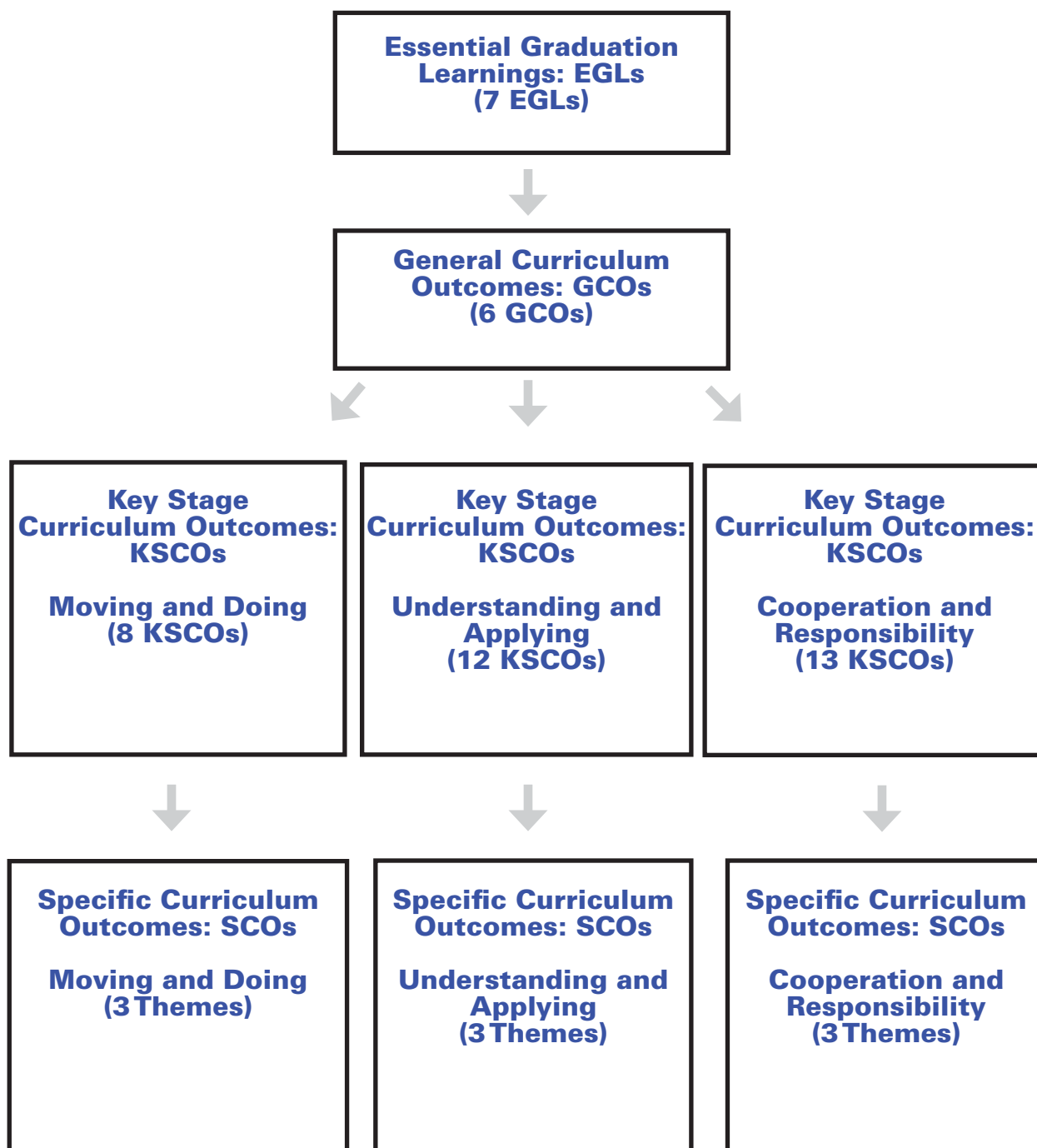


Section 2

Curriculum Outcomes

Curriculum Development Process Chart



Curriculum Development Process Defined

Meeting the Essential Graduation Learnings Through Physical Education

Essential Graduation Learnings (EGLs) are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. These learnings describe expectations, not in terms of individual school subjects, but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries. They also prepare students to be ready to meet the current and emerging opportunities, responsibilities and demands of life, work and study, now and in the future. EGLs serve as a framework for the curriculum development process.

The EGLs encompass all curriculum areas. The contribution of physical education to the EGLs include:

Aesthetic Expression: *Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

Physical education contributes in many ways to students' development of aesthetic expression. Many physical activities such as gymnastics, figure skating and dance are based on creating and understanding aesthetically pleasing movement. Students can express emotions, ideas and perceptions through movement. Through a broad range of physical activities students can come to appreciate the significance of cultural resources such as gymnasiums, trails and other recreational facilities.

