked.</li> <li>• The person standing last in line on the team has the object (e.g., rubber chicken) and passes it forward over their head. The next person passes it forward between their legs. This alternating overhead and between-the-legs passing continues until the object reaches the first person in line.</li> <li>• While they are doing this, the other team (standing in the nest) selects one person to run as fast as possible around the nest. One point is scored for every lap around the nest.</li> <li>• When the chicken gets to the front of the line, the first person yells, "Chuck the chicken!" and throws it overhand, as far away from the other group as possible. The person running laps for the nest team stops running when the chicken is thrown.</li> <li>• The group in the nest breaks apart and runs toward the chicken, forms a line and begins passing it using the over/under sequence.</li> <li>• The group that threw the chicken then forms a nest and adds points for each time a participant runs a lap around the nest.</li> <li>• Maintain a cumulative score.</li> <li>• Continue playing until a goal total is reached.</li> </ul>

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<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Keep It Fun</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Have you ever experienced physical activity that wasn't fun? If so, what type?</li> <li>• What are some ways you could change those activities to make them more fun?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "Yes, it's not always fun to clean your room rather than play with your friends. But one way I find it more fun is to play music while I clean."</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How can what you see during this activity help you decide whether the Keep It Fun principle is being shown?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "Seeing behaviours of those on your team and the opposing team is one way to gather information. Listening to what is said and how it is said are other ways of gathering information to decide whether the Keep it Fun principle is being shown."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Find a partner. Can you take turns pretending you are a coach and teach each other how to throw overhand?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "You are right to notice that shifting your weight as you bring your arm from back to front is important. I also heard you mention the follow-through, which is very important when performing an overhand throw."</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Formal formative assessment: Use an exit slip (see [Appendix F](#) for templates) to ask for reflection on the following statements:
  - Name the elements of this game that you thought were fun.
  - Describe how you felt after you played this game.
  - If someone asked you how to tell if the Keep It Fun principle is demonstrated in a game, what would you tell them?

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe fundamental movement skills used and provide feedback based on observations. See [Appendix B](#).

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Keep It Fun and Ethical Literacy***

- Participants could complete the exit slip verbally to a partner or to the group.

### ***Physical Literacy***

- Participants could play this game while using other locomotor movement skills during the next part of the game. Locomotor movement skills chosen could either be less or more difficult depending on the skill levels of the participants.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- If you are doing a unit on snowshoeing or skating, this game can be played on snow and/or ice.

### **Classroom**

- Strategize ways to make tasks often perceived as boring more fun, and consider how the support of friends can increase enjoyment.

### **Sport**

- Modify the activity to align with a sport you are coaching. For example, if you are coaching soccer, players could perform a throw-in to send the ball far away and then dribble with feet through the line rather than sending it in an over-under sequence.

### **Recreation**

- All of the above.

# STAY HEALTHY ACTIVITIES

*Always respect and care for your mind and body.  
Advocate for the health and safety of yourself  
and those around you.*



## ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT NEEDED	PAGES
<b>ACTIVITY 1:</b> Heart Healthy Bingo	Grades 1–4	<ul style="list-style-type: none"> <li>1 Heart Healthy Bingo sheet (see below).</li> <li>Bingo chips.</li> </ul>	94–97
<b>ACTIVITY 2:</b> Obstacle Course Safety	Grades 1–4	<ul style="list-style-type: none"> <li>A variety of equipment, including mats, cones, monkey bars, speed ladders.</li> <li>Obstacle course planning template.</li> <li>Exit slips, paper for planning and pencils.</li> </ul>	98–100
<b>ACTIVITY 3:</b> Mirror Mirror/ Jump Rope	Grades 3–4	<ul style="list-style-type: none"> <li>1 jump rope per participant.</li> </ul>	101–103
<b>ACTIVITY 4:</b> Fitness Routine/ Performance	Grades 3–4	<ul style="list-style-type: none"> <li>Variety of balls for dribbling and catching.</li> </ul>	104–106
<b>ACTIVITY 5:</b> Farmer's Market Team Tag	Grades 3–4	<ul style="list-style-type: none"> <li>Cones or markers for playing area boundary lines.</li> <li>Pinnies.</li> <li>Coloured flags or socks (tucked into the side waistband of shorts and not to be covered by a shirt).</li> <li>Laminated cut-outs of healthy foods or toy foods.</li> <li>Templates of healthy meals based on cut-outs (made ahead of time).</li> <li>4 Hula Hoops.</li> <li>Exit slips and pencils.</li> </ul>	107–110

## ACTIVITY 1: Heart Healthy Bingo

### ACTIVITY DESCRIPTION

An active version of traditional Bingo, this activity supports participants' development of fundamental movement skills and their understanding of health-providing behaviours.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b><i>True Sport: Stay Healthy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate safe behaviour during a healthy activity.</li><li>• Share their feelings about healthy nutrition, sleeping and hydration.</li></ul>
<b><i>Ethical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Behave consistently with their values as they engage in health-providing activities.</li></ul>
<b><i>Physical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movement skills.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Skills on Bingo sheet</li><li>• Note: Modify the Heart Healthy Bingo sheet to best meet the skills you are doing.</li></ul>

### EQUIPMENT NEEDED

- 1 Heart Healthy Bingo sheet (see p. 100).
- Bingo chips

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).



## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion centred around healthy behaviours in terms of nutrition, sleeping and hydration.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>Participants form groups of two or three.</li> <li>Each group gets one Heart Healthy Bingo sheet and one package of bingo chips.</li> <li>Place Heart Healthy Bingo sheets and bingo chips off to the side.</li> <li>Educator goes over the skills listed on the Heart Healthy Bingo sheet, and participants demonstrate each of them using the proper technique.</li> <li>Participants share suggestions on participating in this activity safely.</li> <li>Groups select a line in any direction on the Heart Healthy Bingo sheet (e.g., the “H” column or the first row) and attempt to complete the line.</li> <li>Participants yell “Heart!” when a line is completed.</li> <li>If there is still time available, groups can work to complete a new line of their choice.</li> <li>Note: Participants are reminded that they should attempt to perform the tasks toward competency, and they cannot check a box if they do not.</li> </ul>
<b>Consolidate</b>	<p><b>True Sport Principle: Stay Healthy</b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>What safe behaviours did you see your peers doing?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>“I loved how <i>insert name here</i> shared that <i>insert name here</i> encouraged the group to avoid going outside of the playing area. When someone in a group forgets a rule or boundary, it is helpful when others help to remind them.”</li> </ul> <p><b>Ethical Literacy</b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>Did you show behaviours during this activity that fit in with what you value? Why or why not? If so, how did your values support healthy choices?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>“Determination is a value that you should be proud of. When you are determined to learn, you listen and are respectful. You demonstrated this value today and as a result learned different ways to be healthy.”</li> </ul> <p><b>Physical Literacy</b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>Which were your favourite tasks? Why did you enjoy them?</li> <li>Could you find ways to perform these tasks more often? If so, when would you do them?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>“That’s awesome that you enjoyed those activities. I agree that these are activities you can play with your family.”</li> </ul>

## ASSESSMENT

### **True Sport Principle: Stay Healthy and Ethical Literacy**

- Informal formative assessment: At the end of the activity, ask participants to share with their friends their experience with moving their bodies. Prompt them to share how they enjoyed being with peers and working toward a common goal. Remind them how activity should be prioritized in their lives because enjoying time with friends while making yourself healthy is as important as any of the other things we spend time doing.
- Informal formative assessment: At the end of activity, ask participants to share what values they thought they saw demonstrated by peers during the class, and how they think these behaviours enhanced opportunities to be healthy.

### **Fundamental Movement Skills**

- Formal formative assessment: Create a template that corresponds with the fundamental movement skills you want to assess on the Heart Healthy Bingo sheet. Remind participants that they should aim for competency while also attempting to perform the movements quickly. See [Appendix B](#) for skill cues.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Stay Healthy and Ethical Literacy**

- Students can create their own Heart Healthy Bingo playing sheets.
- Students can respond to assessment questions by drawing rather than verbalizing.

### **Physical Literacy**

- Vary the fundamental movement skills listed on the Heart Healthy Bingo sheet, depending on what is taught.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical education**

- No special considerations necessary.

### **Classroom**

- Modify the Heart Healthy Bingo sheet so that there is also a math equation in the cells. Students perform the movement and the math equation to integrate additional content into the activity.

### **Sport**

- Modify the Heart Healthy Bingo sheet to include sport-specific movements and equipment while performing fundamental movement skills. For example, Bingo chart cells could include soccer movements while using soccer balls. Examples might include dribble 10 metres using your dominant foot, take three throw-ins with a partner, dribble 10 metres using your non-dominant foot, attempt to juggle with your knee four times.

### **Recreation**

- No special considerations necessary.

<b>H</b>	<b>E</b>	<b>A</b>	<b>R</b>	<b>T</b>
20 jumping jacks	Skip around the playing area 1 time	Hop on your left foot 10 times	Share with a peer how it feels to eat healthy foods	Jump on both feet 20 times
5 pushups	Share ideas with a peer about how it feels to have good, healthy relationships with others	Gallop around the playing area 1 time	10 ground touches	20 windmills
Lunge around the playing area	Run on the spot for a count of 30	Spin with arms in for a count of 30	Hop on your right foot 10 times	Tell a peer why it is important to make sure you drink enough water
Backward lunges around half of the playing area (watch where you are going!)	Bear crawl for a count of 30	Tell a peer why it is important to play safely at all times	10 squat jumps	Side step around the playing area 1 time
Share ideas with a peer about ways to get a good night's sleep	Side lunge around half of the playing area	High knee run for a count of 30	March on the spot for a count of 30	30 squats

## ACTIVITY 2: Obstacle Course Safety

### ACTIVITY DESCRIPTION

Participants use available equipment to create an obstacle course that promotes health, safety and the use of a fundamental movement skill.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b>True Sport: Stay Healthy</b>	Participants will: <ul style="list-style-type: none"><li>• Understand how to design a fun and safe obstacle course.</li><li>• Understand how to manage and assess activity-related healthy risk.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Take responsibility for their actions pertaining to safety.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movement skills.</li><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Run</li><li>• Skip</li><li>• Hop</li><li>• Gallop</li><li>• Land</li><li>• Roll</li></ul>

### EQUIPMENT NEEDED

- A variety of equipment, including mats, cones, monkey bars, speed ladders.
- Obstacle course planning template.
- Exit slips, paper for planning and pencils.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).

### ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Facilitate a brief discussion, asking questions related to making safe choices when being active with family and friends.</li><li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li></ul>
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<b>Activate</b>	<ul style="list-style-type: none"> <li>• Provide equipment to participants and explain that they can create their own obstacle course, keeping in mind the following points:             <ul style="list-style-type: none"> <li>• The course must be safe.</li> <li>• The course should promote the movement skills they have learned.</li> <li>• They should be able to explain why they designed the course the way they did.</li> <li>• They should draw a diagram of their plan. Planning sheet provided on the following page.</li> </ul> </li> <li>• Educator approves the participants' plan(s), paying particular attention to the elements focused on staying safe (e.g., options to move slowly or skip over certain parts if uncomfortable).</li> <li>• Participants set up their obstacle course(s).</li> <li>• Participants move through their obstacle course, adjusting elements of the course to make sure everyone feels safe.</li> <li>• If there is more than one group, allow groups to explain their courses to each other and to move through all the courses. Discussion should focus on feeling safe, as above.</li> <li>• Alternative set up: Consider asking participants to design a playground circuit/ obstacle course that they could navigate using the fundamental movement skills.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Stay Healthy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• How does it feel to know you're staying safe while being physically active?</li> <li>• What are safe feelings and unsafe feelings?</li> <li>• What are some examples of safe physical activities that you can participate in?</li> <li>• What are some examples of physical activities that are not safe?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "I love that it makes you feel happy to feel safe! Being safe is part of being healthy."</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask learner(s)</p> <ul style="list-style-type: none"> <li>• Did anyone demonstrate an unsafe choice? If so, why did you do that?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "I really appreciate how you took responsibility for your choices."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How could you practice or do the skills we did today, outside of this program?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "I would love to see you doing forward rolls down your hallway at home. That's a great idea!"</li> </ul>

## Obstacle Course Planning Sheet

Group members' names: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw a diagram of your obstacle course.

What skills have you learned that are incorporated into this obstacle course? (circle all that apply or add your own)

Importance of Planning	Run	Skip
Hop	Gallop	Land
Roll	Agility, balance, coordination and speed	How to make safe choices

## ASSESSMENT

### **True Sport Principle: Stay Healthy and Ethical Literacy**

- Use an exit slip (see [Appendix F](#) for templates) and ask participants to list two tips to keep physical activities safe.

