

Kindergarten Program, Physical Education and Health

Document 4 Guide

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Introduction:

The Kativik School Board is happy to present you the new Physical Education and Health kindergarten program. Inspired by the MELS' program, this one is adapted and modified to better meet the Inuit culture and to be more adjusted to the reality of the environment.

The physical education and health program was developed with the intention of providing the teachers who work with Inuit youth with a framework. The goal of the program is to support those intervening in the planning of learning and to suggest concrete pedagogical practices that will help student pursue the development of their competencies. The program also aims to help students develop psychosocial skills and acquire the knowledge, strategies, attitudes and safe and ethical behaviours required to properly manage their health and well-being. Pedagogical initiatives must bring students to develop their motor skills in addition to bringing on element of health to their learning.

The program consists of one competency:

- To perform sensorimotor actions effectively in different contexts

This competency contributes to psychomotor development:

- ❖ Develop senses;
- ❖ Develop their gross and fine motor skills;
- ❖ Helps explore their space;
- ❖ Helps manipulate various objects;
- ❖ Understand the reaction of their bodies and becoming aware of the importance of taking care of themselves;
- ❖ Helps developing a safe behaviour.

Through their play and spontaneous activities, children express themselves, experiment, construct their learnings, structure their thoughts and develop their worldview. They learn to be themselves, to interact with others and to solve problems. They develop their imagination and creativity. Spontaneous activity and play are their way of mastering reality; this justifies giving play a central place in preschool education and organizing the space and time accordingly.

Source: Quebec Education Program, Physical Education and Health

Glossary

Competency: The capacity to carry out the activities or tasks by drawing a variety of resources including knowledge, skills, strategies techniques, attitudes and perceptions.

Concepts to be learned: These constitute the repertoire of resources indispensable for the development and exercise of the competency. This does not mean that students may not use other resources, but that they must master this knowledge in order to develop and exercise the competency.

Descriptors: They are the observable components found within the competency and classified according to the key feature.

Key features: they are the breakdown of the competency to make it more concrete.

Source: Quebec Education Program, Physical Education and Health

Competency 1 To perform sensorimotor actions effectively in different contexts

Focus of the competency

Meaning of the competency

This competency contributes to psychomotor development. Through active play and daily physical exercise, children develop their senses and their gross and fine motor skills. They move about, explore their space and manipulate various objects. They discover the reactions and capacities of their bodies and become aware of the importance of taking care of them and adopting safe behaviour.

