



Saskatchewan
Learning

Instructional Physical Education 20 and 30

A Curriculum Guide for the Secondary Level



Recycled Paper

August 1994

**Instructional Physical Education
20 and 30
A Curriculum Guide for the Secondary Level**

**Saskatchewan Education,
Training and Employment
August 1994**

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Introduction

Physical education is an integral part of the educational process and contributes to the physical, intellectual, social and spiritual development of every student. The mission of physical education in Saskatchewan schools is the development of autonomous, lifelong learners who readily participate in meaningful physical activity on a regular basis.

Researchers show a positive link between regular physical activity, enhanced self-concept and quality of life. Through physical education programs in schools, teachers can educate and excite students about pursuing active, healthy lifestyles. Teachers can help students realize the benefits of fitness activities and understand the concepts they will use to develop personal programs. In addition, teachers can guide students to develop the knowledge, skills and attitudes they will need to maintain healthy lifestyles. Through physical education programs, students will understand the importance of living what they have learned.

Canadians generally recognize and accept the importance of fitness and well-being. They are becoming increasingly fitness conscious; however, they are faced daily with many lifestyle choices. Physical educators are in a position to help Canadians learn to make wise decisions. Schools -- and physical education programs in particular -- are charged with the responsibility of assisting students in the development of attitudes, knowledge and skills necessary to initiate and maintain appropriate fitness programs. Participation in physical education gives students the opportunity to live what they have learned.

The benefits of physical education include:

- increased fitness levels
- improved motor development
- tendency toward more active lifestyles
- positive correlation between the learning of physical and mental skills
- increased performance in other subjects, even though less time is spent on those subjects
- increased attentiveness and alertness throughout the school day
- long term improvement in body image

Educators worldwide recognize the importance of physical education in preparing students to meet society's vigorous demands. Physical education programs endeavour to equip all students, regardless of gender, race, cultural background or ability, with the physical skills and social attitudes necessary to reach their maximum potential.



The Physical Education Program

The Physical Education Program

Aim

The aim of physical education is lifelong participation.

Skill development and participation will foster the development of positive attitudes toward a lifetime commitment to physical activity.

Goals

Goals of the physical education program are:

- **Concept-based skill development**
- **Development of positive attitudes**
 - These attitudes will focus on:
 - physical activity
 - fitness
 - self-concept
 - relationships with others
 - social behaviour
 - personal and group safety
- **A lifestyle oriented to overall well-being**

Rationale for a Conceptual Approach to Teaching Physical Education

The physical education program must empower the learner to take advantage of participation in future physical activities even though such opportunities may not be evident or known at present. The conceptual approach will enable learners to participate successfully in a physical activity even though it may not have been specifically included in the program.

In physical education, the conceptual approach is based on the "how" and, as importantly, the "why" of movement. Instead of looking at each activity as a separate entity, concepts are introduced which stress the commonalities among them. This serves to enhance the students' understanding of movement and its underlying principles. Students come to understand the workings of their bodies in all

three domains (affective, cognitive, psychomotor).

Educators know that students learn at different rates and in different ways. A vast majority of learners are of two types: those who want to see "the big picture" first and then break down and assimilate the smaller parts, and those who want access to the smaller parts first and then work up to the "big picture."

The conceptual approach recognizes learning as an evolutionary process. This means that, from birth, human beings have the ability to process information, beginning with rudimentary skills and progressing to higher, more complex levels of thinking. Infants, children, and adults all have the ability to select and use higher ordered thinking skills.

In order to accommodate various learning styles and levels of thinking, educators must possess a wide repertoire of teaching methods. By having a firm foundation in teaching methods and a willingness to use more than one, teachers can be more confident that students' needs are being met. It is critical that teachers fit instructional approaches to the students' learning styles and not the other way around.

Use of a conceptual approach allows teachers to plan for the learning outcomes of students. It is possible to prepare lessons in such a way that one learning outcome is planned to lead into the next. Many educators assume this to be an automatic occurrence. For example, a teacher may assume that once the students understand the benefits of fitness, they will choose lifestyles that display their knowledge in this area. Yet, all we have to do is look at the number of "knowledgeable" but unfit and unhealthy adults in our society to see this is not so. Such outcomes do not simply happen. They must be planned and then practised.

This is not to say that there is no room in a physical educator's teaching repertoire for the "explanation/demonstration/practice" or "traditional" method. Such a teaching method is a definite asset when presenting students with a knowledge base from which to begin learning; however, used in isolation, the traditional approach, where the teacher explains and demonstrates and the students attempt to mimic the teacher, encourages "passive activity" on the part of the students. There is no ownership for

skills learned, no creativity, no joy of discovery and little opportunity for transfer of learning.

A teacher working in the conceptual realm is a facilitator, focusing on the students and their needs while preparing objectives stated in terms of behavioral outcomes. Students who are working at a beginner's level may do so without fear of keeping more able students from pursuing higher skill levels. The converse is also true. Fortunately, with the conceptual approach, **students may also work and achieve success at various levels during any class period, regardless of the teacher's skill level.**

The conceptual approach gives students the freedom to explore and discover action/consequence relationships independently. They discover that winning and losing are not the only consequences of physical activity. They reach the conclusion, by themselves, that there is much to be learned about one's ability to control and predict certain aspects of the environment.

It is an obvious statement that, in a physical education class, the psychomotor domain is of primary importance; however, we want our students to also grow into adults who react quickly and decisively (cognitive domain) and display such traits as sportsmanship and teamwork (affective domain). The use of a variety of teaching methods attends to all three domains and shows promise of producing skilled performers who move with meaning and understanding.

Inclusions of alternate teaching methods in order to accommodate students' varied learning styles in no way challenges the fact that the study of human movement is largely through an activity program; nor does it deny that physical education is more concerned with the motor domain than is any other subject area. Instead, it recognizes that attention to the individual learner's emotions, feelings, and inherent personality will produce the best result: a meaningfully physically educated individual rather than a physically trained one.

The section entitled **A Conceptual Approach to Teaching Racquet Skills** has been included to illustrate the use of the conceptual approach to teaching motor skills.

The Three Perspectives of Physical Education

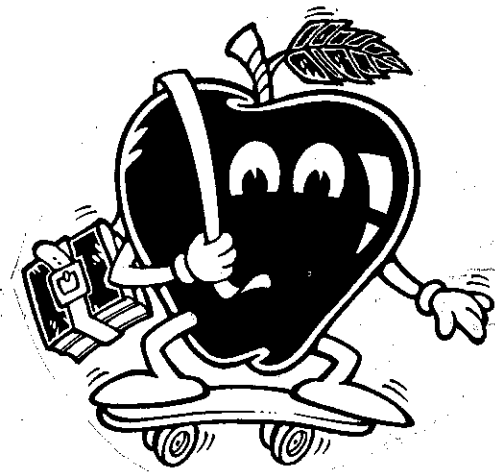
Physical education programs in Saskatchewan strive to achieve the mission of developing active, autonomous learners; they also complement physical education's aim of lifelong participation through the incorporation of the following perspectives:

- **The Foundational Perspective**
- **The Activity Perspective**
- **The Personal-Cultural Perspective**

The foundational perspective includes development in the area of basic movement patterns, performance cues (motor skill development) and physical fitness. The activity perspective includes aquatics, developmental games and sports, educational gymnastics, fitness, outdoor pursuits and rhythmic and/or dance. The personal-cultural perspective refers to knowledge and understanding, appreciations and attitudes, social skills and cultural awareness.

These perspectives are not taught as entities unto themselves; rather, they are the common ground from which lessons and units are planned. They become a part of the activities in which the students engage. For example, as students are working on a racquets unit (foundational and activity perspectives), they are also participating in peer coaching (personal-cultural perspective). The Grade 12 volunteering component might include development related to the foundational and activity perspectives, but the major focus may be on the personal-cultural perspective (social skills). These examples illustrate the fact that different emphases can be placed on each of the perspectives at any given time, depending on the purpose of the activity and the desired outcome. Each perspective is explained in more detail in **Overview of Course**.

Overview of Course



Overview of Course

The Foundational Perspective

Physical Fitness

One of the primary goals of physical education in Saskatchewan is to provide each student with the opportunity to develop an optimal level of fitness. Physical fitness instruction is a necessary component of a balanced physical education program. Participating in physical fitness, developing positive attitudes about exercise and physical fitness and continuously applying this knowledge to everyday life outside the classroom should be an integral part of each student's learning experiences in physical education at all grade levels.

It is becoming increasingly clear that students move into their adult years continuing to choose lifestyles that include little physical activity. Physical education can make a difference. Through a well balanced program, with emphasis on continued integration of fitness activities and information, physical educators can play a significant role in encouraging the pursuit of healthy, active lifestyles.

At the same time, teachers must be aware that with approximately thirty minutes a day currently devoted to physical education, and often far less, **it is unrealistic to expect students to reach optimal levels of fitness by merely attending class.** With this in mind, it is crucial that teachers strive to influence students beyond class periods. With the

thoughtful assistance of physical educators, students can be motivated to participate in self-directed activity that will enable them to lead healthy, active lifestyles throughout life. **Teachers must not only provide class time for activity, but require that out-of-class time be spent on lifestyle-related activities.**

Motor Skill Development

Students who participate in physical education programs are given ample opportunity to begin skill development from "where they are at" and proceed from there. This increases their chances of experiencing success which, in turn, increases the probability that they will continue with physical activity for a lifetime. As physical educators, it is our responsibility to plan lessons and units around objectives that will help students achieve the aim of all physical education programs in Saskatchewan -- lifelong participation. The section called **Motor Skill Development** provides valuable information about movement patterns and performance cues and how they are useful in planning lessons and assessing or evaluating students.

The Activity Perspective

The Saskatchewan physical education program consists of six activity components. The major goals of physical education can be met through student involvement in these areas.

Activity Areas

Aquatics

Aquatics refers to water-related skills and abilities that enable the participant to develop confidence in an aquatic environment. Aquatic skills promote and provide opportunities for lifelong recreational activity.

Developmental Games and Sports

Individual, dual and team activities provide the learner with the opportunity to progress from low organized to more formalized games and sports. These activities incorporate movement skills developed in a progressive manner.

Educational Gymnastics

Educational gymnastics focuses on individuals and how they move, learn and develop, as contrasted to the more formal competitive or Olympic style.

With this approach, the content becomes more student centred, the actual skills performed being at the discretion of the student rather than being imposed by the teacher. The primary intention is to assist students in developing and refining movement skills through dynamic movement. ^{Ref. 1}

Regardless of ability, body shape or size, experience or confidence, all students will be able to succeed and continue to grow at their own rates. The teacher's role is to facilitate the development of skills.

Fitness

The Saskatchewan physical education curriculum will focus on health-related fitness capacities essential to health and well-being plus motor ability capacities where skill is required.

Fitness programs will emphasize knowledge, assessment, interpretation, goal setting and application.

Outdoor Pursuits

Outdoor pursuits involve a variety of activities utilizing an interaction with the natural environment. Each activity presents a degree of uncertainty in its outcome; however, that

outcome can be influenced by both participant and circumstance. ^{Ref. 2}

Rhythmics/Dance

"Rhythm is the ability to repeat an action or movement with regularity and in time to a particular rhythmic pattern." ^{Ref. 3}

Rhythmics are activities designed to promote the development of rhythm and body management skills. Small equipment is manipulated to the beat of music. Students move in time to the music and with control.

Rhythmic skills are a fundamental component of dance which, through the dance strand of the Arts Education program, will provide more opportunities for students to move. Rhythmics provides a stepping stone for creative dance, as well as for the more formal folk and social dances taught in middle level and secondary programs.



Time Allotments for Activity Areas

It is the responsibility of the teacher to plan classes so that the percentages of time spent in each activity area reflect the percentages as stated below:

	Elementary	Middle Years	Secondary *
Aquatics	5%	5%	5%
Developmental Games and Sports	25%	25%	25% (10% team) (15% indiv)
Educational Gymnastics	25%	15%	10%
Fitness	10%	10%	10%
Outdoor Pursuits	5%	15%	15%
Rhythmics/Dance	15%	15%	10% (dance)
Flexible Dimension	15%	15%	25%

* These percentages indicate the time allotted per grade level.

5% = ten 30 minute periods
or
five 60 minute periods

The flexible dimension provides an opportunity for the teacher to increase the percentage of time in any activity area. Teachers may use the flexible dimension to increase time spent in any activity area or they may wish to devote this time for students to work on individual skill mastery; however, the maximum time allotment for any one area should not exceed 40%.

Teaching in the Activity Areas

The role of the teacher in a Physical Education 20 or 30 class will move from one that has, historically, been that of lecturer and demonstrator to facilitator. This movement will assist both teachers and students in the development of self-directed learning and personal ownership for the class. Teachers are encouraged to provide students with the opportunity to play a major role in the planning of units, selection of activities, assessment, and evaluation. **Appendix A** contains a Student Interest Inventory which may be of help when selecting activities.

To ensure that adequate time is spent in each of the activity areas, some teachers may wish to place the activity areas in "blocks" (except for fitness which should be ongoing). Others may

wish to "spiral" the areas. This means that one or more activities from one area may be incorporated into another area. For example, gymnastics (springs, landings, locomotions) could be incorporated into a volleyball or basketball unit as part of the warmup. Rhythmics using ropes and plastic golf tubes could be used to warm students up before a dance or badminton class.

Each activity should be selected for specific reasons. ^{Ref. 4} These reasons include the practice of skills, social learning, leadership opportunities or fitness values. Student needs and interests must be considered. **The students' ability and willingness to apply those learnings in out-of-school, lifelong pursuit of meaningful physical activity is an indicator of a successful program.**

Physical Education 20 will include extensive study in at least one selected activity from each of the six areas described on the previous page. These activities may be different from the ones that might be chosen if the student continues into Physical Education the following year or semester. For example, a grade 11 student may concentrate on tennis in the activity area of developmental games and sports; in grade 12, this student may pursue golf.

In addition, students may have the opportunity of extensive study in at least two areas that have been introduced throughout the course. This means that as or after students have had time to participate in all six areas, they may choose two areas in which to "specialize." As the year or semester progresses, a student may have quite a "list" from which to choose: golf, swimming, diving, sailing, bowling, skiing, weightlifting, hiking, canoeing ...

The next four pages contain sample year and semester plans for Physical Education 20 and 30. These may help teachers when planning "the big picture."



Sample Year Plan - Physical Education 20

			C.E.L.s	Assessment/Evaluation
September	10 classes	General registration/orientation		
October	10 classes	Orientation to Physical Education 20 Assessment/evaluation Begin action plan for physical fitness Introduction to activity Interest inventory		
November	10 classes	Exposure to basic movement patterns through motor skills activities		
December	8 classes			
January	10 classes	Continue exposure to various motor skills and movement patterns		
February	10 classes			
March	10 classes	Focusing on one or two activities (if two, it is suggested each deal with a different movement pattern)		
April	8 classes			
May	10 classes			
June	8 classes			

Sample Semester Plan - Physical Education 20

			C.E.L.s	Assessment/Evaluation
September	20 classes	General registration/orientation Orientation to Physical Education 20 Assessment/evaluation Begin action plan for physical fitness Introduction to activity Interest inventory		
October	20 classes	Exposure to basic movement patterns through motor skills activities		
November	20 classes	Continue exposure to basic movement patterns through motor skills activities		
December	15 classes	Focusing on 1 - 2 activities		
January	20 classes	Continue focusing on specific motor skills (individual skills mastery)		

Sample Year Plan - Physical Education 30

			C.E.L.s	Assessment/Evaluation
September	10 classes	General registration/orientation		
October	10 classes	Orientation to Physical Education 30 Assessment/evaluation Begin action plan for physical fitness Introduction to activity Interest inventory		
November	10 classes	Exposure to basic movement patterns through motor skill activities		
December	8 classes			
January	10 classes	Continue exposure to various motor skills and movement patterns		
February	10 classes			
March	10 classes	Focusing on one or two activities (if two, it is suggested each deal with a different movement pattern)		
April	8 classes	Volunteering component		
May	10 classes			
June	8 classes			
			↓	↓

Sample Semester Plan - Physical Education 20

			C.E.L.s	Assessment/Evaluation
September	20 classes	General registration/orientation Orientation to Physical Education 20 Assessment/evaluation Begin action plan for physical fitness Introduction to activity Interest inventory		
October	20 classes	Exposure to basic movement patterns through motor skills activities		
November	20 classes	Continue exposure to basic movement patterns through motor skills activities		
December	15 classes	Focusing on 1 - 2 activities		
January	20 classes	Continue focusing on specific motor skills (individual skills mastery) Volunteering component		
			↓	↓

The Personal-Cultural Perspective

Components of the Personal-Cultural Perspective

Affective Component

Physical education exposes students to situations which develop emotional control and social adjustment. Physical education is concerned with developing an appreciation for and enjoyment of activity for its own sake. It endeavours to help students realize the importance of physical activity in the maintenance of personal well-being.

Social Skills Component

This component can be divided into six levels of social skills, beginning with irresponsible behaviour and progressing through self-control, involvement, independence, caring for others, to responsible leadership. Specific behaviours can be associated with each level. Students will display more of the behaviours as they progress to the higher social skill levels. ^{Ref. 5}

Cultural Awareness Component

Physical activity enables learners to develop conceptualizations of the relationship that exists between their cultural heritage and their own places in the modern world. Physical activity also promotes respect for the play and sport traditions of other cultures in a multi-dimensional global setting. This component recognizes the importance of developing and supporting a lifestyle that extends the learner's cultural heritage in physical activity and sport.



Components and Initiatives of Core Curriculum



Components and Initiatives of Core Curriculum

Common Essential Learnings

Secondary Level physical education offers many opportunities to incorporate the Common Essential Learnings (C.E.L.s) into instruction. Such incorporation helps students better understand the subject matter and prepares them for future learning, both within and outside the K-12 educational system.

The decision to focus on one or more C.E.L.s within a lesson is guided by the needs and abilities of individual students and by the particular demands of the subject area. Throughout each unit, each C.E.L. should be developed to the extent possible.

It is important to incorporate the C.E.L.s in an authentic manner. For example, some subject matter may offer many opportunities to develop a number of C.E.L.s; however, the development of a particular C.E.L. area may be limited by the nature of the subject matter being studied. For example, the area of personal and social values and skills "fits" more readily into Physical Education 20 and 30 than does technological literacy.

The C.E.L.s are intended to be developed and

evaluated within the entire Physical Education 20 and 30 curriculum; therefore, foundational objectives for the C.E.L.s must be included in unit overviews because they provide the basis for lesson planning, assessment and evaluation.

The C.E.L.s are not necessarily separate and discrete categories. Teachers will sometimes find that working toward the achievement of one foundational objective may contribute to the development of others. For example, many of the processes, skills, understandings and abilities required for the C.E.L.s of Communication, Critical and Creative Thinking, and Personal and Social Values and Skills are also needed for the development of Independent Learning.

Incorporating the Common Essential Learnings into instruction has implications for the assessment and evaluation of student learning. A unit which has focused on developing the C.E.L.s of Communication and Critical and Creative Thinking should reflect this focus when students are being assessed or evaluated.

Exams or assignments should allow students to demonstrate their understanding of important concepts in the unit and how these concepts are related to each other or to previous learning. Questions must be structured so that evidence or reasons must accompany student explanations. If students are to be taught and encouraged to think critically and creatively throughout a unit, then teachers need to develop assessment and evaluation strategies for the unit which require students to do precisely these things.

Throughout this curriculum guide, the following symbols will be used to refer to the Common Essential Learnings:

C	Communication
CCT	Critical and Creative Thinking
IL	Independent Learning
N	Numeracy
PSVS	Personal and Social Values and Skills
TL	Technological Literacy

Incorporating C.E.L.s into Lesson and Unit Planning

Incorporating the C.E.L.s into daily, weekly, monthly and year or semester planning is not nearly as difficult as it first may appear. The

following pages contain C.E.L.s foundational and learning objectives that apply specifically to Physical Education 20 and 30.

If teachers are still at the point where they are developing basic skills around the incorporation of C.E.L.s into unit and lesson planning, the following approach might be used:

- Choose **one** of the C.E.L.s on which to focus.
- Read over the general information for that C.E.L. only. This information is found directly under the title of each C.E.L. It will help "set the scene" for the types of experiences to be planned.
- Choose **one** foundational objective on which to focus.
- From within that foundational objective, choose one learning objective. Teachers may focus on that learning objective for any number of classes. The objective has been met when evaluation tells them so.

Note: It may become apparent that more than one objective may be incorporated into any given lesson. As well, teachers may find themselves designing new learning objectives for the chosen foundational objective. Great!

- Design lessons and units for this foundational objective and the chosen learning objective(s).
- Teachers should continuously monitor their students and themselves as they proceed through the lessons. Refer to the section in this document called **Student Assessment and Evaluation** for suggestions on how this can be done.

As confidence grows, teachers will be prepared to take more risks: working with more than one foundational objective, incorporating a number of learning objectives and designing their own.

Suggested Foundational Objectives for the C.E.L.s

Communication

In order to achieve the foundational objectives related to the C.E.L. called Communication, the students must have the opportunity to:

- use first-hand experiences, whenever possible
- deal with problems and concerns which they perceive as relevant
- participate in activities that focus on the important understandings and which provide links to previous experiences and present knowledge (Examples of such activities would be pre-reading, pre-writing and pre-viewing.)
- use expressive language, which means using their own language in order to better understand the material being studied

Foundational Objective:

Use a wide range of language experiences for developing students' knowledge of physical education.

Learning Objectives:

Students will demonstrate their abilities to:

- show their understanding of ideas presented by providing an alternate way
- identify the message and its purpose in a variety of media, such as television, radio and print material
- summarize important understandings from oral presentations, films, text material, dance performances and discussions
- synthesize ideas from current reading, discussion, viewing and oral presentations with prior knowledge and understanding
- use outlining, concept mapping and diagramming for the purposes of understanding and organizing ideas; use questions as tools to further their own and others' understanding
- explore the influence of media in shaping knowledge, culture and values
- use a variety of resources to cover the

breadth and depth of a topic

Foundational Objective:

Enable students to use language (listening, speaking, reading, writing) for differing audiences and purposes which are relevant to the students and to physical education.

Learning Objectives:

Students will demonstrate the ability to:

- use their own words to make notes
- use writing as a means of recording their thoughts
- interview persons, using prearranged questions to acquire information
- use the language and concepts of physical education to develop an argument or present information in formal public modes, such as letters, essays and debates
- develop and use point-form notes
- identify and understand persuasion and propaganda techniques in all media
- demonstrate a cultural sensitivity to the language of others
- use dictionary, encyclopedia, thesaurus, atlas, fiction, non-fiction, periodicals, periodical indexes, newspapers, pamphlets, materials, style manuals and government publications as resources

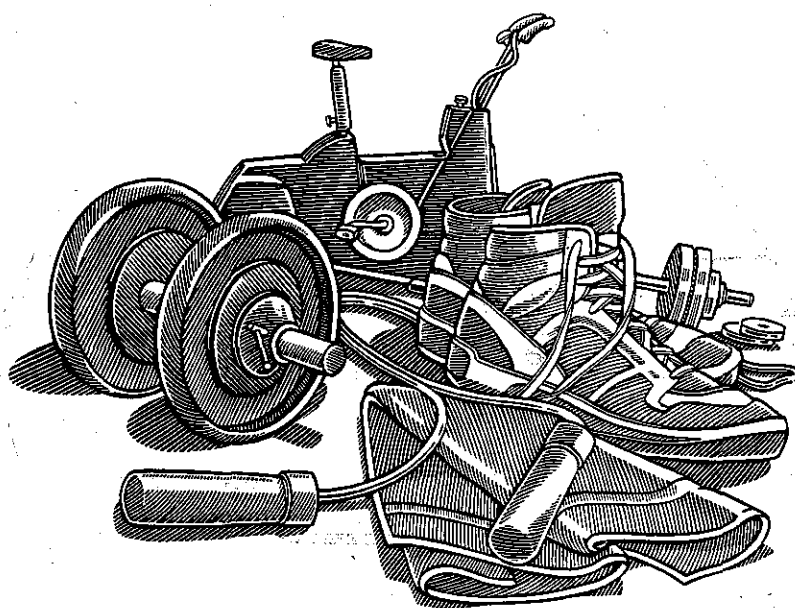
Foundational Objective:

Enable students to understand and use the vocabulary, structures and forms of expression which characterize physical education.

Learning Objectives:

Students will demonstrate the ability to:

- gradually incorporate the vocabulary of physical education into their talking and writing
- use text aids, such as diagrams, graphs, tables of contents and headings
- use marginal notes and footnotes
- use headings and subheadings
- compose reference lists and bibliographies



Numeracy

To achieve the foundational objectives, students must be given the opportunity to:

- participate in activities which focus on real world situations related to physical education
- use a variety of concrete experiences to demonstrate their understanding of concepts and principles
- learn from activities and examples which acknowledge their genders and cultural experiences

Foundational Objective:

Strengthen students' knowledge and understanding of how to compute, measure, estimate and interpret numerical data, when to apply these skills and techniques and why these processes apply within the particular framework of physical education.

Learning Objectives:

Students will demonstrate the ability to:

- understand that divergent thinking and reasoning (reaching a variety of possible solutions) often precede convergent thinking (reaching the most rational conclusion) and solutions to real life problems
- recognize situations where ratios and

proportions can be applied, such as when handling percentages, determining the better buy and interpreting scales

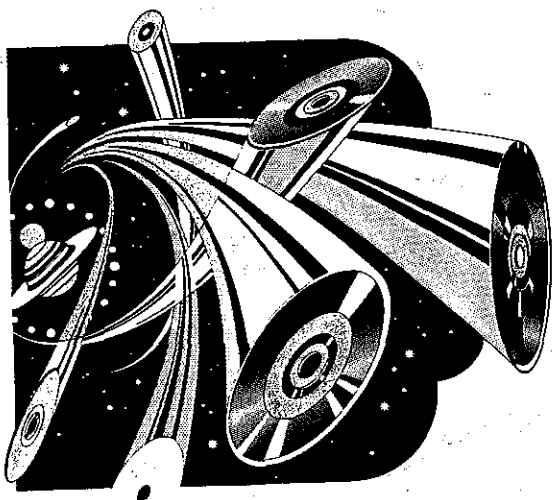
Foundational Objective:

Develop students' understanding of the uses and abuses of mathematical concepts in everyday life.

Learning Objectives:

Students will demonstrate the ability to:

- transfer knowledge of mathematical concepts to everyday applications, such as applying the concept of area to the cost of carpeting an aerobics dance studio
- understand how statistics can be used to support an argument or claim and be aware that the same statistical figures can lead to different conclusions
- critically examine statements based on percentage increase or decrease
- develop an awareness of the reporting techniques commonly used by special interest groups to increase the impact of data and influence the uncritical individual
- read and interpret quantitative information found in newspapers, magazines, political and business publications and evaluate arguments based on such information



Critical and Creative Thinking

For the foundational objectives to be achieved, the students must have the opportunity to:

- touch, handle, manipulate and experiment with materials first-hand so that they can discuss their observations from an experiential point of view
- participate in activities which focus upon different points of view
- participate in activities and assignments which focus their thinking on the purposes which knowledge, decisions and actions serve (Students are encouraged to ask the question "Why?")
- use discussion, journal writings and other activities to create awareness of their thought processes and their understanding of physical education

Foundational Objective:

Contribute to the development of "strong sense" critical and creative thinkers. "Strong sense" thinkers are committed to using their abilities to seek out the most accurate and fair positions, regardless of or in spite of their own particular interests or desires.

Learning Objectives:

Students will demonstrate the ability to:

- develop an understanding of their own needs in relation to the needs of others
- explore the implications or consequences of actions
- participate in decisions about classroom management and evaluation
- understand the role human values play in critical thinking
- be aware of the motives, interests, knowledge base and justifications for their own positions and be able to act for the good of all
- understand the barriers to critical and creative thinking, such as lack of knowledge, fear of criticism, fear of failure and loss of friends

Foundational Objective:

Develop an understanding of how knowledge is created, evaluated, refined and changed in the area of physical education.

Learning Objectives:

Students will demonstrate the ability to:

- focus their attention on their knowledge and gaps in their knowledge related to a specific topic (What do I know? What don't I know?)

Foundational Objective:

Promote both intuitive and imaginative thought plus the ability to evaluate ideas, processes, experiences and objects in meaningful contexts.

Learning Objectives:

Students will demonstrate the ability to:

- understand that problems often have more than one solution
- generate and evaluate a number of alternative solutions to problems
- discover relationships and patterns
- relate, compare, contrast and evaluate what is being read, heard or viewed
- recognize common errors in reasoning, such as misuse of statistics, hasty generalization and false analogy
- identify sources of information used to solve problems plus consider the authority of sources employed
- consider all available evidence before drawing conclusions and developing generalizations
- withhold judgment when the evidence or reasons are insufficient

Foundational Objective:

Enable students to think for themselves, to recognize the limits of individual reflection and the need to contribute to and build upon mutual understanding.

Learning Objectives:

Students will demonstrate the ability to:

- recognize and accept well-supported differences of opinions and ideas
- develop their own perspectives and give reasons for their positions
- criticize rather than passively accept ideas
- generate new ideas
- change positions when more acceptable arguments based on evidence and reasoning are presented
- understand the destructiveness of stereotyping, bias and discrimination
- acquire knowledge of the importance of accurate and unbiased information
- examine knowledge in terms of its relationship to other knowledge and their own experiences and understanding



Technological Literacy

"Contemporary technology" refers to an understanding of technology within the political, cultural and economic frameworks of our society.

Foundational Objective:

Develop a contemporary view of technology.

Learning Objectives:

Students will demonstrate the ability to:

- understand the influence of underlying values or assumptions which support or supported a technological development
- understand the existence and influence of decision makers both inside and outside technology
- explore the evolution of technological innovations in physical education with a focus on the political and social forces that spawned the innovation and the steps involved in the development
- understand how public policy shapes technology

Foundational Objective:

Develop an understanding that technology both shapes and is shaped by society.

Learning Objectives:

Students will demonstrate the ability to:

- explore how technology has affected family and community life, past and present
- explore how human needs shape the direction and development of technological innovations within the framework of students' own experiences
- critique various media and their influence on values, cultures and ideas

Foundational Objective:

Develop students' appreciation of the value and limitations of technology within our society.

Learning Objectives:

Students will develop the ability to:

- understand the benefits and limitations of technological tools used in physical education
- explore how various forms of electronic media such as television, video, radio and audio recordings affect the impact of the message

Foundational Objective:

Provide opportunities for students' active involvement in making decisions related to technological developments.

Learning Objectives:

Students will develop the ability to:

- generate and discuss alternatives to particular technological innovations
- participate in decision-making processes with regard to technological developments that touch their lives
- discuss, explore or debate the appropriateness of a technological innovation in relation to risk/benefit analysis
- examine personal decision-making processes and risk/benefit frameworks as consumers of products of technological innovations
- critically examine technological development with respect to:
 - arguments presented by developers of technology in support of the innovation
 - pros and cons of development
 - social forces
- suggest solutions related to technological issues and make decisions regarding their solutions



Personal and Social Values and Skills

Once again, many of the processes, etc. common to this C.E.L. have already been presented within preceding C.E.L.s; however, in order to develop this C.E.L., teachers will need to:

- develop classroom environments which incorporate democratic processes
- model desired behaviours
- encourage greater gender and cultural understanding through grouping practices and seating arrangements
- develop students' abilities to work together in cooperative learning groups
- avoid sexual stereotyping through language or action
- be sensitive to sexual or cultural bias in the materials selected for use

Foundational Objective:

Develop compassionate, empathetic and fair-minded students who can make positive contributions to society as individuals and as members of groups.

Learning Objectives:

Students will develop the ability to:

- recognize that the behaviour of an individual can affect the quality of an experience for others
- recognize that a balance is needed between the rights of the individual and the well-being of the group
- develop an understanding of the virtues needed for a classroom environment which will support the learning and development of everyone involved
- recognize the importance of sincerity, forgiveness, tolerance and other virtues in supporting a peaceful society

Foundational Objective:

Support students in treating themselves, others and the environment with respect.