### **Fundamental Movement Skills**

- Informal formative assessment: Observe the fundamental movement skills used and provide feedback based on observations. See [Appendix B](#) for skill cues.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Stay Healthy and Ethical Literacy**

- Invite participants to present their exit slip verbally.
- Work with classroom teachers so that participants elaborate on safety principles in physical activity.
- Ensure participants feel safe if admitting they have made a poor decision so that they can learn from it.

### **Physical Literacy**

- Invite participants to speed up or slow down while moving through the course, depending on their skill level.
- Encourage advanced skills when beginner skills are mastered.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Require certain elements in the obstacle course that align with current curriculum outcomes being taught.

### **Classroom**

- Have students write themselves a letter on how to play safely during and outside of school.

### **Sport**

- Align the obstacle course with the sport being coached. For example, have it on ice.

### **Recreation**

- All of the above.

## ACTIVITY 3: Mirror Mirror/Jump Rope

### ACTIVITY DESCRIPTION

Jump rope game in which participants take turns modelling and imitating specific jump rope moves.

**GRADE LEVELS:** Grades 3–4

### LEARNING OBJECTIVES

<b>True Sport: Stay Healthy</b>	Participants will: <ul style="list-style-type: none"><li>• Understand how keeping their body healthy helps to show respect for their bodies.</li><li>• Develop True Sport and physical skills through a combination of structured and unstructured play in safe and challenging environments.</li><li>• Demonstrate safe behaviour during a healthy activity.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Reflect on their own health-related values.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in jump rope skills.</li></ul> Fundamental movement skill: <ul style="list-style-type: none"><li>• Jumping</li></ul>

### EQUIPMENT NEEDED

→ 1 jump rope per participant.

### PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor).

### ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Facilitate a brief discussion, asking questions related to participants challenging themselves to develop healthy bodies through structured and unstructured activities.</li><li>• Use a participant-centred approach to help participants determine skill cues for the movement skill addressed in the activity.</li></ul>
<b>Activate</b>	<ul style="list-style-type: none"><li>• Participants review skill cues for jump rope.</li><li>• Participants have time to jump rope independently.</li><li>• Participants form pairs (one leader, one follower) and face each other.</li><li>• Participants should maintain distance between each other so that both can jump rope at the same time without making contact with each other or another rope.</li><li>• Participants take turns being the leader and follower.</li><li>• The leader performs specific jump rope moves and the follower mimics the leader in an attempt to create a mirror image.</li><li>• Educator has pairs periodically switch between leader and follower roles.</li><li>• Pairs can then split and create new pairs.</li></ul>

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<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Stay Healthy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• What do you have to look out for in order to stay safe during this activity?</li> <li>• How does jumping rope help your body stay healthy or get healthy?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Making sure that you have enough distance between you and your partner, as well as other pairs, is really important for your safety in this activity.”</li> <li>• “Jump rope certainly does strengthen your heart! By raising your heart rate when you jump rope, you’re helping keep a lower heart rate when you are resting. This ensures you do not overwork your heart as you age.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How do your personal values (what you believe in) influence your health?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “That’s right! If you respect yourself and your body, you will show behaviours that help support your overall health.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• If you were teaching someone to jump rope, what words would you use?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Great skill cues! I’ll repeat them to emphasize their importance!</li> <li>• Begin with hands by your waist, arms slightly bent, holding the jump rope in each hand, with palms faced out, elbows close to body and the jump rope behind your body.</li> <li>• Then, swing the jump rope around the front of your body and jump over it with two feet, landing with your knees slightly bent. It may take practice!</li> <li>• Continue this practice and try to get into a rhythm so you can jump rope continuously.”</li> </ul>
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## ASSESSMENT

### **True Sport Principle: Stay Healthy and Ethical Literacy**

- Informal formative assessment: Ask participants to identify the safety points of this activity and why these points are important. Ask participants how jump rope can help them to get into, or stay in, good physical shape. Ask participants what values they have that help them demonstrate healthy behaviours.

### **Fundamental Movement Skills**

- Informal formative assessment: Observe the fundamental movement skill used and provide feedback based on observations. See [Appendix B](#) for skill cues.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Stay Healthy and Ethical Literacy**

- Work with classroom teachers to discuss healthy habits and behaviours.

### **Physical Literacy**

- Vary the jump rope skills, depending on skill level. Some example moves include forward straddle (scissors), straddle cross, toe tap, heel tap, bell, skier, 360, backward 180.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Identify different safety practices and ways to respect your body and stay healthy.

### **Classroom**

- Discuss the importance of managing and accessing risk during activity, but also in the classroom, on field trips and during after-school activities.

### **Sport**

- Jump rope is a great activity for all athletes! You could also play Mirror Mirror with a sport theme. For example, moving in the ready stance for basketball or volleyball.

### **Recreation**

- All of the above.



## ACTIVITY 4: Fitness Routine/Performance

### ACTIVITY DESCRIPTION

A participant-centred group activity that allows students to be creative and to demonstrate their knowledge of safe physical activities that benefit health.

**GRADE LEVELS:** Grades 3–4

### LEARNING OBJECTIVES

<b>True Sport: Stay Healthy</b>	Participants will: <ul style="list-style-type: none"><li>• Develop True Sport and physical skills through a combination of structured and unstructured play in safe and challenging environments.</li><li>• Understand how to manage and assess activity-related healthy risk.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Make reasoned decisions about which option(s) for a safe, healthy and active routine align with their values.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movement skills.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Run</li><li>• Hop</li><li>• Skip</li><li>• Gallop</li><li>• Overhand throw</li><li>• Catch above the waist</li><li>• Dribble with hands</li><li>• Dribble with feet</li></ul>

### EQUIPMENT NEEDED

→ Variety of balls for dribbling and catching.

### PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor).

### ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Facilitate a brief discussion, asking questions about making physical activity behaviour-related healthy choices.</li><li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li></ul>
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<b>Activate</b>	<ul style="list-style-type: none"> <li>• Participants form groups of two or three.</li> <li>• Educator leads a discussion to come up with a list of all the fundamental movement skills participants could incorporate into their routine (as per list provided).</li> <li>• Each group designs a fitness routine that they perform in front of the other groups.</li> <li>• The routines should be about two minutes long. Educators should provide an example of a routine to give a sense of length.</li> <li>• Each routine should include five items from the list of skills.</li> <li>• Required elements can vary depending on what fundamental movement skills are being learned.</li> <li>• Groups rotate so only one group is watching one group at a time. Each group performs their routine multiple times — this avoids a lot of inactivity time if everyone sits to watch one group at one time.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Stay Healthy</i></b></p> <p>Example question to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Has talking about health-related behaviours led you to think about making safe choices outside of this program?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I am glad that talking about healthy behaviours has led to you to thinking about safe choices outside of the program. Your example of never riding your bike without your helmet is one that I appreciate. Riding bikes results in so many health gains, but we should never ride without a helmet.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Why did you choose the options you did for your safe, active routine? How did these options align with your values (what you believe in), if at all?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I really respect that you chose activities that you want to improve upon. I love that the value of always trying your best influenced your decision to design your routine with activities where you want to improve.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Which fundamental movement skills do you find the most difficult? How could you practise these outside of the program to make them easier?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I can appreciate that you still find the gallop difficult, yet I am impressed by how hard you are working toward developing proficiency in it. I know you will get it soon if you keep practicing.”</li> </ul>

## ASSESSMENT

### **True Sport Principle: Stay Healthy and Ethical Literacy**

- Informal formative assessment: Observe participants during this activity and provide feedback on safe behaviours.
- Informal formative assessment: Pause the activity and ask participants what values they considered when they designed their fitness routine.

### **Fundamental Movement Skills**

- Formal summative authentic assessment: Remind participants that they are being assessed during their performances (as per [Appendix B](#)).

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Stay Healthy and Ethical Literacy**

- Allow for more or less discussion time on making physical activity behaviour-related healthy choices and values, and how they influenced their routine design. The time allotment increases if participants are not making connections between regular physical activity and overall health, or decreases if they make these connections quickly.

### **Physical Literacy**

- Vary the fundamental movement skills listed as required elements.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Use this activity as an authentic summative assessment of the fundamental movement skills.

### **Classroom**

- Modify this task to incorporate several patterns in the routine; pattern recognition and understanding are curriculum outcomes during the early elementary years.

### **Sport**

- Modify the required elements to include skills and/or equipment from the sport being taught.

### **Recreation**

- All of the above.



## ACTIVITY 5: Farmer's Market Team Tag

### ACTIVITY DESCRIPTION

This is a modified tag game that reinforces the concepts that good nutrition and physical activity are good for our bodies.

**GRADE LEVELS:** Grades 3–4

### LEARNING OBJECTIVES

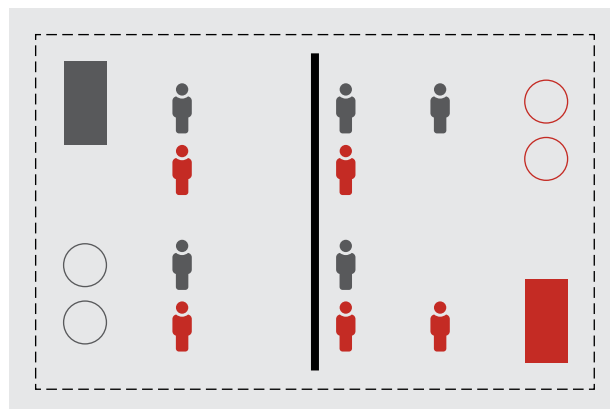
<b><i>True Sport: Stay Healthy</i></b>	<p>Participants will:</p> <ul style="list-style-type: none"><li>• Understand how regular physical activity and healthy food choices reward individuals with more energy and better health.</li><li>• Develop True Sport and physical skills through a combination of structured and unstructured play in safe and challenging environments.</li></ul>
<b><i>Ethical Literacy</i></b>	<p>Participants will:</p> <ul style="list-style-type: none"><li>• Explain how their decisions during the activity support what we know about how to be healthy.</li></ul>
<b><i>Physical Literacy</i></b>	<p>Participants will:</p> <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movement skills.</li><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li></ul> <p>Fundamental movement skills:</p> <ul style="list-style-type: none"><li>• Run</li><li>• Skip</li><li>• Hop</li><li>• Gallop</li><li>• Dodge</li></ul>

## EQUIPMENT NEEDED

- Cones or markers for playing area boundary lines.
- Pinnies.
- Coloured flags or socks (tucked into the side waistband of shorts and not to be covered by a shirt).
- Laminated cut-outs of healthy foods or toy foods.
- Templates of healthy meals based on cut-outs (made ahead of time).
- 4 Hula Hoops.
- Exit slips and pencils.

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor), see diagram for set up: — — — — —



## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion, asking questions on how physical activity should be viewed positively and as something that leads to better health.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>Each team has two Hula Hoops, as per the diagram above.</li> <li>Divide participants into two teams and, depending on the number of participants, consider having two games going at once.</li> <li>Participants attempt to gather food to take back to their second Hula Hoop without losing their flag to a participant on the opposing team.</li> <li>In the second Hula Hoop are meal templates. Teams try to gather the foods they need to make the healthy meals shown in the templates. Food can be gathered from Hula Hoops on either side of the playing space.</li> <li>If participants lose their flag, they go to the “Snack Shack” (rectangle in diagram) to gain “fuel.” In this instance, fuel means 10 jumping jacks. Note: It is important to tell participants that they are rewarded by fueling up, as it increases their available energy to continue with their challenge.</li> <li>The purpose of the game is for one team to collect all of their healthy groceries from the local farmer’s market because they want to cook a healthy meal for the group.</li> <li>Participants are encouraged to move all over the playing space to gather as much food as they can, but are subject to losing their flag when they enter the offensive side of the playing space.</li> <li>At the end of the game, have participants share their healthy meals with the other team.</li> </ul>

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<b>Consolidate</b>	<p><b><i>True Sport Principle: Stay Healthy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Why do you think I would want you to eat healthy food?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “You are correct! I want you to feel energized throughout the day. Treats are fine once in a while, but healthy foods are everyday foods! We should make it a priority to make healthy food choices, so we have more energy, sleep better and can learn better.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participants(s):</p> <ul style="list-style-type: none"> <li>• How did this activity reinforce the importance of healthy eating?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “When our food choices are healthy, we feel better and have more energy!”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How would you change this game to include the fundamental movement skills you think you need to practise more?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I think replacing jumping jacks with stork stand and other balancing poses is an awesome way to try and improve your balancing poses!”</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Stay Healthy and Ethical Literacy***

- Formal formative assessment: Use an exit slip (see [Appendix F](#) for templates) to ask: In this activity, you were sent to the “Snack Shack” to gain fuel if you lost your flag. Why was this rule part of the game?

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe the fundamental movement skills used and provide feedback based on observations. See [Appendix B](#) for skill cues.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Stay Healthy and Ethical Literacy***

- Invite participants to present their exit slip verbally.
- Have participants use the food cut-outs or toy foods to create balanced meals.