Citizenship: *Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.*

Through games, sports and various activities students are exposed to rules, etiquette and protocol, and come to appreciate the need for them in society. Through participation and discussion of outdoor activities, students develop an understanding of the importance of environmental protection and sustainable development. Cooperative group skills and the need for social interdependence are evident in physical education through group activities and team games.

Communication: *Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s) as well as mathematical and scientific concepts and symbols, to think, learn and communicate effectively.*

In physical education, students reflect on and express their ideas, learnings, perceptions and feelings relating to movement. They also develop an understanding of facts and relationships presented through words, numbers, symbols, graphs and charts, in relation to games or group activities. Students access, process, evaluate and share information relating to health and active living. They also evaluate personal performance and that of others.

Personal Development: *Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.*

Physical education enables students to demonstrate their understanding of the relationship between health and an active lifestyle. Students have opportunities to develop physical fitness and gain the knowledge necessary for the maintenance of physical well-being throughout life. In physical education, students explore movement activities purposefully, both independently and in groups. They develop leadership and interpersonal skills in order to make appropriate decisions in relation to physical activity and take responsibility for those decisions. Physical education also enables students to reflect critically on personal-global issues in relation to active living.

Problem Solving: *Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical and scientific concepts.*

In the physical education program students are presented with many movement problems that require creative solutions. In solving problems students must describe, formulate and reformulate the problem as well as formulate ideas and question assumptions. Students are required to acquire, process and interpret information critically to make informed decisions related to active living. Students are presented with situations where they must frame and test hypotheses, observe interpersonal relationships, make inferences and draw conclusions. Flexibility and creativity in forming strategies to solve movement problems are very important.

Technological Competence: *Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications and apply appropriate technologies for solving problems.*

Many opportunities for using existing technologies are available to physical education students. Technologies such as fitness machines, apparatuses for sports such as gymnastics and GPS for geocaching represent diverse technologies. Students also have opportunities to use various technologies to locate, evaluate, adapt, create and share information relating to active living.

Spiritual and Moral Development: *Graduates will be able to demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.*

Through active participation in games and activities students will realize that rules and ethical conduct are closely related to those in society. Students learn that their actions may affect others, themselves and the school culture. Social justice or principles of equality are promoted and the opportunity for students to value human dignity.

General Curriculum Outcomes

General Curriculum Outcomes (GCOs) are statements that describe the contribution of a curriculum area to the Essential Graduation Learnings. They state what students are expected to know, value and be able to do as a result of completing the curriculum.

Moving and Doing (Psychomotor)

- GCO 1: Perform efficient, creative and expressive movement patterns consistent with an active lifestyle.

Understanding and Applying (Cognitive)

- GCO 2: Demonstrate critical thinking and creative thinking skills in problem posing and problem solving relating to movements.
- GCO 3: Assess attitudes and behaviors during activity in relation to self, the class, the school and the community.

Cooperation and Responsibility (Affective)

- GCO 4: Demonstrate socially responsive behavior within the school and community.
- GCO 5: Exhibit personal responsibility for the social, physical, and natural environment during physical activity.
- GCO 6: Exhibit personal development such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity.

Key Stage Curriculum Outcomes

Following the General Curriculum Outcomes are the Key Stage Curriculum Outcomes (KSCOs). KSCOs must be completed by the end of grades kindergarten, three, six, nine and the completion of high school.

The chart on page 36 identifies the six General Curriculum Outcomes (GCOs) and the thirty-three Key Stage Curriculum Outcomes (KSCOs) that are to be completed at the end of the high school program. They are not numbered from 1-33 but are listed numerically under each GCO. Teachers are encouraged to use this chart as a guide to track the completion of KSCOs.

The appendices provide samples of teacher planning tools, strategies to support learning, strategies for learning/teaching and sample assessment tools. Through the strategies, the KSCOs can be accomplished.

Specific Curriculum Outcomes

Specific Curriculum Outcomes (SCOs) for each grade level contribute to the accomplishment of the Key Stage Curriculum Outcomes. See pages 37-38 for the High School 2100 & 2101 themes, domains of learning and SCOs.

Physical Education 2100 & 2101: General and Key Stage Curriculum Outcomes Chart

Moving and Doing (Psychomotor)

GCO 1: Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle.

- ☐ KSCO 1. Refine body mechanics in a wide variety of movement activities.
- ☐ KSCO 2. Apply principles of body mechanics to improve movement in all activity dimensions.
- ☐ KSCO 3. Participate in personally-developed activity programs.
- ☐ KSCO 4. Participate in student-led activity programs.
- ☐ KSCO 5. Participate in a variety of personally-developed fitness activities.
- ☐ KSCO 6. Use appropriate strategies in game situations.
- ☐ KSCO 7. Demonstrate a commitment to personal wellness.
- ☐ KSCO 8. Refine movement skills and concepts in a variety of alternative environments.