Learning Objectives:

Students will develop the ability to:

- work toward improving self-esteem and self-confidence in themselves and others
- work cooperatively and contribute positively in group learning activities
- demonstrate respect for all persons regardless of race, gender, age, or ability
- act upon the capacity for empathy, sympathy, fairness, loyalty, cooperation and patience towards others
- expect respect from others, including **not** accepting disrespect from others
- act upon an understanding of the potential for making friends across age, gender and culture
- act upon an understanding of the importance of knowledge, collaboration, cooperation, problem solving and meaningful dialogue in understanding the rights, feelings and viewpoints of others
- embrace those lifestyles which support the principle of respect for persons

Foundational Objective:

Promote understanding of prejudice, discrimination, racism, sexism and all forms of inequality and exploitation, and promote a desire to contribute to their elimination.

Learning Objectives:

Students will develop the ability to:

- analyze print and non-print resources for stereotyping and bias
- understand the positive and negative influences of peer pressure upon one's beliefs, values and actions
- understand what it means to be exploited
- understand the positive role that indignation can play in situations which are exploitative and racist
- choose and use materials in physical education which support balanced, fair, accurate portrayals of sexes, races and cultural groups
- understand that negative expectations and treatment will affect others' achievements and behaviours
- recognize and understand that prejudice, racism, sexism and other forms of discrimination are a destruction of one's own humanness as well as that of others

interests or concerns

- participate in experiences which require them to go beyond what the class lesson provides
- share what they have discovered on their own about a particular concept
- participate in classroom decision-making processes
- choose among learning options
- grow in confidence and skill in their use of various types of resources

Foundational Objective:

Support the development of a positive disposition toward lifelong learning.

Learning Objectives:

Students will develop the ability to:

- discover how their efforts can affect their learning
- cooperate with and help each other in order to enhance their understanding through sharing information
- move from choosing among teacher-directed activities toward self-directed activities that require more and more student planning
- work on in-depth studies of their choice
- develop a willingness to take risks
- value learning for its own sake and as a means to other ends
- recognize that learning is continuous from birth to death

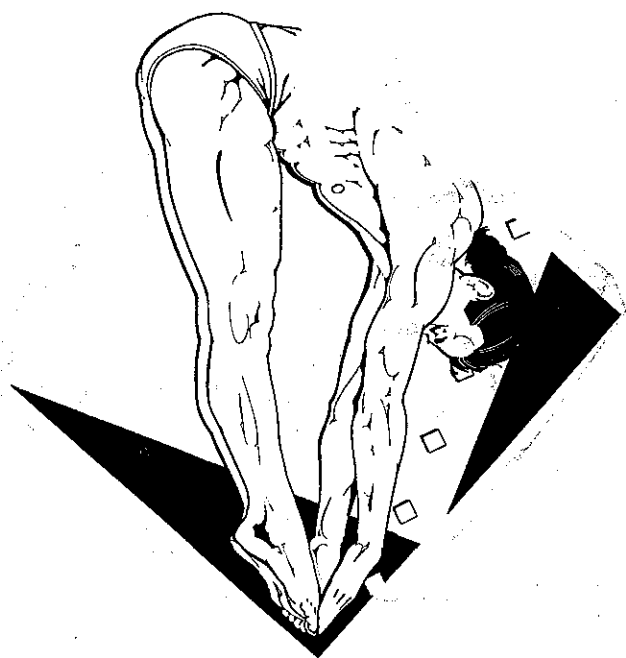
Foundational Objective:

Develop students' abilities to meet their own learning needs.

Learning Objectives:

Students will develop the ability to:

- connect what they already know with what they are learning
- analyze and understand consequences of decisions and results of learning experiences
- take responsibility for their own learning by



Independent Learning

In addition to what has been previously stated, independent learning is facilitated when students are provided with opportunities to:

- function in a climate that promotes self-esteem, curiosity, competence and trust
- explore issues or topics which address their

setting goals, designing plans, managing activities, evaluating success and reviewing the process as capabilities develop

- construct clear, achievable goals and plan to meet them
- select learning methods appropriate for each task and personal learning style
- exercise choice with respect to structuring assignment, topics, group processes and timelines
- transform their reflections into strategies for action
- relate learning outcomes to prior and future needs
- take more responsibility regarding planning, monitoring of learning tasks, using contracts and conferencing (with teachers, peers and others)

Foundational Objective:

Develop students' abilities to access knowledge.

Learning Objectives:

Students will develop the ability to:

- identify and appropriately use a variety of available resources such as human, print, audio/visual, video/film and electronic database
- develop a personal catalogue of available resources, such as people, equipment, sites and experiences

(The previous information relating to the Common Essential Learnings was adapted from *Objectives for the Common Essential Learnings (C.E.L.s.)*.^{Ref. 6})



The Adaptive Dimension

In order to start students from "where they are at" on an **individual basis** and give them guidance regarding choices related to physical activity and motor skill development, it will be necessary to find out where their expertise and interests lie.

The interest inventory found in **Appendix A** might serve as a starting point. It could give both teachers and students a common point from which to develop individual programs.

As well as helping teachers and students decide which activities should be included in the program, this information should be helpful in providing experiences so that students may select and begin development in one or two activity areas.

General Guidelines for Making Adaptations

In order to incorporate the Adaptive Dimension, teachers can:

- Alter the pace of the lesson to ensure that students understand the concept being presented and to ensure they are being challenged by the presentation. Some students may be more successful pursuing an activity in small groups; others may find working alone more suitable. The pace can be altered by using various arrangements such as moving from individual work to pairs to fours, then sixes.
- Monitor the use of vocabulary. For example, it is possible to use advanced and simple vocabulary in the same lesson by incorporating words into sentences: "She is proficient, or good, at racquet skills." This helps satisfy the needs of some students, expand the vocabularies of others and make the situation meaningful to both.
- Alter the method of instruction to meet individual student needs. Students who are mostly auditory learners might benefit from a circle of knowledge or brainstorm. Visual learners might find concept mapping or writing thoughts on flipchart paper helpful.

- Alter the manner in which the students are required to respond to the teacher or to the instructional approach: in written form, by oral presentation, making a video, drawing a picture.
- Change materials regularly so they enhance rather than impede learning. Use a variety of books and pamphlets. Plan for students to work in notebooks, on bristol board and on the chalkboard. A change is as good as a rest.
- Have advanced or more challenging tasks available for students who become proficient at one level. In physical education, students must be able to "start where they are" and proceed from there. Those who are proficient at the beginner level in golf should be able to move on to other more challenging activities at the intermediate level.
Beginners should not be expected to move on to intermediate levels before they are ready; advanced students should be able to work at that level without having to wait for the others to "catch up."
- Use interactive techniques that allow close monitoring of each student's progress (for example, peer practice, discussion and cooperative learning groups). These instructional methods allow the facilitator to move about more freely, observing each student for longer periods of time.
- Consider adaptations in instruction and content when planning for evaluation.
- Encourage as much student participation as possible in planning, instruction, assessment and evaluation. One intent of Physical Education 20 and 30 is that students become self-directed learners. They will be more willing to assume that role if they feel ownership for the class.
- Use support systems extensively. Physical educators cannot be expected to be experts in everything. Use personnel from within and around the community to enhance the program.

Practical Considerations for Physical Education 20 and 30 Teachers

- Some families cannot afford the cost of physical education clothes. Ensure that the school has a plan to make certain that all students will have appropriate clothing when the first formal class begins. Avoid student embarrassment at all cost.
- Some students have low energy due to malnutrition, hunger, sleeplessness or general poor health. Become aware of signals and ensure that demands are appropriate.
- Some students have low self-esteem and use all forms of avoidance behaviours regarding activities that may call attention to their "ineptness." Plan for student success.
- Ensure a percentage of class time involves small group, self-directed tasks. Something as simple as background music can help detract from feelings of inferiority.
- Build awareness of past and current feats of physical strength, endurance and skills of various cultures. Historically, for example, Indian men were often expected to put in a pre-dawn, pre-breakfast run of at least 15 kilometres each day!

Learners with Special Needs

Educational law in Saskatchewan guarantees a free and appropriate public education for all school-aged children, regardless of ability. The vast majority of Saskatchewan children with exceptionalities are educated with their peers in regular classrooms. This means that in any given classroom, there may be one or more students who are gifted or disabled.

The Adaptive Dimension of the curriculum is intended to allow the classroom teacher flexibility so that all students are given every opportunity to learn and to perform to their full potential. Teachers should make use of appropriate supplemental materials as well as school or division based resource teachers and consultative personnel in planning suitable activities.

Incorporating the Adaptive Dimension for Physically and Mentally Disabled Students

The Bibliography supplies information on resources that will greatly assist you in the integration of physically and mentally disabled students into the regular classroom. What follows here are examples of simple yet effective things that can make this integration work for everyone.

By using the resources listed in the Bibliography, resource personnel, plus some common sense and creativity, teachers will be able to deal with the wide range of abilities so commonly encountered within a classroom.

Because there is a good chance that Physical Education 20 and 30 students may choose to develop skills in an activity area related to racquet sports, the adaptation examples described below relate largely to racquet sports.

Throwing a Ball Against a Wall/Retrieving

Wheelchair (spinal cord impairment):

- Start with a lightweight object that is easy to hold (for example, a bean bag, nerf ball, a ball made of tin foil). Put a basket of these balls beside the student. A student can throw them into a net or big box and retrieve all these implements without the need for another student's assistance.
- Use a ball with a rope or string attached. Tie it to the chair or the student's wrist. This allows the student to practise appropriate arm actions freely, without the need to involve another student as a "retriever." A ball stuffed inside a nylon stocking will also work.
- The student can retrieve the implements with a long scoop. A bleach bottle attached to a broom handle works well.

Visual impairment:

- Purchase balls with sound devices inside. When thrown against a wall, they will make noise.
- For a target, rig up a "felt wall" with bells attached. The student knows the target has been hit when a sound occurs.
- Use a tape recorder containing instructions regarding skill development and skill breakdown. The student can operate this alone so does not have to rely on visual

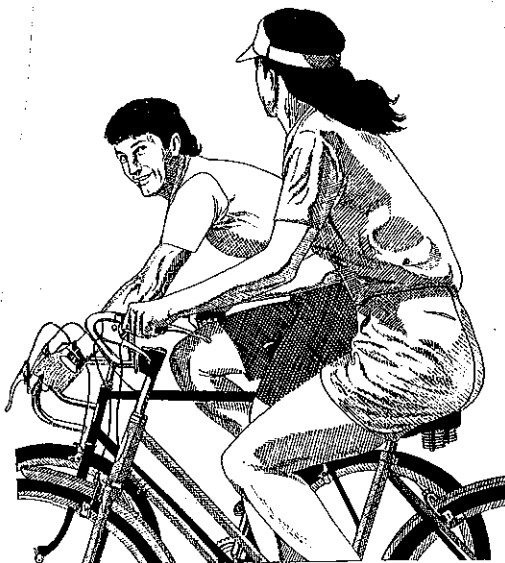
demonstrations by the teacher or other students.

Developmental delays

- Keep directions simple and short.
- Avoid boredom by using different sizes, colours and textures of balls.
- Use a "motivating force" to encourage the student to hit the target (for example, sounds, throwing into a box, through a hoop).
- Hang something from the ceiling or basketball hoop for the student to aim at (for example, a balloon). Avoid frustration by making the target reasonably easy to hit.

Hearing impairment:

- Use the student as a model to demonstrate the task. This will encourage learning for the hearing impaired student. Others will benefit from watching.



Hitting a Ball Against a Wall

Wheelchair:

- Tie a string to a whiffle ball and suspend the ball from a basketball hoop.
- Use a t-ball stand.
- Use different sized paddles.
- If the student's grip is a problem, attach the racquet to her or his hand with a tensor bandage or velcro glove (attached with straps).

Visual impairment:

- Use numerous cues to encourage correct aiming (for example, "12:00," "6:00," "swing at waist height").
- Use larger racquets, a brightly coloured ball, a larger ball, an "audible" ball.

Gender Equity

Expectations based primarily on gender limit students' abilities to develop to their full potential. While some stereotypical views and practices have disappeared, others remain. Although many teachers endeavour to provide equal opportunity for male and female students, continuing efforts are required so that equality may be achieved and maintained.

Saskatchewan Education, Training and Employment is committed to providing equal educational opportunities for all students K-12; therefore, it is the responsibility of Saskatchewan schools to create an educational environment free of gender bias. This responsibility can be facilitated by increased understanding, by the use of gender-balanced material and teaching strategies and by continued efforts to analyze current practices. Both male and female students need encouragement to explore non-traditional as well as traditional options in creating and maintaining personal well-being.

In order to meet the goal of gender equity, Saskatchewan curricula reflect the variety of roles and the wide range of behaviours and attitudes available to all members of society. The new curricula strive for gender-balanced content, activities and teaching approaches. This foundation will assist teachers in creating an environment free of stereotyping, enabling both young men and young women to develop their abilities to the full.

In order to ensure gender equity in Physical Education 20 and 30, the teacher should:

- make it clear that all students are expected to be equally active participants
- provide opportunities for both female and male students to assume leadership roles
- encourage and respect the interests and abilities of both genders
- model equitable interaction with students
- make sure that all school communication is in gender-fair language

- instruct the students in the use of gender-fair language and insist that language used in Physical Education 20 and 30 activities be gender fair
- encourage cooperation between genders
- ensure that responsibilities are shared equally by male and female students (For example, require both genders to carry their own equipment, to put away all types of equipment and to assume roles of recorder and reporter in group tasks.)
- encourage sharing in small groups (Facilitate such small group activities as brainstorming, partner activities, 1-2-4 and/or 1-3-6 group activities and jigsaws.)
- observe student discussions to ensure that neither gender interrupts nor takes ownership of a topic to the exclusion of the other gender
- ensure that students follow cooperative group norms so that both genders have equal opportunity for leadership and expression of ideas.

These norms include:

- opportunity for uninterrupted input from all group members
- careful listening
- no "put downs" of self or others
- all ideas offered belong to the group
- work towards consensus as opposed to voting
- group members try to speak briefly and concisely
- once a solution is chosen, all group members provide support
- all group members participate (Remember, however, that all students are not extroverts who willingly contribute suggestions and ideas. Some students who merely maintain eye contact with individual speakers and nod their heads attentively are participating in their own way.)

Considerations for Teachers

In order to ensure gender-equitable practices, teachers might ask themselves:

- Do I have comparable expectations for males and females in regard to physical activity under conditions of illness or injury?
- Do I ensure that expectations concerning behaviour are the same for females and

males?

- Do I ensure that discipline practices are comparable for males and females?
- Do I avoid using feminine terminology when addressing male students in order to motivate them to be "tougher"?
- Do I ensure that responsibilities are shared equally by female and male students?
- Do I ensure that all students avoid developing an attitude of "learned helplessness"?
- Do I make it clear to all students that all physical activities are gender neutral? For example, both genders **can** play football, wrestle and dance.

(Adapted from *Gender Equity Policy and Guidelines for Implementation*, Saskatchewan Education, 1991.)^{Ref. 7}

Gender-Equitable Instructional Practices Teachers' Self-Assessment Activities

Are your instructional practices gender equitable? To find out, audiotape or videotape a typical hour in your classroom.

Listen to or watch the tape and ask yourself:

- How many of my comments are directed to males? _____
- How many of my comments are directed to females? _____
- What percentage of my comments to males are reprimands? _____
- What percentage of my comments to females are reprimands? _____
- How often do I praise males for academic excellence, for curiosity, for taking the initiative? _____
- How often do I praise females for academic excellence, for curiosity, for taking the initiative? _____
- How often do I praise males for being obedient, neat, dependable? _____
- How often do I praise females for being obedient, neat, dependable? _____

If you have videotaped your classroom, watch the tape and ask yourself these additional questions:

- How often do I touch females? _____
- How often do I touch males? _____
- How often do I stand close to female students (one metre or less away)? _____
- How often do I stand close to male students (one metre or less away)? _____

You be the judge. Are your instructional practices gender equitable?

Note: Touch is an important type of nonverbal communication. When a teacher touches a student on the arm or shoulder, it often represents support, encouragement, and affection. Standing close to a student can mean the same thing. In some situations, touch is a sign of power. A more powerful person will touch a less powerful person but not vice-versa. Similarly, in some situations, standing extremely close to people is a way of intruding into their personal space and intimidating them; therefore, teachers need to be sensitive and respond appropriately to such cultural norms.

Gender-Equitable Instructional Practices Teachers' Self-Assessment Questionnaire

Assess yourself. Ask yourself these questions to determine whether your instructional practices are gender equitable.

Classroom Organization

Do I	yes	no	some- times
Establish and apply the same grading system to students of both genders?	☐	☐	☐
Set the same standards of behaviour for all students in my classroom (for example, attention, quiet, visiting)?	☐	☐	☐
Assign classroom tasks (for example, operating the projector, cleaning the room) on a basis other than gender?	☐	☐	☐
Avoid separating males and females for seating, teams, lining up, etc?	☐	☐	☐
Rearrange the classroom regularly so that I have a chance to move around the room and interact with different students?	☐	☐	☐
Arrange opportunities for males and females to work and play together?	☐	☐	☐
Structure groups so that all students have a chance to play a variety of roles (chairperson, recorder, researcher, presenter, experimenter)?	☐	☐	☐

Instructional Techniques

Do I			
Address all students with the same tone of voice?	☐	☐	☐
Use gender-free terms and occupational titles?	☐	☐	☐
Provide the same learning activities and projects for all students rather than assigning different ones on the basis of gender (for example, providing males with more labs, females with more seat work)?	☐	☐	☐
Expect the same work habits from both males and females?	☐	☐	☐
Evaluate standards and expectations to determine if differences are the result of gender-role stereotyping?	☐	☐	☐

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| Pay close attention to classroom interaction patterns? | ☐ | ☐ | ☐ |
| Give equitable attention to students of both genders
(instead of more criticism for males and more support
for females)? | ☐ | ☐ | ☐ |
| Ask both males and females divergent or opinion questions
(for example, explain the theory, describe your reaction)? | ☐ | ☐ | ☐ |

Student Interaction

Do I

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| Encourage students to consider a broader range of program
and career options? | ☐ | ☐ | ☐ |
| Encourage all students to use all of the equipment
in the activity area? | ☐ | ☐ | ☐ |
| Recognize skill areas that may require extra encouragement
(for example, math for females, drama for males)? | ☐ | ☐ | ☐ |
| Avoid saying things that would make students think that
males must act one way and females another way (for example,
"Boys will be boys," "Act like a lady")? | ☐ | ☐ | ☐ |
| Have the same grooming and dress standards for both
genders? | ☐ | ☐ | ☐ |
| Recognize all athletic achievements and events? | ☐ | ☐ | ☐ |
| Support students in behaviour that is not limited by their gender
stereotype (for example, males who are sensitive, caring, artistic)? | ☐ | ☐ | ☐ |
| Provide a good role model for students (for example, ensure that my
behaviour is not gender stereotyped)? | ☐ | ☐ | ☐ |
| Help both males and females to share feelings and cope with
stress in a healthy manner? | ☐ | ☐ | ☐ |
| Accept emotional expression from both genders? | ☐ | ☐ | ☐ |
| Set the same standards for behaviour and administer the same
disciplinary actions to males and females? | ☐ | ☐ | ☐ |
| Avoid comparisons of males and females with respect to classroom
behaviour, attitudes and accomplishments? | ☐ | ☐ | ☐ |
| Ask students to tell me when I am treating male and female
students differently? | ☐ | ☐ | ☐ |

These gender-equitable instructional practices instruments have been adapted from: *Sex Equity in Education: Readings and strategies* (pp. 139-144), ed. A. O. Carelli, 1988, Springfield, IL: Charles C. Thomas. Reprinted with permission. ^{Ref. 8}

Gender-Equitable Instructional Practices Students' Questionnaire

Directions for students: Answer each of the following questions. Choose only one answer for each question.

1. Gender of Student:
 - (1) Male
 - (2) Female
2. Gender of Instructor:
 - (1) Male
 - (2) Female
3. How often do you voluntarily answer questions or contribute to class discussions in class:
 - (1) Never
 - (2) One to three times during the course
 - (3) An average of once a week
 - (4) An average of two to three times a week
 - (5) An average of one or more times a day
4. How often does the teacher call on you or ask you to respond to a question or comment?
 - (1) Teacher does not call on anyone
 - (2) One to three times during the course
 - (3) An average of once a week
 - (4) An average of two to three times a week
 - (5) Never
5. How does the teacher most frequently call on you?
 - (1) By name
 - (2) By pointing
 - (3) By eye contact/looking directly at me
 - (4) Teacher never calls on me
6. How many times have you raised your hand to ask a question or make a comment and found that the teacher does not respond?
 - (1) Once or twice during the course
 - (2) Three or more times during the course
 - (3) I am called on when I raise my hand
 - (4) I never raise my hand

7. Why do you think the teacher does not respond when you raise your hand?
(Select the one answer which best reflects your opinion.)

- (1) Too many students want to speak
- (2) Others beat me to it
- (3) Teacher does not see or hear me
- (4) Teacher ignores me
- (5) This situation never occurs
- (6) Other:

8. How many times have you wanted to participate in class by asking a question or making a comment but have chosen not to do so?

- (1) Once or twice during the course
- (2) Three or more times during the course
- (3) Nearly every day
- (4) Not at all, because I participate when I want to
- (5) I usually do not want to participate

From: *In or out of the Pumpkin Shell? Sex Role Differentiation in Classroom Interaction* by P. J. Cooper, 1987, paper presented at the Annual Meeting of the Speech Communication Association, Boston, MA, November 1987. ERIC # ED291 125. Reprinted with permission.^{Ref. 9}

Indian and Métis Curriculum Perspectives

Physical activity has, from a historical perspective, played a significant role in Aboriginal culture. It has been used to display strength, courage and self-discipline. It also serves as a form of relaxation and leisure and is accepted in both its competitive and recreational forms. The Bibliography contains resources which offer background to and suggested activities for Aboriginal inclusion in the physical domain.

Saskatchewan Education, Training and Employment recognizes that the Indian and Métis peoples of the province are historically unique peoples and occupy a unique and rightful place in society. It also realizes that curricula must meet the needs of Indian and Métis peoples while at the same time benefiting all students.

Physical education teachers must use a variety of teaching approaches that accommodate and build upon the knowledge, cultures, learning styles and strengths possessed by Indian and Métis students. Instructional approaches such as group work, cooperation rather than competitive exercises and using the student's experiences as a learning base can be useful.

Twelve Principles of Indian Philosophy

1. Wholeness.

All things are interrelated. Everything in the universe is part of a single whole. Everything is connected in some way to everything else. It is only possible to understand something if we understand how it is connected to everything else.

2. Change.

Everything is in a state of constant change. One season falls upon the other. People are born, live, and die. All things change. There are two kinds of change: the coming together of things and the coming apart of things. Both kinds of change are necessary and are always connected to each other.

3. **Change occurs in cycles or patterns.**
Change is not random or accidental. If we cannot see how a particular change is connected, it usually means that our standpoint is affecting our perception.
 4. **The physical world is real. The spiritual world is real.**
They are two aspects of one reality. There are separate laws which govern each. Breaking of a spiritual principle will affect the physical world and vice versa. A balanced life is one that honours both.
 5. **People are physical and spiritual beings.**
 6. **People can acquire new gifts but they must struggle to do so.**
The process of developing new personal qualities may be called "true learning."
 7. **There are four dimensions of "true learning."**
A person learns in a whole and balanced manner when the mental, spiritual, physical, and emotional dimensions are involved in the process.
 8. **The spiritual dimension of human development has four related capacities:**
 - the capacity to have and to respond to dreams, visions, ideals, spiritual teaching, goals and theories
 - the capacity to accept these as a reflection of our unknown or unrealized potential
 - the capacity to express these symbols in speech, art or mathematics
 - the capacity to use this symbolic expression towards action directed at making the possible a reality.
 9. **People must actively participate in the development of their own potential.**
 10. **People must decide to develop their own potential.**
 11. **Any person who sets out on a journey of self-development will be aided.**
Guides, teachers, and protectors will assist the traveller.
-

12. The only source of failure is a person's own failure to follow the teachings.

Source: This information was gathered at a conference held in Lethbridge, Alberta, in December, 1982. Indian elders, spiritual leaders, and professionals from across Canada offered these fundamental elements that they considered to be common among Canadian Indian philosophies. These have become the foundation of work currently being carried out by The Four Worlds Development Project, University of Lethbridge.

Working with Indian and Métis Students in Saskatchewan Schools

Teachers play a very important role in the development and implementation of Indian and Métis initiatives in Saskatchewan schools. Following are a number of fundamental and essential considerations for teachers as they develop and refine short and long term objectives for their classrooms:

Become the initiator of staff inservice about Indian and Métis education.

Contact Saskatchewan Education, Training and Employment regarding resource personnel available for inservice.

Become informed about the community's various cultures and cultural differences.

Talk to the children and parents in the school's community. Learn about the various traditions regarding good manners and approaches to discipline. Talk to someone with whom the school has a trusting relationship. Find out about the community's protocol for contacting elders and visiting homes.

Know the homes from which the students come.

This will give some idea of the daily environments in which students live. Invite parents into the classroom; organize several parents' nights. Show the parents what goes on in class and how the various activities relate to daily community life.

If parents are unable to attend, search out individuals who can act as liaisons with these families. Family involvement will increase the chances of students being motivated by individuals within the home.

Become visible and become involved in cultural activities.

Then, use what has been learned in lessons at school.

Apply acquired knowledge to the classroom.

Use appropriate terms when discussing Indian and Métis history and cultures. Expose students to real, tangible Indian and Métis art. Allow them to experience the "real thing" as opposed to replicas. Invite Indian and Métis craftspeople into the classroom. Observe the skill of demonstration and explanation teaching techniques.

Practise listening skills.

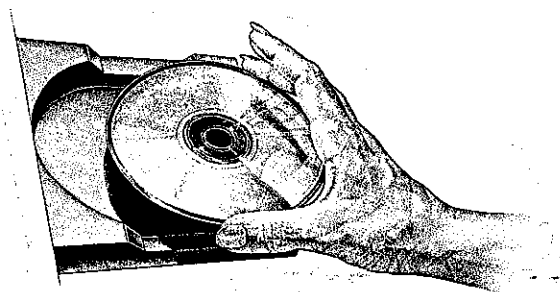
Teachers sometimes neglect to consider the fact that when students ask questions, this is a compliment! They are expressing trust and a need for input. Nodding, eye contact (even if this is absent on the speaker's part), leaning forward and paraphrasing are examples of very simple yet effective techniques used to communicate the fact that they are being heard.

When developing listening skills among students, allow them to see each other's faces during small group/whole class discussions. Much is lost in the area of communication when all the students can see are the backs of each other's heads!

Use a "talking stick" when discussions are being held in small groups. This technique allows all students to become involved in the discussion, to "pass" when the stick is offered to them, and to appropriately control those who dominate the conversation by monopolizing the stick.

Be a bridge builder.

Seek commonalities rather than differences. We are products of our past. People do things the way their families did them. Rather than emphasize differences, use the differences to concentrate on the human experiences we all share: birth, kinship, friendship, learning, celebrating, gift giving and a sense of humour. (*Workshop Leader's Guide*, 1989) ^{Ref. 10}



Resource-Based Learning and Library Resource Centres

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent, lifelong learning.

It is no longer possible to adopt a single textbook approach to teaching. Saskatchewan Education, Training and Employment's policy document, *Resource-based learning: Policy, guidelines and responsibilities for Saskatchewan learning resource centres*, states that in order to meet the needs of individual learners and to develop in students the necessary skills of information processing, resource-based teaching is a recommended method of instruction.

Resource-based instruction involves teacher and, if possible, teacher-librarian cooperation in planning units that integrate resources with classroom assignments and teach students the processes needed to find, analyze and present information.

Advantages of Resource-Based Instruction

Resource-based instruction is student-centred. It offers students opportunities to choose, to explore and to discover. The opportunity to make choices in an environment rich in resources, where the thoughts and feelings of students are respected, is vital to the development of autonomous learners.

This kind of program requires the active commitment of all staff. Teachers benefit as much as students when the whole staff supports

a strong school library program. To learn more about the components of an effective school library, refer to the document *Learning resource centres in Saskatchewan: A guide for development* (1988).

Following are ways in which resource centres support the curriculum:

- Provide warm, caring staff members who prize, model and support curiosity, open-ended investigation and the free exchange of ideas.
- Provide reference materials, books, current magazines, pamphlet and clipping files, filmstrips, audio and video recordings, software, pictures and displays, all of which are up-to-date and appealing to students. A place may be reserved for displaying activity and fitness related materials.
- Help classroom teachers by teaching information skills. Skills might include understanding and using a variety of indexing systems used in books, periodicals, reference materials and databases; summarizing and organizing; writing reports; constructing bibliographies and preparing presentations in various media, to name a few. Written and audio-visual work is often a part of physical education. Students must know how to access information and then use this information effectively.
- Provide resources for students at **all** levels of ability.
- Create a learning environment which allows for the library to be a place for active learning. The library may have learning centres planned to support classroom topics as well as posters and information bulletins which advertise events, research activities, television programs and films. In the area of physical education, new information is constantly emerging and should be displayed.
- Provide interdisciplinary learning to help students comprehend and anticipate the complex interrelationship of disciplines.

Physical Education 20 and 30 integrates easily and naturally with a number of disciplines, including science, mathematics and English language arts.

- Provide and structure activities for both individual and small group work.
- Make students familiar with modern information technology, including instructional software and databases. Many fitness and leisure resources are currently being produced on computer disk.
- Provide relevant enrichment materials which anticipate students' interests, such as periodicals, information on recreational activities and special interests or concerns, biographies, information on careers related to physical activity and various community resources.
- Provide a link to information and materials from other libraries, the central board office, universities, governments, industry and other community resources involved with physical activity, physical fitness and leisure.

The following guidelines will be of help to the teacher in using resource-based teaching and learning:

- Set the objectives for units of instruction and correlate needed research skills with the activities in the unit so that skills are always taught in the context of application.
- Access resource lists and bibliographies of materials when needed. Ask the resource person to offer personal guidance to students during the course of each activity and assignment. Physical Education 20 and 30 research assignments will vary.
- Support the essential role of the library resource centre and the teacher-librarian in your talks with colleagues, principals and directors.

Questions Most Often Asked About Implementing Resource-based Learning

It should be emphasized at this point that Resource-based Learning must go hand in hand with planning for instructional strategies and evaluation techniques for each lesson.

It is not possible for me to plan for all of the changes needed to incorporate Resource-based Learning into my already too busy teaching schedule. How can I be expected to do this when there is already too little time in the day?

- Everyone must realize that change usually takes time. To change our teaching styles will take time. Even though a person may not be able to change totally to Resource-based Learning in a short time, gradual steps can be taken toward the desired goal. A realistic goal might be to do two resource-based units a year. Teachers might attempt to do one unit before Christmas and one after.

How can I have a variety of resources available to the students when I have little money to buy them?

Various strategies for acquiring resources could be employed:

- In the index section of most bibliographies there is a section listing free or inexpensive items.
- Some of the bibliographies also provide an "other uses" section so that schools can buy resources that will meet the needs of more than one specific grade or subject area. For example, many Physical Education 20 and 30 resources complement the Wellness 10 curriculum.
- Media House provides videos at a nominal cost of one dollar per program and a blank tape. (You can provide the tape or purchase it from Media House.) 16 mm films and kits may be borrowed as well.
- Many people forget that humans are also resources we should be using for Resource-based Learning. Often there is

someone knowledgeable on a certain subject right in your own community who may be willing to speak to the students. Guest speakers can also be located by using the blue pages of the telephone directory. Often government offices have personnel who will come to speak to schools free of charge. Other service groups will provide a speaker if the school supplies the gas money. Students can raise this money through various activities.