### ***Physical Literacy***

- Invite participants to speed up or slow down as they move through the course, depending on their skill level.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### Physical education

- No special considerations necessary.

### Classroom

- Have a “healthy behaviour jar” in the classroom, with scrap paper and markers next to it. Invite students to contribute examples of where they observe peers demonstrating healthy behaviours. Periodically read the example aloud to the class to praise peers and share ideas. Remind students how good it can feel to give a peer credit without seeking any reward!

### Sport

- Play this game at the beginning of the season to help encourage athletes to make healthy food choices and to aid in their understanding that physical activity rewards our bodies and is good for us. It should never be viewed as a punishment.

### Recreation

- No special considerations necessary.





# INCLUDE EVERYONE ACTIVITIES

*Recognize and celebrate strength in diversity.  
Invite and welcome others into sport.*





## ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT NEEDED	PAGES
<b>ACTIVITY 1:</b> Musical Hoops	Grades 1–4	<ul style="list-style-type: none"> <li>1 Hula Hoop per participant.</li> <li>Music.</li> </ul>	113–115
<b>ACTIVITY 2:</b> 3 vs. 3; Not I, but We	Grades 1–4	<ul style="list-style-type: none"> <li>Cones or markers for boundary lines.</li> <li>Balls (beach balls, soccer balls, foam balls).</li> </ul>	116–118
<b>ACTIVITY 3:</b> Number Volley	Grades 3–4	<ul style="list-style-type: none"> <li>Variety of balls for group to juggle with hands, such as balloons, beach balls or volleyballs.</li> </ul>	119–121
<b>ACTIVITY 4:</b> Bump and Scoot	Grades 3–4	<ul style="list-style-type: none"> <li>Volleyball or badminton nets, or a rope to serve as a net.</li> <li>Beach balls.</li> <li>Exit slips and pencils.</li> </ul>	122–124
<b>ACTIVITY 5:</b> Action for Equity	Grades 3–4	<ul style="list-style-type: none"> <li>Cones or markers for boundary lines.</li> <li>Balls (beach balls, soccer balls, foam balls).</li> <li>Pinnies.</li> </ul>	125–127

## ACTIVITY 1: Musical Hoops

### ACTIVITY DESCRIPTION

This game requires collaboration and reinforces the idea that inclusive games can increase health and enjoyment for all.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b>True Sport: Include Everyone</b>	Participants will: <ul style="list-style-type: none"><li>• Pair with others of varying skill sets to create opportunities to learn from each other and/or to learn new skills.</li><li>• Participate with participants from all demographics, where possible.</li><li>• Encourage fellow participants to try various positions, techniques and skills, and help create opportunities for them to do so.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Explain their decisions for demonstrating the behaviours they did as they relate to the Include Everyone principle.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movement skills.</li><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Run</li><li>• Skip</li><li>• Gallop</li><li>• Hop</li><li>• Jump</li></ul>

### EQUIPMENT NEEDED

- 1 Hula Hoop per participant.
- Music.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).

## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion, asking questions about the importance of encouraging others to be active with them.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>Each participant stands in a hoop located in an open space.</li> <li>Upon the educator's command, participants move through the space using the locomotor movement the educator chooses. Educator can remind students how to perform the movement by demonstrating what they have called out.</li> <li>Participants are reminded to try to move using the proper technique, while music plays.</li> <li>While participants are moving through the space, the educator removes one or more hoops, and when the music is stopped, participants are to find a hoop. Participants can share hoops with each other.</li> <li>Educators can modify the level of difficulty by specifying how much of a participant's body needs to be in the hoop (e.g., one leg, whole body, touching someone else in the hoop).</li> <li>This continues until there are only a few hoops left and all participants are trying to stand in the few available hoops.</li> <li>No one gets eliminated in this activity; the goal is to see how many participants can work together to fit in a hoop.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Include Everyone</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>Was this game still hard even though nobody was eliminated?</li> <li>Was this game more enjoyable than regular musical chairs? Why or why not?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"That's right! Traditional musical chairs requires that people sit out, but this version allows everyone to play longer."</li> <li>"It was fun to watch you all play together while working toward a common goal."</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>Why did you make the decisions you did related to your behaviour and the Include Everyone principle?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"Calling someone over during the activity is a great way to be successful in the game and to make everyone feel included."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>Do you find it difficult to achieve success while moving quickly? Why do you think that is?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"I agree that it is more difficult to think of the skill cues while moving quickly. Keep practising though!"</li> </ul>

## ASSESSMENT

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Informal formative assessment: Ask the group to share ways that they can make others feel included during playtime outside of class. Facilitate a brief discussion around this topic based on participants' responses.

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe fundamental movement skills and provide skill-specific feedback based on your observations. See [Appendix B](#) for skill cues.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Play a round where only one person is allowed in a hoop, and if a person doesn't have a hoop, they are eliminated. Discuss with participants how that made them feel and how those types of games are not only less fun, they minimize the benefit one can get from physically active games. Prior to the group discussion, be sure to talk to the person who was eliminated to make sure they are comfortable with it.

### ***Physical Literacy***

- Challenge participants to stand in balancing poses while in the hoop.
- Invite participants to move slower or faster while demonstrating competency of locomotor movements, depending on their skill level.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Require different poses in the hoop, depending on lesson objectives.

### **Classroom**

- Lead this game at the beginning of the year or before a group project. Then facilitate a discussion after the activity so that group members build community within the group.

### **Sport**

- Modify movements or poses to be sport specific. Use this as a team-building activity at the beginning of the season to facilitate a discussion around the importance of individual roles on a team.

### **Recreation**

- Consider all of the above.

## ACTIVITY 2: 3 vs. 3; Not I, but We

### ACTIVITY DESCRIPTION

A fast-paced modified invasion game that requires communication and a strong effort in order to be successful.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b>True Sport: Include Everyone</b>	Participants will: <ul style="list-style-type: none"><li>• Understand how communication in a game can help everyone feel included.</li><li>• Pair with others of varying skill sets to create opportunities to learn from each other and/or to learn new skills.</li><li>• Participate with individuals from all demographics, where possible.</li><li>• Encourage fellow participants to try various positions, techniques and skills, and help create opportunities for them to do so.</li><li>• Participate in a modified fashion, according to their ability.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Act consistently with their values while demonstrating the Include Everyone principle.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movement skills.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Sending (kick with feet, toss with hands)</li><li>• Receiving (trap with feet, catch above and below waist with hands)</li></ul>

### EQUIPMENT NEEDED

- Cones or markers for boundary lines.
- Balls (beach balls, soccer balls, foam balls).

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).

### ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Facilitate a brief discussion on trying different positions and modifying the task as necessary to meet the needs of everyone.</li><li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li></ul>
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<b>Activate</b>	<ul style="list-style-type: none"> <li>• Participants play 3 vs. 3 or 4 vs. 4 in grids approximately 10 metres by 10 metres.</li> <li>• Several games can occur at the same time.</li> <li>• Object of the game is for a team to complete three passes in a row without the other team touching the ball.</li> <li>• Other participants must give the participant with the ball at least an arm's length of room to carry out their action. No snatching or close defending.</li> <li>• Participants cannot move with the ball.</li> <li>• Each time the participant passes, they must say the name of the person they are passing to.</li> <li>• If the ball is dropped or intercepted, it goes to the other team.</li> <li>• One point is awarded to the team that successfully completes three passes in a row without the other team touching the ball.</li> <li>• Once a team has completed their three passes, the other team gets the ball.</li> <li>• Games last five minutes, and then groups rotate to play other teams.</li> <li>• Teams keep cumulative scores.</li> <li>• The team with the most points at the end of session is declared the winner.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Include Everyone</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Was it hard to remember everyone's name? How did it feel when people remembered your name and passed to you?</li> <li>• What did you say when your team lost possession of the ball?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "I know that sometimes we might want to give up when we feel rushed or frustrated. I am happy that you were able to dig deep and keep trying so that you felt excited about the challenge."</li> <li>• "Your team didn't win this time, but it's no big deal! Try again."</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• What values (what you believe in) helped you to show behaviours that support the Include Everyone principle today? What were those behaviours?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "I appreciate that you communicated effectively and in a tone that others would want to hear. The way we speak to others always influences how much others feel included and how much they want to participate."</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• What did you hear during the game that helped ensure that your team or the opposing team was successful?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "Calling the name of the teammate is a great way to increase the chance that they receive the pass. Great example!"</li> </ul>



## ASSESSMENT

### **True Sport Principle: Include Everyone and Ethical Literacy**

- Informal formative assessment: Pause the game periodically and have participants identify strategies that they are applying to include everyone in the game. Facilitate a brief discussion based on responses. Ask participants how these strategies could be applied to activities during free time (e.g., recess).

### **Fundamental Movement Skills**

- Formal summative authentic assessment: Create a checklist with skill cues for the fundamental motor skills being assessed (e.g., sending with feet, sending with an overhand toss; see [Appendix B](#) for skill cues). Assess participants based on their performance during the activity. Remind them they are being assessed.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Include Everyone and Ethical Literacy**

- Invite participants to think of ways to modify the game, while maintaining the principle that everyone has to contribute for the group to be successful.

## **Physical Literacy**

- Vary the task difficulty in the game to best meet the needs of individual participants. For example, those developing proficiency in completing a pass with their dominant foot should try to pass with their non-dominant foot.
- Increase or decrease the time participants can be in possession of the object, depending on skill level.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical education**

- Modify the equipment or task, depending on the skills being practised to meet curriculum outcomes.

### **Classroom**

- Have students draw a picture or write about their experience playing this game with a focus on including everyone.

### **Sport**

- Modify equipment or task to align with the sport you coach.

### **Recreation**

- Use this example to facilitate conversation around inclusive practice in recreational pursuits.



## ACTIVITY 3: Number Volley

### ACTIVITY DESCRIPTION

A small-sided, volleyball-related group activity that requires collaboration and dedication to the task.

**GRADE LEVELS:** Grades 3–4

### LEARNING OBJECTIVES

<b>True Sport: Include Everyone</b>	Participants will: <ul style="list-style-type: none"><li>• Understand how including everyone in physical activities can increase its enjoyment.</li><li>• Participate in a modified fashion, according to their ability.</li><li>• Encourage fellow participants to try various positions, techniques and skills, and help create opportunities for them to do so.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Identify the potential outcomes of various options and their impact related to the Include Everyone principle.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movement skills.</li><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Underhand toss</li></ul>

### EQUIPMENT NEEDED

- Variety of balls for group to juggle with their hands, such as balloons, beach balls or volleyballs.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).

## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion, asking questions about how they can encourage others to take on different roles within a game, even if the role is outside their comfort zone.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>Participants form circles in groups of four or five.</li> <li>Participants number themselves off 1 to 4 or 1 to 5.</li> <li>One ball per group to begin.</li> <li>Participants try to keep the object in the air by hitting (e.g., volleying) it, in the order of their numbers.</li> <li>Play begins with participant number one underhand tossing the object into the centre of the circle, then participant number two is to hit/volley the object to player number three, and so on.</li> <li>Participants should not catch the object.</li> <li>The educator keeps score. One point is awarded each time the group keeps the object in the air, following their number sequence.</li> </ul>
<b>Consolidate</b>	<p><b>True Sport Principle: Include Everyone</b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>Give an example of when you saw someone helping someone else in order to accomplish the task?</li> <li>Did everyone have the same skills? Or did you each need each other's help in order to be successful?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"I also saw <i>insert name here</i> encouraging them to come and join the group. That was awesome!"</li> </ul> <p><b>Ethical Literacy</b></p> <p>Example question to ask participant(s):</p> <ul style="list-style-type: none"> <li>What do you think would happen in some groups if we didn't require that everyone touch the ball each round?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"Yes, sometimes those who are at a beginner level don't have the opportunity to improve when they are not included in games or activities. This is one reason why I love this activity so much. Everyone gets to improve!"</li> </ul> <p><b>Physical Literacy</b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>What suggestions would you give someone who wanted to practise using a ready position to make it easier to react when the ball comes to them?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"I agree that bending your knees and standing on the balls of your feet will help you move to where you want to go more quickly!"</li> </ul>

## ASSESSMENT

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Informal formative assessment: Observe participants and provide skill-specific feedback based on their ability to help everyone perform their role optimally.
- Informal formative assessment: Pause the activity and ask participants to share ways they could include others during other parts of their day.

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe and provide skill-specific feedback to participants based on their agility, balance, coordination and speed. See [Appendix B](#) for skill cues.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Allow participants to draw responses or communicate to a peer if they do not feel comfortable sharing aloud in a large group.

## ***Physical Literacy***

- Vary movements used to travel toward the ball and get under it to hit/volley it to a team member.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical education**

- No special considerations necessary.

### **Classroom**

- Play in an open space while moving only on tiptoes.

