

Physical Education—Essential Learning Outcomes 2015–2016

Physical Education Primary	Physical Education 1	Physical Education 2	Physical Education 3
ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS			
Outcome 1: Students will demonstrate an age-appropriate and developmentally appropriate understanding of health-related physical fitness.			
<p>Indicators:</p> <ul style="list-style-type: none"> identify one of the five components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (COM) demonstrate understanding that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping) (CT) demonstrate understanding that supporting body weight develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) (CT, PCD) begin to develop flexibility through a variety of stretching movements (PCD) demonstrate understanding that physical activity can affect body composition and help maintain a healthy body (CT, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> identify three of the five components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (COM) demonstrate understanding that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping) (CT) demonstrate understanding that supporting body weight develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) (CT, PCD) begin to develop flexibility through a variety of stretching movements (PCD) describe how physical activity can affect body composition and help maintain a healthy body (COM, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> identify four of the five components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (COM) sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping) (PCD) participate in activities that support body weight that improve physical fitness (crab walk, planks, modified push-ups) (PCD) demonstrate flexibility through a full range of motion (full arm circles, forward bend, hands to toes) (PCD) participate in physical activities that enhance body composition and help maintain a healthy body (PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> identify the five components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (COM) begin to engage in physical activities specifically related to each component of physical fitness (PCD) monitor the physiological indicators that accompany moderate to vigorous physical activity and adjust their own activity accordingly (CT, PCD) participate in and reflect upon all five components of health-related fitness standards for age and gender (COM, CT, PCD) participate in physical activities that enhance body composition and help maintain a healthy body (PCD)
Outcome 2: Students will demonstrate persistent behaviour and effort towards mastery during different types of physical activities.			
<p>Indicators:</p> <ul style="list-style-type: none"> use cues (verbal and non-verbal) from teachers to improve motor skills and movement patterns (COM) begin to recognize that practice and persistence assist in learning a new skill (CT, PCD) begin to identify feelings associated with persistence and effort during and upon completion of learning a new skill (COM, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> use cues (verbal and non-verbal) from teachers and others to improve motor skills and movement patterns (COM) recognize that practice and persistence assist in learning a new skill (CT, PCD) identify feelings associated with persistence and effort during and upon completion of learning a new skill (COM, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> begin to use cues independently and from others to improve motor skills and movement patterns (COM) begin to use practice and persistence to learn a new skill (PCD) begin to discuss feelings associated with persistence and effort during and upon completion of learning a new skill (COM, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> use cues independently and from others to improve motor skills and movement patterns (COM) use practice and persistence to learn a new skill (PCD) discuss feelings associated with persistence and effort during and upon completion of learning a new skill (COM, PCD)

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Outcome 3: Students will demonstrate competency in fundamental movement skills and movement concepts within dance.			
<p>Indicators:</p> <ul style="list-style-type: none"> orally connect the skills and concepts learned in dance to their life outside of physical education (COM, CI, PCD) begin to develop spatial and body awareness, including effort and relationships (avoid collisions with others and equipment) (CT) begin to develop basic dance skills (CI, PCD) practice and perform a variety of activities involving fundamental movement skills, with and without music (CI, PCD) perform movements that represent objects that can move, such as animals, a ball flying through the air, plants in the wind, and cars (CI, COM, CT) perform simple movement sequences or movement stories with a beginning, middle, and an end (COM, CI, PCD) follow rhythmic movement patterns led by others by participating, with respect and sensitivity, in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures (COM, CI, CZ) 	<p>Indicators:</p> <ul style="list-style-type: none"> illustrate connections with the skills and concepts learned in dance to their life outside of physical education (COM, CI, PCD) develop spatial and body awareness, including effort and relationships (pathways, start and stop, move within boundaries) (CT) develop basic dance skills (CI, PCD) create and perform repeatable patterns of fundamental movement skill combinations by following rhythmic patterns starting with a combination of at least two skills (CI) perform movements to tell a story (with a beginning, middle, and an end) that connects to the flow and rhythm of music (COM, CI, PCD) maintain rhythmical movement by participating, with respect and sensitivity, in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures (COM, CI, CZ) 	<p>Indicators:</p> <ul style="list-style-type: none"> write about the connections between the skills and concepts learned in dance to their life outside of physical education (COM, CI, PCD) begin to refine spatial and body awareness, including effort and relationships (extensions, levels, planes) (CT) practice and perform dance skills using combinations (CI, PCD) create and perform, alone or with others, a sequence of fundamental movement skill combinations showing a variety of movement concepts (CI) develop and refine created sequences using feedback from the teacher and/or peers on the smoothness and flow of transitions (COM) perform rhythmical movement by participating, with respect and sensitivity, in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures (COM, CI, CZ) 	<p>Indicators:</p> <ul style="list-style-type: none"> demonstrate the connections between the skills and concepts learned in dance to their life outside of physical education through a presentation to the class (e.g., student-led PAT in class) (COM, CI, PCD) refine spatial and body awareness, including effort and relationships (area and direction, relationships with objects and with people) (CT) learn, create and perform, alone or with others, a sequence of fundamental movement skill combinations showing a variety of movement concepts to varying rhythms (CI, PCD) lead, follow, and mirror dance steps and movements to form dance sequences (CI, CT) lead and perform rhythmical movement by participating, with respect and sensitivity, in a variety of social and cultural dances, including those of the Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (COM, CI, CZ)

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Outcome 4: Students will demonstrate competency in fundamental movement skills and movement concepts within educational gymnastics.			