Understanding and Applying (Cognitive)

GCO 2: Demonstrate critical and creative thinking skills in problem posing and problem solving relating to movement.

- ☐ KSCO 1. Pose and solve movement problems individually.
- ☐ KSCO 2. Pose and solve movement problems cooperatively.
- ☐ KSCO 3. Devise appropriate strategies in game situations.
- ☐ KSCO 4. Demonstrate proper health and lifestyle practices.
- ☐ KSCO 5. Demonstrate conflict-management skills.
- ☐ KSCO 6. Identify qualities required to pursue careers in physical education and recreation.

GCO 3: Assess attitudes and behaviours during activity in relation to self, the class, the school and the community

- ☐ KSCO 1. Evaluate personal responses and behaviour in cooperative groups.
- ☐ KSCO 2. Analyse the relationship between wellness and the quality of life.
- ☐ KSCO 3. Analyse the degree of participation in socially-responsive activity programs within their community.
- ☐ KSCO 4. Evaluate the human impact on the environment as it relates to wellness.
- ☐ KSCO 5. Analyse the degree of understanding of individual and group differences.
- ☐ KSCO 6. Assess how participation in physical activity can lead to multicultural understanding.

Cooperation and Responsibility (Affective)

GCO 4: Demonstrate socially-responsive behaviour within the school and community.

- ☐ KSCO 1. Model socially-responsive behaviour within the school and community.
- ☐ KSCO 2. Participate in socially-responsive activity programs within the school and community.
- ☐ KSCO 3. Initiate socially-responsive activity programs within the school and community.

GCO 5: Exhibit personal responsibility for the social, physical, and natural environment during physical activity.

- ☐ KSCO 1. Demonstrate an understanding of the sociological, economical and environmental impact of physical activity on wellness trends.
- ☐ KSCO 2. Apply principles of safety and survival to a variety of activity environments.
- ☐ KSCO 3. Identify and follow appropriate etiquette, rules and principles of fair play.

GCO 6: Exhibit personal development, such as a positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity.

- ☐ KSCO 1. Reflect critically on their behaviours.
- ☐ KSCO 2. Refine leadership and cooperative skills.
- ☐ KSCO 3. Demonstrate socially and emotionally mature attitudes and behaviours.
- ☐ KSCO 4. Demonstrate positive social interaction.
- ☐ KSCO 5. Demonstrate nurturing behaviours such as support, encouragement and praise.
- ☐ KSCO 6. Plan, organize and implement cooperatively-developed activity programs.
- ☐ KSCO 7. Demonstrate the ability to set meaningful personal goals.