### **Sport**

- Modify movements and poses based on sports team practices.

### **Recreation**

- No special considerations necessary.



## ACTIVITY 4: Bump and Scoot

### ACTIVITY DESCRIPTION

A collaborative activity that requires communication and effort from everyone in order for the group to be successful.

**GRADE LEVELS:** Grades 3–4

### LEARNING OBJECTIVES

<b><i>True Sport: Include Everyone</i></b>	Participants will: <ul style="list-style-type: none"><li>• Understand how to include everyone and share sport with others.</li><li>• Encourage fellow participants to try various positions, techniques and skills, and help create opportunities for them to do so.</li><li>• Participate in a modified fashion, according to their ability.</li></ul>
<b><i>Ethical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Make reasoned decisions about what demonstrated behaviours align with the Include Everyone principle.</li></ul>
<b><i>Physical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency of fundamental movement skills.</li><li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Overhand throw</li><li>• Hit/strike</li></ul>

### EQUIPMENT NEEDED

- Volleyball or badminton nets or a rope to serve as a net.
- Beach balls.
- Exit slips and pencils.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).

## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion, asking questions about modifying an activity to help ensure everyone can play. Point out that they could play this from a seated position if everyone used a chair, etc.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>Participants form teams of five to seven.</li> <li>The object of the game is to make a complete trade of teams, with the ball hitting the floor as little as possible.</li> <li>When a participant on one team hits (throws or strikes) the ball over the net, they duck under the net to join the team on the other side.</li> <li>Play does not need to be continuous. If the ball touches the ground, it does not go to the other side; play continues with a different participant on the same team.</li> <li>The object is for both teams to switch sides.</li> <li>No one should switch sides twice before everyone switches sides once.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Include Everyone</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>Was it difficult to have to play this game until everyone was able to move to the opposite side? If so, what made this difficult?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"I agree that it was more difficult because it was a challenging task. When we are challenged in this way, we require persistence to push ourselves. Persistence is a great trait to have in sport and also in our classes!"</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>What behaviours shown in this activity fit with the Include Everyone principle? Why do you think that?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"That's right. When rules are established that require everyone to move to one side before anyone can move back, it requires all group members to have a turn. This is a great way to make everyone feel included, and also to ensure the sport is being shared with everyone!"</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>How could we modify this game to support your physical activity even more?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>"Yes! Moving under the net in a forward roll would be a great way to increase our skills and support our physical literacy. Let's place a mat there next time so that we can try that suggestion!"</li> </ul>

## ASSESSMENT

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Formal formative assessment: Using an exit slip (see [Appendix F](#) for templates), ask participants to list reasons why they should include everyone when playing sports or doing other types of physical activity.

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe participant's movement in the space while playing this game and provide skill-specific feedback accordingly. See [Appendix B](#) for skill cues.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Participants have to high-five everyone on their side after they hit the ball and before they move to the other side.
- Participants can draw their responses to the questions or share their thoughts on the response with a peer rather than share aloud with the group.

## ***Physical Literacy***

- Create smaller or larger groups to increase or decrease complexity to accomplish the task.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical education**

- Modify to align with the curriculum outcomes you are focusing on in physical education. For example, use badminton racquets and shuttles if they are learning how to do a forearm strike, etc.

### **Classroom**

- Play this in an open space, with no net, and have students count in even or odd numbers while playing as a way to help reinforce odd and even numbering in math.

### **Sport**

- Modify the activity to align with the specific sport.

### **Recreation**

- All of the above could be considered.

## ACTIVITY 5: Action for Equity

### ACTIVITY DESCRIPTION

A large-group team activity that helps participants reflect on and consider ways to make great choices to Include Everyone.

**GRADE LEVELS:** Grades 3–4

### LEARNING OBJECTIVES

<b>True Sport: Include Everyone</b>	Participants will: <ul style="list-style-type: none"><li>• Understand how exclusion can hinder a group or team.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Determine ways to follow the Include Everyone principle.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competency in fundamental movement skills.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Sending (kick with feet, toss with hands).</li><li>• Receiving (trap with feet, catch above and below waist with hands).</li></ul>

### EQUIPMENT NEEDED

- Cones or markers for boundary lines.
- Balls (beach balls, soccer balls, foam balls).
- Pinnies.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).

### ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Facilitate a brief discussion, asking questions about how it might feel to be excluded versus being welcomed or included by a group.</li><li>• Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li></ul>
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<b>Activate</b>	<ul style="list-style-type: none"> <li>• Divide participants into two teams. One team wears pinnies.</li> <li>• Organize a game of Keep Away between two teams. Educator can have several games of Keep Away occurring at one time and record for one of the groups playing.</li> <li>• Ball can be sent by kicking and receiving, or throwing and catching. If a sent ball hits the floor, it goes to the other team. Participants cannot move while in possession of the ball.</li> <li>• If a team sends a ball out of bounds, the other team retrieves it and throws or kicks it back into play from the boundary line.</li> <li>• Other participants must give the participant with the ball at least an arm's length of room to carry out their action. No snatching or close defending.</li> <li>• Educator has a list of participants and records how many times each participant touches the ball during play.</li> <li>• At the end of play, the educator totals the number of possessions and makes a summary of observations.</li> <li>• Educator facilitates a discussion on inclusion and exclusion in game play using the data (without using names).</li> <li>• Educator applies this discussion to group work in the classroom, sport experiences and any physical activity experience.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Include Everyone</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• After sharing data, where some participants likely had a lot more possession and practice than others, ask the following: How does not getting passes or sitting out for longer than others make you feel?</li> </ul> <p>Anticipated discussion</p> <ul style="list-style-type: none"> <li>• "I agree that it's difficult to improve if you don't have opportunities to practise!"</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• What are ways to gather information to see if you were doing a good job by including everyone in activities?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "I think asking others if they feel included is a great way to gather information!"</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How would you design this game to include everyone and to practise the skills you are learning in PE class?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• "Great ideas! If we added a rule that everyone touches the ball once, before anyone touches it twice, we will definitely provide development opportunities for everyone."</li> </ul>



## ASSESSMENT

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Informal formative assessment: Ask participants to think of a physical activity they like to play with others in their free time, and to share ways they could determine if everyone is being included.

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe participants and provide skill-specific feedback based on observations. See [Appendix B](#) for skill cues.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Include Everyone and Ethical Literacy***

- Allow participants to draw their responses or to share them aloud with a peer if they are not comfortable sharing in a large group setting.

### ***Physical Literacy***

- Modify tasks and equipment to increase or decrease difficulty. For example, use a large beach ball for playing Keep Away with hands to make it less difficult than if participants were to catch a tennis ball.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Play this game prior to playing 3 vs. 3 (see “Not I, but We” activity in this resource), and then facilitate a discussion around inclusivity to determine ways to increase inclusive activity around the school.

### **Classroom**

- Same as physical education example.

### **Sport**

- Modify to use sport-specific equipment and tasks. Remind athletes how these activities hinder development.

### **Recreation**

- Use this example to facilitate conversation around inclusive practice in recreational pursuits.

# GIVE BACK ACTIVITIES

*Say thanks and show gratitude. Encourage your sport group to make a difference in the community.*



## ACTIVITY OVERVIEW

ACTIVITY NAME	GRADE LEVELS	EQUIPMENT NEEDED	PAGES
<b>ACTIVITY 1: Thank You Relay</b>	Grades 1–4	<ul style="list-style-type: none"> <li>• Large paper or poster boards.</li> <li>• Variety of markers, crayons, pencil crayons.</li> <li>• Cones or gymnasium lines to mark boundary lines.</li> <li>• Skipping ropes.</li> </ul>	130–133
<b>ACTIVITY 2: Target Practice</b>	Grades 1–4	<ul style="list-style-type: none"> <li>• Paper and paint tape, or laminated sheets of paper.</li> <li>• Markers or dry erase markers.</li> <li>• Variety of balls (soccer, yarn balls, foam balls, tennis balls, beanbags). Note: tennis balls for underhand rolls only.</li> <li>• Cones.</li> <li>• Large wall to post signs.</li> </ul>	134–137
<b>ACTIVITY 3: Random Act(ivity) of Kindness Performance</b>	Grades 1–4	<ul style="list-style-type: none"> <li>• This activity can be done without equipment or with a variety of equipment, depending on the skills being learned.</li> </ul>	138–140
<b>ACTIVITY 4: Give Back Initiative</b>	Grades 1–4	<ul style="list-style-type: none"> <li>• Will range from none to various pieces of equipment, depending on what the group decides.</li> </ul>	141–143
<b>ACTIVITY 5: Communicating Thanks</b>	Grades 3–4	<ul style="list-style-type: none"> <li>• No equipment needed.</li> </ul>	144–147

## ACTIVITY 1: Thank You Relay

### ACTIVITY DESCRIPTION

This activity focuses on acknowledging community members who volunteer and provide physical activity opportunities to local youth.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b><i>True Sport: Give Back</i></b>	Participants will: <ul style="list-style-type: none"><li>• Understand how to show appreciation for those who support their sport and physical activity opportunities.</li><li>• Participate in opportunities to spread the True Sport message to others.</li><li>• Give thanks to those who help create opportunities for them to participate in True Sport experiences.</li><li>• Set up and take down equipment before and after True Sport physical activity experiences.</li></ul>
<b><i>Ethical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Reflect on their values and recognize others who serve the community.</li></ul>
<b><i>Physical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competence in fundamental movement skills.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Run</li><li>• Hop</li><li>• Skip</li><li>• Jump</li><li>• Gallop</li><li>• Jumping</li></ul>

## EQUIPMENT NEEDED

- Large paper or poster boards.
- Variety of markers, crayons, pencil crayons.
- Cones or gymnasium lines to mark boundary lines.
- Skipping ropes.

## PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor),  
see diagram for set up: — — — →



## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>Facilitate a brief discussion on community and who within their community helps enable participants to be physically active, such as family, teachers, coaches, recreation leaders and friends. Educator helps participants connect this discussion with gratitude and why it is important for participants to express thanks to community members who help them be active.</li> <li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>The large group brainstorms names of people in their community who have helped them have opportunities in sport and physical activity.</li> <li>These names are added to large pieces of paper, and each group of two or three participants starts with one person to make a card for.</li> <li>Group members line up together on one side of the playing area.</li> <li>On the opposite side of the playing area, the group places the large poster papers or cards, markers and other colourful writing utensils prior to beginning the Thank You Relay.</li> <li>To begin, one participant, using a specified locomotor movement, travels to the card-making materials on the other side of the playing field to write a message to the person addressed on the card.</li> <li>The other two group members jump rope while they wait for their partner to return.</li> <li>Repeat until everyone addresses the card they were assigned.</li> <li>Repeat until cards are made for everyone identified by the group.</li> </ul>

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<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Give Back</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Why is it important to thank community members, such as family members, teachers and coaches, who create opportunities for you to be physically active?</li> <li>• How does it feel when others help you? And how does it feel to say thank you to others? How do others react when you say thank you?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Yes! Most of your coaches give their time to help you in sport. Without their time, we wouldn’t have so many opportunities to play.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• What value (something you believe in) do you have that might help inspire you to take the time to acknowledge how others serve the community?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “A gratitude attitude is definitely a value that might inspire you to show others that you appreciate all they do to provide opportunities for youth in the community.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• What do you think you would do to improve your jump rope skills?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I agree that jumping rope each day for three minutes is a great way to improve your skills.”</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Give Back and Ethical Literacy***

- Informal formative assessment: Observe participants in this activity and read what they are writing. Ask participants to explain the reasons for their responses to determine how well they understand the task.

### ***Fundamental Movement Skills***

- Formal summative assessment: Create and complete an assessment template with jump rope skill cues (see [Appendix B](#) and [Appendix F](#)). Observe participants jumping rope and complete the template. Make sure participants know they are being assessed.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Give Back and Ethical Literacy***

- Participants can sign their names or write messages, depending on their writing level.
- Allow participants to share their responses verbally if they are unable to write them down.

### ***Physical Literacy***

- Participants can jump rope on the spot or attempt jump rope moves (bell, skier, crossover), depending on their skill competency.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- No special considerations necessary.

### **Classroom**

- Modify this activity to create thank-you notes for people who helped them experience a field trip, provided a memorable learning opportunity or write a card for a special person in their lives.

### **Sport**

- Modify this to align with the sport you coach. For example, participants could volley back and forth with their group members while one person writes the card.

### **Recreation**

- Consider all of the above.

