

Grade 6 Specific Learning Outcome Connections for the Get Off the Couch Energizer Routine Learning Strategy

The following clusters of specific learning outcomes have been organized as targeted and related. The targeted cluster includes learning outcomes that could be specifically addressed or emphasized through this in motion learning strategy. The related cluster are learning outcomes that could be reinforced but would not be emphasized or assessed.

Targeted Cluster

Strand	Sub strand	Code	Specific Learning Outcomes	Connection
Movement Development	Skill Development Process	K.1.6.B.1	Determine personal and uncontrollable factors (i.e., body type and physical attributes, hereditary influences, varying rates in growth and development) that may affect movement skill development.	Have students reflect on what factors may be affecting their practicing or personal skill development.
Movement Development	Movement Concepts	K.1.6.B.3	Design movement sequences that show contrast in qualities of movement (e.g., levels, pathways, directions...) and formations (e.g., circles, lines, scattered...) performed in a group.	Have students create movements to the non-chorus parts of the song.
Activity Specific Movement	Teamwork and Fair Play	K.1.6.C.4	Identify examples of fair play and good teamwork by others (e.g., showing respect for all players, making encouraging remarks to other players...) in different physical activities.	Observe and check for examples of good teamwork while participating in the routine.
Application of Movement Skills to Rhythmic / Gymnastic Activities	Rhythmic Activities	S.1.6.D.1	<i>Maintenance Stage - Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences (e.g., aerobics, jump rope, creative dance, folk dances...), showing two or more different styles/traditions.</i>	Compare steps in the routine such as the running step or turn used in this routine to other routines or style.
Fitness Development	Motivational Factors	K.2.6.C.4	Review behaviours (e.g., make positive remarks, cheer for others, make encouraging gestures...) that encourage effort and participation of others.	Review and reinforce behaviours that promote inclusion and cooperation while students are participating.
Acquisition / Application of Fitness Management Skills	Active Participation (general fitness activities)	S.2.6.A.1a	Participate in exercises/activities designed to improve and maintain personal fitness associated with health-related and skill-related fitness components.	Participate in the <i>in motion</i> routine on a regular basis as a class energizer.
Social Development	Relationships (developing relationships)	K.4.6.B.2b	Identify the behaviours (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) that are important for working cooperatively and collaboratively with others.	Have students identify the behaviours that contribute to the success and enjoyment of the routine for all.

Acquisition of Personal and Social Management Skills	Interpersonal Skills	S.4.6.A.3	Demonstrate functional use of interpersonal skills for inclusion of others in different types of physical activities	Have students self assess what skills or behaviours they demonstrated to promote inclusion during this activity.
Active Living	Benefits of Physical Activity	K.5.6.B.1	Recognize the physical benefits and the socio-emotional benefits of participating in daily physical activities.	Using the words of the song as clues, have students discuss the benefits of being <i>in motion</i> daily.
Active Living	Physical Activity Choices	K.5.6.B.2	Identify responsible decisions that promote daily physical activity.	Using the words of the song as clues, have students discuss responsible decisions that promote daily physical activity.
Active Living	Influence of Technology on Physical Activity	K.5.6.B.3	Identify the positive and negative influences of media and other sources on promoting active living (e.g., commercials, sport and special event coverage, physical activity promotions such as fundraising walkathons/ runs...).	Have students identify the positive and negative influences of this routine as media promotional tool.
Application of Decision-Making / Problem-Solving Skills	Active Living	S.5.6.A.2	Develop a personal action plan for daily active living, including ways to adhere to the plan.	Have students think of ways they could use this routine as part of their personal plan.

Related Cluster

Basic Movement	Basic Movement Skills	K.1.6.A.1	Recognize that there are different applications of the basic movement skills to different physical activities (e.g., striking skill used in baseball, hockey, paddleball...).
Acquisition / Application of Safe Practices	Physical Activity	S.3.6.A.1	<i>Maintenance Stage - Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).</i>
Social Development	Social Responsibility (appreciation of diversity)	K.4.6.B.1b	Recognize personal participation and responsibility (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) in different social contexts.
Personal Health Practices	Illness/Disease Prevention	K.5.6.A.2	Identify practices and policies that support healthy schools and communities (e.g., school code of conduct, adequate supervision, school and community activities, labelling of hazardous products, evacuation procedures, fluoride treatment of drinking water, public health services...).
Nutrition	Healthy Eating (choosing food)	K.5.6.C.1a	Identify food choices and types of physical activity for a healthy body (i.e., for bone development).

Nutrition	Healthy Eating (growth and development)	K.5.6.C.1b	Demonstrate an understanding of the combined benefit of daily healthy food choices and physical activity on a healthy body (i.e., for bone development during adolescence).
Nutrition	Food and Fluid for Active Bodies	K.5.6.C.2	Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities.
Application of Decision-Making / Problem-Solving Skills	Healthy Food Choices (planning)	S.5.6.A.3a	Assess personal food intake and activity for a period of one to three days, based on daily recommended requirements.
Application of Decision-Making / Problem-Solving Skills	Healthy Food Choices (action)	S.5.6.A.3b	Use problem-solving strategies to improve personal nutrition and daily physical activity habits for a healthy body (i.e., bone development).