- Free or inexpensive items can often be obtained from departments listed in the "blue pages" of the telephone book.
- Some schools are shipping equipment to other schools where teachers want to do the same topic. Reciprocal agreements are made involving these resources. Print and A/V items could also be circulated in the same way.
- Networking can also be useful in sharing ideas whether this is within a school or between schools. If there is a teacher-librarian available, this person can be helpful when coordinating themes and units. Cooperative planning with the teacher-librarian or fellow teacher helps give ideas for using resources already available.

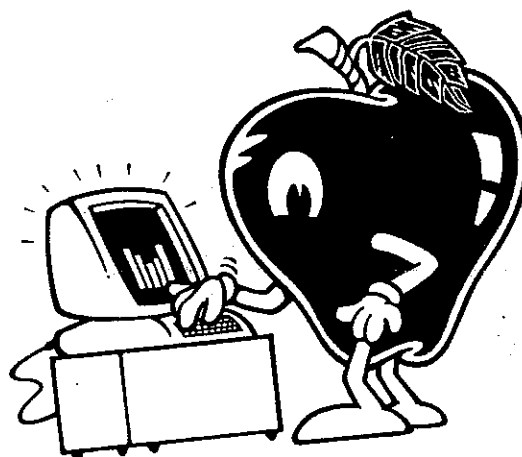
Joint planning also puts teachers in contact with others to share ideas. Teachers could use some time at their staff meetings to explain what they are planning. Time spent supervising students at recess or noon is being used by some educators to do their cooperative planning. Teachers using innovative ideas in one school could also be invited to share their ideas in other schools.

Once I find a list of resources I want to order out of a bibliography, for example, there are so many different places to order from I do not know where to begin!

- Many bookstores in Saskatchewan will provide this service. The Book Bureau will do a special ordering service as well. Materials from the United States can be purchased through the Book Bureau if there is a Canadian distributor.

Why doesn't someone put together a book with ideas on Resource-based Learning so teachers could use the ideas?

- The Saskatchewan School Library Association (SSLA) has published documents on this subject. *The 4th R* is one; there is also a document on cooperative planning. The SSLA periodical, *The Medium*, has articles on implementing Resource-based Learning in specific curriculum areas as well as units on specific curriculum topics utilizing Resource-based Learning.



Instructional Approaches

Instructional Approaches

Effective secondary teachers know they are teaching students as well as content. They also know that, in every class, there will be a diversity of students, each of whom will bring to the activity environment different perceptions, prior knowledge, attitudes and learning styles. It is the teacher's responsibility to make use of a variety of instructional approaches to ensure that all "types" of students and their various needs are being met.

The following information reinforces the importance of using a variety of instructional approaches:

Retention Rate

Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Group	50%
Practice by Doing	75%
Teach Others/ Immediate Use of Learning	90%

Of what we know we learn approximately

1% through Taste
2% through Touch
4% through Smell
10% through Hearing
83% through Sight

Of what we learn we retain approximately

10% of what we Read
20% of what we Hear
30% of what we See
50% of what we Hear And See
70% of what we Say
90% of what we Say As We Do

(From *Fundamental principles and practices of teaching: A practical theory-based approach to planning and instruction* by H. Lang and A. McBeath. (In Progress). Fort Worth: HBJ-Holt.)
Ref. 11

The following pages discuss five main types of instructional approaches:

- Direct Instructional Strategies
- Indirect Instructional Strategies
- Interactive Instructional Strategies
- Independent Study Instructional Strategies
- Experiential Instructional Strategies



The instructional strategies and methods which most readily complement this curriculum guide are given. Each strategy is briefly defined. This is followed by a description of the respective methods and suggested ways of assessing or evaluating students.

Direct Instruction Strategies

Direct instruction strategies are highly teacher centred. The lecture method is a direct instruction example. Mini-lectures can be effectively used throughout Physical Education 20 and 30.

Mini-lecture

The mini-lecture is a one-way type of communication. It is an efficient way of providing a small amount of information in a short period of time.

Mini-lectures are effective when they are:

- 10-15 minutes in duration, never longer than 20 minutes
- mixed with group discussion and demonstrations
- accompanied with such aids as overheads and flipcharts

Example: presenting information on heart rate range before students calculate their own.

Appropriate Assessment and Evaluation Techniques:

The purpose of a mini-lecture is to impart knowledge. The most appropriate way of assessing understanding is a combination of test items such as essay, short answer, multiple choice, true and false.

Structured Overview

This strategy refers to organizing and arranging topics or concepts to make them meaningful to students.

Example: unit overview and how it fits into the rest of the year or semester.

Appropriate Assessment and Evaluation Techniques:

As this is usually used as an organizer, teachers are not likely to assess it.

Explicit Teaching

This strategy involves six teaching functions:

- daily review
- presenting new material
- conducting guided practice
- providing feedback and correctives
- conducting independent practice
- weekly and monthly review

Example: progression of a racquets unit.

Appropriate Assessment and Evaluation Techniques:

As explicit teaching involves students interacting with content, the most appropriate way of assessing may be with a combination of test items, including performance tests.

Drill and Practice

This strategy refers to the structured, repetitive review of previously learned concepts to a predetermined level of mastery.

Example: golf "circuit" using gymnasium and field.

Appropriate Assessment and Evaluation Techniques:

This strategy tends to focus on skills. In this curriculum the focus is on both physical and non-physical skills. To assess level of skill, teachers will need to use performance assessments or performance tests.

An example of a drill and practice assessment may be in movement patterns. The performance cues for each movement pattern are located in the **Motor Skills Development** section of this document. These performance cues can be inserted as criteria on a template for anecdotal records, checklists or rating scales.

Teachers need to establish criteria indicating what students are to do. The criteria are inserted into the templates for anecdotal records, rating scales, and checklists.

Compare and Contrast

This strategy involves looking for similarities and differences. Students:

- observe details and develop criteria
- identify similarities
- search and sort out differences based on criteria
- summarize

Example: hockey slapshot versus golf 7-iron shot.

Appropriate Assessment and Evaluation Techniques:

This strategy reaches the application level and higher on Bloom's Taxonomy. The four components of compare and contrast as listed above can be used as criteria in the templates for anecdotal records, checklists and rating scales.

Didactic Questions

These are questions that tend to be convergent (they tend to focus on one topic) and factual. They often begin with "what," "where," "when," "how." (Saskatchewan Education, Training and Employment (1991), *Instructional Approaches*) ^{Ref. 12}

Examples: How would you improve your forehand stroke? What is the top end of your heart rate range?

Appropriate Assessment and Evaluation Techniques:

The teacher is able to observe both content and process through this activity. As a written assignment or an oral presentation or interview (live or taped) may be the ongoing student activity used for assessment, the teacher will record student progress using a rating scale, checklist or anecdotal records.

Content criteria may include:

- the match between the student's goal and the plan of action to achieve that goal
- inclusion of time frame
- inclusion of support system
- inclusion of regular checkpoints

Process criteria may include:

- evidence of planning
- gathering of information
- organization of information
- analysis of information for applicability
- making a judgment
- creating whole from series of parts
- revising

Demonstrations

These refer to teacher activities and talks that show students "how."

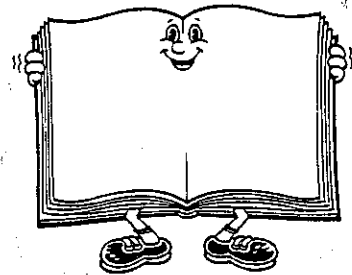
Demonstrations apply primarily to skills and processes and are useful for helping students

acquire procedural knowledge.

Example: how to enter personal skinfold measurements into a computer.

Appropriate Assessment and Evaluation Techniques:

Demonstrations feature the teacher as performer; therefore the students are not involved and no assessment is necessary.



Indirect Instruction Strategies

Indirect instruction strategies are student centred. Indirect instruction methods are very effective when:

- thinking outcomes are desired
 - attitudes, values or interpersonal outcomes are desired
 - process is as important as product
 - the focus is personalized understanding and long term retention of concepts or generalizations
 - lifelong learning capability is desired
- (*Instructional Approaches: A Framework for Professional Practice*, 1991, p. 19) ^{Ref. 12}

Concept Mapping

This instructional method can promote creative, meaningful, long-term learning. In the Physical Education 20 and 30 curriculum, concept mapping can be used to have students see the relationships between new information and what they already know.

Concept mapping:

- is a technique used to identify key concepts or to show the relationships between concepts
- can facilitate learning and recall
- can make clear to students the key ideas to learn
- can be used to review subject matter

- can provide a summary of a unit or lesson
(From C.E.L. Staff Development Program,
1988) ^{Ref. 13}

Example: showing the relationship between the movement pattern "sending" and the subsequent performance cues related to beginner, intermediate and advanced.

Appropriate Assessment and Evaluation Techniques:

As concept mapping is used as an engaging activity and synthesis activity or one that supplies diagnostic information, teachers may consider the type of information they wish to collect in assessing students' concept maps. Anecdotal records may be the most appropriate data recording method. Possible criteria to direct anecdotal comments may be:

- inclusion of required concepts
- depth of relationships between concepts
- student background information
- rationale or logic involved in the concept map structure

Problem Solving

This strategy refers to a process of decision-making or a series of steps used by individuals or groups to arrive at answers to questions or the solution of a problem.

Example: planning a school fitness promotion video.

Appropriate Assessment and Evaluation Techniques:

Teachers may insert these steps into a checklist, rating scale or anecdotal record template in order to record student information. These steps become the criteria.

Reflective Discussion

This strategy involves students individually or as a group in thinking more deeply about a topic through discussion.

Example: choosing a workout partner.

Appropriate Assessment and Evaluation Techniques:

Effective communication skills and contributions are criteria to be evaluated here. A sample assessment tool, *Anecdotal Records in Reflective Discussion* is provided in the **Templates for Assessment and Evaluation** section of this

guide.

Concept Attainment

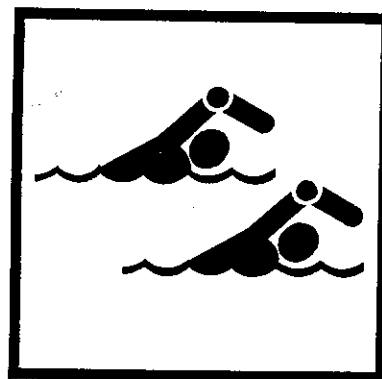
Concept attainment is an inductive way to teach a concept in which examples and non-examples are provided in order to develop students' understanding of the particular concept.

Example: obese versus overweight.

Appropriate Assessment and Evaluation Techniques:

In assessing student learning, teachers may wish to focus on the following criteria recorded on an anecdotal record template:

- student method of categorization
- demonstrated knowledge of content elements
- relationships between the content elements
- formulation of a general statement based on the above-mentioned elements



Interactive Instruction Strategies

Interactive instruction strategies employ groups of learners. Before the group members "set to work" it is important for them to be aware of what they are to accomplish, how much time they have, and what the recording or reporting procedures are.

Successful use of interactive instruction methods in Physical Education 20 and 30 requires students to be aware of particular group process skills. A few basics include respect for the opinions of others, attentive listening skills, recording and reporting skills.

Peer Practice

This strategy involves each student rehearsing skills or conceptual information with a peer.

Example: motor skills.

Appropriate Assessment and Evaluation Techniques:

Teachers may use an anecdotal recording instrument that highlights student participation and contributions.

Discussion

A problem or issue is chosen that either does not require a particular response or that requires students to discover an answer.

Discussion is based on material familiar to students and should conclude with consensus, a solution, clarification of insights gained or a summary. (Saskatchewan Education, Training and Employment (1991), *Instructional Approaches*, p. 23.) ^{Ref. 12}

Example: assessing individual fitness programs.

Appropriate Assessment and Evaluation Techniques:

It is the teacher's decision whether discussion is assessed. Should teachers wish to evaluate discussion, what is to be looked for must be determined and shared with students ahead of time.

Problem Solving

This strategy refers to a process of decision-making or a series of steps used by individuals or groups to arrive at answers to questions or the solution of a problem.

Example: setting evaluation criteria for an assignment.

Appropriate Assessment and Evaluation Techniques:

Teachers may insert these steps into a checklist, rating scale or anecdotal record template in order to record student information. These steps become the criteria.

Cooperative Learning Groups

These groups are heterogeneous with respect to student characteristics and have two to six members sharing the various roles. Group members are interdependent in achieving the

group learning goal. The jigsaw, explained next in this section, is an example of a cooperative learning group activity. (Saskatchewan Education, Training and Employment (1991), *Instructional Approaches*) ^{Ref. 12}

Example: planning a fitness presentation.

Appropriate Assessment and Evaluation Techniques:

The self-evaluation instrument *My Group Skills or Performance* (p. 88) is provided for your use.

Jigsaw

Aronson (1978) developed this method whereby students become "experts" on a topic and then meet with other "experts" to study the assigned topic.

To conduct a jigsaw:

- each student receives a portion of the materials to be introduced
- students leave their "home" or "mixed" groups and meet in "expert" groups
- expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their mixed group
- the experts return to their mixed groups to teach their portion of the materials and to learn from the other members of their mixed group

For more information see the Resource Package that is included with the Staff Development Program which accompanies the *Instructional Approaches* document.

Example: learning about power training principles.

Appropriate Assessment and Evaluation Techniques:

The rating scale *Cooperative Group Skills* can be inserted into each student's portfolio and used over time. It is located in the **Templates for Assessment and Evaluation** section of this document.

Brainstorming

This strategy is used to generate ideas and imaginative solutions. The teacher acts as facilitator and records learners' comments.

Brainstorming is most effective when:

- all statements are accepted
- quantity rather than quality is emphasized
- no criticism, anything goes (no matter how outrageous or farfetched)
- no discussion or judgments except for clarification purposes
- people can build on other ideas (piggybacking/cross stimulation is encouraged)
- a fixed time is allocated
- once ideas have generated they can be combined or ordered

Example: Physical Education 30 - discussing possible volunteering sites.

Appropriate Assessment and Evaluation Techniques:

Teachers may decide to assess brainstorming when it is used in the context of cooperative learning groups. Anecdotal records may be the preferred method of recording data. A template is provided in the next section.

Circle of Knowledge

This strategy involves each student in thinking and discussing with a peer before sharing ideas with a large group.

Example: Physical Education 30 - volunteering component.

Appropriate Assessment and Evaluation Techniques:

In this curriculum, the circle of knowledge method is used in the same manner as Reflective Discussion. To assess student learning, teachers may wish to use the *Anecdotal Record Form for Reflective Discussion / Discussion / Circle of Knowledge* as a data recording method. It is found in the section called **Templates for Assessment and Evaluation**.

Tutorial Group

A tutorial group is a group formed to receive remediation or enrichment as directed by a teacher or peer tutor.

Example: motor skills.

Appropriate Assessment and Evaluation Techniques:

This method reflects the organization of student groupings; therefore, teachers will need to choose

assessment techniques that are appropriate to the instructional method used. For example, tutorial groups may be used with didactic questions. The teacher would then reference the appropriate assessment techniques for didactic questions.

Interviewing

Interviewing is the meeting of people face to face to confer about a topic or issue.

Example: Physical Education 30 - volunteering component.

Appropriate Assessment and Evaluation Techniques:

A Student Self-Assessment for Preparing and Conducting an Interview is found in the **Templates for Assessment and Evaluation** section.



Independent Study Instruction Strategies

*Independent learning has implications for responsible decision-making. Individuals are expected to analyze problems, reflect, make decisions and take purposeful actions. To take responsibility for their lives in times of rapid social change, students need to acquire life-long learning capability. As most aspects of our daily lives are likely to undergo profound changes, independent learning will enable individuals to respond to the changing demands of work, family and society. (Saskatchewan Education, Training and Employment, *Instructional Approaches: A Framework for Professional Practice*, 1988, p.53)* ^{Ref. 12}

Learning Contracts

Learning contracts can be used throughout Physical Education 20 and 30. Students and teacher work together during the designing, running and evaluation of personal contracts.

Example: specializing in one activity.

Appropriate Assessment and Evaluation Techniques:

You may wish to refer to *Rating Scale for Investigating Movement Patterns* found in the **Templates for Assessment and Evaluation** section.

Templates for Assessment and Evaluation section of this guide.

Research Projects

Students are involved in research projects individually, as partners, and as members of small groups.

Example: investigating various fitness centres.

Appropriate Assessment and Evaluation Techniques:

Consult the **Templates for Assessment and Evaluation** section to locate a sample checklist, *A Framework for Marking a Project or a Written Assignment*.

Essays

Essays are exercises that require students to respond comprehensively in written form to an

assigned topic. (Saskatchewan Education, Training and Employment (1991). *Student evaluation: A teacher handbook*, p. 105) ^{Ref. 14}

Example: in place of a formal exam.

Computer-Assisted Instruction

This strategy refers to any instructional program in which the computer performs, manages or supports some or all of the teacher or provider functions.

Example: personalized fitness programs.

Appropriate Assessment and Evaluation Techniques:

If teachers access such a resource, student learnings are to be assessed in ways that correspond to the initial purpose or intent. In other words, teachers ask themselves the questions: "Why did I have this student working with a particular software package?" "What learning objectives are the students to accomplish by working through this package?" Teachers will then assess students on those learning objectives.

Reports

Reports may be written, graphic or oral in nature and involve the students in expressing their learnings about a chosen topic.

Examples: an advanced player's breakdown of a golf swing.

Appropriate Assessment and Evaluation Techniques:

A written report can be assessed by using *Report Assessment* located in the **Templates for Assessment and Evaluation** section of this guide. A graphic report can certainly be assessed. The teacher and student need to determine the criteria on which the graphic will be assessed ahead of time. The criteria would then be inserted into a template for a checklist, rating scale or anecdotal records.

Homework

This refers to assignments students are given that are to be completed during their time away from the classroom.

Homework is both an assessment technique and an instructional method. (Saskatchewan Education, Training and Employment (1991),

Student evaluation: A teacher handbook,
p. 93) ^{Ref. 14}

Example: calculating metabolic rate with this information to be used during next day's class.

Appropriate Assessment and Evaluation Techniques:

Homework applies to both the cognitive and motor skill domains. If the purpose of the homework is motor skill improvement, a checklist or rating scale is appropriate. If the purpose is cognitive or attitudinal, instruments can be designed accordingly.

Assigned Questions

Assigned questions are those prepared by the teacher to be answered by individuals or small groups of students with the students discussing their responses among themselves or with the teacher. (Saskatchewan Education, Training and Employment (1991), *Instructional Approaches* ^{Ref. 12})

Example: questions related to purchasing a worthwhile piece of workout equipment.

Appropriate Assessment and Evaluation Techniques:

If the questions are designed at the knowledge level, a recall style test, using a variety of types of questions, can be used to assess student learnings. If the questions are designed to be at the application level or higher then complex criteria are established.



Experiential Instruction Strategies

These strategies are student centred. The emphasis is on process, not product.

Experiential instruction strategies are very useful because:

- they greatly increase understanding and retention
- students are more motivated because they

actively participate and teach one another by describing what they are doing

- they are inductive - illustrations or examples are given and a rule, concept or generalization is then formulated
- they are activity oriented
- students reflect about an experience and apply what they have concluded to other contexts

There are five phases:

- experiencing (an activity occurs)
- sharing (reactions and observations are shared)
- analyzing (patterns are determined)
- inferring (concepts are developed)
- applying (plans are made to use learnings in new situations)

Games

Games are learning or training activities that include conflict, control and rules for winning and terminating the activities. They are structured or contrived activities.

Example: creating games which focus on specific movement patterns.

Appropriate Assessment and Evaluation Techniques:

Games may be assessed using *Assessing Group Presentations or Games* found in the **Templates for Assessment and Evaluation** section of this guide.

Focused Imaging

This strategy is the process of internally visualizing an object, event or situation. It enables students to relax and allow their imaginations to take them on journeys, to "experience" situations first hand and to respond with their senses to the mental images formed. (Saskatchewan Education, Training and Employment (1991), *Instructional Approaches*) ^{Ref. 12}

Example: motor skill development.

Appropriate Assessment and Evaluation Techniques:

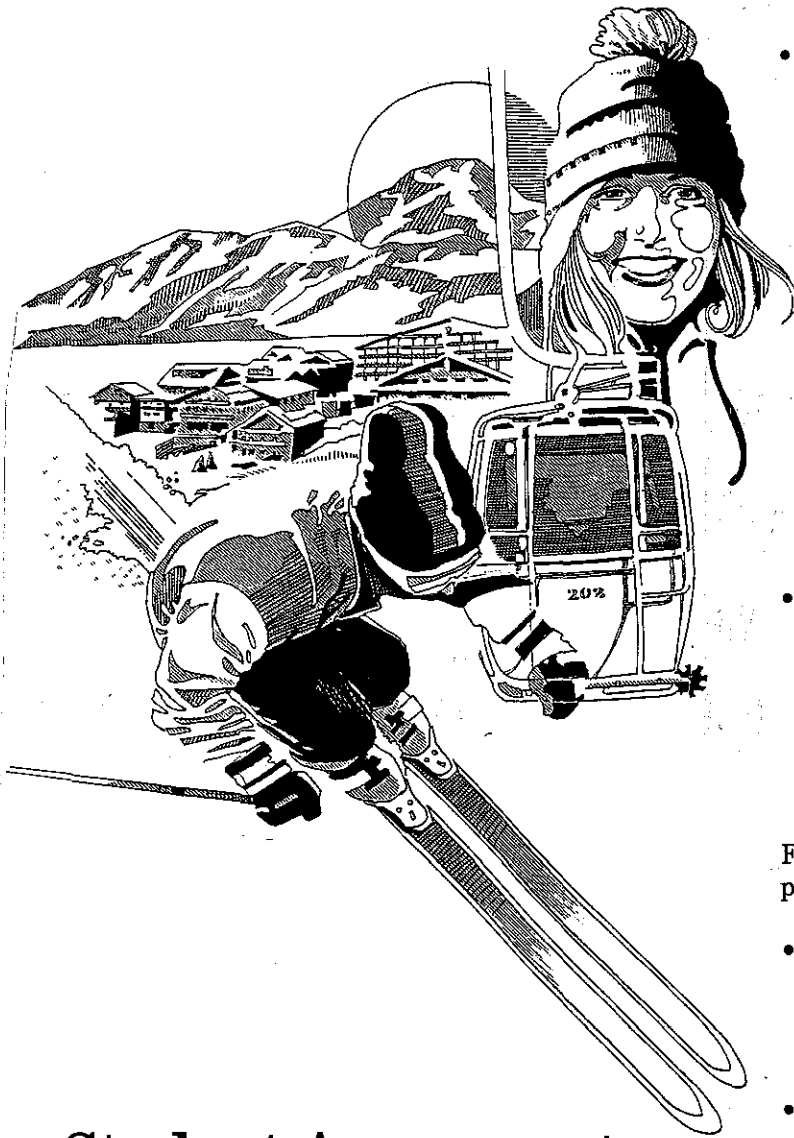
Perhaps student self-assessment would be the focus because this instructional method is difficult for an observer to assess. The self-assessment might involve the teacher to the extent that the teacher instructs the students to

concentrate on one or two sensations throughout the experience. These key sensations might be recorded using a checklist or anecdotal record completed by the student.

Instruction Plan

[illegible]

Student Assessment and Evaluation



Student Assessment and Evaluation

Definition of Terms

The terms "assessment" and "evaluation" are often used interchangeably. This sometimes causes confusion. Assessment is a continuous phase within the evaluation process. Various techniques are used to gather information about student progress. Evaluation is the weighing of assessment information against a standard such as learning objectives in order to make a judgment or decision.

There are three types of student evaluation and sound teaching requires that all three types be conducted during the course of the school year or semester.

- **Diagnostic:** usually occurs at the beginning of the school year or before a unit of instruction. It identifies "where students are at" and helps the teacher plan appropriate lessons.

Formative: an ongoing classroom process that keeps students and teachers informed about students' progress towards meeting learning objectives. Its main purpose is to improve teacher instruction and student learning. It allows students to keep track of their progress while at the same time allowing teachers the opportunity to make program modifications based on students' progress.

- **Summative:** occurs most often at the end of a unit of study. Its primary purpose is to determine what students have learned over a period of time in relation to learning objectives. This progress is reported to students, parents and appropriate school personnel.

Following are guiding principles to assist in planning for student evaluation:

- Evaluation should help students. It should provide positive feedback and encourage students to actively participate in their own learning.
- Evaluation should be a planned, continuous activity that is closely linked to both curriculum and instruction.
- Evaluation should be guided by the learning objectives of the curriculum and a variety of assessment strategies should be used. Examples specific to Physical Education 20 and 30 are found in the **Templates for Assessment and Evaluation** section of this curriculum.
- Evaluation plans should be communicated in advance. Students in Physical Education 20 and 30 should have input regarding the evaluation process. The type and weighting of criteria can be negotiated between teacher and student.
- Evaluation must be fair and equitable. It should be sensitive to family, classroom, school and community situations. It should

be free of bias. Students should be given opportunities to demonstrate what they do know as opposed to demonstrating what they do not know.

Relating Assessment and Evaluation to the Goals of Physical Education

Focusing on the goals of physical education will help teachers "stay on track" when planning learning objectives, lesson and unit plans, and when preparing appropriate assessment and evaluation strategies. All planning, presenting, facilitating and judging revolves around the goals of the Physical Education 20 and 30 programs.

One of the goals of physical education in Saskatchewan schools is **concept-based skill development**. In order to reach this goal, teachers will have to consider a number of factors when developing learning objectives, lessons and units. For example, students in the same class may have objectives that aim for different levels of achievement. A beginner golfer may have objectives related to learning the basic swing and putting skills. The intermediate golfer may wish to improve skills related to approach shots and learn more sophisticated game strategy. The advanced golfer may wish to refine skills related to more unusual game situations such as uphill bunker shots or playing a shot out of shallow water.

Taking such an individualized approach to skill development requires the use of entry level assessments. These assessments will allow students to establish a starting point and reference upon which to determine improvement. Teachers will find them necessary to prepare activities that meet the needs of these students. Entry level assessments will also provide a baseline from which to eventually evaluate motor skill improvement. The **Templates for Assessment and Evaluation** section contains samples of such assessments.

Teaching conceptually will also enable teachers and students to make continuous connections and comparisons between the activity being pursued in class and other physical activities from previous experience, as well as activities developed in future units. Conceptually based motor skill development also prepares students

for successful participation in activities which do not even exist at the present time.

The second goal of physical education is **development of positive attitudes**. These attitudes focus on physical activity, fitness, self-concept, relationships with others, social behaviour and personal and group safety. To accurately and fairly assess and evaluate students with this goal in mind, specific techniques such as rating scales, anecdotal records and peer assessments would be very helpful. Samples can be found in the **Templates for Assessment and Evaluation** section.

The third goal of physical education is developing **lifestyles oriented to overall well-being**. To assess and evaluate students in this area, lessons would include planned opportunities for each student to demonstrate the development or maintenance of such a lifestyle. Physical education students will be required to actually live this lifestyle both in and out of regular class time. Students' lifestyles are more likely to change when they begin to live what they have learned.

Assessment and evaluation reflect this goal by looking at student evaluation in terms of three areas of student learning: knowledge, performance and positive attitudes (the cognitive, psychomotor, and affective domains). The chart on the next page depicts a range of 25%-40% for evaluating each domain. This range allows ample flexibility to change the "weight" of each section as the year or semester progresses. For example, a weighting of 40% might be given for attitude in September but by November things are running smoothly in that department so for the next reporting period the weighting decreases to 20% ... or the attitude weighting might stay at 40% but the criteria change because expectations have increased.

Student Evaluation Chart

Knowledge Base (Cognitive Domain)

Focus:

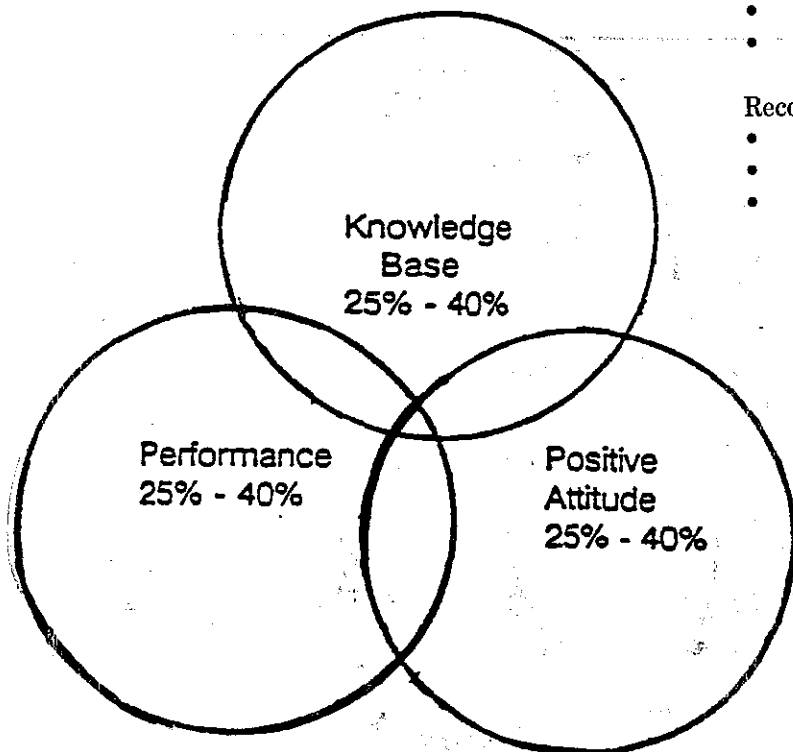
- physical activity
- physical fitness

Assessed or Evaluated by:

- extended open-response items
- contracts
- presentations
- homework

Recorded by:

- checklists
- rating scales
- anecdotal records



Performance (Psychomotor Domain)

Focus:

- motor skill development

Assessed or Evaluated by:

- continuous performance assessment

Recorded by:

- checklists
- rating scales
- anecdotal records

Positive Attitude (Affective Domain)

Focus:

- self-concept
- social behaviour
- personal and group safety
- commitment outside school

Assessed or Evaluated by:

- self-assessment
- peer-assessment
- individual assessments
- group assessments

Recorded by:

- checklists
- rating scales
- anecdotal records

Templates for Assessment and Evaluation

Templates for Assessment and Evaluation

The following pages contain samples of instruments which can be used in the three areas of knowledge, performance and positive attitude. Feel free to make adjustments so that your needs and the students' needs can be accommodated.