## ACTIVITY 2: Target Practice

### ACTIVITY DESCRIPTION

Targets are developed by participants. Each target represents a word related to gratitude toward those who provide physical activity opportunities for participants.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b><i>True Sport: Give Back</i></b>	Participants will: <ul style="list-style-type: none"><li>• Understand how to find gratitude for those who provide opportunities for them to move.</li><li>• Participate in activities to spread the True Sport message to others.</li><li>• Give thanks to those who help create opportunities for them to participate in True Sport experiences.</li></ul>
<b><i>Ethical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Explain their decisions on how they describe those who give back.</li></ul>
<b><i>Physical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competence in fundamental movement skills.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Overhand throw</li><li>• Underhand roll</li><li>• Kick</li></ul>

### EQUIPMENT NEEDED

- Paper and paint tape, or laminated sheets of paper.
- Markers or dry erase markers.
- Variety of balls (soccer, yarn balls, foam balls, tennis balls, beanbags) Note: tennis balls for underhand rolls only.
- Cones.
- Large wall to post signs.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).



ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none"><li>Facilitate a large group discussion about being grateful for opportunities to move our bodies and connect with others.</li><li>Use a participant-centred approach to help participants determine skill cues for the movement skills addressed in the activity.</li></ul>
Activate	<ul style="list-style-type: none"><li>Educator leads a group brainstorm of words that represent gratitude and writes down one or two examples on the papers.</li><li>Participants then spread around in the playing area where the papers are spread out, and write down words that represent gratitude to others for allowing them to move and play sports. For younger grades, educators can provide a series of examples (written or drawn) and participants can choose or circle the word(s) that mean the most to them.</li><li>Once the words are on the papers (one word per paper), put each paper up on the wall. Post papers at different heights (low = touching or near the floor, and high = near participants' eye level).</li><li>In front of each paper, place a cone to mark the distance from the paper that a participant should stand. Place a specific ball and specify which type of throw/roll/kick should be used.</li><li>Participants spread out in front of the papers so they can't touch each other.</li><li>The words on the papers become the targets, and participants attempt to hit the targets with their objects using an overhand throw, underhand throw, underhand roll or kick (whatever the station specifies). Participants should say the target word aloud and reflect on what it means to them.</li></ul>

Continued on the next page



<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Give Back</i></b></p> <p>Example question to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Why is it important that we always thank those who help us?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Yes! Sometimes it’s easy to be frustrated and lose sight of how lucky we are to get to play. Talking about how thankful we are helps us when we feel frustrated or discouraged.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Why did you choose the word you did to describe someone who has provided you with the opportunity to be physically active?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I think it is wonderful that you chose the word ‘kindness’ because your coach is always kind to you and your teammates.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• What are the skills needed for the underhand roll?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “That’s right. Releasing the ball while your fingers are pointing downward and then following through are two important skill cues for the underhand roll.”</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Give Back and Ethical Literacy***

- Informal formative assessment: Assess participants' understanding of gratitude toward those who provide them with opportunities to be physically active, based on their contribution to the discussion as well as the word(s) they choose in this activity.

### ***Fundamental Movement Skills***

- Formal summative assessment: Develop a template with skill cues on it and assess participants during the activity (see [Appendix B](#) and [Appendix F](#)). Remind participants that you are assessing them.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Give Back and Ethical Literacy***

- Invite participants to draw a picture to represent their word.
- Participants can share the reason for their decision in choosing a gratitude-related word with a peer rather than aloud to the group.

### ***Physical Literacy***

- Participants form pairs. One pair performs the skill while the other coaches. Pairs then switch roles.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Modify skills used in the activity, based on curriculum outcomes.

### **Classroom**

- Modify this activity to be spelling words or to be words that represent thanks or gratitude for people around the school community.

### **Sport**

- Modify skills to align with the sport that you coach.

### **Recreation**

- No special considerations are necessary.

## ACTIVITY 3: Random Act(ivity) of Kindness Performance

### ACTIVITY DESCRIPTION

This activity allows participants to be creative and design a performance that will be shown to a well-deserving community member who provides them opportunities to be physically active. Option to choose community members based on discussions in Activity 5: Communicating Thanks.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b>True Sport: Give Back</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand how to collaborate as a group to perform a Random Act(ivity) of Kindness through an appreciation performance.</li> <li>• Participate in opportunities to spread the True Sport message to others.</li> <li>• Give thanks to those who help create opportunities for them to participate in True Sport experiences.</li> </ul>
<b>Ethical Literacy</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Identify the potential outcomes of various options and their impacts as they create a performance related to the Give Back principle.</li> </ul>
<b>Physical Literacy</b>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Demonstrate competency in fundamental movement skills.</li> <li>• Understand how to apply agility, balance, coordination and speed in a game setting.</li> </ul> <p>Fundamental movement skills:</p> <ul style="list-style-type: none"> <li>• Twist</li> <li>• Sway</li> <li>• Run</li> <li>• Skip</li> <li>• Hop</li> <li>• Jump</li> <li>• Gallop</li> </ul>

### EQUIPMENT NEEDED

→ This activity can be done without equipment or with a variety of equipment, depending on the skills being learned.

### PLAYING AREA REQUIREMENTS

→ Open space (indoor or outdoor).

## ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"> <li>• Lead a group discussion on the topic of random acts of kindness and how it is important to thank community members (e.g., family members, coaches, teachers, recreation leaders) who volunteer to create opportunities for children.</li> <li>• Discuss the concept of a Random Act(ivity) of Kindness routine with participants.</li> </ul>
<b>Activate</b>	<ul style="list-style-type: none"> <li>• Participants share ideas with the educator and, together, the group comes up with a list of skills or parameters to develop a physically active performance that is performed for someone in their community who deserves thanks.</li> <li>• Participants can do this activity as a large group or in smaller groups.</li> <li>• Participants develop and practise their routine.</li> <li>• Participants perform their routine for their peers and for the community member(s) they developed it for.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Give Back</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• How do you think people feel when you recognize how helpful they are? How does it make you feel?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I agree that they will appreciate that you are showing just how many lessons you learned from them in encouraging you to be physically active.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• What options did you consider for this performance but then not use? What made you choose not to use them?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I appreciate how you shared that you thought some choices might not accurately reflect what the group was thinking and, as a result, you chose a better option. We should always consider all of our options before making decisions to determine which one is the best decision in a given situation.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Why did we modify the idea of Random Acts of Kindness to be Random Act(ivity) of Kindness?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “That’s right. The more ways we find to move our bodies during the day, the more health benefits we receive.”</li> </ul>

## ASSESSMENT

### **True Sport Principle: Give Back and Ethical Literacy**

- Informal formative assessment: Observe participants' behaviour during development and their performance. Give skill-specific feedback on the idea that people who give us opportunities should be appreciated.
- Informal formative assessment: Listen to participants' responses when sharing what options they didn't choose and why they didn't choose them to determine their level of understanding of the idea that decisions always have consequences, some good and some bad.

### **Fundamental Movement Skills**

- Informal formative assessment: Observe participants and give skill-specific feedback based on their skill performance. See [Appendix B](#) for skill cues.

## DIFFERENTIATED INSTRUCTION

### **True Sport Principle: Give Back and Ethical Literacy**

- Allow participants to write down their responses regarding options and consequences if they are uncomfortable sharing aloud.

### **Physical Literacy**

- Vary the duration of the performance.
- Vary the skills to increase or decrease complexity.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Assign certain skills being taught to be included in the performance.

### **Classroom**

- Modify this activity to be a random act(ivity) of kindness for someone in the school community.

### **Sport**

- Require certain sport-specific skills to be included in the routine.

### **Recreation**

- Remember that this activity can be conducted in the outdoors (e.g., with snowshoes, etc).

## ACTIVITY 4: Give Back Initiative

### ACTIVITY DESCRIPTION

Facilitated by the educator, participants design an activity and implement it to provide a group of community members the opportunity to be physically active.

**GRADE LEVELS:** Grades 1–4

### LEARNING OBJECTIVES

<b>True Sport: Give Back</b>	Participants will: <ul style="list-style-type: none"><li>• Understand that young people like themselves can provide opportunities for others in the community to be active.</li><li>• Participate in opportunities to spread the True Sport message to others.</li><li>• Set up and take down equipment before and after True Sport physical activity experiences.</li></ul>
<b>Ethical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Collect and evaluate information to make decisions related to the Give Back principle.</li></ul>
<b>Physical Literacy</b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate an understanding that physical activity is important for everyone.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Dependent on what the group determines.</li></ul>

### EQUIPMENT NEEDED

- Will range from none to various pieces of equipment, depending on what the group decides.

### PLAYING AREA REQUIREMENTS

- Open space (indoor or outdoor).

### ACTIVITY INSTRUCTIONS

<b>Minds On</b>	<ul style="list-style-type: none"><li>• Educator facilitates a brief discussion on spreading the True Sport message to others through physical activity initiatives.</li><li>• This activity can occur in a large group or with smaller groups of four to five.</li></ul>
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<b>Activate</b>	<ul style="list-style-type: none"> <li>• The educator facilitates this activity and it is designed to take place over several program sessions.</li> <li>• Participants consider ways to help others in the community have more opportunity(ies) to be physically active.</li> <li>• The educator presents a few examples of needs that exist within their school as well as the greater community.</li> <li>• Examples may include designing a game for young people; demonstrating activities using a chair for older adults; or designing ways to be active during an indoor recess.</li> <li>• Participants work together in small groups to come up with a plan that the educator helps them implement (e.g., invite younger children to their group to learn the activities they designed; present their recess ideas to a group of classroom teachers).</li> <li>• The educator facilitates a discussion with the participants on why this was an important initiative and why all community members should do their part to help others be active.</li> </ul>
<b>Consolidate</b>	<p><b><i>True Sport Principle: Give Back</i></b></p> <p>Example questions to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Why should we find ways to help others?</li> <li>• How many people did it take to come up with this plan? Does this make you think of how many people it takes to come up with your activities?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I agree that if everyone helped out a little more, all communities would be stronger and better places to live.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How did the information you gathered help you to refine or improve your original idea?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “I think it’s awesome that you took time to survey younger children to learn about their favourite types of physical activities and considered what they would like to learn about. Then you wove it into your idea!”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• How does this assignment relate to physical literacy?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Physical literacy is important for everyone and helps us all reach our potential by giving us more energy through being active and helps us feel better by helping others move more.”</li> </ul>



## ASSESSMENT

### ***True Sport Principle: Give Back and Ethical Literacy***

- Informal formative assessment: Observe participants throughout the program and provide feedback to them based on their understanding of giving back.
- Informal formative assessment: After you ask participants about how they improved their idea through information gathering, determine if they understand how analyzing information can help them improve ideas.

### ***Fundamental Movement Skills***

- Informal formative assessment: Observe participants' ability to explain or demonstrate skills to others.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Give Back and Ethical Literacy***

- Modify the amount of time allotted for planning, depending on the scope of the idea presented by participants.
- If participants need more support during the collect and evaluate information phase of this activity, provide examples of how to gather information and how to draw conclusions based on the data.

### ***Physical Literacy***

- Require specific skills, based on participant's skill level.

## **SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE**

### **Physical education**

- Provide specific requirements to meet physical education curriculum outcomes.

### **Classroom**

- This concept would be an excellent idea for a project-based learning approach in your classroom.

### **Sport**

- Provide services related to the sport that children are participating in.

### **Recreation**

- Consider all of the above.

## ACTIVITY 5: Communicating Thanks

### ACTIVITY DESCRIPTION

During this small group activity, participants move at moderate speeds and share how they will thank someone who provides them with opportunities to be physically active.

**GRADE LEVELS:** Grades 3–4

### LEARNING OBJECTIVES

<b><i>True Sport: Give Back</i></b>	Participants will: <ul style="list-style-type: none"><li>• Express thanks for physical activity and sport opportunities.</li><li>• Give thanks to those who help create opportunities for them to participate in True Sport experiences.</li></ul>
<b><i>Ethical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Act consistently with their values related to the Give Back principle.</li></ul>
<b><i>Physical Literacy</i></b>	Participants will: <ul style="list-style-type: none"><li>• Demonstrate competence in fundamental movement skills.</li><li>• Demonstrate competence in maintaining a moderate intensity pace.</li></ul> Fundamental movement skills: <ul style="list-style-type: none"><li>• Run</li></ul>

### EQUIPMENT NEEDED

→ No equipment needed.

### PLAYING AREA REQUIREMENTS

→ Running loop.