<p>Indicators:</p> <ul style="list-style-type: none"> • move throughout space and within boundaries and different tempos (PCD) • practise jumping and landing following given instructions (e.g., jump off two feet and land on two feet) (PCD) • practise and maintain balancing in different body shapes, both self-created and teacher-led (e.g., balance creating a wide body shape; balance being as narrow as you can; balance in a twisted body shape) (CI, CT) • practice transferring weight from one foot to the other, to maintain control and balance (PCD) • travel in personal space and general space using various body parts following directions (e.g., move forward, backward, sideways through general space on your hands and feet staying low to the floor) (CT, PCD) • perform movement sequences as led by the teacher (PCD) • begin to explore developmentally appropriate rolling skills (PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> • explore and demonstrate a variety of ways to travel through space without making contact with others using a variety of travelling skills (e.g., hop, leap, jump) (CI) • use performance cues to demonstrate understanding of language related to gymnastics skills and concepts (COM, CT) • Jump for distance using proper technique and land with control (PCD) • Jump forward, backward, and sideways, demonstrating control when landing (e.g., two feet to two feet, one foot to two feet, one foot to one foot, and two feet to one foot) (PCD) • balance objects (e.g., beanbags) using different body parts (e.g., head, shoulder, hand, foot) while traveling alone and with a partner (CI, CT) • explore and demonstrate developmentally appropriate rolling skills with proper characteristics (e.g., rolling forward and rolling sideways in a variety of body shapes) (PCD) • perform movement sequences as led by the teacher (with a beginning, middle and an end) (PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> • identify how many body parts they can name that could be used for bases of support while balancing (COM) • create and perform balances with a partner (CI, CZ) • begin to refine spatial and body awareness, including effort and relationships (extensions, levels, planes) (CI) • use performance cues from teacher and peers to demonstrate understanding of language related to gymnastics skills and concepts (COM) • create a movement story of locomotor and non-locomotor movements, alone or with a partner, with teacher-given criteria that includes different pathways, directions, and movement skills (COM, CI) • using feedback from teacher and/or peers refine created sequences to reflect smoothness and flow of transitions from one movement to another (COM, CT, PCD) • perform a variety of movements using various pieces of equipment and available objects to demonstrate an understanding of relationships (e.g., on top of, under, beside) (COM, CI, CT) 	<p>Indicators:</p> <ul style="list-style-type: none"> • identify and demonstrate how many body parts they can name and use for bases of support while balancing (COM) • create and perform balances with a partner using a variety of shapes, levels, symmetry, or asymmetry (CI, CZ) • refine spatial and body awareness, including effort and relationships (area and direction, relationships with objects and with people) (CT, CZ) • create a movement story of locomotor and non-locomotor movements, alone or with a partner, using visual representation with teacher-given criteria (e.g., symbols on paper, pictures) that includes different pathways, directions, and movement skills (COM, CI, CT) • reflect, practice and refine movement skills performed in sequences to improve quality of performance (CT, PCD) • spring on and off objects of various heights (e.g., benches, steps) and vary position of body while in flight (in the air) and land in a stable position (PCD) • design and demonstrate, with a partner, a variety of statues (balances) of different shapes, with one person bearing some or all of the weight of the partner, while focusing on being as stable as possible (CI, COM, CZ) • create and perform a sequence of balances that demonstrate a given variety of bases of support while remaining on a raised object (e.g., bench, low beam) (CI) • manipulating an object (e.g., scarf) while demonstrating balances, jumps, landings, and rotations (CI)

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Outcome 5: Students will demonstrate competency in fundamental movement skills and movement concepts within games.			