Assessment in the Affective Domain

Personal Responsibility

Always appropriately dressed

Appropriately dressed most of the time

Dressed appropriately less than half the time

Always on time

Usually on time

Rarely on time

Absences are always explained on the day of or prior to the absence

Teacher must sometimes pursue explanation for absence

Most absences unexplained even if pursued by teacher

Always volunteers to set up equipment

Usually volunteers to set up equipment

Rarely volunteers to set up equipment

Always demonstrates proper care of equipment

Usually demonstrates proper care of equipment

Rarely demonstrates proper care of equipment

Self-discipline

Always treats staff and peers with respect

Usually treats staff and peers with respect

Shows little respect for staff and students

Always behaves and speaks politely to others

Usually behaves and speaks politely towards others

Frequently demonstrates inappropriate behaviour or speech

- always listens when others are speaking/presenting
- always considerate of others' feelings
- always displays positive body language
- always encourages others verbally

- usually listens when others are speaking/presenting
- usually considerate of others' feelings
- usually demonstrates positive body language and verbal responses
- usually encourages others verbally

- frequently interrupts or distracts while others are speaking/presenting
- is selective in the consideration of others' feelings
- demonstrates discouraging communication skills (emphasizes errors or faults of others, uses offensive or negative body language and verbal responses)

Always able to understand the tasks to be done and completes them without being told

Demonstrates limited understanding of the tasks to be done and requires some supervision to complete them

Requires extended explanations and close supervision in order to complete tasks

Always shows self-control during class (thinks before speaking or acting, resists participating in negative behaviours of peers)

Usually shows self-control during class (usually thinks before speaking or acting, usually resists participating in negative behaviours of peers)

Demonstrates lack of self-control during class (speaks or acts inappropriately or at inappropriate times, participates in negative behaviours of peers)

Always able to predict
expected behaviours for self
and others

Usually able to predict
expected behaviours for self
and others

Unable or finds it difficult to
predict expected behaviours
for self and others

Participation

Always enthusiastic

Usually enthusiastic although
behaviour is sometimes
misdirected

Willing to try a limited range
of activities or tasks

Always works hard at
improving (that is, sustained
effort)

Works at improving but
cannot maintain a sustained
effort

Needs a great deal of
encouragement and
monitoring to sustain effort

Always shows consideration
for the safety and well-being
of others

Shows consideration for the
safety and well-being of others
but occasionally exhibits poor
judgment

Shows lack of consideration
for the safety and well-being
of others

Always willing to learn new
methods of doing thing

Usually willing to learn new
methods of doing things

Requires a great deal of
encouragement and
monitoring to try new
methods of doing things

Always willing to change and
adjust to new assignments or
tasks

Usually willing to change and
adjust to new assignments or
tasks

Often resists change and has
difficulty adjusting to new
assignments or tasks

Always willing to work with a
wide range of peers, not just
with close friends

Usually willing to work with a
wide range of peers, not just
with close friends

Often selective about working
with those other than close
friends

Always willing to share
materials and ideas with
others

Usually willing to share
materials and ideas with
others

Often resists sharing
materials and ideas with
others

Always exhibits appropriate
work behaviours during times
set aside for individual,
partner and group work

In most instances exhibits
appropriate work behaviours
during times set aside for
individual, partner and group
work

Work behaviours tend to be
inappropriate during times set
aside for individual, partner
and group work

Joint Assessment Form: Formulating and Executing a Community Lifestyles Volunteer Project

Name of Student _____

(To be completed in three stages by both teacher and student in consultation. Students must be prepared for each interview stage)

Students will be rated according to how well they orally answer the following questions.

Identifying and Planning a Community Lifestyles Project	Student Rating				Teacher Rating			
Date of Teacher-Student Conference _____								
1. What is your project? Describe it.	1	2	3	4	1	2	3	4
2. How does the project relate to your personality, skills and interests?	1	2	3	4	1	2	3	4
3. Can you think of other projects which may be more manageable or realistic?	1	2	3	4	1	2	3	4
4. How will your project improve the general well-being of people in that community?	1	2	3	4	1	2	3	4
5. What research have you done in formulating your community volunteer project?	1	2	3	4	1	2	3	4
6. How workable or practical is your project?	1	2	3	4	1	2	3	4
7. What are the overall objectives or goals of the project?	1	2	3	4	1	2	3	4
8. What obstacles or difficulties do you foresee? What will be the reactions of others to your project? How will you deal with them?	1	2	3	4	1	2	3	4
9. What time or resources (human, capital, financial) are necessary to complete the project? Are transportation and equipment necessary?	1	2	3	4	1	2	3	4
10. Describe the expertise you have or the help you will get to carry out your project.	1	2	3	4	1	2	3	4
11. What preparations have you already made for implementing your project?	1	2	3	4	1	2	3	4
12. What measures or criteria do you have for determining success?	1	2	3	4	1	2	3	4
13. What approvals and endorsements do you need before you get started?	1	2	3	4	1	2	3	4
14.	1	2	3	4	1	2	3	4
15.	1	2	3	4	1	2	3	4

Continued...

Carrying out the Community Lifestyles Volunteer Project	Student Rating				Teacher Rating			
Date of Teacher-Student Conference _____								
1. What are the specific steps in your plan for implementing the project?	1	2	3	4	1	2	3	4
2. What have you anticipated and, therefore, are able to plan for or avoid?								
3. When do you wish to start? When do you wish to finish?	1	2	3	4	1	2	3	4
4. How will you know when you've succeeded with your project?	1	2	3	4	1	2	3	4
5. Describe your schedule. How many hours of volunteer time are involved? Do you have a log sheet prepared to record time?	1	2	3	4	1	2	3	4
6. Describe in detail what a typical hour of your project will involve.	1	2	3	4	1	2	3	4
7. Describe in detail the supervision and direction you require.	1	2	3	4	1	2	3	4
8. Describe in detail the steps you have taken to get necessary approvals.	1	2	3	4	1	2	3	4
9. Describe in detail the equipment and transportation you have arranged, if necessary.	1	2	3	4	1	2	3	4
10. Is there a third party who will observe your project and be able to report on its progress to the teacher?	1	2	3	4	1	2	3	4
11.	1	2	3	4	1	2	3	4
12.	1	2	3	4	1	2	3	4

Reflecting on the Community Lifestyles Volunteer Project		Student Rating				Teacher Rating			
Date of Teacher-Student Conference _____									
1.	What were the rewarding features of your project?	1	2	3	4	1	2	3	4
2.	What did you anticipate and, therefore, were able to plan for or avoid?								
3.	What did you not anticipate or foresee?	1	2	3	4	1	2	3	4
4.	What were the major difficulties that you encountered? How did you overcome them?	1	2	3	4	1	2		3
5.	What mistakes did you make?	1	2	3	4	1	2	3	4
6.	What has your project taught you about teamwork, about planning, about setting goals, about obtaining effective advice?	1	2	3	4	1	2	3	4
7.	How has your project improved the health and lifestyles of people in your community?	1	2	3	4	1	2	3	4
8.	How would you rate the success of your project in light of the goals you have set?	1	2	3	4	1	2	3	4
9.	What suggestions do you have for improvement if the project is to be done again?	1	2	3	4	1	2	3	4
10.	What further ideas do you have for improving the health of the community?	1	2	3	4	1	2	3	4
11.		1	2	3	4	1	2	3	4
12.		1	2	3	4	1	2	3	4

Summary Evaluation:

Assigning a Rating

Joint Assessment Form: Community Lifestyle Volunteer Form

Low (1)

The student's answers convey an overall impression of chaos. There seems to be no focus; the student seems lost. He or she has not put any visible pre-planning or forethought into the interview. The student does not understand most components of the project, its purposes or structure. It is hard to tell what points the student is making, or else they are so silly that, if he or she had stopped to think, he or she would realize they make no sense. The student is at the interview only to "get it over with"; he or she sees the interview as an obligation "to get through" rather than an opportunity to seek guidance and advice on the project. There is "talking for the sake of talking" with no attempt to relate ideas to the project's objectives. The student is careless and inexact in using words and does not employ terminology used in class, or uses it incorrectly virtually all the time when it is employed.

Middle (2-3)

The student's answers convey the overall impression that the student does not really believe what he or she is saying, or does not fully understand what it means. While he or she has a good comprehension of the project's purposes, there are some gaps in a clear understanding of the plan's specific components. The student does not explain points clearly, and may be vague on many points. When answering, the student tries to guess what the teacher wants to hear for answers, and says what he or she thinks sounds good, rather than what he or she believes or knows. The student may express enthusiasm for the project, but there is not a realistic view of the obstacles. The student understands most components of the project phase, but may get bogged down with the trivial and irrelevant because he or she has not been able to distinguish the important from the unimportant. Hence, the interview is often an opportunity for the student to learn what should be priorities in his or her planning. In terms of words, the student may attempt to convey the impression that he or she is more knowledgeable than is true, by using big words and lofty phrases when ordinary words would serve better. The student will use physical education or anatomical terminology, but sometimes the usage is incorrect.

High (4)

The student's answers leave the overall impression of being well-organized, purposeful, and somewhat confident of the direction he or she is going. He or she may express a great deal of enthusiasm for the project; the student has realistically assessed the obstacles. The student has a very good understanding of the venture plan's goals, objectives and interrelated components. While possibly vague on a few points, the student has distinguished the important from the unimportant to the point where he or she may question the relevance of some of the teacher's questions. Answers are straightforward, candid, sincere. He or she often provides answers with "telling details," specific examples or reasoned arguments which show that the student has thought through the project and its phases. The teacher will believe that the student's project is viable. No important aspects have escaped the student's attention. The student uses physical education terminology learned in class, perhaps self-consciously, but nearly always correctly when discussing the community lifestyles volunteer plan.

Student Self-Assessment for Preparing and Conducting an Interview

Student Name: _____

Client Name: _____

Date: _____

	Yes	No	Date of Completion	Reminders
Did you prepare a list of questions in advance?				
Were your questions approved by your teacher?				
Did you make the necessary revisions to your questions?				
Did you phone the client ahead of time?				
Did you describe the purpose of the interview to the client?				
Did you explain to your client how and when the information is to be used?				
Did you set your appointment?				
Did you review proper interview techniques?				
Did you prepare a summation?				
Did you prepare a written report?				
Did you prepare an oral presentation?				
Did you prepare a display?				

Feedback to Student Volunteer

Where you have made observations, provide feedback to the student volunteer on the following items. Use the rating scale below.

Rating Scale			
4 = Always		2 = Seldom	
3 = Usually		1 = Never	

	1	2	3	4	Comments
1. Arrived on time on agreed to dates.					
2. Was prepared and informed.					
3. Was appropriately dressed.					
4. Spoke distinctly and audibly.					
5. Was respectful and tactful with others.					
6. Followed directions.					
7. Was a willing and energetic volunteer.					
8. Was cheerful.					
9. Provided support to staff and peer partner.					

Name of student: _____

Name of staff advisor: _____

Organization, agency: _____

Date: _____

Signatures: _____

(student)

(advisor)

Rating Scale for Investigating Movement Patterns

Student Name: _____

Date or Time Period of Observation: _____

	Unacceptable			Excellent
1. Shows a clear understanding of the movement patterns to be investigated.	1	2	3	4
2. Follows written or oral directions with care.	1	2	3	4
3. Chooses and uses appropriate materials and equipment for the task.	1	2	3	4
4. Uses the chosen equipment with efficiency and accuracy.	1	2	3	4
5. Uses the equipment with proper safety procedures.	1	2	3	4
6. Records/verbalizes observations in a systematic fashion.	1	2	3	4
7. States conclusions based on observations.	1	2	3	4
8. Refers to other applications of the movement pattern(s).	1	2	3	4
9. Cleans up work station according to accepted procedure.	1	2	3	4

This instrument may be adapted for use as a checklist.

Assessing Motor Skill Development

Movement Pattern: Receiving Performance Cues

Skill: _____ **Skill:** _____ **Skill:** _____

[illegible]

Skill: _____ **Skill:** _____ **Skill:** _____

[illegible]

Assessing Motor Skill Development

Movement Pattern: Accompanying Performance Cues

Skill:

Skill:

Skill:

[illegible]

Skill: _____ **Skill:** _____ **Skill:** _____

Skill: _____ **Skill:** _____ **Skill:** _____

[illegible]

Assessing Motor Skill Development

Movement Pattern: Springs

Performance Cues

Skill: _____ **Skill:** _____ **Skill:** _____

[illegible]

Skill: _____ **Skill:** _____ **Skill:** _____

[illegible]

Assessing Motor Skill Development

Movement Pattern: Swings

Performance Cues

Skill:

Skill:

Skill:

[illegible]

Assessing Motor Skill Development

Movement Pattern: Statics

Performance Cues

Skill: _____ **Skill:** _____ **Skill:** _____

[illegible]

Assessing Motor Skill Development

Movement Pattern: Rotations

Performance Cues

Skill: _____ Skill: _____ Skill: _____

[illegible]

Assessing Motor Skill Development

Movement Pattern: Sending

Performance Cues

Skill: _____ **Skill:** _____ **Skill:** _____

[illegible]

Assessing Group Presentations or Games

Group Members: _____

Date of Assessment: _____

Title of Presentation: _____

	Poorly			Thoroughly		
• The group members appeared to be prepared and organized.	1	2	3	4	5	6
• Each member appeared knowledgeable about her/his particular section.	1	2	3	4	5	6
• The group members worked together as a cohesive unit.	1	2	3	4	5	6
• The group facilitated active participation from the remainder of the class.	1	2	3	4	5	6
• Each group member demonstrated patience and helpfulness with others.	1	2	3	4	5	6
• The group used a variety of techniques to present the topic/information/concept.	1	2	3	4	5	6

Positive components of the presentation:

Suggestions for improvement (i.e., content, style):

Cooperative Group Skills Checklist

Scale: 1 = hardly ever

2 = some of the time

3 = most of the time

4 = all of the time

Date: _____

Names	Encourages Others	Listens Attentively	Disagrees in an Agreeable Way	Summarizes for Understanding	Criticizes Ideas not the Person	Comments

Rating Scale for Cooperative Group Learning

Student Name: _____

Date or Time Period of Assessment: _____

	never	seldom	often	always
1. The student works with a wide range of peers not just with close friends	1	2	3	4
2. The student willingly shares materials and ideas with others.	1	2	3	4
3. The student shows respect for others in group work by listening and considering other points of view.	1	2	3	4
4. The student follows group work rules as established for the activity.	1	2	3	4
5. The student fulfills her/his work responsibilities in the group.	1	2	3	4
6. The student exhibits appropriate work behaviours during time set aside for groups.	1	2	3	4
7. The student participates in discussions during the time set aside for group work.	1	2	3	4
8. The student contributes ideas to the group efforts during the discussions in the time set aside for group work.	1	2	3	4

This instrument may be adapted for use as a checklist.

Saskatchewan Education, Training and Employment (1991), *Student Evaluation: A Handbook*.^{Ref. 14}

My Group Skills or Performance

Please circle the number that best represents your skills or performance in group activities.

Rating Scale	
4 = All the time	2 = Some of the time
3 = Most of the time	1 = Hardly ever

- | | | | | |
|---|---|---|---|---|
| 1. I have made it a point to listen as much as I talk. | 1 | 2 | 3 | 4 |
| * 2. I try to look others in the eye when speaking to them. | 1 | 2 | 3 | 4 |
| 3. I try not to interrupt when others are speaking. | 1 | 2 | 3 | 4 |
| 4. I encourage others to participate in the discussion. | 1 | 2 | 3 | 4 |
| 5. I try to do my share when working on a group activity. | 1 | 2 | 3 | 4 |
| 6. I use "I messages" instead of "you messages" especially when expressing my feelings. | 1 | 2 | 3 | 4 |
| 7. I tell the group when something is bothering me. | 1 | 2 | 3 | 4 |
| 8. I try to respect others' feelings even when I disagree with them. | 1 | 2 | 3 | 4 |
| 9. I try not to be aggressive to get my way. | 1 | 2 | 3 | 4 |
| 10. I praise others when appropriate. | 1 | 2 | 3 | 4 |
| 11. I try to share my ideas and feelings. | 1 | 2 | 3 | 4 |
| 12. I try to cooperate more than compete with others. | 1 | 2 | 3 | 4 |

* May or may not be applicable depending on cultural expectations.

Complete the following unfinished sentences

a)	My two greatest strengths from the above list are: 1. 2.
b)	The two skills I have to work on from the above list are: 1. 2.

Anecdotal Records in Reflective Discussion/ Discussion/Circle of Knowledge

Student Name: _____

Date or Time Period of Assessment: _____

Activity: _____

1. Effective Communications Skills

Comments: _____

Keys: eye contact *
listens attentively
summarizes
clarifies
does not interrupt

2. Contribution

Comments: _____

Keys: stays on topic **
positive contribution ***
information gathered from others is
contributed
own information is contributed

3. Attitude

Comments: _____

Keys: all opinions respected
disagrees in an agreeable way

* May or may not be culturally appropriate.

** The criterion of relevance is intended to record quality not quantity of response.

*** Here the intent is to record evidence of positive student comments as opposed to negative "put downs" and "one-liners."

Report Assessment

Student: _____

Type of Report: _____

Title: _____

Date of Assessment: _____

	Yes	No	Comments
1. Completeness (Content) • Did the student answer all questions as they appeared in the assignment? • Did the student alter or substitute questions? If so, indicate which ones by number. • Did the student include an introduction and a conclusion? • Did the student include a title page or cover sheet?			
2. Writing Style (Technical Skills) • Did the student use: ◦ correct grammar? ◦ correct punctuation? ◦ correct capitalization?			
3. Format (Technical Skills) • Did the student format the report correctly? • Did the student include: ◦ appropriate top and bottom margins? ◦ multiple page headings? ◦ internal spacing?			
4. Proofreading (Technical Skills) • Did the student provide a report free of: ◦ spelling errors? ◦ typographical errors?			
5. Extra Work (Attitude) • Did the student give an extraordinary amount of detail in the answers? • Did the student ask and answer additional questions? • Did the student add pictures to the report? • Did the student include graphics?			

Guidelines for Planning

Guidelines for Planning

Planning the Year or Semester

A well thought out "game plan" for the year or semester will help teachers get a sense of "the big picture." A clear view of "the big picture" will help with planning and organizing. It will also help guide students towards the aim and goals of the physical education program.

Following is a suggestion about planning for success over the course of the year or semester:

1. Have a clear sense of the aim and goals of Physical Education 20 and 30. This will help the program "stay on track" with regards to planning lessons, assignments, and so on. Remember that lesson and unit objectives will develop from the aim and goals and, ultimately, so will assessments and evaluations.
2. Consider how to plan to reach each of the goals of the program. Questions to ask might be:
 - Have I developed foundational objectives which will help link the aim and goals of my program to my learning objectives

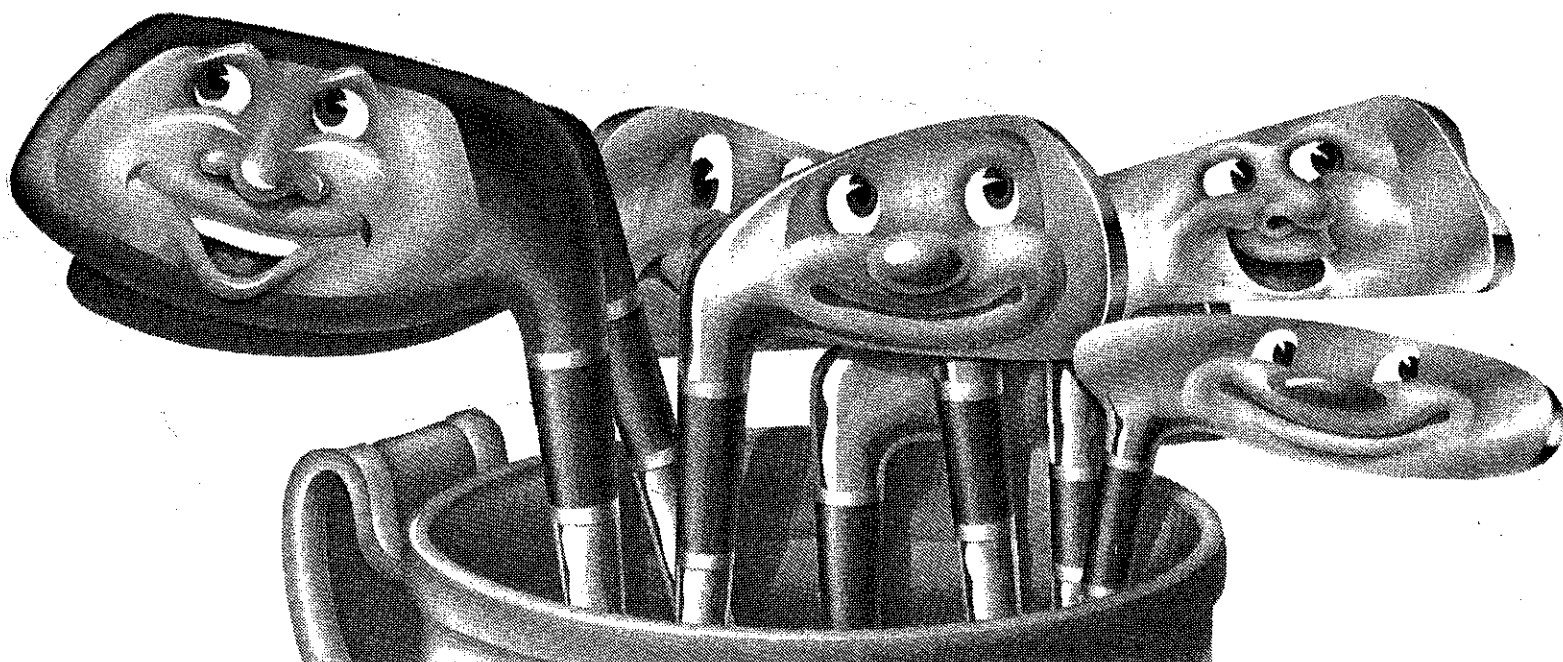
and, eventually, to my assessment and evaluation strategies?

Foundational objectives are outcomes which are achieved over a fairly long period of time such as one or two months, a semester, or a year. They are different from learning objectives in that they are broader and less specific in nature. They describe the skills and understandings to be acquired by students.

Specific learning objectives describe what students do to come to an understanding or how they will acquire that ability.

Foundational objectives form the basis for curriculum assessment and student evaluation. No matter what strategies are used, foundational objectives should be the main focus of evaluation.

- How can I encourage students to take ownership of the class by involving them in choosing, planning and assessing or evaluating activities, assignments and so on?
- How am I going to ensure that positive attitudes are developed? How will I assess my own development in that area plus that of my students? Which C.E.L.s could be incorporated?



- How can I tell if my students are making lifestyle changes as a result of participation in my class?

3. Develop learning objectives that tie directly into the foundational objectives. Learning objectives should clearly connect to the foundational objectives. The instructional approaches used and the assessment and evaluation techniques chosen are direct results of what the foundational and learning objectives state. That is why it is so very important for planning to begin with the steps stated above.

Refer to the section called **Foundational Objectives and Learning Objectives for the Activity Areas** for recommended foundational and learning objectives. Teachers will also wish to add their own. Foundational and learning objectives for the C.E.L.s are found in the section called **Components and Initiatives of Core Curriculum**.

4. Plan for activities and assignments that will help students meet the desired aim, goals and objectives. It is easiest to hit a target that is standing still! Once again, teachers might ask some important questions:

- What about student involvement in the decision-making process?
- Will the chosen assessment and evaluation techniques help students?
- Is everything directed towards increasing the chances that students will become lifelong participants in regular physical activity?

Planning Activities

Every activity planned for students, every mark assigned for "participation," every assessment done for cooperative skills must directly reflect the aim, goals, foundational and learning objectives of the program. It is from this type of information that planning of lessons, units and the year or semester will begin.

On the following page is a very useful template which might help in the planning of the activity portion of the program. It can act as a guide

when planning activities, assignments, etc. for any unit in Physical Education 20 or 30.

At the top of the page is a blank line. Here the name of the unit or activity is entered. Examples would be canoeing, walking, tennis. Next is stated the aim of Physical Education K-12 and the goals. Note that each of the goals relates directly to the aim. In other words, if these goals are met, then the aim will be met.

For each of the goals there is one corresponding foundational objective. For each foundational objective, there are one or more learning objectives. If the learning objectives are met, then the foundational objectives will be met. If the foundational objectives are met, then so are the goals and the aim.

A sample for golf has been provided on the following pages to show how the page "reads" after the blanks have been filled in. Also provided is a more detailed breakdown of how a thoughtfully planned golf unit would look.

Sample planning sheets for canoeing and fitness walking are also included. This section ends with a template planning sheet for teachers to use in planning any activity.

Template for Planning an Activity

Unit: _____

Aim of Physical Education K-12: lifelong participation

Goals of Physical Education K-12:

- concept-based skill development
- development of positive attitudes
- a lifestyle oriented to overall well-being

Foundational Objective:

Students will identify and demonstrate basic movement patterns and performance cues and explain how they relate to the development of sports skills.

Learning Objectives:

Students will be able to apply their knowledge about _____ (and _____) learned during the unit to _____.

Foundational Objective:

Students will examine how the behaviour of one individual can affect the quality of an experience for others.

Learning Objectives:

Students will be able to work cooperatively and contribute positively in group learning experiences.

Students will display an understanding of the etiquette of _____ and how it influences participants' behaviour.

Students will be able to justify the rationale for specified rules relating to _____.

Foundational Objective:

Students will extend the movement pattern(s) of _____ (and _____) to include other lifetime activities.

Learning Objectives:

Students will categorize sports which involve similar movement patterns and performance cues.

Students will illustrate the similarities among the categorized sports.

Students will evaluate the categorized sports according to personal abilities and needs.

Sample Unit: Golf

Aim of Physical Education K-12: lifelong participation

Goals of Physical Education K-12:

- concept-based skill development
- development of positive attitudes
- a lifestyle oriented to overall well-being

Foundational Objective:

Students will identify and demonstrate basic movement patterns and performance cues and explain how they relate to the development of sports skills.

Learning Objectives:

Students will be able to apply their knowledge about golf learned during the unit to tennis.

Foundational Objective:

Students will examine how the behaviour of one individual can affect the quality of an experience for others.

Learning Objectives:

Students will be able to work cooperatively and contribute positively in group learning experiences.

Students will display an understanding of the etiquette of golf and how it influences participants' behaviour.

Students will be able to justify the rationale for specified rules relating to golf.

Foundational Objective:

Students will extend the movement pattern of sending to include other lifetime activities.

Learning Objectives:

Students will categorize sports which involve similar movement patterns and performance cues.

Students will illustrate the similarities among the categorized sports.

Students will evaluate the categorized sports according to personal abilities and needs.

Sample Planning Sheet - Golf

Foundational Objective	Specific Learning Objective (Verb)	Instructional Strategy	Instructional Method	Teacher Notes	Assessment Technique	Adaptations	C.E.L.s
Students will identify and demonstrate basic movement patterns and performance cues and explain how they relate to the development of golf skills.	Students will be able to apply their knowledge about balance, weight transfer and rotation learned during gymnastics and racquet sports to golf.	Direct Instruction	Demonstrate Drill and Practice Compare and Contrast		Checklists (Pairs) • self (skill) • partner (skill) • teacher skill	Equipment	CCT
Students will examine how the behaviour of one individual can affect the quality of an experience for others.	Students will display an understanding of the etiquette of golf and how it influences participants' behaviour.	Experiential Learning	Field Observations		Performance Assessment	Local rules	C PSVS
Students will extend the movement pattern of sending to include other lifetime activities.	Students will categorize sports which involve similar patterns and performance cues.	Interactive Instruction	Brainstorming		Ongoing student activities (written assignment)	Cognitive Level changes according to group	CCT C PSVS

Linkages - Grade 11 Golf

Planning for linkages among: Learning Objectives, Instructional Strategies and Assessment Techniques, incorporating Common Essential Learnings and the Adaptive Dimension

Objectives	Key Verbs	Instructional Strategy	Instructional Method	Assessment Technique	C.E.L.s	Adaptations 1. Task 2. Instruction
Lesson One (in class) Outlines of classes (times, locations, etc.). Handouts (evaluation, rules, safety, etiquette). Students will understand the unit evaluation and the purpose of the handouts.	Understand	Direct	Lecture			
Lesson Two (driving range) Students will practise strokes by hitting balls.	Practise		Individual assistance	Observation (safety, courtesy)	PSVS	
Lesson Three (same as Lesson Two)						
Lesson Four (at putting green) Students will learn and practise skills, rules and etiquette.	Learn, Practise	Direct	Lecture, demonstration	Observation (rules, etiquette)	PSVS	
Lesson Five (at par 3) Students will learn about safety, rules and etiquette in and around clubhouse and golf course.	Learn	Direct	Lecture: tour of clubhouse. Walk 3-4 holes while a 4-some plays	Ask questions Observe student behaviour	PSVS	

Linkages - Grade 11 Golf (con't)

Objectives	Key Verbs	Instructional Strategy	Instructional Method	Assessment Technique	C.E.L.s	Adaptations 1. Task 2. Instruction
Lesson Six (at Par 3) Students will practise what was learned last class.	Practise		Individual assistance	Observation (effort, safety, courtesy)	PSVS	
Lesson Seven (at Par 3) (same as Lesson Six)						
Lesson Eight (at regulation course) Students will learn about rules, safety and etiquette.	Learn	Direct	Lecture and demonstration (have experienced players play 1-2 holes)	Observation (student behaviour: attentiveness, courtesy)	PSVS	
Lesson Nine (at regulation course or Par 3 - students' choice) Students will practise what they have learned.	Practise		Individual assistance	Observation (student behaviour)	PSVS	
Lesson Ten Students will demonstrate in writing what they know.	Demonstrate			Written exam: short answer, essay		

Sample Planning Sheet - Canoeing

Foundational Objective	Specific Learning Objective (Verb)	Instructional Strategy	Instructional Method	Teacher Notes	Assessment Technique	Adaptations	C.E.L.s
Students will identify and demonstrate basic movement patterns and performance cues and explain how they relate to the development of canoeing skills.	Students will be able to apply their knowledge about balance, weight transfer and rotation learned during gymnastics and racquet sports to canoeing.	Direct Instruction Interactive Instruction Experiential Learning	Mastery Lecture Compare and Contrast Discussion Simulation		Rating Scale Checklist (presentation) Checklist Self-Assessment and Peer Assessment		
Students will examine how the behaviour of one individual can affect the quality of an experience for others.	Students will display an understanding of the etiquette of canoeing and how it influences participants' behaviour. Students will be able to justify the rationale for specified rules relating to canoeing.	Interactive Instruction Independent Learning Interactive Instruction	Peer Practice Problem Solving Circle of Knowledge Tutorial Groups Research Project Essay/Report Assigned Questions Learning Activity Package Report/Essay Circle of Knowledge Didactic		Observation Checklists, Anecdotal Records, Rating Scales, Peer and Self-Assessments Teacher and Self-Assessment Rating Scales Rating Scales Observation Checklist, Anecdotal Records, Rating Scales		

Sample Planning Sheet - Canoeing (continued)

Students will extend the movement patterns of balance, weight transfer and rotation to include other lifetime activities.	Students will categorize sports which involve similar movement patterns and performance cues. Students will illustrate the similarities among the categorized sports. Students will evaluate the categorized sports according to personal abilities and needs.	Independent Learning Interactive Instruction Independent Learning Interactive Instruction Indirect Instruction	Report/Essay Circle of Knowledge Problem Solving Discussion Report/Essay Peer Practice Inquiry Problem Solving Reflective Discussion				
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Sample Planning Sheet - Fitness Walking

Foundational Objective	Specific Learning Objective (Verb)	Instructional Strategy	Instructional Method	Teacher Notes	Assessment Technique	Adaptations	C.E.L.s
Students will identify and demonstrate basic movement patterns and performance cues and explain how they relate to the development of walking skills.	Students will apply their knowledge about balance, weight transfer and rotation learned during gymnastics and racquet sports to fitness walking.	Interactive Instruction	Brainstorming		Observation Checklist	Rehabilitate students (lower limb problems) For the extremely skilled and fit athlete (aqua walking)	C
Students will examine how the behaviour of one individual can affect the quality of an experience for others.	Students will be able to work co-operatively and contribute positively in group learning experiences. Students will display an understanding of the etiquette of fitness walking and how it influences participants' behaviour.	Interactive Instruction Interactive Instruction	Cooperative Learning Group Circle of Knowledge		Video with Rating Scale Peer and Teacher Assessment		CCT PSVS
Students will extend the movement patterns of balance, weight transfer and rotation to include other lifetime activities.	Students will categorize sports according to personal abilities and needs. Students will illustrate the similarities among the categorized sports. Students will evaluate the categorized sports according to personal abilities and needs.	Interactive Instruction Indirect Instruction Experiential Learning Indirect Instruction	Brainstorming Concept Mapping Field Observations Reflective Discussion		Teacher Assessment Written Assignment with Checklist Teacher and Self-Assessment Video Oral Presentation - Rating Scale Teacher and Self-Assessment	Cognitive Level changes according to group	CCT C IL C

Planning Sheet -

Foundational Objective	Specific Learning Objective (Verb)	Instructional Strategy	Instructional Method	Teacher Notes	Assessment Technique	Adaptations	C.E.L.s

Linkages - _____

Planning for linkages among: Learning Objectives, Instructional Strategies and Assessment Techniques, incorporating Common Essential Learnings and the Adaptive Dimension

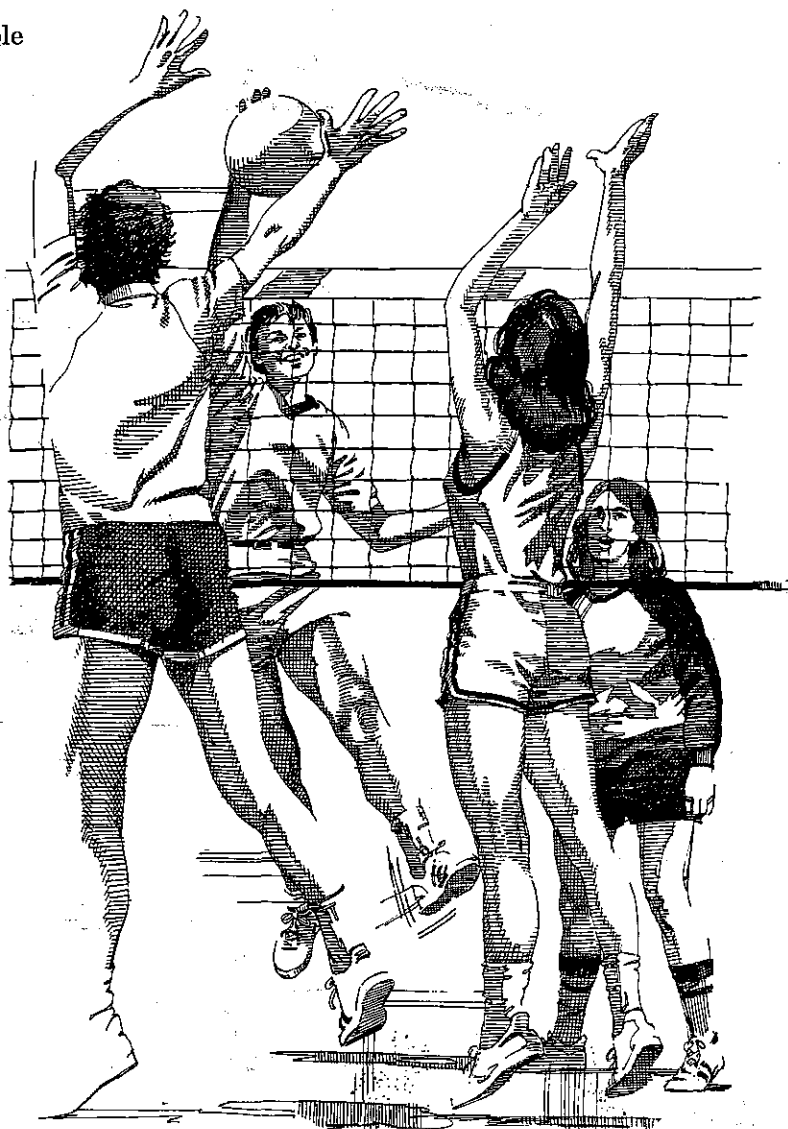
Objectives	Key Verbs	Instructional Strategy	Instructional Method	Assessment Technique	C.E.L.s	Adaptations 1. Task 2. Instruction

Foundational Objectives and Learning Objectives for the Activity Areas

Foundational Objectives and Learning Objectives for the Activity Areas

Introduction

The following pages contain foundational objectives and learning objectives which, when used as the main focus for lesson planning, will assist in meeting the aim and goals of Physical Education 20 and 30. Each activity area has been formatted "spreadsheet" style (that is, the pages are laid out across both pages of the binder). Room has been provided for detailed planning. It is not necessary to attempt to meet all the objectives stated on these pages. In consultation with students, teachers will be able to determine which objectives best deal with individual and group needs.