ACTIVITY INSTRUCTIONS

Minds On	<ul style="list-style-type: none"><li>Educator leads a discussion on the importance of using words to express gratitude, as well as on the importance of moving our bodies during times where we would otherwise be sedentary.</li></ul>
Activate	<ul style="list-style-type: none"><li>Participants form groups of two or three.</li><li>Groups run at a moderate, talking pace for five minutes, and verbalize how they plan to thank a community member, parent or recreation leader for providing them with opportunities to move and be healthy.</li><li>Every participant must share a few sentences once, before anyone can speak twice.</li><li>Upon completion of the five minutes, participants switch groups to share with others and listen to others.</li><li>After several rounds, participants join together for a brief large group stretch while the educator encourages them to share their words with the individuals they identified as supporting them to be physically active.</li><li>During this group stretch, the educator also reminds participants how “moving meetings” can help alter current norms around physical activity.</li><li>Educator invites participants to share other instances, when they are normally inactive, where they can increase their activity.</li><li>Participants set a time goal to increase their activity and the educator follows up during a future session to have participants share their experiences.</li></ul>

Continued on the next page



<p><b>Consolidate</b></p>	<p><b><i>True Sport Principle: Give Back</i></b></p> <p>Example question to ask participant(s):</p> <ul style="list-style-type: none"> <li>• Other than saying thanks, how else could you recognize others who were helpful to you?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “That’s right! Many community members volunteer out of the goodness of their hearts, and too often they are not thanked for their time, energy and service. It is so important that we show our thanks so they know what a positive difference they make in the community.”</li> </ul> <p><b><i>Ethical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• What personal values (what you believe in) will be demonstrated through your plan to thank someone who provided you with opportunities to be physically active?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “Being a kind and caring communicator is a great value to demonstrate through this Give Back principle activity.”</li> </ul> <p><b><i>Physical Literacy</i></b></p> <p>Example question to ask the participant(s):</p> <ul style="list-style-type: none"> <li>• Why do you think I wanted you to move your bodies while you discussed what you could share with others to show your appreciation?</li> </ul> <p>Anticipated discussion:</p> <ul style="list-style-type: none"> <li>• “You got it! It is not a healthy habit to sit and talk all day when we can easily move while we talk. Not only does this benefit our bodies, it allows us to understand that spending time with our friends is another bonus of being physically active. This is called social health and it is very important!”</li> </ul>
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## ASSESSMENT

### ***True Sport Principle: Give Back and Ethical Literacy***

- Informal formative assessment: Educators move with different groups during this activity and listen to participants' comments. Based on what they hear, educators prompt participants to think deeper or highlight responses that are thoughtful and articulate.

### ***Fundamental Movement Skills***

- Informal formative assessment: Educators observe running form and pacing and provide skill-specific comments based on their observations. See [Appendix B](#) for skill cues.

## DIFFERENTIATED INSTRUCTION

### ***True Sport Principle: Give Back and Ethical Literacy***

- Participants can write their sentences or draw representations of their responses between running sessions.

### ***Physical Literacy***

- Participants can move using different locomotor movements.
- Educators can have some groups speed up or slow down, depending on their ability to maintain a conversation while they move.

## SPECIAL CONSIDERATIONS BY SECTOR(S), WHERE APPLICABLE

### **Physical education**

- Modify locomotor movements based on the learning outcomes focused on in physical education.

### **Classroom**

- To expand on this activity, create a “grateful jar” and place it on display in the classroom. Allow students to add examples of what they are grateful for throughout the week, and take a few minutes on Friday afternoons to read examples aloud to the class.

### **Sport**

- Modify movements and add equipment to align with a sport you are coaching.

### **Recreation**

- Consider any of the above.

# TRUE SPORT EXPERIENCE

## APPENDIX

### APPENDIX A: Physical Literacy

#### QUALITY PHYSICAL ACTIVITY

Quality physical activities support, include and motivate all participants while teaching the True Sport Principles and developing physical literacy. If participants feel welcomed, they are more likely to join in and give their best effort in physical education class, sport or recreation experiences. True Sport enriches physical literacy programming because it is intentional and principle-driven in its pursuit to teach the very concepts and practices that welcome, include all and are enjoyable for everyone!

#### PHYSICAL LITERACY

As Figure 1 suggests, individuals who are more physically literate are more likely to feel confident about their abilities, move well and, in turn, desire to be more physically active.<sup>10</sup> Additionally, someone who is physically literate moves to benefit themselves, others and the environment.<sup>11</sup>

**FIGURE 1:** Physical literacy



<sup>10</sup> Sport for Life. Diagram shared with permission by Sport for Life on April 15, 2017.

<sup>11</sup> PHE Canada. Physical Literacy. Retrieved from <https://phecanada.ca/activate/physical-literacy> on May 22, 2017.

Physical literacy is a concept that involves a combination of knowledge, skills, understanding and values related to individual physical activity behaviours, regardless of any challenges — physical or psychological.<sup>12</sup> Like other literacies, an individual's physical literacy journey is optimal when opportunities exist early in life and continue throughout.

Physical activity is necessary in order for individuals to develop, sustain and improve their physical literacy. By now, we understand the wide-ranging benefits of physical activity in terms of physical, emotional and social health. As a result, if we want our citizens to be healthy and positive contributors to communities, we ought to support their physical literacy development.

To be clear, now that you have an understanding of what physical literacy is, it's important to realize what physical literacy is not. Although the following terms

each play a key role in physical literacy development, they themselves do not constitute physical literacy: physical activity, physical education, sport, recreation, elite athletes and/or fundamental movement skills. A combination of formal and informal physical activity opportunities should be afforded to children and youth so that they develop skills and confidence in the physical domain. Physical education, recreation and youth sport each provide different opportunities for children and youth to develop physical literacy while being physically active.

In some of these instances, skill development will be more intentional and formalized (e.g., organized sport) than others (e.g., after-school recreation programs). But True Sport experiences can exist in all physical activity settings if purposeful connections are made during physical activities between the True Sport Principles and life outside of the program.



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<sup>12</sup> Dudley, D. A. (2015). A conceptual model of observed physical literacy. *The Physical Educator*, 72, 236-260.



## APPENDIX B: Long-Term Development in Sport and Physical Activity

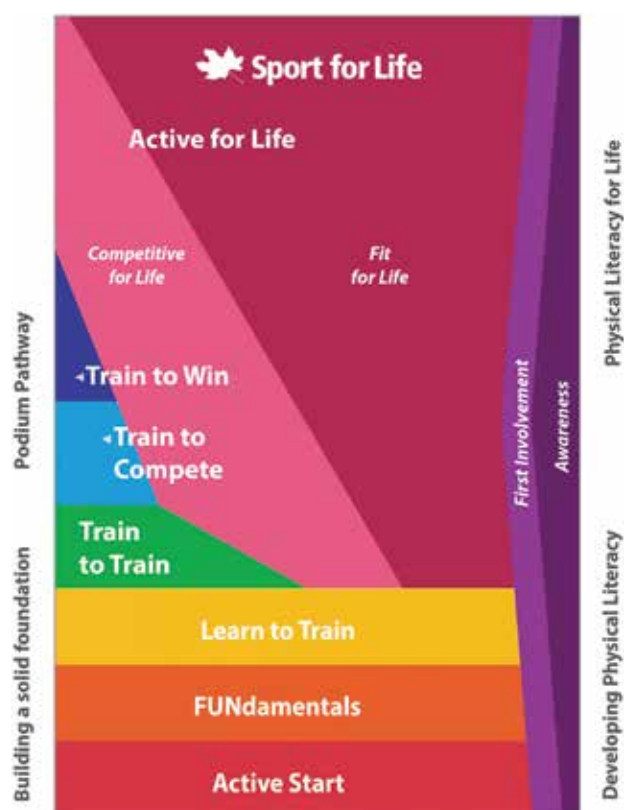
**Sport for Life** is an organization dedicated to improving the quality of sport and physical activity in Canada. Sport for Life links sport, education, recreation and health through the alignment of community and provincial and national programming.

**Long-Term Development in Sport and Physical Activity** is a multi-stage training, competition and recovery pathway, guiding an individual's experience in sport and physical activity from infancy through all phases of adulthood. It is a framework for the development of every child, youth and adult to enable optimal participation in sport and physical activity. It takes into account growth, maturation and development, trainability and sport-system alignment. It helps to ensure all Canadians enjoy and reach their potential in sport and physical activity.

The Long-Term Development framework consists of two pre-stages and seven stages. The pre-stages, Awareness and First Involvement, focus on getting and keeping people involved. The stages include Active Start, FUNdamentals, Learn to Train, Train to Train, Train to Compete, Train to Win and Active for Life. The first three stages combined build a solid physical literacy foundation. Train to Train, which often starts in early adolescence, is where the future of many athletes is determined. Train to Compete and Train to Win make up the Podium Pathway and are focused on winning at the highest levels of international competition. Active for Life is about lifelong engagement in physical activity (see Figure 2).

By advancing Long-Term Development in Sport and Physical Activity and physical literacy development, Sport for Life represents a paradigm shift in the way Canadians lead and deliver sport and physical activity in Canada.

**FIGURE 2:** Long-Term Development in Sport and Physical Activity framework



### LONG-TERM DEVELOPMENT FRAMEWORK AND THIS GUIDE

The activities in this guide were developed for children in stage 2 of Long-Term Development: FUNdamentals. Girls in this stage are six to eight years old (Grades 1–3) and boys are six to nine years old (Grades 1–4). During this stage, children experience diverse physical activities, as they develop fundamental movement skills that will serve as a foundation for their physical literacy. These activities should be inclusive and fun.



*Sport for Life<sup>13</sup> identifies the following key concepts for individuals participating in the FUNdamentals stage:*

Target 180 minutes of activity per day, with 60 of those minutes spent in vigorous physical activity.

Activities should:

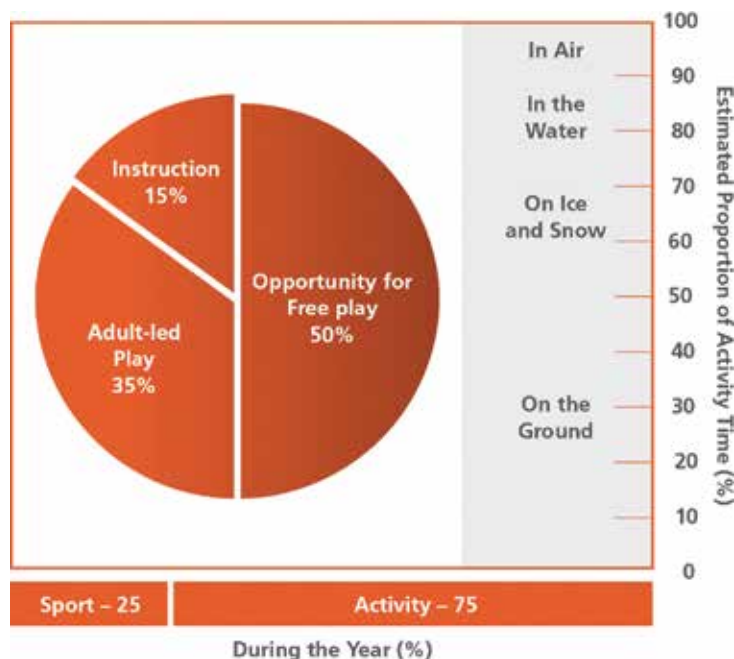
- include significant time for repetition;
- require minimal correction so children are able to safely test their own limits;
- allow children to improve their abilities through experience; and
- help children build confidence and competence as they engage in physical activity.

Emphasize the overall development of the child's physical capacities, fundamental movement skills and the ABCs of athleticism: agility, balance, coordination and speed.

Develop skills by exposing participants to a variety of environments — indoors and outdoors, on land, ice and snow, in the air, in and on water (see Figure 3 below).

Include a mixture of structured and unstructured play, with some instruction (see Figure 3).

**FIGURE 3: FUNdamentals activity summary<sup>14</sup>**



13 Sport for Life (2019). Key Concepts: FUNdamentals. Retrieved from <https://sportforlife.ca/stages/fundamentals/> on February 4, 2020.

14 Sport for Life (2019). Long-Term Development in Sport and Physical Activity 3.0. Retrieved from <https://sportforlife.ca/wp-content/uploads/2019/06/Long-Term-Development-in-Sport-and-Physical-Activity-3.0.pdf> on February 4, 2020.

*The True Sport Experience* resource supports key concepts within the FUNdamentals Stage of Long-Term Development for participants as it:

- provides sample activities that educators can use to help participants work toward the recommended 180 minutes of physical activity per day;
- provides activities where participants can repeat skills being taught;

- focuses on the fundamental movement skills alongside the ABCs (agility, balance, coordination and speed) of athleticism;
- provides examples of activities that can be played in a variety of environments; and,
- provides some instruction in structured environments.

It is critical that educators focus on fundamental movement skills during True Sport experiences at this stage. Fundamental movement skills include, but are not limited to, the following<sup>15, 16</sup>:

<b>Dodge</b>	<b>Stork stand</b>	<b>Overhand throw</b>
<b>Hop</b>	<b>Jump</b>	<b>Catch</b>
<b>Skip</b>	<b>Kick</b>	<b>Run</b>
<b>Log roll</b>	<b>Foot dribble</b>	<b>Sidearm strike</b>
<b>Agility, balance, coordination and speed (ABCs)</b>	<b>Crossovers</b>	<b>Hand dribble</b>
<b>Balance walk</b>	<b>Drop to the ground and get back up</b>	<b>Underhand roll</b>

Sport for Life has developed a series of free resources related to fundamental movement skills. For additional resources to support children in the FUNdamentals Stage, check them out at: <https://physicalliteracy.ca/play-tools/>.