<p>Indicators:</p> <ul style="list-style-type: none"> demonstrate skills for changing directions through movement activities (e.g., pursuing, evading) (PCD) explore a variety of ways to send small and large implements (e.g., underhand roll, underhand throw, two-handed overhead throw, strike with hand) (CI, PCD) explore a variety of ways to receive small and large implements (e.g., catch below the waist) (CI, PCD) throw and roll a variety of small objects underhand from varying distances under, over, through, and at obstacles/targets (e.g., nets, hoops, pylons), using one hand and then the other (PCD) use a variety of <u>locomotor skills</u> when playing simple co-operative games and activities (PCD) use a variety of manipulative skills when playing simple co-operative activities and games (PCD) recognize that physical activities have different components (e.g., boundaries, change pathways) (PCD) explore ways to move objects (e.g., balloons, bean bags, balls) using a variety of body parts (CI, CT, PCD) begin to develop simple long jump-rope skills (PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> demonstrate ways to change the flight of moving objects by changing how the skill is performed (e.g., underhand roll, underhand throw, two handed overhead throw, strike with hand) (CI, PCD) explore a variety of ways to send small and large implements (e.g., underhand roll, underhand throw, two-handed overhead throw, strike with hand) (CI, PCD) explore receiving in a variety of ways (e.g., with one hand below the waist, with two hands below the waist, objects thrown up high, objects thrown down low) to determine how the body movement changes (CI, PCD) throw and roll a variety of small objects underhand from varying distances under, over, through, and at obstacles/targets (e.g., nets, hoops, pylons), using one hand and then the other (PCD) use a variety of locomotor skills when playing simple co-operative games and activities (PCD) use a variety of manipulative skills when playing simple co-operative activities and games (PCD) recognize that physical activities have different components (e.g., boundaries, change pathways) (PCD) explore ways to move objects (e.g., balloons, bean bags, balls) using a variety of body parts (CI, CT, PCD) use performance cues to demonstrate sending and receiving objects (COM) develop long jump-rope skills and begin to develop basic short jump-rope skills (PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> demonstrate sending objects while stationary and moving (e.g., underhand throw, sidearm throw, overhand throw, bounce pass, kicking) (CI, PCD) demonstrate receiving objects while stationary and moving (e.g., above waist, below the waist, feet) (CI, PCD) receive a ball that rebounds off a wall, gradually moving further from the wall (PCD) explore striking an object with hands and short-handled implements using a side-arm strike (PCD) use a variety of locomotor skills when playing co-operative games and activities (PCD) use a variety of manipulative skills when playing co-operative activities and games. (PCD) recognize that physical activities have different components (e.g., boundaries, change pathways) (CT, PCD) use performance cues to demonstrate sending, receiving, and striking objects (COM, CT) develop basic short jump-rope skills (PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> demonstrate sending objects while stationary and moving in control (e.g., underhand throw, sidearm throw, overhand throw, bounce pass, kicking) (CI, PCD) demonstrate receiving objects while stationary and moving in control (e.g., above waist, below the waist, feet) (CI, PCD) demonstrate striking an object toward a target with short-handled implements using a side-arm strike and proper stance (PCD) use a variety of locomotor skills when playing co-operative games and activities (PCD) use a variety of manipulative skills when playing co-operative activities and games (PCD) recognize that physical activities have different components (e.g., boundaries, change pathways) (CT) use performance cues to demonstrate sending, receiving, and striking objects (COM, CT) develop advanced short jump-rope skills (PCD)

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Outcome 6: Students will demonstrate competency in fundamental movement skills and movement concepts within active pursuits.			