Aquatics

Foundational Objective:

Students will develop water-related skills in order to be comfortable in an aquatic environment.

Students will develop skills which will promote lifelong recreational activity.

Students will develop an appreciation of and respect for the water environment.

Students will develop an appreciation of the contribution of aquatics to personal fitness.

Learning Objectives:

Students will display an understanding of performance cues related to locomotions.

Students will display an understanding of how locomotions performance cues are specifically related to swimming.

Students will display an understanding of performance cues related to springs, rotations and landings.

Students will display an understanding of how performance cues pertaining to spring, rotations and landings are specifically related to diving.

Students will explain how knowledge about movement patterns and performance cues learned during the aquatics unit can be transferred to other physical activity areas (e.g., educational gymnastics).

Students will explain and demonstrate an understanding of techniques related to self-rescue skills.

Students will explain how to assist those in danger near or in the water.

Students will explain and demonstrate an understanding of safety and lifesaving skills associated with water activities.

Students will explain the benefits of choosing water-related activities to increase or maintain physical fitness levels.

Students will participate in physical fitness-related aquatics activities.

Instructional Strategies/Methods

Teacher Notes

Assessment and Evaluation

Aquatics (continued...)

Foundational Objective:

Students will understand and use the vocabulary associated with water-related activity.

Students will strengthen their understanding of numbers and their interrelationships.

Students will develop intuitive and imaginative thought.

Learning Objectives:

Students will explain the meaning of new terms (e.g., performance cue, movement pattern, locomotions, centre of gravity).

Students will demonstrate an understanding of new vocabulary through the use of concept maps and peer coaching.

Students will use concepts of probability (e.g., chance, risk, likelihood, odds) to enhance their understandings in the area of aquatics and safety.

Students will consider available evidence before drawing conclusions and developing generalizations.

Students will apply generalizations and conclusions to new situations.

**Instructional
Strategies/Methods:**

Teacher Notes**Assessment and Evaluation**

Developmental Games and Sports

Foundational Objective:

Students will develop skills that will enable them to be more comfortable in a games and sports environment.

Students will develop skills which promote lifelong pursuit of activity through games and sports.

Students will develop an appreciation of the contribution games and sports make to personal fitness.

Students will develop an appreciation of the role culture plays in games and sports.

Learning Objectives:

Students will display an understanding of the terminology, rules, safety concepts, movement patterns and performance cues that apply to games and sports.

Students will display increased self-confidence, self-sufficiency and individual initiative.

Students will explain and demonstrate basic movement patterns and performance cues related to games and sports.

Students will demonstrate the ability to transfer knowledge about rules, etiquette and motor skills from one game or sport to another.

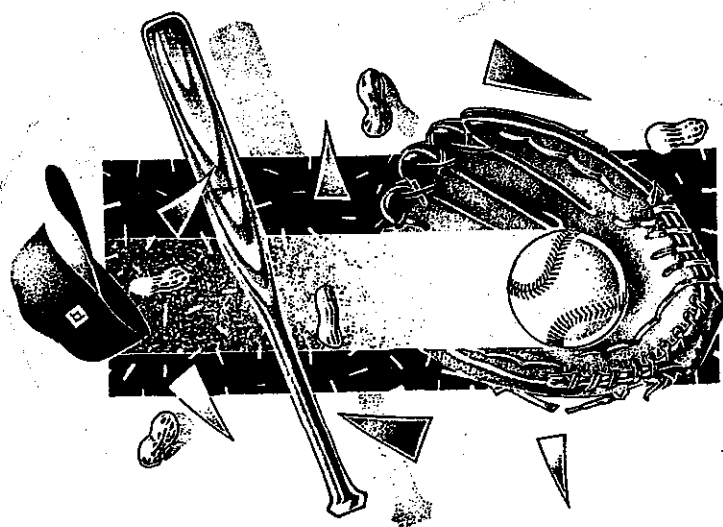
Students will demonstrate the ability to assist others in developing their motor skills.

Students will demonstrate the ability to identify and pursue a variety of fitness-related activities that involve games and sports.

Students will demonstrate an understanding of the role games and sports can play in the achievement and maintenance of personal fitness.

Students will demonstrate an understanding of the origin and history of games and sports as they relate to community and national cultures.

Instructional Methods/Strategies



Educational Gymnastics

Foundational Objectives:

Students will develop skills in order to be comfortable in an educational gymnastics environment.

Students will develop skills which will promote lifelong leisure activity.

Students will develop an appreciation of and respect for the educational gymnastics environment.

Students will develop an appreciation of the contribution of educational gymnastics to personal fitness.

Learning Objectives:

Students will display an understanding of performance cues related to springs, swings, landings, statics and locomotions.

Students will display an understanding of how these movement patterns and their performance cues are specifically related to educational gymnastics.

Students will demonstrate the ability to monitor improvement and set personal performance goals.

Students will explain how knowledge about movement patterns and performance cues learned during the educational gymnastics unit can be transferred to other physical activity areas (e.g., volleyball, basketball).

Students will demonstrate perseverance, self-confidence and individual initiative.

Students will demonstrate the desire to participate willingly.

Students will explain and demonstrate an understanding of the importance of safety, etiquette and the abilities of others.

Students will explain how to assist others in the development of skills.

Students will demonstrate an understanding of the role of educational gymnastics in the achievement and maintenance of personal fitness.

Students will identify and pursue a variety of fitness-related activities that complement educational gymnastics.

Instructional Strategies/Methods

Teacher Notes**Assessment and Evaluation**

Fitness

Foundational Objective:

Students will develop an appreciation of the role physical fitness plays in achieving and maintaining a personal sense of well-being.

Learning Objectives:

Students will explain and use new terminology related to physical fitness.

Students will demonstrate the desire to participate willingly in vigorous physical activities.

Students will demonstrate an understanding of how one's level of personal fitness is related to stress management, healthy eating and choice of leisure activities.

Students will demonstrate the ability to assess and apply acceptable training principles in designing personal programs to improve the health-related components of cardiovascular/respiratory efficiency, muscular strength, muscular endurance, flexibility, body composition and posture.

Instructional Methods/Strategies

Teacher Notes**Assessment and Evaluation**

Outdoor Pursuits

Foundational Objective:

Students will develop skills related to the outdoors which will make them more comfortable in an outdoor environment.

Students will develop skills which promote lifelong outdoor leisure pursuits.

Students will develop an appreciation of and respect for the outdoor environment.

Students will develop an appreciation of the contribution outdoor pursuits make to personal fitness.



Learning Objectives:

Students will display an understanding of the terminology, rules, safety concepts, mechanical principles and current developments that apply to outdoor pursuits.

Students will display increased self-confidence, self-sufficiency and individual initiative.

Students will develop the basic movement patterns and performance cues related to outdoor pursuits.

Students will develop an awareness of the potential of the natural environment for worthwhile lifetime outdoor pursuits in all seasons.

Students will develop an appreciation and respect for the natural environment.

Students will develop social skills that promote acceptable standards of behaviour and positive relationships with each other and the environment.

Students will develop the ability to identify and pursue a variety of fitness-related activities that complement selected outdoor pursuits.

Students will develop an appreciation of the role of outdoor pursuits in the achievement and maintenance of personal fitness.

Instructional Methods/Strategies

Teacher Notes

Assessment and Evaluation

Rhythmics/Dance

Foundational Objective:

Students will develop skills in order to be comfortable in a dance or rhythmics environment.

Students will develop skills that promote lifelong leisure activity.

Students will develop an appreciation of the role culture plays in dance or rhythmics.

Students will develop an appreciation of the contribution of dance or rhythmics to personal fitness.

Students will develop intuitive and imaginative thought.

Learning Objectives:

Students will display an understanding of performance cues related to locomotions, springs, landings and statics.

Students will display an understanding of how these movement patterns and performance cues are specifically related to dance or rhythmics.

Students will explain the meaning of new terms and use them appropriately.

Students will explain how knowledge about movement patterns and performance cues learned during the dance unit can be transferred to other physical activities.

Students will demonstrate the ability to assist others in improving their skills.

Students will demonstrate an understanding of the origin and history of dance as they relate to community and national identity.

Students will explain the benefits of choosing dance or rhythmics related activities to increase or maintain physical fitness levels.

Students will demonstrate the desire to participate willingly in dance or rhythmics activities.

Students will consider available evidence before drawing conclusions and developing generalizations.

Students will apply generalizations and conclusions to new situations.

Instructional Methods/Strategies

Teacher Notes

Assessment and Evaluation

Volunteering

Physical Education 30 contains a volunteering component. The foundational and learning objectives below state the purpose and expected outcomes of this component. Teachers are encouraged to communicate with colleagues in other subject areas. It may be possible for students to complete **one** project that meets the requirements for more than one class; however, it is important that the foundational objectives and learning objectives as stated here are met.

Foundational Objective:

Students will develop an appreciation for the role that young adults can play in the promotion of healthy lifestyles within the community.

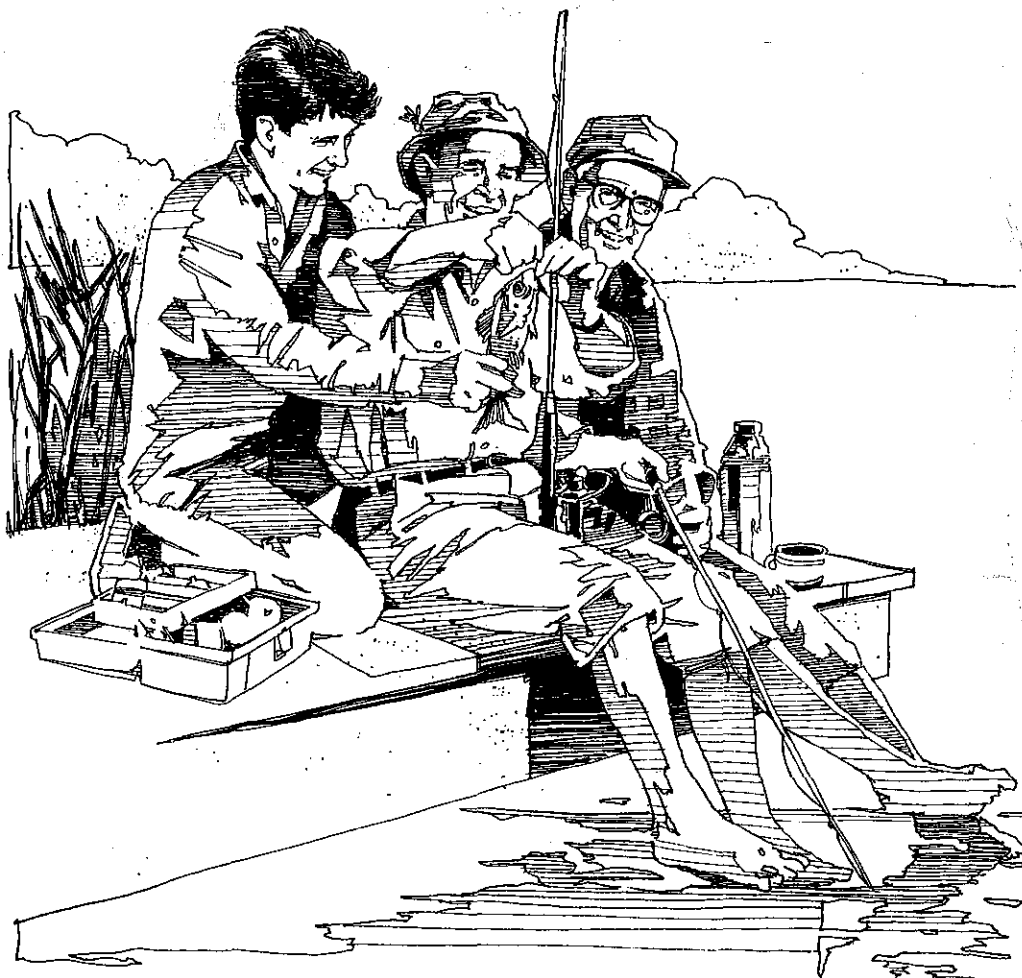
Learning Objectives:

Students will design a project that has the community as its focus with the intent of improving community life.

Students will implement the plan for the project and run it for a specified period of time.

Students will evaluate the project with regard to its success and offer suggestions for improvement if it were to be run again.

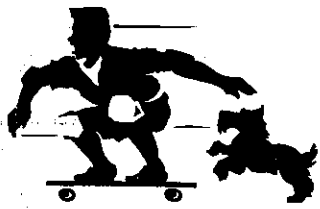
Instructional Strategies/Methods



Teacher Notes

Assessment and Evaluation

Motor Skill Development



Motor Skill Development

Basic Movement Patterns and Performance Cues

"Movement patterns" is the term given to ten basic types of movement the body engages in when participating in physical activity, whether it be walking, climbing trees, skateboarding or pole vaulting. These movement patterns apply to all levels of motor skill ability regardless of whether the participant is a beginner, intermediate or advanced, recreational or competitive, female or male, younger or older.

Sending	Throwing Striking (with hands, with extension of hand or head) Kicking
Receiving	Catching Collecting
Accompanying	Dribbling (with feet, hands, stick handling) Carrying
Evading	Dodging Faking Screening
Locomotions	Repetitive displacements of the body (walk, run, climb, traverse); may involve equipment
Landings	On feet, hands, and while rotating
Statics	Balance (unstable positions) Supports (stable positions) Hangs (shoulder below point of suspension)

Swings	From various body parts From various apparatuses
Rotations	Rotation about one of the primary axes (long, broad, narrow)
Springs	Rapid displacement of the body (from arms or legs)

These movement patterns are broken down into "performance cues" at the beginner, intermediate and advanced levels. Performance cues are valuable for students and teachers. They provide information about specific things to look for when performing a skill in a certain movement pattern area. Turn to page 130 for an example. Look under the headings "Sending" and "Beginner." Note that when a beginner is executing a sending pattern -- and this could mean throwing a ball or frisbee, serving a volleyball or hitting a ball with a bat -- this beginner is primarily concerned with making sure that his or her body faces the direction of the target and that the feet are placed in such a way that the body feels balanced or stable. Page 132 explains this in more detail.

On the other hand, the intermediate student is comfortable with the four performance cues stated under "Beginner" and is focusing on five other cues with a priority placed on weight transfer. The advanced "sender" has the performance cues from Beginner and Intermediate under control and is working on clearing the hips and other more sophisticated performance cues.

Notice something else -- the beginner's performance cues are all related to body and space. This means that the beginner is focusing on two areas:

- how the body looks and very generally what it does when executing a skill (for example, having the body face the direction it wants the object it is sending to go) -- "body"
- paying attention to the area in which the body will perform (for example, the service area for tennis) -- "space"

The intermediate's focus is still on "space" but more on "force." When the focus is on force, this means that the focus is on the application of

power in order to move the body (starting and stopping) or applying power to a game object (badminton smash versus drop shot); however, it is useless for the intermediate student to engage in skill development at that level until the beginner performance cues have been internalized. When performance cues are internalized, it means the person no longer has to consciously think about and concentrate on them.

The same applies to the advanced student. This student is working at this level because the performance cues for beginner and intermediate

are no longer a concern. This student's focus is somewhat on force but more on relationships. Here the focus is on the adjustment made among body, space and force to change or further refine skill performance and strategies (for example, applying appropriate spin on a forehand tennis shot so that it "dies" immediately after bouncing).

This information can be summarized as follows:

If the student is working on performance cues related to

Body

and

Space

then the student is a beginner

If the student is working on performance cues related to

Space

and

Force

then the student is intermediate

If the student is working on performance cues related to

Force

and

Relationships

then the student is advanced

Movement patterns and performance cues have major implications for teaching physical education:

- They provide a quick assessment tool for determining the starting point for each student -- excellent use of the adaptive dimension!
- They provide a template for selecting and creating activities geared specifically for classes that typically contain students who are working at various levels.
- They allow students the opportunity to take control of their own learning and progress. Students are able to determine where they are developmentally and **why** and are able to use this information to help themselves and others improve. This in turn frees the teacher to become more of a **facilitator** for student learning as opposed to the being the main focus in each class.
- They allow for more objective assessment and evaluation of student progress in the motor skill domain. Physical educators will be more confident marking in this area. This eliminates the fear of what is often perceived as the unfair practice of evaluating "athletic ability."

- They fit perfectly with the conceptual approach to teaching motor skills. The conceptual approach enables students to take what they know about one activity and transfer this knowledge to another activity. Ultimately, this means that students will be able to enjoy activities that were not specifically taught in class. It also means they will be able to participate successfully in activities that do not even exist at this point in time!

Lessons and units involving motor skill development are planned through the use of movement patterns and performance cues. Planning this way will increase the chances of students becoming physically educated as opposed to becoming physically trained. **Appendix B** contains a graph which may be photocopied and used to chart the predominant movement patterns for any activity. This will help teachers determine whether all movement patterns are being developed adequately over the course of the year or semester. Samples depicting the movement patterns for tennis and educational gymnastics are provided for illustration.



Performance Cues That Appear Most Frequently

Sending

Beginner

- **Direction of body alignment (base of support)**
- Centre of gravity
- Visual contact
- Point of release or contact
- Limbs in opposition

Intermediate

- **Weight transfer**
- Pre-stretch (wind-up)
- Range of motion
- Length of pre-stretch and followthrough

Advanced

- **Clearing hips**
- Motion/movement adjustment because of velocity
- Action of non-throwing/striking arm

Receiving

Beginner

- **Visual tracking**
- Presentation of target
- Absorption
- Control

Intermediate

- **Range of absorption**
- Hand-eye coordination
- Flight pathway interception point
- Direction of body alignment (base of support)

Advanced

- **Setting up for next move**
- Velocity of motion
- Centre of gravity

Accompanying

Beginner

- **Control**
- Visual contact
- Balance
- Absorption

Intermediate

- **Visual field**
- Protection of game object
- Velocity (coordination of body and game object)

Advanced

- **Adjustment to external variables**
- Pattern variation
- Misdirection (faking)

Evading

Beginner

- **Balance maintained by upper body**
- Visual contact
- Coordination
- Centre of gravity
- Distribution of body weight

Intermediate

- **Change of direction (initiated by foot plant)**
- Push off
- Anticipation

Advanced

- **Misdirections**
- Reaction time
- Peripheral vision
- Kinesthetic awareness

Locomotions

Beginner

- **Foot strike patterns**
- Limbs in opposition
- Direction of body alignment
- Centre of gravity

Intermediate

- **Propulsion**
- Change of direction
- Methods of locomotion (developmental movement patterns)
- Generating velocity

Advanced

- **All body parts**
- Controlling velocity
- Combination of movement patterns

Landings

Beginner

- **Base of support**
- Centre of gravity

Intermediate

- **Absorption of body force/force vectors**
- Body alignment (base of support)
- Pre-stretch (preparation for spring)

Advanced

- **Change of direction**
- Influence of limbs
- Coordination

Statics

Beginner

- **Centre of gravity in relation to base of support**
- Coordination
- Spatial awareness
- Directional forces (force vectors)

Intermediate

- **Kinesthetic awareness (especially in inversion)**
- Mental preparation
- Concentration

Advanced

- **Altering base of support**
- Visual imagery
- Isometric contraction

Swings

Beginner

- **Directional forces (force vectors)**
- Centre of gravity
- Body control
- Spatial awareness

Intermediate

- **Pathways**
- Generating velocity

Advanced

- **Controlling velocity**
- Adjusting/controlling directional forces (force vectors)

Rotations

Beginner

- **Centre of gravity**
- Limbs in motion
- Maintaining equilibrium

Intermediate

- **Directional forces (force vectors)**
- Approach velocity

Advanced

- **Summation of forces**
- Various axes

Springs

Beginner

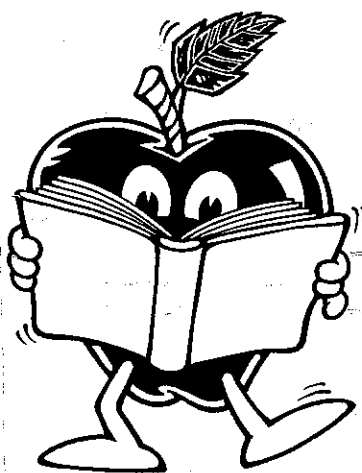
- **Body alignment**
- Centre of gravity
- Pre-stretch
- Release

Intermediate

- **Coordinated limb movement to generate force**
- Range of motion
- Generating velocity
- Controlling directional forces (force vectors)

Advanced

- **Efficiently changing from one force vector to another**
- Controlling velocity
- Optimal angles
- Influence of body parts to change momentum within a force vector



Explanation of Performance Cues

Sending

Sending: Beginner

Direction of Body Alignment

- The body faces in the direction of the target.
- The base of support is wide enough to provide stability. "Base of support" means the body parts in contact with the floor; in this case, the feet.
- Things to know about stability and mobility:
 - When a person is standing, the concentration of body weight is in the upper body. That is, the upper body is heavier than the lower body. This decreases stability because the body is "top heavy."
 - In order to increase stability, the weight would have to be more evenly distributed over the body. This is done by moving the centre of gravity closer to the base of support, namely the feet.
 - Centre of gravity is an imaginary point at which the body weight is equally distributed or balanced. Generally speaking, with males this point is found around the navel. With females, it is about 5 cm lower.
 - Mobility is the ability to initiate movement quickly.
 - Stability is the body firmly fixed, not easily moved.
 - Narrow base of support - less stability, more mobility.
 - Wider base of support - more stability, less mobility.

Limbs (working) in opposition

- This means that a right-handed person will have the left foot forward; a left-handed person will have the right foot forward.
- This allows for more stability during the contact. (The students often say they "feel more comfortable" or that this "feels better" than same arm/same foot.) Try hitting a tennis ball or a badminton shuttle with a "same side" contact or standing with your feet beside each other and you'll see what they mean!

Visual contact

- "Ya cain't hit what ya ain't lookin' at!" In other words, beginner students must actually see the object as it is being struck or thrown.
- Beginners tend to "peek." They look to see where the object has gone **before** they have contacted it.
- Students who have progressed to the intermediate or advanced stages will sometimes get "sloppy" with this performance cue. This requires a return to the basics to find out what has broken down. It may very well be right here.

Point of release or contact

- Beginners need to spend time discovering where the best place is to contact the object.
- The direction an object takes is a line tangent to that in which the racquet face is moving at impact.
- This direction is controlled to a large degree by the wrist ... another reason correct grip is so very, very important.

Sending: Intermediate

Note that these performance cues are based on a progression from beginner cues. It is pointless for a student to move from beginner to intermediate activities when the latter depends so closely on the former! Students need to be provided with activities that allow them to perform at levels appropriate to their abilities. Remember, the class is planned around the students and not the other way around.

Weight Transfer

- The base of support is enlarged by moving the feet into a forward/backward or "staggered" position. An enlarged base of support allows for the transfer of weight in

the direction of the intended target.

- When contact is made with the object, the large muscle groups of the body must be moving in the direction of the target. In order to accomplish this, the weight must move from back to front. This applies to both the body and, for example, the racquet or bat. Effectiveness is lost when the player wants the shot to go to point A but, on contact, the shoulders are pointing at B, the racquet or bat face at C.

Pre-stretch (wind-up)

- If any "oomph" is to be put into the contact, the muscles must be relaxed until contact is made. It is the contracting or tightening of the muscles that gives a release or contact its force. In the advanced stages of motor skill development, the pre-stretch or wind-up is critical in that it allows the student a choice of what kind of skill to use (for example, hard smash/soft drop shot, spike/tip).
- It is critical that balance be maintained. If balance is lost, then the attempt at increasing range of motion and speed of response becomes counterproductive.
- The length of the followthrough often contributes to greater accuracy due to longer time being spent in contact with the object.

Range of motion

- The length of the backswing increases and the whole arc or line that the arm or lever follows enlarges. This allows for more choices when deciding on a skill.
- Maximum range of motion allows for more time between the start of the swing and the contact/release. Thus, the force at contact/release is increased. A player must learn to use range of motion effectively depending on the desired outcome.
- Use of wrist snap also determines force and direction of flight. For example, racquet sports differ in the amount of wrist snap used. More wrist snap will be used during a badminton game than during a tennis game. If wrist snap is to be used effectively, the correct grip must be used at all times!
- Range of motion increases when the wrist is cocked on the backswing.
- Followthrough allows for smooth flow of the skill and allows for appropriate force to be applied to the object. For example, a complete followthrough is used on a tennis serve when the desired outcome is an

unreturnable serve. Less followthrough is used when executing a drop shot in badminton.

- The longer the lever (racquet, arm, leg) at the time of contact or release, the faster the action.
- If a racquet is used as an extension of the arm, the player may hit an object faster and farther than when the arm is bent. This means that the distance the racquet head is from the body has an impact on the shot.
- A squash racquet allows for more leverage because of its length; however, for the inexperienced player, it can become unwieldy. Sometimes the advantage of leverage must be forfeited in favour of more control.

Length of Pre-Stretch and Followthrough

- An increase in the range of motion causes an increase in velocity.

Sending: Advanced

Again, these performance cues depend on the proper execution of the ones in Beginner and Intermediate.

Clearing Hips

- Moving the hips so that the navel faces the direction the object is to go.

Motion/movement adjustment because of velocity

- As muscles are used faster, more force is generated.
- A player comes to realize that large muscle groups (such as shoulders, buttocks) play a major role in applying force. Just because the arm or leg is doing much of the movement does not mean that those muscles are the only or even the primary ones used during a shot. This is a common error.
- How large muscle groups are being used is also a logical place to look when determining the cause(s) of "mechanical breakdowns" by more experienced players. At times, these students find themselves losing their "punch." They have come to rely on weaker muscles to do a "big job." This is usually rectified by a return to the basic performance cues and a review of **why** each one is important.

Action of Non-throwing/Striking Arm

- This arm acts by "pulling" or exerting force in a direction opposite to the throwing/striking arm. This helps with shoulder rotation and adds more force on release/contact. An example would be the volleyball spike.



Receiving

Receiving: Beginner

Visual Tracking

- The eyes must be kept on the approaching object. No peeking. As the eyes watch the object, the body will make adjustments (moving laterally, forward and back). This usually means moving the feet to get into position!

Presentation of target

- The body faces the direction from which the object is coming.

Absorption

- The body moves into position before the object arrives, in preparation for contact.
- Moving the feet to the approaching object instead of simply reaching for it allows for better contact and a faster recovery. Moving the feet keeps the centre of gravity inside the base of support, thereby maintaining stability. More advanced players may develop a "lunge" technique which, unlike a reach, allows the centre of gravity to stay inside the base of support.

Control

- The face of the bat, racquet or stick must not deviate from facing the direction the object is to go once received.
- Proper grip is critical!

Receiving: Intermediate

Range of Absorption

- Refers to the range of motion along the force path before changing the direction of the force. For example, when playing at the net in tennis, if the racquet is held firmly, the ball will go much further when it leaves the racquet than if the shot is "cushioned" a bit. When receiving a ground ball at shortstop in baseball, the ball is "cushioned" in the glove.

Hand-eye coordination

- The student has a better idea of where the object is in relation to the body and racquet, stick or foot. The racquet/stick/foot (instead of the body) ends up being positioned in the space where contact with the object is to occur. Notice how beginners often overrun the object, swing with the racquet/stick/foot too close to the body or end up having to really reach to make contact with the object.

Flight pathway interception point

- Intermediate students are able to judge at what point during the flight of the object contact should be made. A high clear in badminton is contacted while the shuttle is towards the top of the arc; a forehand in tennis is contacted after the ball has bounced and close to the top of its flight path.
- For maximum force, the object must be contacted at the point of highest/farthest reach.
- The player must consider the racquet to be an extension of the arm and make adjustments accordingly. If maximum force is achieved with full extension of the arm, what would the player do to decrease the amount of force? Is there more than one thing a player could do?

Direction of body alignment (base of support)

- With experience and increasing confidence, students are able to gather information from an opponent's body language as well as assessing which shots are the opponent's "favourites." This allows them to use centre of gravity principles more effectively.
- As the centre of gravity moves closer to the edge of the base of support (that is, as the body leans to either side or leans forward or backward), stability is decreased. This factor becomes increasingly important when

students are moving into the advanced stages of motor skill development. They begin to anticipate shots and angles and "cheat" to certain sides of their bodies in order to move quickly in certain directions. They have made a decision to give up some stability in order to become more mobile.

Receiving: Advanced

Setting up for Next Move

- Is the player setting up for rapid execution of his or her next shot? Deception? This decision is made based on "body language" telegraphed from the opposing player plus knowledge of the opposition's strengths and weaknesses. At this level, the player must be able to "read the situation."