15 Fundamental Movement Skills (2017). Physical & Health Education Canada's list of FMS. Retrieved from <https://phecanada.ca/programs/fundamental-movement-skills-series> on April 20, 2017.

16 Sport for Life (2017). PLAYfun Physical Literacy Assessment for Youth. Retrieved from [http://physicalliteracy.ca/wp-content/uploads/2016/08/PLAYfun\\_workbook.pdf](http://physicalliteracy.ca/wp-content/uploads/2016/08/PLAYfun_workbook.pdf) on May 23, 2017.

Fundamental movement skills are accompanied by a variety of movement cues. The following table provides some examples of cue words for several of the movement skills listed above, as written by Physical and Health Education (PHE) Canada<sup>17</sup>:

MOVEMENT SKILL	SKILL DESCRIPTION	CUE WORDS
<b>Dodge</b>	A rapid shift of the body from one line of travel to another.	<ul style="list-style-type: none"> <li>• Look where you are running</li> <li>• Get low</li> <li>• Push off</li> <li>• One step</li> <li>• Go left, go right</li> </ul>
<b>Skip</b>	A rhythmical flow of the step-hop pattern.	<ul style="list-style-type: none"> <li>• Step-hop, step-hop</li> <li>• Keep back foot near the ground</li> <li>• Arm/leg opposite</li> <li>• Land toes first</li> </ul>
<b>Run</b>	Move fast with your feet, and one foot off the ground all the time.	<ul style="list-style-type: none"> <li>• Balls of feet</li> <li>• High knees</li> <li>• Hands brush hips in backswing</li> <li>• Drive arms</li> <li>• Elbows in</li> </ul>
<b>Jump</b>	Two-foot take-off with two-foot landing.	<ul style="list-style-type: none"> <li>• Bend ankle, knees and hips</li> <li>• Crouch forward</li> <li>• Arms back</li> <li>• Explode with legs</li> <li>• Swing up and forward with arms</li> <li>• Look ahead and stretch out</li> <li>• Knees up</li> <li>• Quiet knees on landing</li> <li>• Reach forward</li> </ul>
<b>Hop</b>	One-foot take-off with same foot landing.	<ul style="list-style-type: none"> <li>• Look ahead</li> <li>• Spring with legs</li> <li>• Spring and swing</li> <li>• Swing with arms</li> <li>• Soft touch down</li> </ul>
<b>Balance</b>	The body balances in a stationary position.	<ul style="list-style-type: none"> <li>• Be still or freeze</li> <li>• Body weight in the middle</li> <li>• Focus on target</li> <li>• Extend other limbs</li> </ul>

*Continued on the next page*

<sup>17</sup> PHE Canada. Movement Skills Cues. Retrieved from <https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/Movement%20Cues/Movement%20Skills%20Cues%201.pdf> on August 17, 2020.

MOVEMENT SKILL	SKILL DESCRIPTION	CUE WORDS
<b>Kick</b>	Imparting force to an object with the foot.	<ul style="list-style-type: none"> <li>• Step forward</li> <li>• Plant foot</li> <li>• Balance</li> <li>• Lean into kick</li> <li>• Aim</li> <li>• Inside of foot</li> <li>• Kick/swing through the ball</li> </ul>
<b>Foot dribble</b>	Controlling the ball with one's feet so that it stays in the dribbler's possession while travelling.	<ul style="list-style-type: none"> <li>• Eyes forward</li> <li>• Head up</li> <li>• Inside of the foot</li> <li>• Centre of the ball</li> </ul>
<b>Underhand roll</b>	Propelling an object away from the body so it rolls or slides at or near an intended target.	<ul style="list-style-type: none"> <li>• Stride stance</li> <li>• Opposite to forward foot, hand cupped</li> <li>• Lean body forward</li> <li>• Look</li> <li>• Below knee, close to ground/surface</li> <li>• Fingertips point to target</li> </ul>
<b>Catch</b>	Receiving an object with the hands.	<ul style="list-style-type: none"> <li>• Look</li> <li>• Get behind</li> <li>• Ready</li> <li>• Soft hands</li> <li>• Bring to body</li> <li>• Pinkies together</li> <li>• Thumbs together</li> </ul>
<b>Sidearm strike</b>	Propelling an incoming object using the hand or an implement using a side arm action	<ul style="list-style-type: none"> <li>• Face front</li> <li>• Watch</li> <li>• Hitting zone</li> <li>• Back to front</li> <li>• Follow high</li> </ul>
<b>Overhand throw</b>	Propelling an object toward a given objective	<ul style="list-style-type: none"> <li>• Side</li> <li>• Make a "W"</li> <li>• Look</li> <li>• Back to front</li> <li>• Across body</li> </ul>

## APPENDIX C: True Sport and Long-Term Development FUNDamentals Stage

The table below provides suggestions and instructions and also makes connections between the seven True Sport Principles and the FUNDamentals Stage of the Long-Term Development in Sport and Physical Activity framework.

TRUE SPORT	STAGE 2: FUNDAMENTALS GIRLS AGES 6–8 — BOYS AGES 6–9
<b>GO FOR IT</b> Rise to the challenge – always strive for excellence. Be persistent and discover how good you can be.	<ul style="list-style-type: none"> <li>• Teach fundamental movement skills.</li> <li>• Offer a variety of well-structured activities that develop basic skills.</li> <li>• If not a physical educator, you might find the Physical Literacy Assessment for Youth (PLAY) tools helpful.</li> <li>• Continue to focus on effort, learning and skill development rather than outcome-focused games.</li> <li>• Use process-driven activities, directing efforts toward goals.</li> <li>• Toward the later part of the stage, introduce more complex games that increase problem-solving abilities.</li> </ul>
<b>PLAY FAIR</b> Understand, respect, and follow the rules. Play with integrity – competition is only meaningful when it is fair.	<ul style="list-style-type: none"> <li>• Ensure everyone participates equally and often by modifying traditional equipment, space and rules to be more age- and stage-appropriate. For example, rather than playing traditional soccer, play a 3 vs. 3 game with no goals and where the object is to teach passing, receiving and spacing.</li> <li>• Have participants play different positions and try different activities.</li> <li>• Introduce simple rules and lead a brief discussion on why it is important for participants to follow the rules.</li> <li>• Begin to introduce concepts related to commitment and help facilitate the connection between the activity and participants' lives outside of the program.</li> </ul>
<b>RESPECT OTHERS</b> Show respect for everyone involved in creating your sporting experience, both on and off the field of play. Win with dignity and lose with grace.	<ul style="list-style-type: none"> <li>• Appreciate that not everyone learns the same way or at the same pace.</li> <li>• Introduce skills and activities that foster teamwork and cooperation.</li> <li>• Have participants take time to share and learn from their teammates, building observation and communication skills.</li> <li>• Highlight good behaviour on the field of play (e.g., when someone helps another person up after a fall).</li> <li>• Recognize acts of fairness as a means to show respect.</li> <li>• Legitimize feelings and challenges.</li> <li>• Ensure that athletes understand the importance of respecting their surroundings (e.g., pick up after themselves, do not damage facilities).</li> </ul>

*Continued on the next page*

TRUE SPORT	STAGE 2: FUNDAMENTALS GIRLS AGES 6–8 — BOYS AGES 6–9
<p><b>KEEP IT FUN</b> Find the joy in sport and share it with others. Remember what you love about sport and why you play.</p>	<ul style="list-style-type: none"> <li>• Focus on learning and having fun.</li> <li>• Encourage positive attitudes, highlight when you observe them, and help participants identify how they can benefit from positive attitudes.</li> <li>• Stress the importance of fun and developing friendships as they pertain to social health.</li> <li>• Consider seeking professional development to build new skills for incorporating fun into every training session.</li> <li>• At this stage, discourage specialization in a single sport.</li> <li>• Competition should be informal, with no record of results, and incorporate age and stage modifications to the sport, as appropriate.</li> <li>• Follow your sport's <i>Long-Term Development</i> guide to coordinate age and developmentally appropriate games and activities.</li> </ul>
<p><b>STAY HEALTHY</b> Always respect and care for your mind and body. Advocate for the health and safety of yourself and those around you.</p>	<ul style="list-style-type: none"> <li>• Develop True Sport and physical literacy skills through a combination of structured and unstructured play in safe and challenging environments.</li> <li>• Encourage daily unstructured physical play with friends and family, and help participants understand how to manage and assess activity-related healthy risk.</li> <li>• Make being healthy a cool thing.</li> <li>• Introduce healthy nutrition, appropriate sleep and proper hydration information in activities.</li> </ul>
<p><b>INCLUDE EVERYONE</b> Recognize and celebrate strength in diversity. Invite and welcome others into sport.</p>	<ul style="list-style-type: none"> <li>• Pair up participants of varying skill sets to create opportunities to learn from each other and/or to learn new skills.</li> <li>• Accommodate individuals from all demographics. For example, find someone to help translate task cards or instructions for newcomer participants.</li> <li>• Ensure that participants have opportunities to try various positions, techniques and skills.</li> <li>• Modify tasks and rules to optimally include participants with disabilities.</li> <li>• Create fun ways to welcome new participants and their families to the program or team.</li> </ul>
<p><b>GIVE BACK</b> Recognize and celebrate strength in diversity. Invite and welcome others into sport.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for participants to share the True Sport message with others. For example, determine class ideas to help share the True Sport Principles and develop strategies to help carry out the idea(s).</li> <li>• Provide opportunities for participants to give thanks to those who help create opportunities for them to participate in True Sport experiences.</li> <li>• Have participants set up and take down equipment before and after True Sport physical activity experiences.</li> <li>• Share this guide with physical educators to help them meet character education outcomes along with physical education outcomes.</li> </ul>

## APPENDIX D: *The True Sport Experience in Practice*

### THE TRUE SPORT EXPERIENCE IN EDUCATION

#### Canadian Curriculum Outcome Connections to True Sport

An outcome-based curriculum is one that includes general and specific curriculum outcomes. When you teach within an outcomes-based education system, you plan your lessons, differentiated instructions, assessments, units and integrated learning ideas around these general and specific curriculum outcomes.

Throughout Canada, curriculum outcomes provide guidance for teachers of different content areas. Curriculum differs across the country because curriculum is written at the provincial level; however, there are many common themes across provincial curricula. As a result, *The True Sport Experience* was written to support teachers across Canada, as it aligns with outcomes in the following content areas:

- Character education: The seven True Sport Principles align with character education. Different provinces might refer to this topic by various names such as “living skills” or “life skills,” but the knowledge gained around the True Sport Principles will align with these outcomes.
- Physical education: All provinces focus on skill development during the early elementary years. The fundamental movement skills addressed in this resource align with curriculum expectations and outcomes in the physical education domain of Grades 1–4.
- Integrated learning: Integrated learning is when more than one content area is addressed in a lesson. Integrated learning allows students to make meaningful connections across different domains. Activities presented in this guide highlight ways that classroom teachers can facilitate integrated student learning.

#### Informal education

Education exists beyond formal instruction time in our schools. Hopefully your community schools provide opportunities for children to move their bodies in capacities outside of formal instruction time. This

may occur through lunch-time intramurals or modified sport experiences. The activities in this guide can be used and/or modified to help teach the True Sport Principles to students during informal education opportunities during the school day. Remember, learning can happen at all times!

### THE TRUE SPORT EXPERIENCE IN SPORT

Experts overwhelmingly agree that youth sport participation during the FUNdamentals Stage of Long-Term Development framework should be diverse. The activities in this resource include suggestions for modification to align with specific sports. Coaches are encouraged to consider the recommendations provided in *The True Sport Experience* activities if they wish to use them with their teams. Coaches should never feel limited by the recommendation; rather, they should build upon what is provided to give their athletes the best True Sport experience possible.

### THE TRUE SPORT EXPERIENCE IN RECREATION

Recreation programs vary greatly and can include anything from canoeing to badminton to snowshoeing and everything in between! Any recreational activity can be an opportunity to teach the True Sport Principles. As such, considerations for recreation leaders are provided for each activity. In most cases, the activities can be used as they are presented; however, it is ideal to align the physical movements with the activities in the recreation program.

### CONSIDERATIONS FOR DELIVERING TRUE SPORT EXPERIENCES

The practice of delivering True Sport experiences to children in the FUNdamentals Stage of Long-Term Development will vary. The information provided in each activity is a brief — albeit important — summary of some key concepts when delivering True Sport experiences to children in physically active settings.