<p>Indicators:</p> <ul style="list-style-type: none"> participate willingly in moderate to vigorous movement activities (e.g., hiking, snowshoeing, scaling a hill) in a natural environment, in both warm and cooler weather (PCD) participate in a variety of age-appropriate and developmentally appropriate yoga poses, zumba, circuit training, etc. (PCD) begin to explore active transportation (e.g., Making Tracks program, walking, running, biking, scooters) (PCD) begin to use navigation skills (e.g., locate landmarks in the school and around the schoolyard) (CZ, PCD, TF) identify places around the school where students can be active (e.g., playground, gymnasium, music room, classroom) (COM, CZ, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> participate willingly in moderate to vigorous movement activities (e.g., hiking, snowshoeing) in a natural environment for extended periods of time, in both warm and cooler weather (PCD) participate in a variety of age-appropriate and developmentally appropriate yoga poses, zumba, circuit training, etc. (PCD) explore active transportation (e.g., Making Tracks program, walking, running, biking, scooters, skateboarding) (PCD) use navigation skills (e.g., String Courses to follow set courses with or without simple maps) (COM, CZ, PCD, TF) identify places at home and in the community where people can be active (e.g., community park, the forest, around the lake, community playground) (COM, CZ, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> plan, with others, and participate in an outdoor movement activity (e.g., walk, hike, cross-country ski, snowshoe) in a park or appropriate natural setting, both in cold and warm weather (PCD) use effective movement skills and strategies to participate in winter activities for enjoyment that happen in an outdoor environment or a community facility (e.g., cross-country skiing, skating, snowshoeing, making snow angels, building snow figures) (PCD) participate in a variety of age-appropriate and developmentally appropriate yoga poses, zumba, circuit training, martial arts, etc. (PCD) explore active transportation (e.g., Making Tracks program, walking, running, biking, skateboarding) (COM, CZ, PCD) participate in navigation skills in orienteering (e.g., White Course to follow set courses with or without simple maps) (COM, CZ, PCD, TF) 	<p>Indicators:</p> <ul style="list-style-type: none"> identify and practise, with guidance, skills and strategies used in alternate environment activities including outdoor pursuits (e.g., skating—proper skating posture, push and glide, forward stops, forward skating manoeuvres; swimming—basic backstroke, crawl stroke, and breathing; orienteering—basic map reading) (PCD, TF) participate in a variety of age-appropriate and developmentally appropriate yoga poses, zumba, circuit training, martial arts, etc. (PCD) explore active transportation (e.g., Making Tracks program, walking, running, biking, skateboarding) (COM, CZ, PCD, TF) participate in Swim to Survive, a Life Saving Society of Nova Scotia-initiated program (COM, CZ, PCD) participate in navigation skills while orienteering outdoors (compass reading, taking a bearing, following a map) (COM, CZ, PCD, TF)

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ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS			
Outcome 7: Students will apply decision-making skills to fundamental movement skills and movement concepts during different types of physical activities in multiple environments.			
<p>Indicators:</p> <ul style="list-style-type: none"> change speed and direction according to location of peers and boundaries (CT) begin to use skill-specific feedback from teachers to move towards skill mastery (COM) choose from a variety of strategies to increase chances of success in physical activities (e.g., putting arms out by sides to balance) (CT, PCD) choose partners to make groups equal (CZ) discuss and practice ways to solve problems when moving among other people (COM, CT) choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> change speed and direction according to location of peers and boundaries (CT) respond to skill-specific feedback from teachers to move towards skill mastery (COM) choose from a variety of strategies to increase chances of success in physical activities (e.g., dodge, evade) (CT, PCD) make choices that support physical activity (CT) discuss and practice ways to solve problems when moving among other people (COM, CT) choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> apply skill-specific feedback to their practice (CT) respond accordingly when constraints have been placed on an activity (e.g., sharper turns, more dynamic stability movements, slow down) (CT) choose from a variety of strategies to increase chances of success in physical activities (e.g., move closer to a target to increase the likelihood of success when sending an object) (CT, PCD) select different ways to be physically in relation to their culture (CZ, PCD) discuss and practice ways to solve problems when moving among other people (CT) choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> apply skill-specific feedback from others to their practice (CT) respond accordingly when constraints have been placed on an activity (e.g., sharper turns, more dynamic stability movements, slow down) (CT) choose from a variety of strategies to increase chances of success in physical activities (e.g., assume a ready position in preparation to receive a ball) (CT, PCD) reflect on what could have been done differently to make smooth transitions from one movement to another (COM, CT) recognize how engaging in physical activity when feeling anxious or unhappy helps them feel better (CT, PCD) choose different ways to be physically active in relation to their culture (CZ, PCD) discuss and practice ways to solve problems when moving among other people (COM, PCD) choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD)

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Outcome 8: Students will demonstrate communication and interpersonal skills during different types of physical activities.			