Velocity of motion

- With increased velocity, the more exact the reception must be. For example, to receive and return a potential kill shot in racquetball, all performance cues previously discussed will come into play, plus accurate anticipation and reaction on the part of the receiver.

Centre of gravity

- At this level, the player may have to begin absorption of the shot in an off-balance manner.



Accompanying

Accompanying: Beginner

Control

- The student is able to keep the object under

control as she or he moves.

- The student understands, for instance, how hard to contact the soccer ball with the side of the foot without letting it "get away." She or he understands that, when dribbling a basketball and moving quickly down the floor, the player must push the ball a bit ahead each time to prevent bumping into or over-running the ball.

Visual Contact

- "Ya cain't control what ya ain't lookin' at!" In other words, beginning students must actually **see** the hand contact the ball and/or the foot contact the soccer ball.
- beginners tend to "peek". This means they tend to direct their attention towards other stimuli (the player trying to take the ball away, the goal posts at the end of the field) instead of watching, at least peripherally, the object being manipulated. Use of peripheral vision is probably an indicator that the student has moved to the "upper" beginner level for this pattern and possibly even to the intermediate level.
- You may find, too, that students who have progressed to the intermediate or advanced stages will sometimes get "sloppy" with this performance cue. This requires a return to the basics to find out what has broken down. It may very well be right here.

Balance

- The student retains a "balanced" stance so that it is possible to stop quickly, start or change direction while maintaining control of the game object. She or he should be able to stick handle to the left or right and maintain control of the object.

Absorption

- Beginning students will need time to experiment and practise with equipment to see how much absorption is required for certain skill-related outcomes. For example, beginning basketball players tend to slap at the ball instead of allowing the ball to move smoothly upwards from the floor into the softer, slightly cupped hand. Football players need practise to discover that when carrying a football down the field, they must relax when being tackled -- absorbing the force of the hit -- just like the hand absorbed the basketball.

Accompanying: Intermediate

Visual Field

- At the intermediate stage, a student should be able to track the object using peripheral vision while maintaining a broad field of vision (panoramic view of the playing field). It should not be necessary for an intermediate student to have eye contact with the object at all times in order to control or manipulate it properly.

Protection of Game Object

- The game object should be kept close to the body whether it is being carried, kicked or dribbled. The farther the game object is allowed to get away from the body, the greater the chance of the student losing control or possession.
- The student also practises keeping his or her body in between the game object and the closest opposing player.

Velocity Coordination of Body and Game Object

- The body and the game object must work together as a unit. They must move along the playing surface at a rate that keeps the skill being executed under control. For example, the basketball player who is dribbling the ball down the court must keep it not only out in front but dribble it at a rate quickly enough so she or he does not overrun the ball or get too far behind it.
- The player must now be able to change speeds as well as direction while maintaining control of the game object.

Accompanying: Advanced

Adjustment to External Variables

- An advanced student will be able to use cues provided from other players or the specific situation itself to make judgments and then take action. That is, he or she will be able to plan the next move on a proactive rather than reactive basis.

Pattern Variation

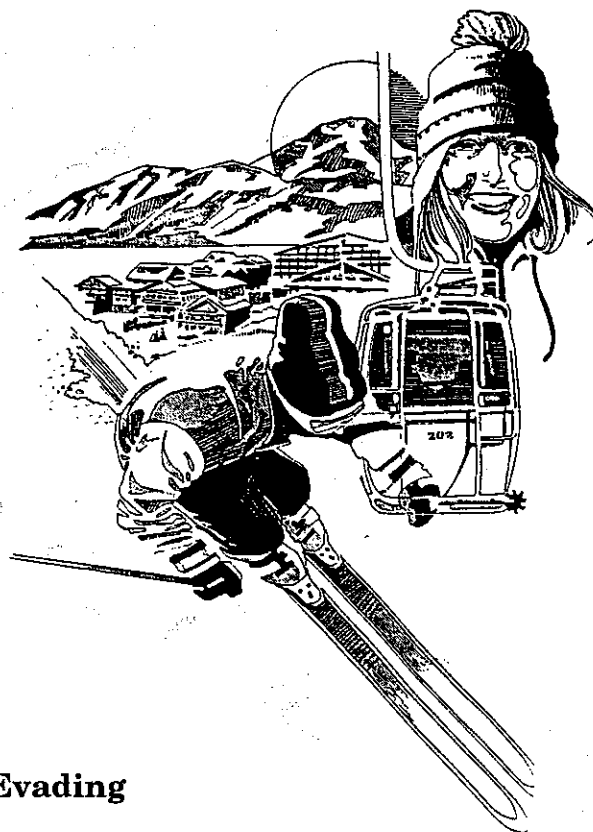
- The player adjusts the accompanying pattern according to various factors and game situations. These factors might include game conditions (for example, late in the period in ice hockey when there is a greater snow build up on the ice) or teammate or opponent

actions.

- The soccer player can vary the distance of the kick as he or she dribbles it down the field. The basketball player may switch from one side of an opponent to the other with a spin dribble and another time use a behind the back dribble.

Misdirection (faking)

- The advanced player is able to assess external cues and use his or her centre of gravity, visual tracking and velocity to fake movement in one direction and go in another.



Evading

Evading: Beginner

Balance Maintained by Upper Body

- The participant will use arm extension and trunk angle to assist in controlling the body during an evasive movement.

Visual Contact

- Beginners will often keep their eyes focused on the direction they intend to go. As their skills develop, they learn to focus on the person they are attempting to evade and use peripheral vision when planning the evasive tactic.

Coordination

- Upper body tilt will "balance out" (compensate) for lower body direction and relative position of the body's centre of gravity.
- Upper limbs will often be operating in opposition to lower limbs. If the left leg is forward, the right arm will often be forward. The upper body generally "reacts" to the lower body.

Distribution of Body Weight

- Beginners tend to "telegraph" the evasive manoeuvre by moving the centre of gravity to the side they intend to go. They soon learn to keep their weight evenly distributed over their feet until the evasive move begins. This equal weight distribution also allows for more effective faking to one side before moving to the other.

Evading: Intermediate

Change of Direction (initiated by foot plant)

- A square corner is sharper and faster than a round one. When planning to change direction of movement, the change in direction is initiated by a definite foot plant. The foot plant creates a pivot point around which the body can move. The foot plant is executed by the foot on the non-evading side.

Push off

- The foot plant assists the body in initiating momentum and direction by allowing a solid point from which to push. The push off helps the student maintain speed while changing direction.

Anticipation

- Intermediate students are performing at a level where they can begin to "read" the situation, picking up cues about the situation. These cues allow them to make informed decisions about what type of evasive manoeuvre to use and when. They are also better able to adjust the speed or force of the evasive manoeuvre.

Evading: Advanced

Misdirections

- The advanced student is able to assess external cues such as the opposition's body

language and use his or her centre of gravity, visual tracking and velocity to fake movement in one direction and then go in another.

Reaction Time

- The advanced student is able to react instantaneously to external cues by processing a lot of information at one time. This information may come in the form of body language from the opposition and past experiences in similar situations. The student uses it to make appropriate decisions. This is commonly called "playing smart."
- Quick reactions allow the participant to maintain his or her overall execution speed.

Peripheral Vision

- The student can use peripheral vision to assess game situations and make decisions. Use of peripheral vision enables the student to appear to give total visual attention to one thing when planning to do something else. For example, the offensive ringette player may focus on an imaginary or real receiver to the left thus giving the defensive player the cue that the ring or the player is preparing to move that way. Anticipating this, the defensive player adjusts his or her position accordingly. This frees up the right side of the ice which, in reality, is the direction the offensive player intended to go in the first place.

Kinesthetic Awareness

- The advanced student has the ability to "feel" where his or her body parts are in relation to the rest without actually looking at them. As the student's skills develop, this awareness extends to include a "feel" for the object (stick, ball, puck) in relation to the body as well as an awareness of other players and their relation to his or her personal space.



Locomotions

Locomotions: Beginner

Foot strike patterns

- moving forward: heel/ball
- moving backward: ball
- moving sideways: ball/heel/ball

Limbs in opposition

- the dominant foot is the power foot (push off).

Direction of body alignment

- The number of cross-over steps used.

Centre of gravity

- The centre of gravity is kept over the base of support.

Locomotions: Intermediate

Propulsion

- Foot strike occurs in the direction of intended movement and occurs with force and "strong intention."

Change of direction

- Plant the foot that is away from the intended direction of movement. This is often called "planting the outside foot."
- Pivoting.

Methods of locomotion

- Get all the limbs moving in the direction the body needs to go.

Generating velocity

- Begin the movement with short, quick steps.

Locomotions: Advanced

All body parts

- Must act as a unit (gracefully).

Controlling velocity

- Stopping quickly.

Combination of movement

- Changing direction quickly.



Landings

Landings: Beginner

Base of Support

- The wider the base of support, the more stability. Beginners often perform landings with both feet or hands contacting the supporting surface (ground, floor, beam) at the same time. The feet are usually spaced about shoulder width apart.

Centre of Gravity

- Upon contact with the supporting surface, the student bends at the waist (drops his or her centre of gravity). Remember, the closer the centre of gravity is to the base of support (the closer the mid-section is to the feet or hands) the greater the stability.
- At the beginner level the centre of gravity is usually over the base of support. If for some reason this is not the case, the arms or upper body tilt often compensate to maintain balance.

Landings: Intermediate

Absorption of Body Force/Force Vectors

- Typically, the greater the force vector to be absorbed, the greater the range of motion to absorb that force. For example, a person will often lower the centre of gravity more by bending at the knees and hips when landing from a height of 2 metres than when landing from a 1/3 metre height.

Body Alignment (base of support)

- The student is able to perform successfully with a narrower base of support. This is

most often achieved by "extending" the base of support in the direction of the horizontal force vector (a one-foot stop (landing) or changing direction with a foot plant when evading).

Pre-stretch (preparation for spring)

- After the landing has occurred, there is a relaxing of large and small muscle groups. This relaxation phase is necessary as the student often is immediately preparing for another move such as a spring. In order for the student to generate any kind of "oomph," the muscles must be relaxed so that they can then contract and generate force.

Landings: Advanced

Change of Direction

- The advanced participant will often land so that he or she is ready to change direction. This change of direction frequently involves vertical and horizontal force vectors (approach to volleyball spike, second basemen's pivot on a double play throw to first base).

Influence of Limbs

- At the advanced level, the student learns to use his or her limbs for stability on the landing. For example, holding the arms out in front of the body while absorbing the force of the landing increases the likelihood that the individual will maintain balance. This is often demonstrated in vaulting activities, ski jumping, long and triple jumping.

Coordination

- This refers to coordinating the various body parts so that the body stays under control without a significant loss in speed or force. This is especially important when preparing to change the direction of a force vector (from horizontal to vertical or vertical to horizontal).



Statics

Statics: Beginner

Centre of Gravity in Relation to Base of Support

- Beginners need to focus on keeping the centre of gravity well inside the base of support for maximum stability.
- The larger the base of support, the easier it is to maintain balance.
- An example would be a headstand where a triangle formed by the head and hands forms the base of support and the hips are kept in an area above that triangle.

Coordination

- The trunk and all limbs must be coordinated and work in opposition in order to maintain a static or dynamic balance.

Spatial Awareness

- The beginner finds it necessary to focus on where his or her trunk and limbs are in relation to a confined space. The beginner finds it easier to perform statics that keep all

parts of the body close to each other.

Directional Forces (force vectors)

- At the beginner level the force vectors are usually unidirectional (if they are horizontal they all go in the same horizontal direction).

Statics: Intermediate

Kinesthetic Awareness (especially in inversion)

- The intermediate student focuses on what the trunk and limbs are doing in relation to each other and space in general.
- Kinesthetic awareness is particularly important when performing in the inverted or "upside down" position. It is not uncommon for students to experience a sense of confusion when working in the inverted position due to new visual and sensory cues.
- The limbs are often operating in opposition to each other (left foot and right arm forward).

Mental Preparation

- Statics at the intermediate level require students to have a well defined picture in their minds of the activity to be performed. Visualization helps the students make a mental commitment to the skill and increases the chances of success.

Concentration

- Because the intermediate student is working with an increasing number of variables, it is critical that she or he focus totally on what is to be performed. Outside distractions are generally counterproductive.

Statics: Advanced

Altering Base of Support

- An advanced student is able to maintain his or her centre of gravity over a smaller base of support and still maintain balance.
- An example would be a one-handed handstand. The base of support (the size of the supporting hand) is very small.
- Hanging rearways (buttocks facing up) on the rings with the body parallel to the floor puts the centre of gravity below the base of support (the hands clasping the rings). Regardless, the premise remains the same: the centre of gravity must remain over the base of support to maintain balance.

Visual Imagery

- A mental picture of the performance is created by the student. She or he visualizes the proper execution of the activity, often reviewing it a number of times.
- This prepares the muscles to perform an activity which the mind has already rehearsed.

Isometric Contraction

- Statics are both motionless and sustained. The student learns to use strong, tight muscles to hold the trunk and limbs in an immobile position.

Swings

Swings: Beginner

Directional Forces (force vectors)

- "Fixed centre" refers to the point(s) where the body is in contact with the bar.
- The student is aware of the centrifugal force that pulls his or her body away from the "fixed" centre of the swing and is able to manage that force.

Centre of Gravity

- The centre of gravity is kept as far from the base as possible to maximize the effect of gravitational pull.
- At the height of a 360° swing the centre of gravity is kept at the maximum height of the bar.

Body Control

- The beginner is able to control force vectors by changing the centre of gravity during the swing.

Spatial Awareness

- The beginner is able to discern where the swing will "take" him or her. Is the space large enough for the swing? Will the swing be suitable for the desired effect?

Swings: Intermediate

Pathways

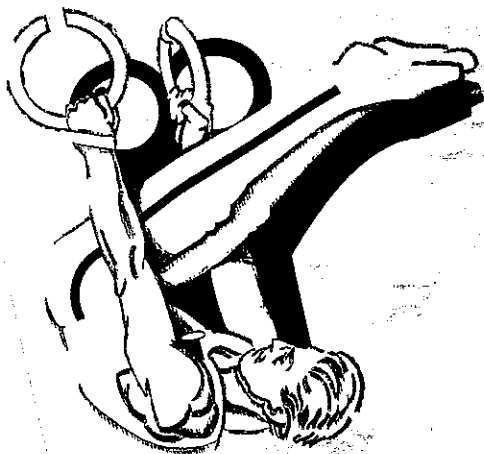
- In order to maintain a pathway, velocity must be maintained.

Generating Velocity

- Swing velocity increases as the centre of

gravity moves closer to the "fixed centre" of swing.

- Swing velocity can be generated by pivoting the body at major joints (hips and knees).



Swings: Advanced

Controlling Velocity

- The advanced student is able to increase or decrease velocity by extending or shortening the body (piking or bending at the knees and hips).

Adjusting/Controlling Directional Forces (force vectors)

- Changing grip at the same time the swing velocity dissipates allows for a change/reversal in swing direction.

Rotations

Rotations: Beginner

Centre of Gravity

- The centre of gravity must rotate around the axis of rotation.

Limbs in Motion

- Keeping limbs close to the body helps to stabilize the rotation.

Maintaining Equilibrium

- All body parts must remain in rotational line in order to maintain the dynamic balance or "equilibrium" of the rotation.

Rotations: Intermediate

Directional Forces (force vectors)

- The closer the centre of gravity is to the rotational axis the greater will be the rotational velocity.

Approach Velocity

- The effect of approach velocity can be increased by "tightening" the rotation (making the body smaller). This effect can be lessened by lengthening the rotation (straightening the body).

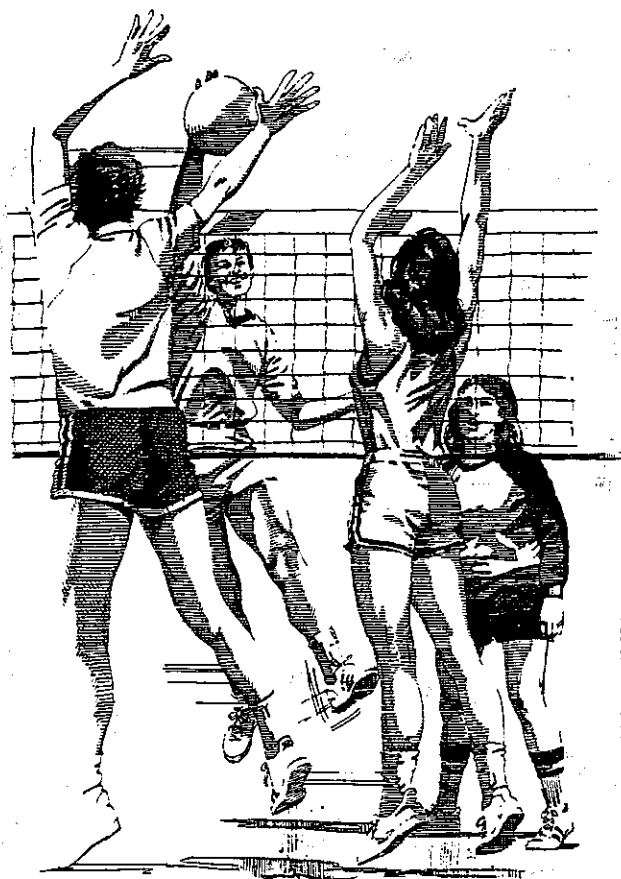
Rotations: Advanced

Summation of Forces

- Centrifugal force increases as rotational velocity increases. As these two forces increase, control of the body during rotation is more demanding.

Various Axes

- In order to rotate successfully around two axes simultaneously (for example, a twisting flip) pathways and velocity are critical considerations.



Springs

Springs: Beginner

Body Alignment

- The body should be in a ready position facing the intended direction of the spring.

Centre of Gravity

- The body's centre of gravity should be positioned over the base of support.

Pre-Stretch

- The student will bend at the knees and hips so that the quadriceps are stretched. Heels may be raised off the contact surface.

Release

- The legs are forcefully straightened to propel the body upward.

Springs: Intermediate

Coordinated Limb Movement to Generate Force

- The legs extending and the arms moving

through a full range of motion (from back to front) will assist the student with generation of force. The pre-stretch is simultaneously, forcefully released in these body parts. The arms drive upward as the legs are straightened.

Range of Motion

- The arms are used to assist the body into and through the spring. The greater the range of motion of the arms and the more acute the angles at the hips and knees, the greater will be the range of motion.

Generating Velocity

- The centre of gravity is dropped prior to the spring.
- The greater the range of motion the greater is the velocity/height or distance of the spring potential.

Controlling Directional Forces (force vectors)

- The angle of release or projection will assist in determining the direction of the spring.

Springs: Advanced

Efficiently Changing from one Force Vector to Another

- A participant often absorbs some of the horizontal force vector by going into a partial crouch (pre-stretching) before springing for height (vertical force vector). Examples would be spiking in volleyball, approach and take off in high jump.

Controlling Velocity

- Velocity can be controlled by the extent of pre-stretch, arm action and explosiveness of release.

Optimal Angles

- The optimal angle of release when springing for distance (45°) is different than when springing for height (90°).

Influence of Body Parts to Change Momentum Within a Force Vector

- The motion of limbs can assist in extending the force vector (for example, followthrough when performing a sending skill or the "running in the air" action during the long jump).

A Conceptual Approach to Teaching Racquet Skills



A Conceptual Approach to Teaching Racquet Skills

Considerations for Effective Teaching

Anyone who has ever participated in a number of different sports, whether competitively or on a recreational level, eventually discovers that there is considerable "overlap" from one activity to another. That is, there are certain principles of movement, certain rules and etiquette and so on, that carry over from activity to activity.

Overlap enables a person to participate in a "new" activity (such as racquetball) by transferring what is known about a familiar activity (such as badminton). Taking that one step further, this overlap enables people to more easily use what they know about one activity (for example, golf) and apply it to one that does not, at first glance, seem at all similar (for example, ringette). **It is not necessary for a person to have instruction in every single sport before being able to experience success in**

at least a few of them. It is this conceptual framework that must be focused upon when designing lessons related to learning racquet skills.

By the conclusion of a racquets unit, students should be able to enjoy participating in various activities requiring the use of a racquet (for example, badminton, tennis, squash, racquetball, pickleball). This is accomplished without having to receive instruction in each sport. Students should be able to transfer much of what has been learned -- "the basics" -- from one specific sport to others. This is referred to as "transfer of learning."

If transfer of learning is to take place, it is critical that we incorporate into our lessons opportunities for students to receive basic instruction. More than that, however, **our students need the chance to discover what works for them and why. Transfer of learning results when an individual understands what is happening and, just as importantly, why.** In this way, a movement pattern or performance cue can be taken from the specific setting in which it was learned and transferred to another setting.

When we isolate one activity from another without planning for the connections to be made from one to the next, we deprive our students of the basis to transfer previous learning to the next new activity. In a "typical" badminton unit, for example, we often begin with the stance, grip and footwork. From there, we move to various strokes, including technique and use these during a game situation. Somewhere along the line, rules and etiquette are added. At the end of the badminton unit the students put away their racquets and shuttles, often forgetting everything they know as soon as "The Exam" is written ... and, lo and behold, when the tennis unit begins some time later, what does the unit consist of? That's right: the stance, the grip ... you get the picture. Often, many students get a sense of, "Haven't I been here before?" but are not quite sure why the tennis unit "feels" a lot like the badminton one. Transfer of learning is trying to happen; it simply hasn't had the chance.

Yes, stance, grip and so on are the skills students must be familiar with in order to play a game that is both enjoyable to themselves and to those with whom they play; however, we can do so

much more than simply prepare students to play one game: we can provide them with the movement patterns and performance cues necessary to participate in a number of activities, thus more effectively broadening their knowledge base in the area of lifetime activity.

Let us look at this more specifically. The "basics" of the ready position for racquetball are quite similar to those for squash, badminton and other racquet sports. The grip for badminton is very similar to that used in pickleball. There are many similarities. So, what does all this mean when it comes to planning lessons? It means when the students are learning about getting ready to receive or return a moving object, we **plan** for them to experience this in and through a **variety** of sports areas.

The class whose equipment includes badminton racquets and racquetball racquets and pickleball racquets uses all of them during the racquets unit, sometimes during the same class period. The students experience the fact that the ready position is the ready position is the ready position. It does not have to be "retaught" over and over. A racquetball racquet is simply traded for a badminton racquet when working on grip and so on. (This approach obviously applies to a multitude of skill-related situations.)

On the other hand, the class with less equipment makes arrangements, well ahead of time, to use another school's or arranges for students to view films on the unaccessible activities, discussing and analyzing what they see ... whatever it takes. This is called "dryland training."

Another important consideration is the fact that a conceptual approach to teaching allows students to progress at their own rates. Gone is the need for the less talented or less experienced student to "keep up" with the more gifted. Conversely, the student who has been a provincial badminton champion can participate in a "basics" review with the rest of the class, become familiar with the vocabulary and skills needed for peer coaching, and then move on to bigger challenges. She or he even has the option (perhaps "encouraged" by the teacher) of working on new skills, using equipment from another activity area. The badminton champion may want to work on basic fundamentals using racquetball equipment. This makes the student a beginner all over again and the challenges are

almost endless.

A strength of this type of approach is that students are able to build on what they already know plus incorporate new skills they have had a role in discovering, adapting and practising. This results in students who are motivated by previous successes to pursue further challenges. These individuals truly become lifelong learners, capable of using physical activity to achieve and maintain healthy, active lifestyles.

In this racquets package you have been provided with the movement patterns and performance cues basic to racquet sports in general. You have also been provided with access to sample drills and activities. Some very important resources containing information that will help you "flesh out" your lesson outlines are found in the Bibliography.

Familiarize yourself with available material first. This will give you a far better idea of where you are headed. Once your unit has been developed and classes have begun, you will begin to see the results of your efforts: students who are beginning to internalize and use what they know, even when confronted with challenges that, at first glance, seem quite foreign to them.

Incorporating the Adaptive Dimension into the Racquets Package

The information under *Learners with Special Needs* in the **Components and Initiatives of Core Curriculum** section gives examples of things a teacher can do to assist in integrating physically and mentally disabled students into the regular class.

By using the resources found in your Bibliography, available resource personnel, plus some common sense and creativity, you will be able to deal with the wide range of abilities so commonly encountered within a classroom.

Planning A Racquets Unit

Below is a sequenced planning outline for a racquets unit. It will provide a template from which to develop lessons and future units.

1. **Share with the students the purposes of this racquets unit.** For example:
 - introduction to new lifelong physical activities
 - transfer of learning (via the use of performance cues) from one racquet sport to the others
 - transferring movement patterns and performance cues from racquet sports to other activities
 - observable and measurable improvement in motor skills performance
 - learning of skills necessary in helping others improve their performances (peer coaching)

In order to peer coach, students will need a working vocabulary from which to begin. **(Avoid being misled into thinking that the naturally motor gifted or more experienced players are automatically able to peer coach. Being able to execute a skill and being able to teach someone else are two entirely different things! As a matter of fact, teachers may well find that their best "coaches" will come from the students who really had to struggle with their skills development.)**

Students will probably have to spend the first few classes together as a group while the teacher continuously reviews and reinforces what is meant by "peer coaching," how students will be seeing improvement in their own skill levels, their responsibilities to their coaching partners and necessary vocabulary.

Also, as students begin to understand the rationale for everyone beginning from the points they are currently at, the teacher will be able to spend time simply having them hit balls up against the wall, rally with shuttles and so on ... whatever it takes to see each person make a large number of contacts.

While developing skills using racquets, **students will have several responsibilities, a major one being the ability to help others improve their skill levels.** While **facilitating** their skill development, the teacher will be able to inform

them ahead of time of the criteria upon which communication and social skills will be assessed and evaluated.

2. **Assess students' starting points.**

The purpose here is to determine students' starting points: pre-control, transition, control, utilization, proficiency. Surprisingly enough, this does not take long. The pre-control students will be obvious almost immediately, as will the utilization and proficiency individuals. This will give teachers time to concentrate on the transition and control students. Classes will **not** necessarily consist of the same number of students in each group. Numbers will be dependent on students' past experiences and familiarity with the activity.

In order to classify each student, try using the following definitions:

Pre-control (Beginner)

- virtually no control
- haphazard
- accidental successes
- no two attempts look alike

Transition (Fluctuates between pre-control and control)

- fluctuation between pre-control and control but with an observable tendency to execute more actions in the control mode

Control (Novice)

- more frequent successes
- attempts begin to look alike
- still requires intense concentration

Utilization (Intermediate)

- skill ready to use in combination with other skills
- consistent performance

Proficiency (Advanced)

- high level of ability
- fluid
- uses skills in a variety of situations
- movements seem effortless

When classifications have been completed, take the time to make sure that students understand the advantages of starting and working at their own rates and how this necessitates the teacher taking the responsibility for finding their

starting points. (Once students become comfortable with the terms and their meanings, they can help a lot when it comes to their own classifications for future activities.)

3. Plan activities to accommodate the students' various starting points.

Once students understand the vocabulary they will be using during peer coaching, the purposes of peer coaching and the teacher's role in the whole scheme of things, it is time for the students to look at how their own bodies are doing in relation to the performance cues that apply to their own starting points. Allow them **time** -- time to develop some sort of kinesthetic awareness, which is the body's awareness of what various parts of the body (such as arms, hands, trunk) are doing at any given time and what they are doing in relation to each other.

Allow students time to work with their peer coaches, analyzing their motor skill strengths and weaknesses according to appropriate vocabulary. There is some advantage to pairing students up according to identical starting points, as both will be able to engage in the same activity; however, depending on availability of space, length of class, and equipment, there is also something to be said about the pairs being made up of individuals with two different starting points: for instance, teachers will be able to tell if the proficiency player really knows what he or she is doing, and why, by pairing that student with a transition player. Listen to and watch the communication between the two ... there's nothing like trying to teach something to a "beginner" to find out if a person really knows what he or she is talking about!

4. Assessment and Evaluation.

Teachers should remember that they are **facilitating** this class! If teachers resist the temptation to constantly run in and "fix" things for students, whether it be incorrect weight transfer or a communication problem during a peer coaching situation, then they can spend time using checklists, rating scales and anecdotal records to assess students' progress. Use of a video camera as a feedback instrument can be a great asset. Students can tape their movements and then discuss what they see according to performance cues.

Video tapes can also be used for more formal evaluation. For instance, students may be instructed to take X number of swings, serves, whatever, and then select the three best and explain, in writing, why these three were chosen. This gives teachers more time to look at each student's skills outside class time. Take things one step further. Quality of evaluation could be further improved if the students could tape themselves at the start of the unit and at the end. Simple observation and correct use of a performance checklist would effectively indicate improvement.

The following information includes activities that could be used in moving students from one starting point to a more sophisticated level of performance. In addition, suggested instruments on the assessment of communication skills, cooperation and more are provided in the **Templates for Assessment and Evaluation** section of this guide.

When working with motor skills related largely to sending, receiving and locomotions -- racquet sports being a prime example -- we must remember to deal with two **very important** skills that occur before contact with the object every occurs. These are **grip** and **preparing to move**. Many students would have much less trouble making quality contacts if they only knew how to get there to make the contact! Both of these skills are related to body and space.

Keeping this in mind, every student in the class will be included somewhere in the developmental scheme of things. Teachers will likely find that students in any class will often fall into three general ability categories: those who are "out of control" (pre-control or beginner); those at the other end of the range who are already very adept at certain motor skills and can benefit from more refinement (proficiency or advanced); and finally, those in the middle who have had some previous experience in that motor skill area or simply have a "feel" for what should be happening with their bodies as they perform skills (control or intermediate).

One of teachers' major responsibilities is to provide these students with a plan of action **through activity** that will allow for **observable, measurable improvement** and feelings of success; however, knowing that the "typical" class is usually made up of three

classifications of students, this should put to rest the frightening perception of a class where 30 students are doing 30 different activities, all at the same time!

When selecting activities to match the abilities of students, be very conscious of the performance cues being worked on by the beginner, intermediate and advanced student. These performance cues are the keys to selecting appropriate activities for your students. Refer to the **Motor Skill Development** section for additional information.

Grip

Success with racquet sports begins right here!

Self-discipline on the part of the student and perseverance on the teacher's part, plus **practise, practise, practise with the proper grip** will certainly improve performance and increase the amount of fun and degree of personal satisfaction.

When working on grip, beginners or those who have developed poor habits may find the proper techniques uncomfortable for the first while. **Insist that the students "stick with it"!** Do not allow undesirable grips to creep into students' skill repertoires.

Keep in mind that more experienced players will have developed their own little "techniques" when performing certain skills. If such a student is experiencing success and teachers **do not anticipate any problems with the development of future skills** (this can be determined by checking the student's performance cues), avoid making major changes. Remember: "if it isn't broken, don't fix it."

Points to teach, review and reinforce:

- Proper grip is critical. It allows for correct rotation of the wrist when needed and allows for the necessary relaxed state before contact.
- How an object reacts after it has been hit depends on how stable the striking surface is. The racquet face must be firm. Firmness is determined by the strings and by the grip. Note that firmness is important, not tightness. Beginners often use a "death grip" on their racquets. This is a tension so tight that the muscles in the wrist and forearm are

not able to relax. This can often be detected by the white colour of the knuckles.

Sample Activities:

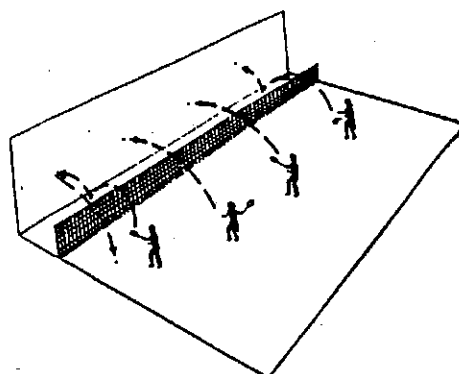
Balloonminton

Simply substitute a balloon for a shuttle. This slows the game down so that the beginner has the time to concentrate on grip and preparation for hitting the object.