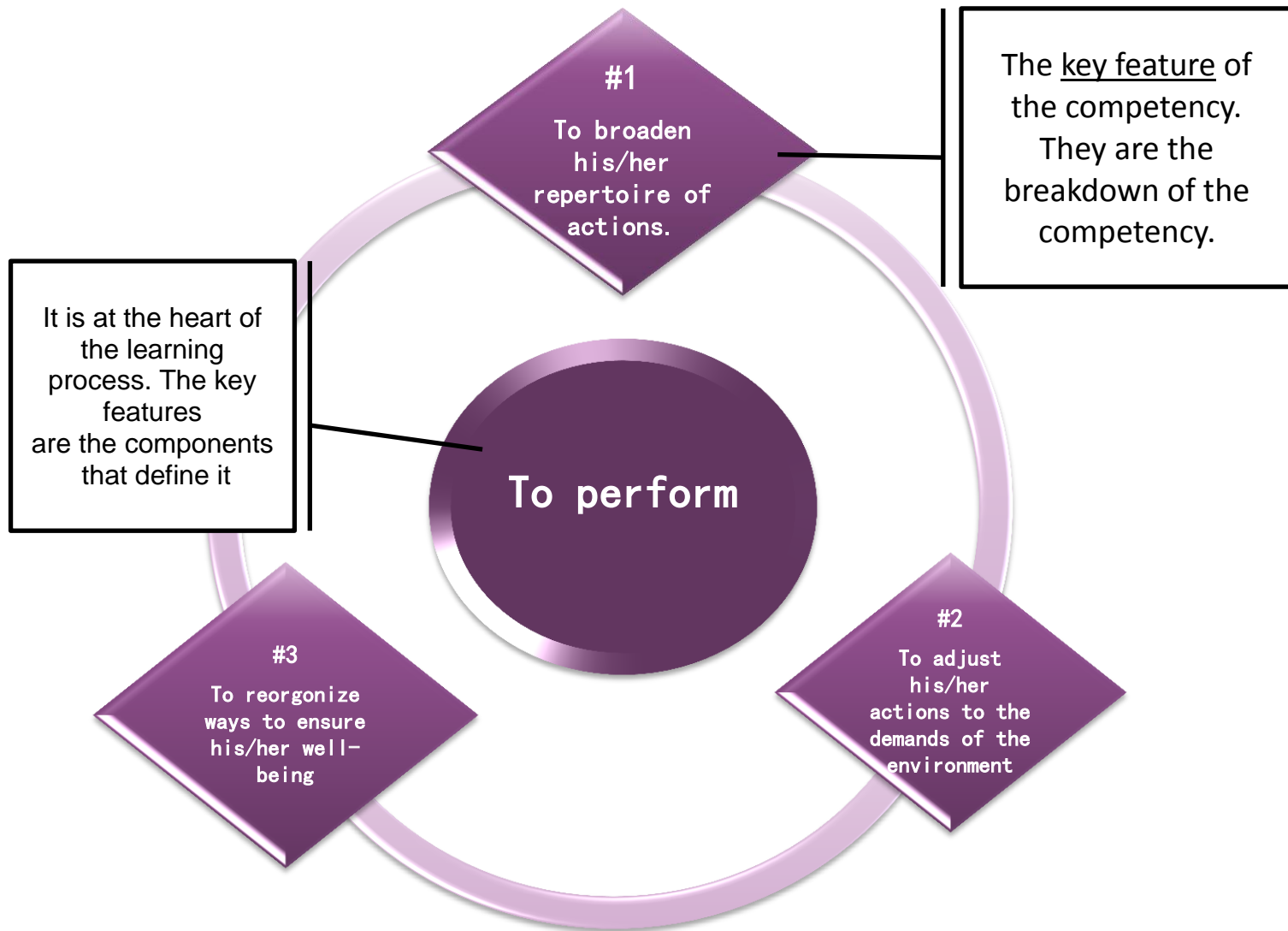
Context for learning

This competency is developed in motor and sensory play, art activities and activities outside the classroom or school (gym, school yard).

Developmental Profile

In preschool education, children become increasingly aware of their bodies and senses and discover their capacities through a variety of motor and sensory activities in different situations. They make increasingly precise movements, learn to use tools and equipment available and acquire a sense of physical ease. They are made aware of the importance of taking care of their bodies, finding methods of relaxing and adopting good posture and healthy living habits.

Competency 1 To perform sensorimotor actions effectively in different contexts



Evaluation

In preschool education, evaluation involves the individual children, their peers, teachers and parents. Observation is the favoured means of evaluation: it fosters and respects the learning process and focuses on the children's attitudes, behaviours, processes, strategies and productions. Observation makes it possible to follow the children's progress in the development of their competencies.

Evaluation criteria:

Competency: To perform sensorimotor actions effectively in different contexts

Executes various gross motor movements	
<ul style="list-style-type: none"> • Runs • Throws • Hops • Jumps on one foot • Makes crossing movements • Raises arms together • Jumps rope • Ball games • Skips 	<ul style="list-style-type: none"> • Walks • Rolls • Turns • Crawls • Bends • Situates oneself in space • Coordinates movements • Balances on a beam • Slides
Executes various fine motor movements	
<ul style="list-style-type: none"> • Manipulates small balls • Manipulates bean bags • Manipulates small objects • Piles small blocks 	<ul style="list-style-type: none"> • Makes balls of paper • Tying shoelaces • Buttons or zips coat • Stack objects
Adjustment of actions to the environment	
<ul style="list-style-type: none"> • Go over implement • Go under implement • Go around implement 	<ul style="list-style-type: none"> • Avoid student while moving • Use adequately the material
Recognizes factors that favour well-being (health and safety)	
<ul style="list-style-type: none"> • Able to rest • Able to respect safety rules (bus, classroom, hallway, school yard) • Has good posture • Able to calm down • Able to stay quiet • Listens to music 	<ul style="list-style-type: none"> • Closes eyes • Stops for a few minutes • Conscious of 5 senses • Moves around safely • Able to stay in a comfortable position

Concepts to be learned

The concepts to be learned category sets out the knowledge and concepts the students must learn. The skills category lists principals, movement skills and roles associated with certain strategies. It also includes elements specifically related to the development of healthy lifestyle habits.

These constitute the repertoire of resources indispensable for the development and exercise of the competency. This does not mean that students may not use other resources, but that they must master this knowledge in order to develop and exercise the competency.

TO PERFORM	
Strategies	
Motor and Psychomotor strategies	
Discovering his/her sensory potential	
Situating himself/herself in space and time and in relation to objects	
Performing activities to strengthen muscle tone, improve flexibility and increase endurance	
Using movement and rhythm to communicate	
Using relaxation to reduce stress	
Using objects, tools and materials properly	
Learnings	
Learnings related to sensory and motor development	
The parts of the body (e.g. eyebrows, throat) and their characteristics (e.g. brown eyes, short hair), functions (e.g. breathing, walking) and reactions (e.g. skin becomes red when exposed to sun)	
The five senses—taste, touch, smell, sight, hearing—and characteristics associated with them (e.g. salty, rough), their functions (e.g. seeing, hearing)	
Gross motor movements (e.g. running, throwing, crawling, jumping, sliding, climbing)	
Fine motor movements (e.g. cutting, tracing, gluing, folding, shaping, tearing)	
Physical and sensory play (e.g. skipping rope, playing with a ball, texture discovery games)	
Assembly games (e.g. puzzles, blocks, erector set)	
Physical needs (e.g. food, rest, clothing)	
Positions of a person or object in space (e.g. in front of, behind, facing, beside, at the front, under, between, left, right)	
Various ways to relax (e.g. listening to soft music, taking time out, closing one's eyes)	
Living habits and their effects on health (e.g. hygiene, physical activity, diet)	