<p>Indicators:</p> <ul style="list-style-type: none"> use cues (verbal and non-verbal) from teachers to improve motor skills and movement patterns (COM) begin to ask the teacher for help (COM) begin to demonstrate the ability to co-operate in a group activity (share ideas, listen to others) (COM) begin to use words to describe feelings (COM) begin to identify feelings associated with experiences in physical activities (COM) begin to understand how responses to feelings affect self and others (COM, CZ) orally connect the skills and concepts learned in physical education to their life outside of physical education (COM, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> use cues (verbal and non-verbal) from teachers to improve motor skills and movement patterns (COM) ask the teacher for help when needed (COM) demonstrate the ability to co-operate in a group activity (share ideas, listen to others) (COM, CZ, PCD) use words to describe personal feelings (COM) continue to identify feelings associated with experiences in physical activities (COM, CZ) understand how their choices affect others (CZ) illustrate connections with the skills and concepts learned in physical education to their life outside of physical education (COM, CZ, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> begin to use cues independently to improve motor skills and movement patterns (COM) ask the teacher for help only when needed (COM) demonstrate the ability to co-operate in a group activity (share ideas, listen to others, try completing a task using a different solution) (CZ, PCD) use words to describe personal feelings (COM) begin to share feelings associated with experiences in physical activities (COM) understand how their choices affect others (CZ) write about the connections between the skills and concepts learned in physical education to their life outside of physical education (COM, CZ, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> use cues independently to improve motor skills and movement patterns (COM) ask the teacher for help only when needed (COM) demonstrate the ability to co-operate and collaborate in a group activity (share ideas, listen to others, try completing a task using a different solution, solve problems as a group) (COM, CZ, PCD) share feelings associated with experiences in physical activities (COM) understand how their choices affect others (CZ) present the connections between the skills and concepts learned in physical education to their life outside of physical education (e.g., student-led PAT in class) (COM, CI, CZ, PCD)
Outcome 9: Students will demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities in multiple environments.			
<p>Indicators:</p> <ul style="list-style-type: none"> begin to develop spatial and body awareness, including effort and relationships (pathways, start and stop, move within boundaries) (CT, PCD) begin to demonstrate behaviours that help others (e.g., sharing, cheering, kindness) (CZ, PCD) apply, when prompted, safe practices, rules, and procedures (CT, CZ) begin to consider principles of teamwork, inclusion, fair play, and respect for self and others (e.g., take turns, work with others) (CZ, PCD) understand that equipment is used for intended purposes and should be put away after use (CT, CZ, TF) reflect on the importance of leaving the outside environment in the condition it is found when participating in physical activities outside (e.g., school yard clean-up, teacher-generated discussion) (CZ, PCD) identify safe and healthy practices at home, at school, and in the community (CZ, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> develop spatial and body awareness, including effort and relationships (pathways, start and stop, move within boundaries) (CT, PCD) demonstrate behaviours that help others (e.g., sharing, safety, kindness) (CZ, PCD) apply safe practices, rules, and procedures with limited prompting (CT, CZ) apply, when prompted, principles of teamwork, inclusion, fair play, and respect for self and others (e.g., take turns, work with others to solve problems, follow the rules of the activity) (CZ, PCD) demonstrate that equipment is used for intended purposes and put away after use (CT, CZ, TF) demonstrate the importance of leaving the outside environment in the condition it is found when participating in physical activities outside (e.g., leave plants and wildlife as they were found) (CZ, PCD) identify safe and healthy practices at home, at school, and in the community (CZ, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> begin to refine spatial and body awareness, including effort and relationships (extensions, levels, planes) (CT, PCD) demonstrate behaviours that help others (e.g., sharing, play safely, kindness) (CZ, PCD) begin to independently apply safe practices, rules, and procedures (CT, CZ) independently apply principles of teamwork, inclusion, fair play, and respect for self and others (e.g., work well with others, follow the rules of the activity) (CZ, PCD) demonstrate that equipment is used for intended purposes and put away after use (CT, CZ, TF) describe and demonstrate respect for the natural environment when participating in outdoor movement activities (CZ, PCD) begin to apply safe and healthy practices at home, at school, and in the community (CZ, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> refine spatial and body awareness, including effort and relationships (area and direction, relationships with objects and with people) (CT, PCD) demonstrate behaviours that help others (e.g., sharing, play safely, kindness) (CZ, PCD) independently apply safe practices, rules, and procedures (CT, CZ) consistently apply principles of teamwork, inclusion, fair play, and respect for self and others (e.g., work well with others, follow the rules of the activity) (CZ, PCD) demonstrate that equipment is used for intended purposes and put away after use (CT, CZ, TF) demonstrate the importance of leaving the outside environment in the condition it is found when participating in physical activities outside (not breaking branches when climbing trees) (CZ, PCD) apply safe and healthy practices at home, at school, and in the community (CZ, PCD)