Following is a tennis activity for those making the transition from beginner into intermediate. Here space and force become important.

Hit the Target

The object of this game is for players to use racquets to hit a ball over a net onto the wall and keep it going for a specified time period or number of hits. Players should be encouraged to move the feet into a position so that the majority of shots are forehand; second choice is backhand; discourage overhead shots as they are difficult to control and are not as "game related."



Alternatives:

- use a variety of balls (nylon, Nerf, tennis)
- change the height of the net or rope
- increase the distance between the net or rope and wall

What if you placed a target on the wall?

Could you allow only volley shots over the net or rope?

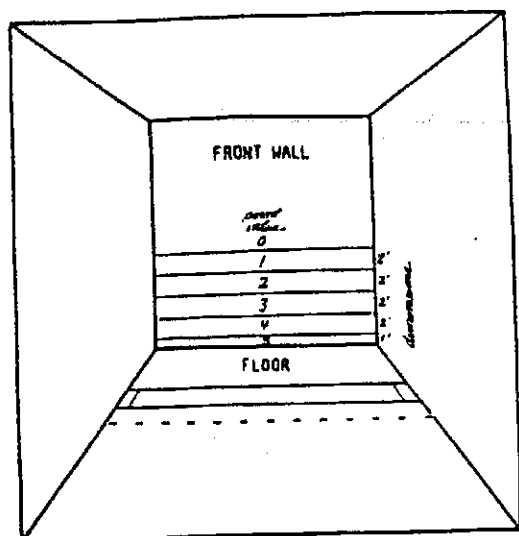
What would happen if you added a second net or rope parallel to the first one?

Here is an activity for "intermediate-moving-into-advanced" (transition) racquetball players. Success relies heavily on relationships (the relationships between the body, object, racquet and court).

Back Wall Play Test

This helps the player assess her or his ability to play balls that have rebounded off the back wall.

Set up the front wall like this:



Instructions to student:

You are to stand in the three-quarter court position facing the front wall. Your partner will provide you with 10 set-up shots by either hitting the ball onto the front wall hard enough to rebound off the back wall after one bounce on the floor or by tossing the ball at a 45 degree angle onto the floor about 1 metre from the back wall. Your task is to move into position and return the ball offensively (kill shot) to the front wall. The ball may strike either side wall during the flight to the front wall as long as it does not strike the floor before reaching the front wall.

Scoring:

Total your eight highest scores. The point value for each shot is the value indicated where the ball strikes the front wall. Shots landing on a line should be awarded the higher point value.

Basic Movement Patterns and Performance Cues Related to Racquet Sports

Sending

Beginner

- direction of body alignment (base of support)
- centre of gravity
- visual contact
- point of release or contact

Intermediate

- weight transfer
- limbs in opposition
- pre-stretch (wind-up)
- range of motion
- length of pre-stretch and followthrough

Advanced

- clearing hips
- motion/movement adjustment because of velocity
- action of non-throwing/striking arm

Receiving

Beginner

- visual tracking
- presentation of target
- absorption
- control

Intermediate

- range of absorption
- hand-eye coordination
- flight pathway interception point
- direction of body alignment (base of support)

Advanced

- setting up for next move
- velocity of motion
- centre of gravity

Locomotions

Beginner

- foot strike patterns
- limbs in opposition
- direction of body alignment
- centre of gravity

Intermediate

- propulsion
- change of direction
- methods of locomotion
- generating velocity

Advanced

- all body parts
- controlling velocity
- combination of movement patterns

See the Motor Skill Development section for detailed explanations of each performance cue.

Teacher Resources

Teacher Resources

This section contains information which may prove helpful during the year or semester:

- The page entitled *Information to Caregivers about Secondary Level Physical Education* may be used as a mailout or handout to parents. This information will help them understand the context around which classes will be planned, assessed and evaluated.
- The *Student Information Sheet* will provide teachers with health-related information about students.
- The *Safety and Liability* section gives general guidance to teachers about issues dealing with transporting students, parent waiver forms and so on.
- *Stretching With Towels or Ropes* and *Passive Stretching* provide current information on appropriate individual and partner stretching techniques.
- *Designing a Circuit* gives teachers guidelines and suggestions for planning a cardiovascular circuit.



Information to Caregivers about Secondary Level Physical Education

What is Secondary Level Physical Education?

Secondary Level physical education is an elective subject throughout the province of Saskatchewan. It provides students with the opportunity to participate in regular physical activity, to develop sport skills for use throughout their lives and to develop positive attitudes toward physical activity as a part of day-to-day living.

Why is Physical Education Important?

Society today presents significant challenges with respect to lifestyle choices of Canadians. One of these choices is regular physical activity. There is an important link between regular physical activity, healthy self-concept and quality of life. Through Secondary physical education programs, teachers have the opportunity to have an impact on young adults by educating and exciting them about pursuing active, healthy lifestyles. Parents and teachers appreciate the role physical education programs play in the development of students who will be physically, emotionally, intellectually and spiritually prepared to meet society's vigorous demands.

What Will Students Learn?

Students develop skills in the following activity areas:

- aquatics
- developmental games and sports
- educational gymnastics
- fitness
- outdoor pursuits
- rhythmic/dance

Lessons will be planned so that **all** students, regardless of natural "athletic ability," can participate in activities which match their comfort and ability levels.

How Will Students Be Evaluated?

Students will be evaluated in three main areas:

- knowledge (about physical activity and physical fitness)
- performance (development of skills in the activity areas stated previously)
- attitude (social behaviour, personal and group safety, etc.)

Grade 12 students will participate in a community volunteering component. A variety of methods will be used to arrive at a mark. Examples could be presentations, demonstrations, written assignments, self-assessment, peer assessment, action plans and rating scales.

How Can I Support Secondary Physical Education?

At home, offer support when the student is working on written assignments, projects, and actions plans. Participate with the student in sporting and leisure activities. Be a role model for healthy living so that the student can pattern himself or herself after you.

Student Information Sheet

Student Name: _____

Teacher Name: _____

Date: _____

Age: _____

Address: _____

Phone: _____

Name(s) of parent(s)/guardian(s): _____

Address: _____

Phone: (Home) _____ (Work) _____

Ask for: _____

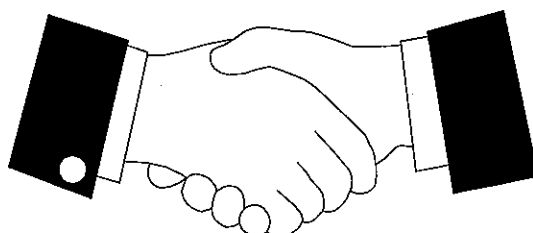
Family Doctor Name: _____

Phone: _____

Hospitalization Number: _____

Other medical coverage: _____

Significant allergies, illnesses, injuries, medications: _____



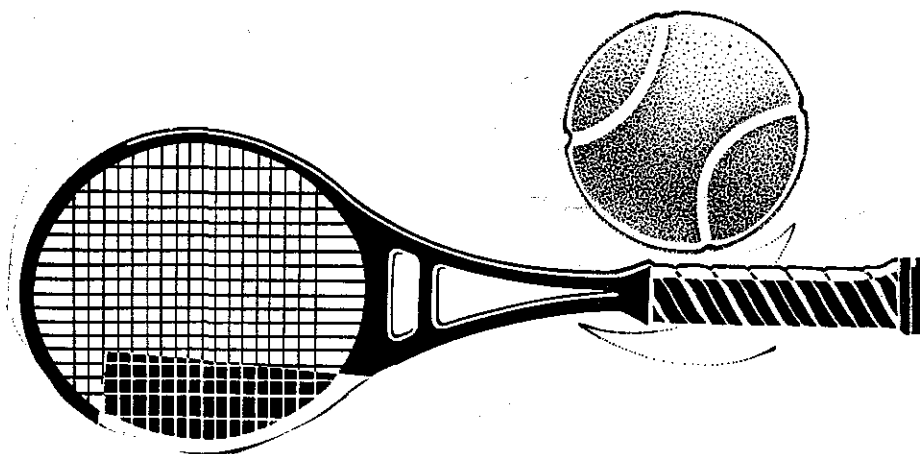
Safety and Liability

NOTE: The information in this section is to be taken as general information only. It is not to be considered as legal advice. School personnel are encouraged to consult a solicitor regarding specific concerns.

Safety

A physical education program provides an excellent opportunity to promote good health practices as well as to develop suitable attitudes towards regular physical activity. Following is a sample illness or injury report form and a discussion of safeguards and liability. Teachers of physical education are encouraged to contact their administrations about policies relating to suitable attire, personal hygiene, illness and injury and general safety regulations. This information should be made known to students and their parents.

Adequate first aid supplies should be kept in every school. Teachers and students should know where these supplies are kept and how to use them. The school should have an accident procedure policy. Schools wishing to arrange for further instruction in first aid might contact organizations such as St. John Ambulance or the Canadian Red Cross.



Sample Illness/Injury Report Form

School _____ Phone # _____

Principal _____

Teacher _____

Doctor _____ Phone # _____

Dear Doctor:

Our school's physical education program is geared towards student participation on a regular basis. We offer a wide range of activities from traditional sports such as volleyball and basketball to cross country skiing, cycling and hiking. Each class contains a warmup and a cooldown.

The Canadian Medical Association recommends that doctors handle student or parent requests in such a way as to promote the student's **continued** participation in physical education classes. You can assist our program and contribute to its importance by **avoiding blanket statements which would excuse this student from all parts of the class unless necessary.**

Please answer the following:

1. Name of Student _____

2. Date of Appointment _____

3. Activities student may participate in:

Comments:

Stretching

Light cardiovascular

Moderate cardiovascular

Strengthening (eg. sit-ups,
push-ups)

Running

Jumping

Throwing

Please indicate how long this is in effect: from _____ to _____

4. Other Comments:

5. Student's next appointment date _____

Doctor's signature _____

Preventive Safeguards

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All students require physical activity. Attainment of objectives as set out in this document and careful adherence to safety procedures established by the school will provide both a safe environment and the opportunity for lots of activity. There are general implications relating to injury prevention that are applicable to all grades. If the following basic measures are taken, chances of injury will decrease:

- Maintain playground and gymnasium equipment in proper working order. Immediately repair defective equipment or remove it from the play area. Provide safe instructional play areas. The size of the instructional area should meet the standards established by provincial and local authorities and be free from physical hazards and known nuisances. When it is impossible to remove potential hazards, safety rules should be established and enforced.
- Introduce activities appropriate to the skill level of the participant. Follow educationally sound teaching practices; **never require a student to perform a skill beyond his or her capabilities.**
- Provide adequate supervision for any scheduled physical education activity. This implies that recess and noon hour activities are adequately supervised according to a desirable pupil-teacher ratio. These matters should be addressed by school or school board policy.
- Become informed about the school's procedures regarding sufficient notice about the special needs and abilities of your students.

By its very nature, physical education is at a higher risk for student injury. Because activity is vital to the normal growth and development of every student, **avoid eliminating activities from the program because of a fear of injury.** Instead, use wisdom and prudence in the selection and supervision of activities and choice(s) of instruction.

School boards might require that physical educators hold proper qualifications for instruction in the physical domain. These qualifications might include professional training in the core areas of the curriculum. Simply having teaching certification is no guarantee of the skills necessary to teach physical education. Hiring practices and local regulations can improve the qualifications of teachers of physical education. Local regulations can include required teacher inservice programs and regular teacher up-grading.

Liability

Limitations of Liability

Because physical education often involves taking students out of the classroom and into situations differing from more traditional school patterns, the matter of legal responsibility for injury to students is of more than passing interest. Keep in mind that there is a degree of hazard involved with merely participating in the activities of life. This cannot be avoided and except where the law finds someone else legally liable, each individual must bear his or her own loss or injury. Nothing, including the law, can guarantee that a person will be completely safe at all times from loss or injury.

This basic principle also applies to school affairs and without it, school activities might grind to a halt due to an overabundance of caution. The law will, under some circumstances, find a school board or teacher liable for loss or injury suffered by a pupil or other individual. It would be impractical in this document to review the whole law as it relates to these circumstances. What this document does contain are general guidelines as to the manner in which the school board and teachers can minimize the possibility of being

found liable but, if found liable, how they might have the subsequent financial responsibility assumed by an insurance company.

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The Immunity of the Teacher

Saskatchewan teachers, to whom The Education Act applies, are given a wide degree of immunity from personal financial responsibility for school accidents. The Education Act provides that a teacher or any other person responsible for the conduct of pupils shall not be liable for injuries suffered by pupils or property damage caused by pupils during activities approved or sponsored by the school board, principal or teacher during school hours or at other times. This does not exempt teachers from being sued for negligence or being held responsible for an accident; however, it should prevent a court from levying damages against a teacher personally.

This provision may not be as all-encompassing as it first appears. It is difficult to foresee what a court might conclude, for instance, if injury to a pupil was maliciously caused or permitted by a teacher or if the activity was so bizarre as to fall clearly beyond the scope of what anyone might expect to be an appropriate school activity. Fortunately, no such situation has been recorded to date; nevertheless, what seems to be clear is that a teacher is normally protected from financial liability for certain damages or injuries occurring during approved or sponsored school activities. Once again, check school board policy regarding authority; that is, who is authorized to sanction activities. Then make sure to follow those procedures and regulations so that immunity can apply.

The immunity of a teacher does not necessarily mean that a pupil who has been injured as the result of negligence on the teacher's part has no legal recourse. In general, employers are vicariously liable for the "torts" (a civil as opposed to criminal wrong) of their employees when these employees are acting within the scope of their duties. The school board, as employer, may be held liable for damages even when teachers are personally protected from the effects of their negligence.

Standard of Care

Where a student is injured while participating in school activities, the pupil has no claim for damages against the teacher or the school board unless there has been negligence on the part of the teacher or the board and the student has been injured. (Note: For the purposes of this document, any question of malicious or intentional injury will be disregarded.)

Negligence exists only if the teacher or the school board has failed to meet the standard of care which the law prescribes under those circumstances. The standard of care the courts are most likely to apply is that exercised by "the careful parent" (although in some cases lower courts have applied the standard of the competent coach or qualified instructor. There are less rigorous standards related to the duty of an owner or occupier of property toward an invitee or with the duty a driver of a motor vehicle owes to a gratuitous passenger. Depending on the circumstances, these standards might be held appropriate by the courts; however, it would be prudent to expect the courts to apply the higher standard because of the vulnerability of children and due to the teacher's professional qualifications. Because of this, the school board, the administration, and teachers must attempt to put themselves in the place of careful parents and make decisions accordingly.

The Function of Insurance

In planning and executing physical education programs, the knowledge that adequate insurance is carried permits a degree of flexibility and confidence that would not otherwise be possible. Insurance cannot and must not be viewed as a satisfactory substitute for care and foresight and can never erase the pain, embarrassment and grief of an accident; however, it can in some circumstances shift the financial burden

from the shoulders of the school board, the teacher, a pupil, or vehicle operator to an insurance company that, for a premium, is prepared to take the risk.

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With regards to physical education, there are two types of relevant insurance:

- Liability insurance - this type of policy protects the insured to a certain limit from the financial implications of being at fault or legally "liable" for injury or loss suffered by someone else. Examples would be the general liability insurance carried by all school boards and third party liability insurance carried by all automobile owners.
- No-fault insurance - this type pays a benefit due to loss or injury regardless of who, if anyone, is at fault. Common examples are the collision coverage individuals must carry on their automobiles and sickness or accident policies.

Note: The law varies somewhat from the ordinary with regards to motor vehicle accidents and negligence as contrasted to other types of accidents and negligence.

Insurance Protection for Teacher and/or Vehicle

Physical education programs may require transportation from place to place by school bus, public bus, taxi or by the teacher's vehicle or that of a pupil or parent. There is no reason to believe that the immunity granted teachers under Section 228 of *The Education Act* would not extend to injuries occurring while a teacher or another authorized person were the driver of the vehicle.

There is, of course, the possibility that in some situations the courts might hold that a student was injured in the teacher's vehicle while travelling to or from an activity but not as part of the activity; or it may happen that someone other than the teacher (for example, a spouse or a pupil) was the driver of the car and does not have the protection of *The Education Act*. Under those circumstances, the type of automobile insurance carried by the teacher or on the teacher's behalf is critical.

A feature of the law relating to vehicular accidents must be considered at this time. Normally, a driver or owner of a vehicle is not legally liable for injuries suffered by a passenger unless there has been gross negligence on the part of the driver; however, the courts have frequently required a higher standard of care with respect to students and we must consider the possibility of the "careful parent" principle being applied here. This is especially true if teachers are relying on Section 228 for immunity.

Every school board is required to carry general liability insurance. Teachers and the school board are jointly liable for torts including negligence, providing teachers were acting within the scope of their duties (for example, chaperoning a team trip). The board's general liability insurance would protect it and, indirectly, the teacher as well if the teacher were found legally liable in the operation of the vehicle. This means that if teachers were driving their own vehicles on a school activity and were found negligent, an injured passenger's claim would likely be made against the teacher and the school board jointly. This is of no help if the spouse was driving the vehicle; there might also be some question as to whether a school activity was actually involved even if teachers were driving.

There is another gap which may not be filled by the general liability insurance carried by a school board. There is a special limitation period under *The Education Act* during which actions against a school board must begin (that is, within one year of the cause of action, with a possible extension of one year). The limitation period for automobile claims under *The Vehicles Act* is also one year but where a fatality eventually occurs, it may be much longer under *The Fatal Accidents Act*. This means there could be situations where there has been delay to the extent that the plaintiff may not be able to claim against the school board as the employer and will subsequently lay claim against the teacher alone.

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At least one insurance company offers an extension on non-owned automobile insurance to cover not only teachers but parents, pupils or anyone else regardless of whose vehicle was being used (excluding school board vehicles), provided that the claim arises out of an accident occurring during authorized school activities. This is a new type of coverage. It is not known how many school boards carry it and again there is the problem that some activity may, in the future, be ruled not to be an authorized school activity.

Many school boards, as employers, carry standard non-owned automobile coverage that, in effect, puts a floor (often \$500,000) on the protection against third party liability. This includes an employee driving someone else's vehicle while on school business. Again there is the difficulty that the accident may have occurred on what is held not to be a school activity or when someone other than a teacher was operating the vehicle. It has no effect if the teacher's own car was involved.

Taking everything into consideration, there seems to be only one sure way for teachers to be thoroughly protected. Carry an automobile "package policy." Under the compulsory "license plate insurance," the third party liability coverage for injury or death is only \$30,000. This is not adequate to cover any serious accident. The compulsory insurance does not give any "passenger hazard" coverage; in the event of liability for injuries to a passenger, the driver would have no protection. A package policy raising the third party liability to \$1,000,000.00, reducing the deductible on collision coverage and including some accident benefits might be worth considering. Apart from any question of student transportation, a person relying entirely on the compulsory coverage is assuming a serious financial risk.

Insurance Protection for Teachers and School Boards

With respect to injuries to pupils during school activities not involving transportation, the teacher seems to have adequate protection as a result of The Education Act. Most school boards carry employer's liability insurance to cover claims by employees for damages suffered as a result of the negligence of the school board. As the employer, the school board must not expose the teacher as an employee to unnecessary risks. This would certainly cover situations where the facilities provided by the school board are defective; however, the normal rule -- that the employer (the board) is liable for the torts of its employees (teachers) does not necessarily always apply.

Under the doctrine of common employment, if the person causing and the person suffering an injury are fellow employees engaged in common employment for the same employer, the employer -- provided it has taken reasonable care in the selection of employees -- is not liable for the consequences of the injury. This means that a teacher injured through another teacher's negligence may not be able to recover from that school board's insurer. Certainly teachers could purchase a personal liability policy to protect themselves in the event of a claim by another teacher; however, this is a hazard to which almost everyone is exposed and comparatively few insurance policies of this type are written. Teachers are not normally exposed to the effects of other teachers' negligence but in certain types of outdoor environmental educational programs, the risk may be more substantial.

Teachers may negligently injure some third party (not a pupil) during a school activity. The school board's comprehensive general liability policy normally would give teachers protection against financial responsibility, subject to the limitations mentioned earlier with respect to vehicle accidents.

Note: Regarding sick leave provisions, short and long term Saskatchewan Teachers' Federation disability plans and personal life insurance coverage, these are considerations teachers might wish to pursue on their own.

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Insurance Protection for the Pupil

Claims for damage due to negligence are not likely to be made against pupils, teachers or other persons suffering injury. There is no reason to suggest that pupils should carry liability insurance. The greatest benefit of insurance from the pupil's point of view is when school boards, teachers, vehicle operators, and others involved in the school program carry sufficient liability insurance so that in the event the pupil is injured through someone else's negligence, the pupil has an adequate remedy at law.

Liability insurance has its limitations. All liability insurance is based on the concept of legal fault, usually negligence on the part of the school board, teacher or driver. For the pupil who has, for instance, lost an eye in a school accident, the important issue is that an eye has been lost and the pupil will be permanently disabled. Whether someone has been negligent or not is only important to the pupil in that society may or may not award him or her a sum of money to help offset in part the effects of the disability. The term "society" is used because even if the money comes from an insurance company, society has contributed in the form of premiums. For the pupil who acquires a disability, the extremely fine and sometimes arbitrary line between the fact of negligence or otherwise on the part of some insured person can make a vast and sometimes tragic difference.

Many school boards carry and pay for a form of school accident insurance for their pupils that provides modest payments as a result of injury or death. There are paid on a "no fault" basis. The question of negligence is immaterial. If the loss is suffered, the benefit is paid. As mentioned, the benefits payable under the usual type of school accident policy carried for the pupils by school boards is modest. Where pupils are not covered under a general accident benefit policy and a somewhat hazardous activity is planned, it might be advisable to take out a special short-term group accident policy effective for the duration of the activity only.

Bus Driver's Liability

This is liability coverage a board may wish to carry for additional protection of its employees or independent contractors operating school buses. Like non-owned auto insurance and its extensions, it does not afford extra protection to school boards but is designed to protect employees or independent contractors. Directly, it is of benefit to pupils in that in the event of an accident, adequate insurance is carried, and this might be of interest to boards.

Many school boards also carry a "no fault" type of accident policy providing modest benefits for pupils injured or killed during school activities. This is not liability insurance. The benefit is paid regardless of whether there has or has not been negligence on anyone's part.

Insurance for School Boards

- **General Comprehensive Liability**

This coverage insures a board against liability for loss of injuries to pupils or other persons (excluding employees) by the negligence of the board itself or of its employees (including teachers) arising during authorized school activities on school premises or elsewhere. It does not cover accidents involving vehicles belonging to the board. There are other minor exclusions.

- **Employer Liability**

This coverage insures a board against liability for loss or damage suffered by employees of the board due to the negligence of the board.

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- **Non-Owned Auto**

This coverage does not give the school board any additional protection but as a matter of employer-employee relations might be considered a benefit to school boards. It gives employees a greater degree of liability protection when operating vehicles other than employee or board-owned vehicles.

- **Extensions to Non-Owned Auto**

An extended coverage is available and may be attractive to boards for the same reason as non-owned auto insurance. It gives additional liability protection to anyone operating any vehicle (other than a board-owned one) on school business.

- **Automobile or Fleet Coverage**

This coverage gives liability protection to the owner or operator of a board-owned vehicle supplemental to that provided under The Automobile Accident Insurance Act (license plate insurance).

Other Aspects of Liability and Insurance

Recovery by a Board from a Teacher

The teacher's immunity provided under The Education Act exists whether the claim is by a pupil injured as the result of the teacher's negligence or by the school board which, as employer of the teacher, has been held liable for the teacher's negligence. A teacher's negligence may give rise to a claim by some person other than a pupil or may be in regard to property damage not caused by pupils. As employer of the teacher, a board may be held liable in damages under such a claim.

Claims by an employer to recover from an employee damages the employer has been required to pay as a result of being held vicariously liable are extremely rare. Generally speaking, the employee has a good defence against such a claim provided the negligent action occurred only within the scope of the duties the teacher presented himself or herself as being qualified and competent to perform. If the teacher went beyond that scope, an employer might be able to recover from the employee.

Guest Insurance

Although no legal decisions are on record regarding a school board's liability for injuries or damages arising from the negligence of a guest instructor, it is thought the school board would be held to have the same liability as for the negligence of an employee.

Waiver Forms, Permission Slips

Consult the school board regarding its policy about the use of parent waivers and permission slips.

Stretching with Towels or Ropes

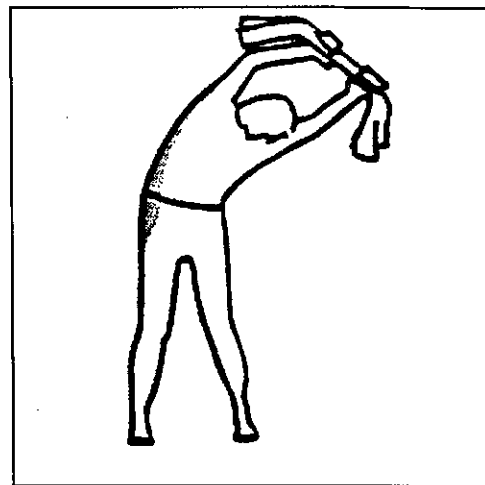
Towels and ropes allow for the use of longer levers during a stretch. Students who are less flexible are better able to keep their bodies in anatomically correct positions while stretching. Towels and ropes also allow them to relax more fully during the stretch.

During each of the following stretches, remember to:

- Gently pull with the **arms** while relaxing the rest of the body.
- Whenever one or both legs are straight (whether sitting or standing), keep the knees **soft**, which means slightly bent. **Never lock the knees.**
- **Hold** each stretch for at least 10 seconds.
- **Breathe continuously and evenly.** Do not hold your breath.

The shaded area(s) in each picture illustrate(s) the muscle(s) being stretched.

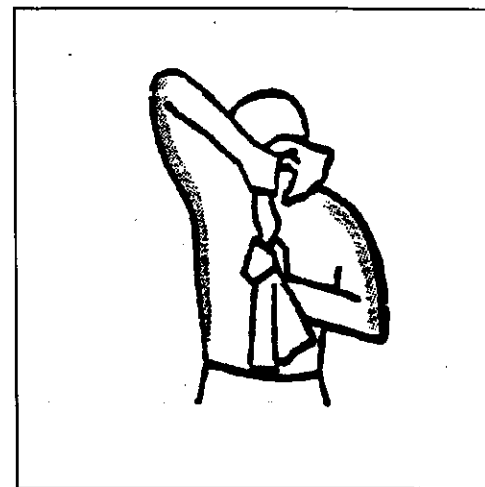
Keep knee soft (that is, slightly bent)
Bend sideways as opposed to bending forward.



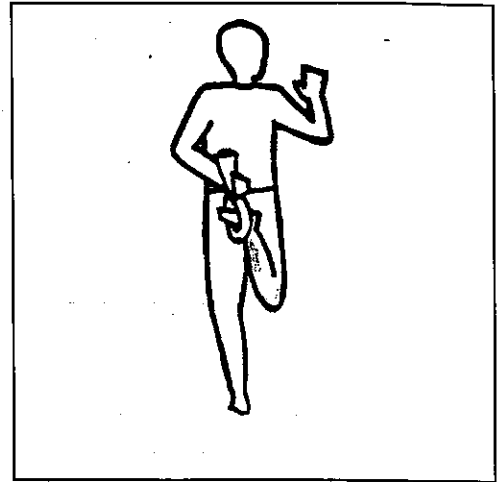
Keep knees soft.

Place hands on towel an "easy" distance apart.

"Walk" the hands up/down the towel until a comfortable stretch is felt.

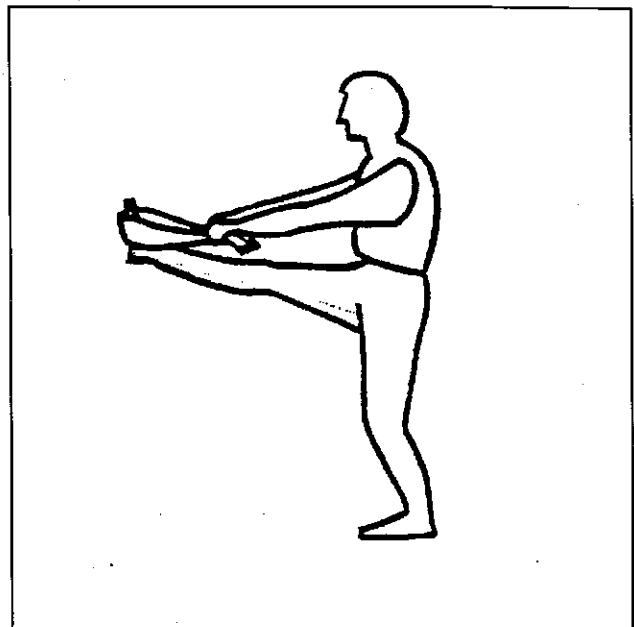


Keep knees soft.
Keep knees close together.
Do **not** pull bent leg back!
Instead, push hip forward.



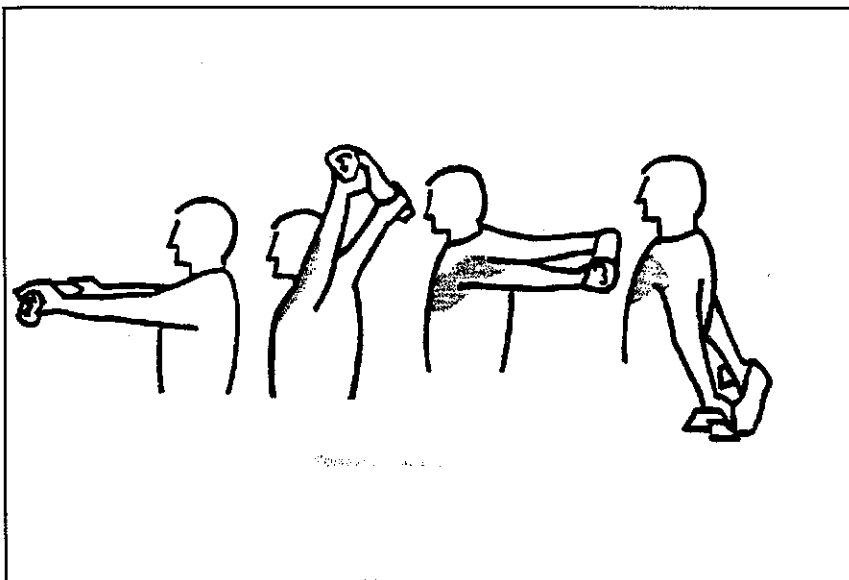
Toes up. This means that, whenever the soles of the feet are to be perpendicular to the floor, keep the toes pointed at the roof. Do **not** allow them to roll outwards.

Keep knees soft.



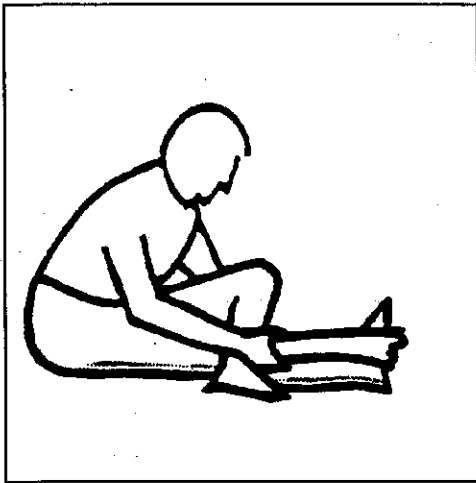
Toes up.

Knees soft.



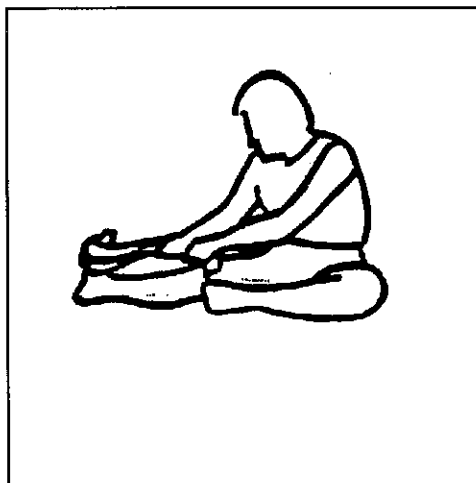
Knees soft.