## APPENDIX E: Assessment for *The True Sport Experience*

### WHAT IS ASSESSMENT?

Assessment is the means of gathering information to best guide future instruction. Assessment should be ongoing and occur every time you meet with participants in your program. Assessment of *The True Sport Experience* should, therefore, assess participants in their physical skills and in their understanding of the True Sport Principles and how they can be applied to other aspects of their lives. The following types of assessments can be used while delivering a True Sport experience:

- **Informal assessment:** Informal assessment is a quick check-in with participants to identify where they are in their learning, understanding or skill development. For example, informal assessment can be done through simple observation or guided questioning. You will likely not record observations or responses in this type of assessment. But the information you gather can help you make decisions on what participants can and cannot do, what they know and do not know, and how to modify the program to best suit their needs.
  - Example: What does True Sport look, sound and feel like in the classroom?
- **Formal assessment:** Formal assessment can gather information on participants' skill level and their knowledge and understanding of the True Sport Principles. Formal assessment is typically recorded and shared in a formal manner (e.g., a physical education teacher may share a progress report with parents).
  - Example: Create a report card and include space to comment on True Sport Champion agreements.

- **Summative assessment:** Summative assessment occurs at the culmination of a unit or set of sessions. Summative assessment ought to assess several learning domains (i.e., physical, cognitive, affective), although they do not have to assess more than one domain at a time.
  - Example: Summative assessments of the FUNDamentals Stage True Sport experience may include assessment of fundamental movement skills (e.g. throwing, catching) and an understanding of True Sport Principles in an age- and stage-appropriate manner (e.g., recognizing that trying hard and playing by the rules are important both in the program and in other parts of life).
- **Authentic assessment:** Authentic assessment occurs when participants are assessed in a real-life or authentic environment. Authentic assessment is beneficial to learners at all ages because it is a more enjoyable and realistic experience.
  - Example: In a True Sport experience, this would include assessing physical skills and the application of the True Sport Principles during an actual game rather than in isolation.



## DIFFERENTIATED INSTRUCTION

Participants in *The True Sport Experience* come to the program with a diverse background in terms of their values, principles, experience, knowledge, skill and exposure to physical activity. It is important that you use information gained through quality assessments to make any necessary adjustments to meet the needs of all participants. This way, those who are proficient in a skill will not become bored with or dominate an activity, while those who have beginner level skills will not feel intimidated or overwhelmed. In an active setting, there are several ways you can differentiate instruction, such as:

- **Modify equipment:** For example, participants might need a larger and/or lighter ball in a game in order to experience success in ending and receiving (throwing, catching, kicking or trapping).
- **Modify space:** If participants need more time to react in a game or activity situation, increase the playing space so that they have more time to make decisions and perform the required action.
- **Modify task:** Insert various rules to the activity in order to support differentiated instruction. For example, in a 3 vs. 3 possession activity, include the requirement that everyone on the team has to touch the object once before anyone can touch it a second time. Task modifications such as this one encourages all participants to be involved and also encourages a collaborative and inclusive program. Other task modifications may include inviting some participants to use their non-dominant hand or foot, or allowing some participants to touch an object several times before they have to send it to a peer.

- **Modify assessment:** The goal of assessment is to gather information to determine what participants know and understand. As a result, it is important that facilitators be creative in developing assessments so that they can modify instruction to increase understanding. Examples of how assessment can be modified include giving participants more time to write a response, allowing participants to communicate a response verbally in a one-on-one or small group setting and allowing participants to draw a representation of their response.

## FEEDBACK

Feedback plays an important role in skill development and participant motivation. The more participants understand what it is you want them to continue to do well and to improve upon, the more invested they are in their learning. Typically, educators use a combination of positive and corrective general and specific feedback, although we recommend using specific feedback whenever possible. While general feedback (e.g., nice try!) can be encouraging, it can often leave the participant with little to no information on what to do to master a skill.

Verbalize specific positive examples of correct form and/or instances of when you see a True Sport Principle coming to life during your sessions. Make it a goal to offer positive, specific feedback every few minutes. The following table summarizes general and specific feedback.

TYPE	DEFINITION	EXAMPLE
<b>General feedback</b>	Broad feedback given to a group. It may be positive or corrective.	<p>Physical domain</p> <ul style="list-style-type: none"> <li>Positive general feedback: “Good job!” or “Nice try!”</li> <li>Corrective general feedback: “Not like that.”</li> </ul> <p>Cognitive/affective domain</p> <ul style="list-style-type: none"> <li>Positive general feedback: “Yes, you got it!”</li> <li>Corrective general feedback: “Not quite. Could you continue with your thinking?”</li> </ul>
<b>Specific feedback</b>	Detailed feedback typically given to an individual or small group that specifically points out what is good or what could be improved. It may be positive or corrective.	<p>Physical domain</p> <ul style="list-style-type: none"> <li>Positive specific feedback: “I love how <i>insert name here</i> bent their knees when they landed. <i>Insert name here</i> just used the inside of their foot to send the ball to their partner, which is proper form!”</li> <li>Corrective specific feedback: “Remember we want to aim for our thighs to be flat (parallel to the ground).”</li> </ul> <p>Cognitive/affective domain</p> <ul style="list-style-type: none"> <li>Positive specific feedback (preferred): “I just saw <i>insert name here</i> help <i>insert name here</i> up after they were knocked down. That’s a wonderful example of seeing our True Sport Principle, Respect Others, come to life!”</li> <li>Corrective specific feedback: “When <i>insert name here</i> was knocked down, no one stopped to help them. What could we do next time this happens to demonstrate our True Sport Principle, Respect Others?”</li> </ul>

## MONITORING AND EVALUATION

Monitoring and evaluation should be a part of every youth program to make continual improvements, adjustments and determine if the program goals are met.

### Monitoring

→ The purpose of monitoring a program is to periodically check in on how things are going from your perspective, the perspective of your participants, their parents and any other involved stakeholders. In a True Sport experience focused on supporting physical literacy during the FUNdamentals Stage of development, you should consider monitoring the following:

- Participants’ understanding and application of the True Sport Principles.
- Participants’ fundamental movement skills.
- Participants’ enjoyment of the program.

→ Various evaluation practices can be used to monitor your program. You should use the information you gather to make informed decisions for the rest of the program. Monitoring is a great way to ensure you are providing the most effective program possible.

## Evaluation

- The purpose of evaluation is to determine if your program objectives are being met. In a FUNdamentals Stage True Sport experience, you would evaluate the program to determine participants' fundamental movement skill levels as well as their understanding of True Sport Principles and their ability to demonstrate these principles in various aspects of their lives. Evaluation typically occurs at the end of a program and should involve participants as well as their parent(s)/guardian(s).
- Evaluations should also seek input from you — the educator. Evaluations are not meant to make people feel bad, even if they are not positive or they determine the program wasn't as effective as it set out to be. Rather, evaluations should be used to make decisions on how to improve programs the next time they are offered. No program is perfect, so approach the evaluation stage of a True Sport experience with the mind-set that it will help you improve the program and, in turn, help more kids develop their fundamental movement skills and their understanding and application of the True Sport Principles.

## MOTIVATIONAL CLIMATE

A motivational climate refers to the environment an educator establishes to foster a certain type of motivation. This work is based on the goal-orientation theory, which highlights the different ways society defines success.

In a task-involved motivational climate, success is defined as:

- doing your best
- mastering a skill
- improving

In an ego-involved motivational climate, success is defined as:

- winning
- beating others

With purposeful planning, educators can foster one motivational climate more than another. The activities in this guide adhere to a task-involved motivational climate approach, as it should be your goal to have participants develop their fundamental movement skills and their understanding and application of the True Sport Principles while they compare themselves to their personal goals rather than to their peers. If you develop your own activities, in addition to the examples provided in this guide, consider the steps below to ensuring *the True Sport experience* you establish for participants is a task-involved motivational climate.

The following questions can help you plan for a task-involved motivational climate:

- **Is the goal of the physical activity (e.g., small-sided game) aligned with the skill(s) being developed?** For example, if you are teaching participants to send an object with their feet (e.g., passing a soccer ball with the instep), are they rewarded with points for making a pass with the proper form, or for scoring a goal? If scoring a goal is your answer, your objective does not align with the skill you are attempting to help participants develop.
- **Are winners and losers rewarded or punished?** For example, are you asking participants who lose the game to pick up equipment? If so, stop this practice and ask all participants to help with equipment once the activity is over to better align with the True Sport Principles.

## APPENDIX F: Exit Slip and Assessment Sheet Templates

The following exit slip and assessment sheet templates are intended to be modified to fit the appropriate set of questions or reflections outlined in the activity sections.

### EXIT SLIP TEMPLATE: WRITTEN OR DRAWN RESPONSES

Use this template for exit slips that have a number of questions. Provide space for answers to be either written and/or drawn.

Name: \_\_\_\_\_

Exit Slip: \_\_\_\_\_

1.

2.

3.

**EXIT SLIP TEMPLATE: CIRCLED REFLECTION**

Use this template when asking for reflection around a statement. Write words (e.g., run, skip, hop, jump) or draw images in the blank space and have choices selected by circling the applicable word or picture.

Name: \_\_\_\_\_

Exit Slip: \_\_\_\_\_

*Insert statement for reflection and options to circle. For example, circle the skills have you learned below:*

**FUNDAMENTAL CUE ASSESSMENT SHEET**

Use this chart to track assessment for a particular fundamental movement skill and its associated skill cues (see [Appendix B](#)).

NAME	FUNDAMENTAL MOVEMENT SKILL			
	SKILL CUE	SKILL CUE	SKILL CUE	SKILL CUE

## APPENDIX G: Glossary of Terms

### EDUCATORS

For the purpose of this guide, educators include those who deliver a True Sport experience to children and youth in a physically active setting. Examples include physical education teachers, classroom teachers, youth sport coaches and recreation leaders.

### EQUALITY

When groups of people receive equal resources and opportunity, regardless of perceived or actual need.

### EQUITY

When groups of people receive different resources and opportunity in an attempt to make situations fair for those who might be oppressed, who have less and/or who have disabilities.

### ETHICS

Standards by which individuals within a group, culture or society determine what is good or bad, acceptable or unacceptable. Ethics are largely external and based on the consensus values of the society.

The True Sport Values and Principles form the basis for our understanding of what ethical sport is. If sport is to be good and ethical, it must be consistent with those values and principles.

### FAIRNESS

Treating children fairly does not always mean treating them the same. Fairness within True Sport experiences involves knowing the participants, identifying individual needs and then planning for and accommodating those needs. In the physically activity domain, these needs may be physical (e.g., a child may need more time to learn a skill, or to be challenged to perform a skill with a non-dominant hand if they have already mastered it) or cognitive (e.g., a child may need instructions written down or drawn due to an auditory processing difference).

### INCLUSION

Refers to being welcoming as well as accommodating to different people, regardless of varying demographics such as race, ethnicity and/or religious beliefs. Inclusive physical activity opportunities consider abilities and disabilities, unique ethnic or religious requirements, newcomers and potential language challenges and types of offerings or equipment. For children in the FUNdamentals Stage of the Long-Term Development framework, it is important that programs offered consider inclusion, so that they can provide opportunities for all participants.

### MORALS

Standards by which individuals determine which behaviours are right, good and acceptable. Morals are largely internal and are based on an individual's values and principles.

## **PARTICIPANTS**

For the purpose of this guide, participants refer to any child or youth who receives a True Sport experience in a physically active setting. Examples include students (physical education and classroom), youth athletes, and children and youth within a community who receive a recreation program.

## **PHYSICAL ACTIVITY**

Physical activity is when energy is applied to skeletal muscles to produce bodily movement.<sup>18</sup> Regular moderate to vigorous physical activity reduces the rate of many controllable diseases, such as cardiovascular disease, diabetes, depression and cancer. Different types of physical activity are used as the vehicles in True Sport experiences to teach True Sport Principles while developing physical literacy.

## **PRINCIPLES**

Principles are prescriptive expressions of values. They help guide the development of a moral code through expressing value in a more concrete fashion.

The True Sport Principles express an approach to sport that is consistent with the values Canadians have universally expressed, and can be brought to life in any sport at any level. For sport to be truly good and have the opportunity to make the greatest difference, all seven principles need to be in play and balanced at all times. The seven True Sport Principles are: Go For It, Play Fair, Respect Others, Keep It Fun, Stay Healthy, Include Everyone and Give Back.

## **SPORT**

Sport is physical activity with a competitive component. Sport can be formal or informal. Modified versions of sport are important pieces to quality physical education programs, but they are just one component. Sport for children in the FUNdamentals Stage of the Long-Term Development in Sport and Physical Activity framework should be modified so that it fosters skill and child development.

## **VALUES**

Core guiding concepts held by individuals or groups. These are ideas that are held as important and that have value. From these values, we can extrapolate principles and morals. For example, in the sport context, Canadians have stated that they want sport based on the values of fairness, excellence, inclusion and fun.

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<sup>18</sup> World Health Organization. Health Topics: Physical Activity. Retrieved from [http://www.who.int/topics/physical\\_activity/en/](http://www.who.int/topics/physical_activity/en/) on April 19, 2017.



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