Place hands on towel whatever distance allows all four steps to be completed.



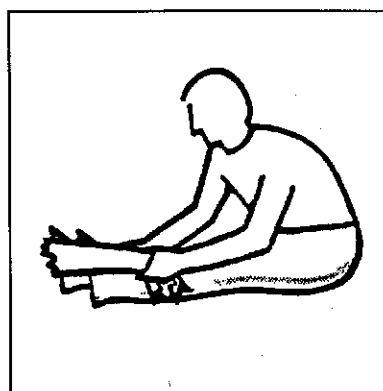
Knees soft.

The bent leg is crossed no farther up than the knee of the straight leg.



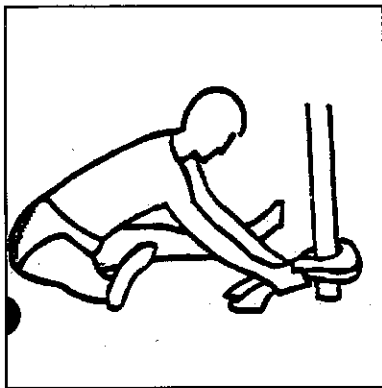
Toes up.

Knees soft.



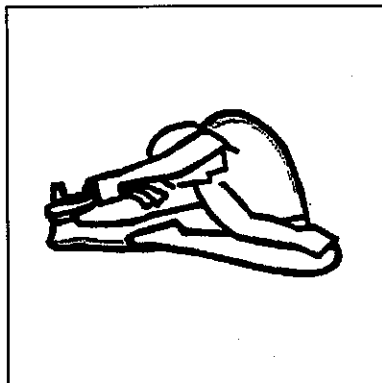
Toes up.

Knees soft.



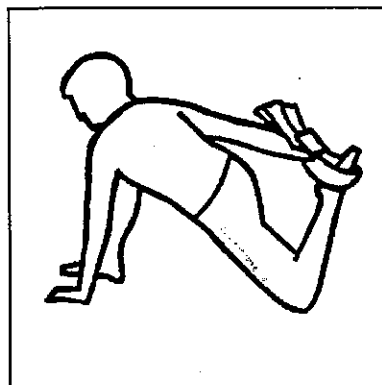
Toes up.

Knees soft.

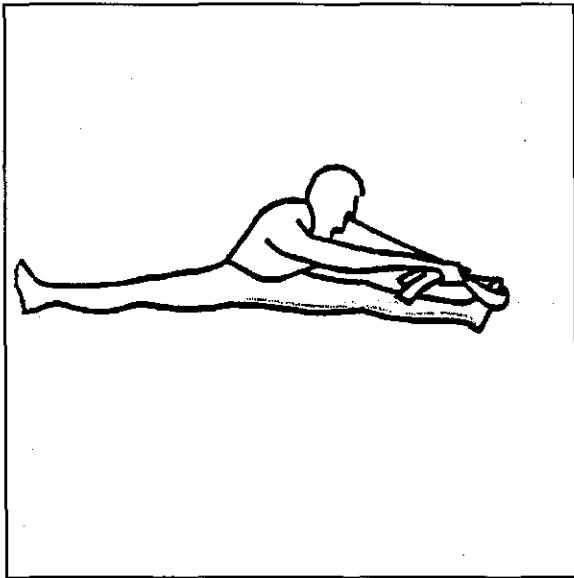


Toes up.

Knees soft.

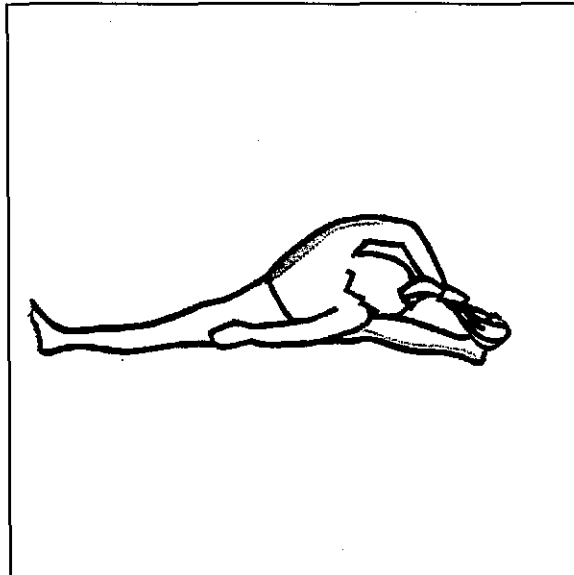


Hold foot in place with towel while pressing hip (on bent knee side) forward.



Toes up.

Knees soft.



Toes up.

Knees soft.

Bend to the side, not forward.

Passive Stretching

The main benefit of passive stretching is that muscle fibres are relaxed before the stretch begins and continue to stay relaxed throughout the stretch. This effectively decreases the chances of the stretch reflex being activated. The stretch reflex is triggered when a muscle is forced to go beyond a comfortable length. At that point, it automatically tries to shorten in an attempt to "protect" itself from injury.

Triggering the stretch reflex negates the positive effects of stretching and is potentially dangerous. During any kind of stretching, the individual should feel, at most, mild discomfort, but certainly not pain. The pain is a result of the muscle trying to shorten.

During passive stretching, each partner plays one of two roles:

- either that of the "active participant" (that is, the one who will actually stretch the muscles of the other)
- or the "passive participant" (that is, the one who completely relaxes and allows his or her muscles to be stretched)

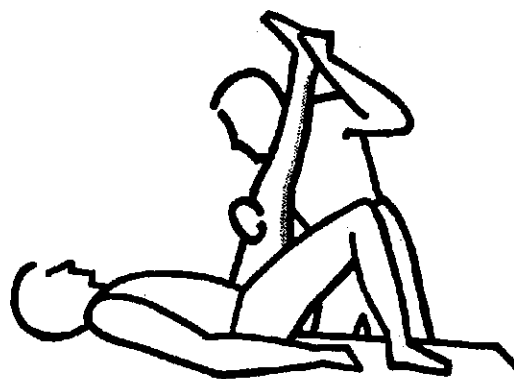
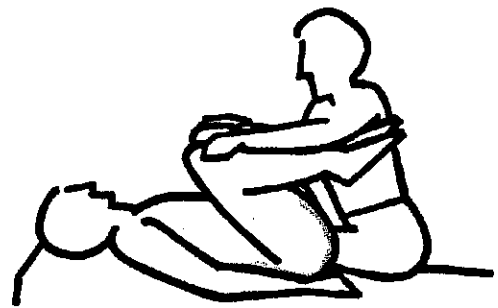
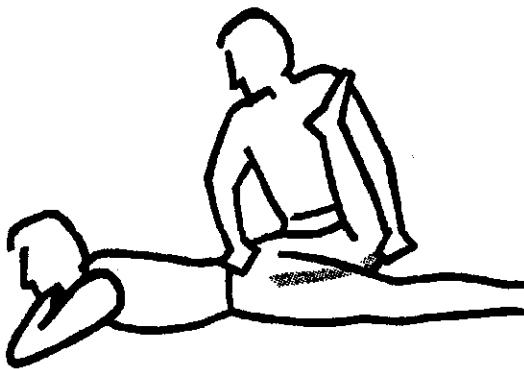
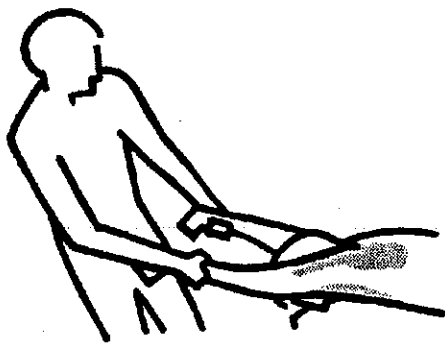
In order for passive stretching to be effective, a number of criteria must be met:

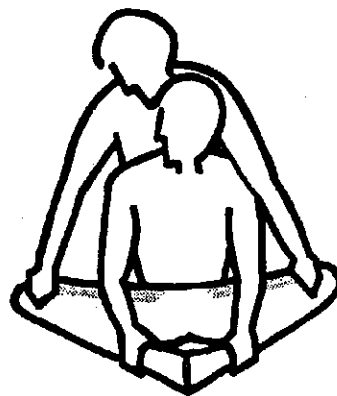
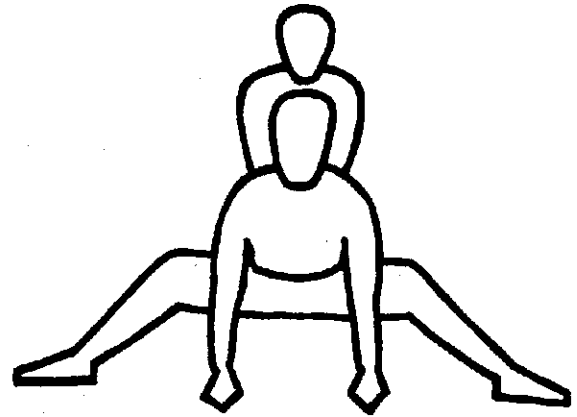
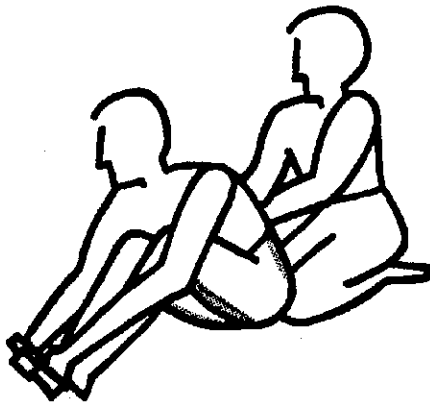
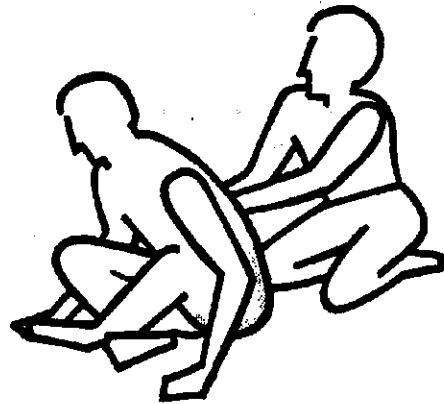
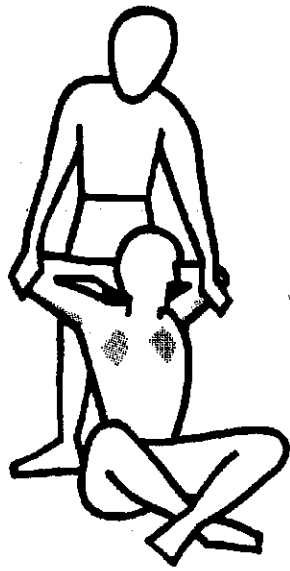
- As in any relationship, there must exist both trust and confidence in the other's abilities. There is a definite opportunity for injury to occur here if one or both of the partners does not take this activity seriously. Ballistic (bouncing) types of movements or taking the muscle or joint farther than it can comfortably go defeats the purposes of partner stretching and puts the physical welfare of the passive partner in jeopardy. **Do not tolerate any fooling around!** This does not mean the class atmosphere must be one of "doom and gloom." Simply make sure the participants understand the teachers' expectations.

- Another comment about the trust relationship: when working with the arms or legs, the active partner must pick the limb up and set it down slowly and gently. If the passive partner feels like his or her partner is about to simply let the limb go, he or she will quickly react by contracting those muscles. This poor individual is receiving mixed messages: "Trust me, relax, I won't hurt you.".... Bang -- down goes the limb onto the hardwood floor!
- The active partner does the work; the passive partner must **totally** relax. Often unconsciously, the passive partner tries to "help" with the stretch. This only serves to hinder the efforts of the active partner. The active partner will be able to feel the passive partner tensing up when the "helping" starts; the active person feels like he or she is working against some sort of resistance. What the active person should feel under his or her hands is a muscle that is relatively soft and yielding.

If (probably **when** for those who are new to passive stretching) the passive person tries to "help," the active partner must totally release the stretch and begin again when the passive individual has relaxed.

- The active partner performs the stretch only until the passive person tells him or her to stop. The stretch should be stopped when the passive person can definitely feel the stretch, but has **not** experienced pain. Pain triggers the stretch reflex.
 - After the active partner has stopped the stretch, he or she releases just a little bit and then holds that position for approximately five seconds while the passive partner pushes intensely against the active partner.
 - Then the stretch is done again, beginning from the "hold" position. Do not totally release the stretch.
 - In total, the same stretch is performed three or four times. After one arm has been stretched, do the other one completely before changing partner roles. The same goes for stretching the legs.
-





Designing a Circuit

Regardless of the type of circuit being designed (cardiovascular, strength, power, muscular endurance), there are certain guidelines that should be followed. This will ensure that the circuit will do what it was designed to do and chances of injury will be minimized.

- Circuits can be performed in three "spaces":
 - high (standing up)
 - medium (sitting on a chair, semi-squat)
 - or low (kneeling, sitting on the floor, lying down)

When designing the stations, always insert a medium station in between a high and a low. Blood pressure can fluctuate significantly when an individual moves quickly from a high space to a low or vice versa. This often results in nausea or fainting. Example: An eight station circuit could begin with a high space and, from there, move to medium, low, medium, high, medium, low, medium.

- If groups of students are starting at various stations, this should be no problem. If the circuit is designed properly, at no time will any student be moving immediately from high to low or low to high without working at a medium station first.
- Understand the purpose of the circuit. If, for example, the purpose is to develop cardiovascular endurance, then the fitness principles for this parameter must be met. Strength and power are developed in other ways. It is important that teachers understand what each of these means and how each component is developed. There are books listed in the Bibliography that can be of help. As well, this information is available in most libraries.
- Before the circuit begins, a proper warmup is critical, as is a cooldown at the conclusion of the workout.
- Allow students unrestricted access to water during the workout. Encourage them to bring their own **plastic** water containers to class. Particularly during a "cardio" workout, the overload principle loses its effectiveness when time is spent in line at

the water fountain. Discourage students from sharing containers.

Special Notes about Cardiovascular/Cardiorespiratory Circuits

- Use a ratio of 1:2, which means 1 minute of activity to 2 minutes of rest, 2 minutes of activity to 4 minutes of rest.
- During the rest phase, keep participants moving. Walking is an appropriate activity. Do **not** allow anyone to sit, lie down or stand still. The result may be nausea, dizziness, or fainting ... perhaps all three.
- During the rest phase, **sips** of water may be taken, data recorded, and/or information on the next station read.
- Strength activities such as situps and pushups may be included in cardiovascular circuits, **as long as the activity can be done for the entire required time**. The activity must be continuous during the 1:2 ratio. During this time, strength will be developed, but the cardiovascular component will definitely be attended to, as well.
- Heart rate: Use the following simple formula to have participants determine their low and high ranges **before** the workout begins:

$$220 - \text{age} = \underline{\hspace{2cm}}$$

The target range will be between 65% and 75% of that number. Remember:

- Fat is burned to a greater degree at the lower end of the range.
- Moving into the 80% to 85% range and above develops anaerobic fitness, which is quite different from aerobic fitness. Aerobic fitness is more useful in day to day living and should be the focus. Anaerobic fitness develops a different system in the body, one that is used when performing highly intense activities over a short period of time (such as sprinting). If participants want to work a bit in that area, work very hard for the last couple of stations. This will cause the anaerobic system to cut in.

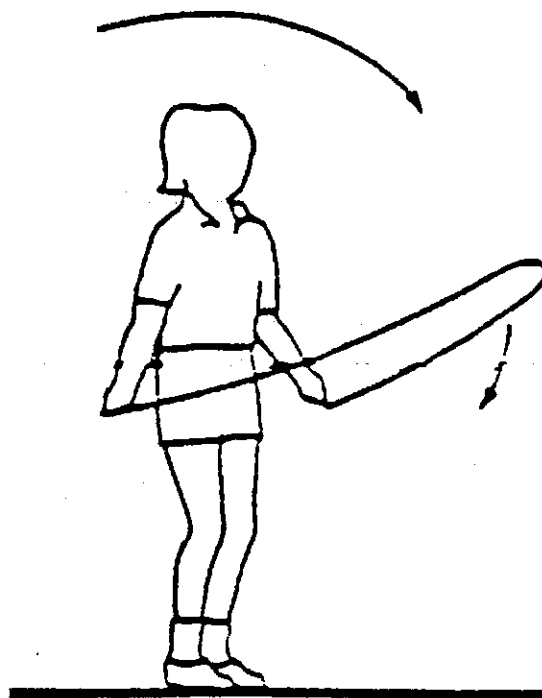
- Use the warmup prior to the circuit to raise participants' heart rates. Do a heart rate check after the fifth station and, again, after the tenth. Students monitor and make adjustments to the circuit accordingly. For example, the students who find their heart rates to be below the desired range would increase the number of repetitions done at each station or increase the time, depending on which type of circuit is being done.

Students working outside the range on the high end would do the opposite, unless what is desired is an anaerobic workout. (Students who want mainly an aerobic workout but also want to develop the anaerobic system to a small degree will take their heart rates **before** doing the last couple of stations.)

Sample: Ten Station Cardiovascular Circuit

Station	Space	Activity	Time or	Repetitions
1	High	Vertical jumps 2 minute rest - keep walking	1 minute	30
2	Medium	Slide steps (stay low!) 2 minute rest - keep walking	1 minute	1/2 lap (facing inside) 1/2 lap (facing outside)
3	Low	Crunches 2 minute rest - keep walking	1 minute	40
4	Medium	Triceps dips 2 minute rest - keep walking	1 minute	30
5	High	Skipping 2 minute rest - keep walking	1 minute	60
6	Medium	Bench press (light weight) 2 minute rest - keep walking	1 minute	30
7	Low	Push ups 2 minute rest - keep walking	1 minute	30
8	Medium	Quadriceps extension (light weight) 2 minute rest - keep walking	1 minute	30
9	High	Bench stepping 2 minute rest - keep walking	1 minute	30
10	Medium	Biceps curls	1 minute	30

Sample of a Circuit Poster



Station 1

Skipping

Skip continuously for _____ seconds.

Avoid "bouncing" in between rope revolutions. That is, turn the rope quickly so that your feet barely have time to touch the floor before you are again jumping in the air.

or

Skipping

Skip continuously for _____ revolutions of the rope.

Avoid "bouncing" in between rope revolutions. That is, turn the rope quickly so that your feet barely have time to touch the floor before you are again jumping the rope in the air.

Note: This sample illustrates that circuits may be performed for a specific number of seconds per station or the participant stays at a station until the required number of repetitions has been completed.

Be aware of any activities that may require a certain degree of skill, as **practice** beforehand may be necessary. For example, some people have difficulty with skipping, others have difficulty running along low, narrow benches.

Name _____

[illegible]

Appendix A: Activities and Interests Templates

Physical Activity Assessment

The purpose of this inventory is to give you an opportunity to reflect on physical activity and the role that it plays in your life right now.

Remember that according to your present lifestyle, "physical activity" and "physical fitness" may be covered by one activity such as 45 minutes of racquetball 4 times a week. Or, the racquetball may be your physical **activity**, but does not fulfill the fitness component. The reason may be that you are a beginner so the ball does not stay in play long enough to give you a cardiovascular workout. So, before rating yourself below, make sure you understand what **you** mean by "physical **activity**," because that is what is being rated here.

Check your rating for each of the following:

Activity	Excellent	Good	Fair	Poor
Health and fitness				
Fun and enjoyment				
Relaxation and tension release				
Challenge and achievement				
Social				
Improve appearance				
Competition				

Student Interest Inventory

Activities	My Experience 1 = beginner 2 = intermediate 3 = advanced	My Interest in Pursuing 1 = yes 2 = not sure 3 = no thanks
"Aerobics" classes		
Archery		
Backpacking		
Bowling		
Badminton		
Baseball		
Basketball		
Billiards		
Boxing		
Curling		
Camping		
Canoeing		
Cross-country Skiing		
Diving (springboard)		
Downhill Skiing		
Dancing		
Distance Running		
Educational Gymnastics		
Fencing		
Four Wall Handball		
Field Hockey		
Floor Hockey		
Football		
Golf		
Horseback Riding		
Hiking		
Hang Gliding		
Ice Hockey		

Kayaking		
Lacrosse		
Martial Arts		
Orienteering		
Rappelling		
Racquetball		
Ringette		
Rugby		
Skin Diving		
Scuba Diving		
Squash		
Soccer		
Snowshoeing		
Swimming		
Slo Pitch		
Team Handball		
Tennis		
Trap Shooting		
Volleyball		
Weightlifting		
Wallyball		
Water Polo		
Wrestling		

Test Which Sports Match Your Personality

The toughest part of physical activity can be staying with it. One big reason we slack off is that we pick sports that fit our bodies but not necessarily our minds. Researchers show that a good match between your personality and your physical activity sharply increases the chances you'll stay with it. Finding this match is important to your physical activity program.

But how do you know which sport fits you best? Dr. James Gavin developed a test that defines fitness personality in terms of seven Psychosocial Activity Dimensions (PADs). To work up your own profile, read the description of each dimension and then rate yourself on the scorecard below.

Sociability: Do you prefer doing things on your own or with other people? Do you make friends easily? Do you enjoy parties?

Spontaneity: Do you make spur-of-the moment decisions or do you plan in great detail? Can you change direction easily or do you get locked in once you make up your mind?

Discipline: Do you have trouble sticking with things you find unpleasant or trying? Or do you persist regardless of the obstacles? Do you need a lot of support or do you just push on alone?

Aggressiveness: Do you try to control situations by being forceful? Do you like pitting yourself against obstacles or do you shy away when you must assert yourself physically or emotionally?

Competitiveness: Are you bothered by situations that produce winners and losers? Does your adrenaline flow when you're challenged or do you back off?

Mental Focus: Do you find it easy to concentrate or do you have a short attention span? Can you be single-minded? How good are you at clearing your mind of distractions?

Risk Taking: Are you generally adventurous, physically and emotionally? Or do you prefer to stick to what you know?

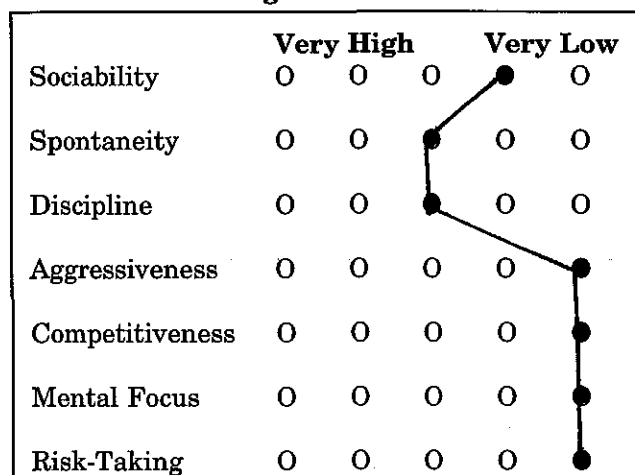
Scorecard

Fill in the appropriate circles and connect them with a line.

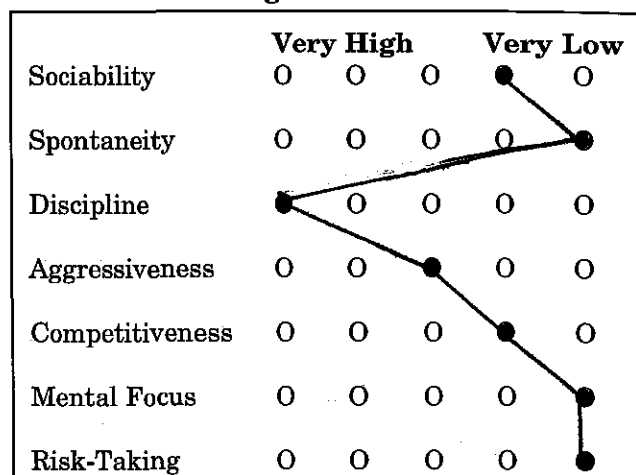
Very high <-----> Very low

Sociability	☐	☐	☐	☐	☐
Spontaneity	☐	☐	☐	☐	☐
Discipline	☐	☐	☐	☐	☐
Aggressiveness	☐	☐	☐	☐	☐
Competitiveness	☐	☐	☐	☐	☐
Mental Focus	☐	☐	☐	☐	☐
Risk taking	☐	☐	☐	☐	☐

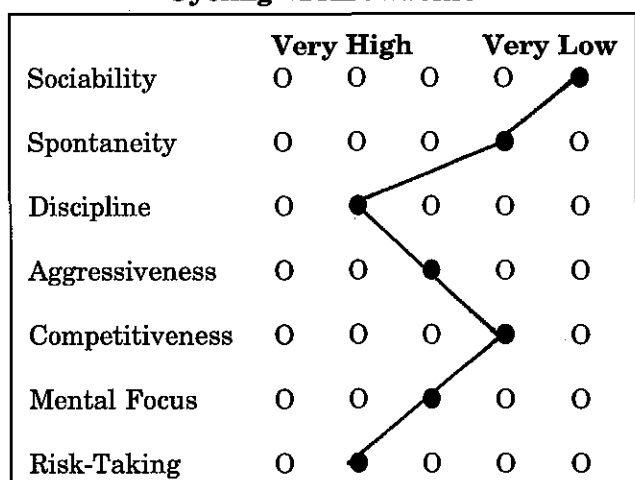
Walking PADS Profile



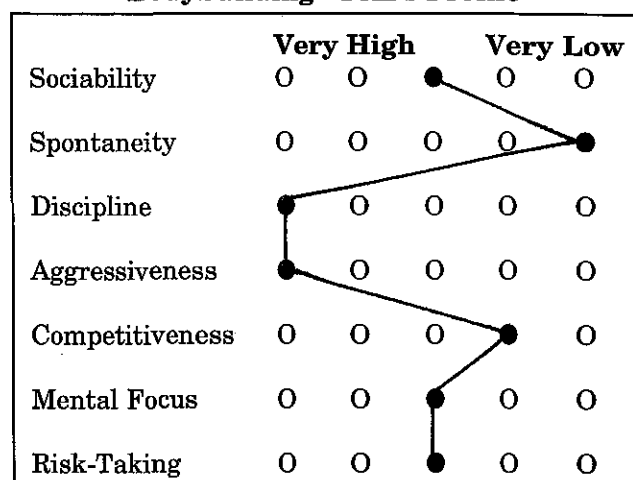
Running PADS Profile



Cycling PADS Profile



Bodybuilding PADS Profile



Understanding Your Score

To see how well your PADS profile matches your sport or exercise activity, look at the four sample profiles above and at the chart on the following pages. If you have the typical personality of a runner, walker, cyclist or bodybuilder, your PADS profile should look similar to one of these profiles. If your preference lies elsewhere, turn to "Your Personality/Your Sport" chart to see where your activities rank on each PADS characteristic. Then compare these rankings with how you scored yourself.

Compared to running, for example, walking is more spontaneous and less aggressive. (It is also safer, in terms of physical stress.) Racquet sports are high in sociability, spontaneity, competitiveness and focus but low in discipline. Swimming is fairly high in discipline and low in sociability, spontaneity and aggressiveness.

If you've been having trouble sticking to an activity program, these charts may help explain why. If you're still looking for a sport, use your findings as a guide.

Your Personality/Your Sport

Very High

Sociability

Very Low

Golf→Tennis→Martial Arts→Downhill→Aerobics→Dance→Bodybuilding→Cross Country→Walking→Running→Cycling→Swimming
Skiing Skiing

Very High

Spontaneity

Very Low

Tennis→Downhill→Martial Arts→Dance→Aerobics→Walking→Cross Country→Cycling→Bodybuilding→Swimming→Running→Golf
Skiing Skiing

Very High

Discipline

Very Low

Running→Bodybuilding→Cycling→Swimming→Cross Country→Martial Arts→Dance→Walking→Aerobics→Tennis→Golf→Downhill
Skiing Skiing

Very High

Aggressiveness

Very Low

Martial Arts→Bodybuilding→Tennis→Downhill→Golf→Cycling→Running→Cross Country→Aerobics→Dance→Swimming→Walking
Skiing Skiing

Very High

Competitiveness

Very Low

Tennis→Golf→Downhill→Martial Arts→Dance→Running→Bodybuilding→Cycling→Cross Country→Swimming→Aerobics→Walking
Skiing Skiing

Very High

Mental Focus

Very Low

Tennis→Golf→Dance→Martial Arts→Downhill→Bodybuilding→Cycling→Aerobics→Cross Country→Swimming→Running→Walking
Skiing Skiing

Very High

Risk Taking

Very Low

Downhill→Martial Arts→Tennis→Golf→Cycling→Bodybuilding→Dance→Cross Country→Aerobics→Swimming→Running→Walking
Skiing Skiing

How Sports Can Help You Change*

Simply defining your activity personality accurately is fine as long as you are satisfied with the way you are -- sociable or quiet, disciplined or easygoing. But if you'd like to make a change (for example, be more outgoing or less competitive), you can choose a sport that helps you accomplish this by balancing what you are with what you want to be. Driven executives, for example, may enjoy walking to relax their tensions.

It can even be worth taking up an activity that doesn't initially appeal to you in order to alter your life. Susan is a good example. She felt used and abused as a result of a destructive relationship and her sense of self-worth plummeted. When she went for help, the therapist surprised her by prescribing exercise -- and not just any exercise, but bodybuilding. Before Susan started working out, her slumped shoulders accentuated her feelings of powerlessness. She looked and felt like a victim. But as her body began to shape up through weight training, people began treating her differently.

If you decide to try this kind of mismatched activity to help you change, be sure to build in enough support to keep you on track until the change becomes its own incentive. In Susan's case, weight-lifting was far from her first choice. Her friend worked hard to keep her going. But once she saw how much she gained in self-respect and the respect of others, self-motivation took effect.

Fortunately, exercise of all kinds offers something you do not often find in personal development programs -- built-in help in managing tension and anxiety. If you feel uptight doing some new kind of exercise, the exercise itself brings relief.

Two final thoughts: Jumping from one extreme to another is not likely to work very well. Picking a risky sport to overcome fearfulness, for example, may be too dramatic. Better to use small changes to move gradually from your present program to one that is more psychologically helpful.

And finally, picking a particular activity simply for its psychological effects is not enough and may even backfire. How you do what you do makes a big difference. If you are a meditating runner, you will help focus your mind as you train your body. If you are an undisciplined bodybuilder, this characteristic will be reinforced even by that disciplined sport. To make a change, you may not need to adjust your activity as much as your way of going about it.

* James Gavin, Ph.D., is a professor of applied social science and Concordia University in Montreal. His book, *Body Moves: The Psychology of Exercise*, was published by Stackpole Books in 1988.

Appendix B: Charting Movement Patterns

Charting Movement Patterns

When planning for the activity component, you might want to use this chart to diagram the movement patterns. This will serve as a check to make sure that your students are receiving a well rounded exposure to all movement patterns according to the percentages given on page 11 of this document. Samples appear on the next two pages.

Activity: _____

Emphasis	High	5										
		4										
		3										
		2										
		1										
	Low	0										
			Sending	Receiving	Accompanying	Evading	Landings	Statics	Swings	Locomotions	Rotations	Springs

Activity: Educational Gymnastics

High	5					X	X	X	X	X	X
	4										
	3										
	2										
	1										
Emphasis	0	X	X	X	X						
Low											
		Sending	Receiving	Accompanying	Evading	Landings	Statics	Swings	Locomotions	Rotations	Springs

Activity: Tennis

High	5	X	X						X		
	4										
	3										
Emphasis	2										
	1										
Low	0			X	X	X	X	X		X	X
		Sending	Receiving	Accompanying	Evading	Landings	Statics	Swings	Locomotions	Rotations	Springs

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