Specific Curriculum Outcomes by Theme: 2100

<u>Individual/Partner Games/Activities</u>	<u>Alternative Activities</u>	<u>Games and Group Activities</u>
<p>Moving and Doing (Psychomotor)</p> <ol style="list-style-type: none"> 1. Participate in a variety of fitness activities, movements and exercise that emphasize cardiorespiratory and flexibility fitness (GCO 1; KSCOs 1, 3, 5, 7). 2. Apply appropriate body mechanics when performing various cardiorespiratory and flexibility fitness activities (GCO 1; KSCOs 2, 3, 5). 3. Participate in a variety of individual/partner activities (GCO 1; KSCO 1) 4. Apply body movement skills/principles/variables to individual/partner activities to help students enhance their personal skill level and success (GCO 1; KSCO 2). 5. Demonstrate personal wellness while engaged in individual/partner activities with the intention of carrying these healthy practices to their personal time (GCO 1; KSCO 7). <p>Understanding and Applying (Cognitive)</p> <ol style="list-style-type: none"> 6. Analyze and solve movement tasks and challenges while participating in individual/partner activities (GCO 2; KSCOs 1, 2, 5). 7. Demonstrate an understanding of the factors that affect healthy living and including: exercise, rest, nutrition, work (GCO 2; KSCO 4). 8. Demonstrate an understanding of how the cardiorespiratory and flexibility components of physical fitness are related to overall health (GCO 3; KSCO 2). <p>Cooperation and Responsibility (Affective)</p> <ol style="list-style-type: none"> 9. Identify and follow appropriate rules, etiquette and principles of play while engaged in various individual/partner activities (GCO 4; KSCOs 1, 2, 3). 10. Apply safety practices while engaged in various cardiorespiratory and flexibility activities (GCO 5; KSCO 2). 11. Apply safety practices while engaged in various individual/partner activities (GCO 5; KSCO 2). 12. Identify and follow meaningful personal goals while participating in various movement activities (GCO 6; KSCO 7). 	<p>Moving and Doing (Psychomotor)</p> <ol style="list-style-type: none"> 1. Participate in a variety of rhythmic activities (GCO 1; KSCOs 1, 2, 7, 8). 2. Participate in a variety of rhythmic activities that apply principles of body movement/mechanics (GCO 1; KSCOs 1, 2, 8). 3. Participate in a variety of alternative setting activities that apply principles of body movement/mechanics (GCO 1; KSCOs 2, 3, 4, 5). 4. Demonstrate a commitment to personal wellness by engaging in a variety of activities in alternative settings (GCO 1; KSCOs 3, 5, 7). 5. Integrate movement concepts and mechanics inherent to the selected alternative activity setting (GCO 1; KSCOs 2, 6, 8). <p>Understanding and Applying (Cognitive)</p> <ol style="list-style-type: none"> 6. Analyze and solve movement tasks and challenges individually while participating in rhythmic activities (GCO 2; KSCOs 1, 5). 7. Analyze and solve movement tasks and challenges individually while participating in alternative setting activities (GCO 2; KSCOs 1, 3). 8. Evaluate personal responses and behaviour to various experiences while engaged in alternative activities (GCO 3; KSCO 1). 9. Demonstrate an understanding of how participation in alternative activities affects personal fitness and overall health (GCO 3; KSCO's 2, 4). <p>Cooperation and Responsibility (Affective)</p> <ol style="list-style-type: none"> 10. Demonstrate behaviours such as support, encouragement and praise towards classmates while engaged in a variety of alternative activities (GCO 4; KSCOs 1, 2). 11. Apply principles of safety while engaged in alternative activities (GCO 5; KSCOs 2, 3). 12. Identify and follow appropriate individual rules, etiquette and protocols essential for safe and enjoyable experiences in alternative activities and settings (GCO 5; KSCOs 1, 3). 13. Demonstrate the ability to set meaningful personal goals while participating in various alternative activities (GCO 6; KSCO 7). 	<p>Moving and Doing (Psychomotor)</p> <ol style="list-style-type: none"> 1. Participate in a variety of team building activities that ensure participation of all students (GCO 1, KSCOs 3, 4, 5, 6). 2. Use appropriate strategies in team building activities and game situations (GCO 1, KSCOs 2, 3, 5). 3. Participate in a variety of games and activities that contribute to personal wellness. (GCO 1, KSCO 7). 4. Participate in a variety of games and activities to enhance the skill sets required for personal success (GCO 1, KSCOs 1, 2, 6, 8). <p>Understanding and Applying (Cognitive)</p> <ol style="list-style-type: none"> 5. Analyze and solve movement tasks and challenges while participating in games/activities and team building (GCO 2, KSCOs 1, 2, 3, 5). 6. Identify qualities that are considered important to pursue careers in physical education and related fields (GCO 2; KSCO 6). 7. Demonstrate an understanding of how participation in games and activities affects lifelong personal fitness and overall health (GCO 3, KSCO's 2, 3, 4). 8. Demonstrate an understanding of the factors that affect the choice of games in which youth participate, including: age, gender, time, culture and cost. (GCO 3, KSCOs 5, 6). <p>Cooperation and Responsibility (Affective)</p> <ol style="list-style-type: none"> 9. Demonstrate the ability to work collaboratively and manage potential conflict with classmates while engaged in games, activities and team building activities (GCO 4, KSCOs 1, 2, 6). 10. Identify and follow appropriate ground rules and protocols to ensure safety while engaged in various team building activities (GCO 5, KSCOs 2, 3). 11. Demonstrate positive behaviours (support, praise, encouragement, appropriate etiquette) and critically reflect upon behaviors while engaged in a variety of games and team building activities (GCO 6, KSCOs 1, 2, 3, 4, 5). 12. Demonstrate the ability to set meaningful personal goals while participating in various team building activities (GCO 6, KSCOs 6, 7).

Specific Curriculum Outcomes by Theme: 2101

Individual/Partner Games/Activities

Moving and Doing (Psychomotor)

1. Participate in a variety of activities, movements and exercises that emphasize the muscular strength and endurance components of health related fitness (GCO 1; KSCOs 1, 3, 4, 5).
2. Apply appropriate knowledge, body mechanics and safety when participating in various strength and muscular endurance activities (GCO 1; KSCOs 2, 4, 5, 6).
3. Continue to participate in a variety of individual/partner activities (GCO 1; KSCOs 1, 3, 4, 5).
4. Further develop and apply body movement principles to individual/partner activities to enhance personal success (GCO 1; KSCOs 2, 7, 8).
5. Develop and participate in a personal fitness plan that includes a variety of health-related fitness components including cardiorespiratory, flexibility, strength and muscular endurance (GCO 1; KSCOs 3, 5, 7).
6. Demonstrate personal wellness while engaged in individual/partner activities with the intention of carrying out these healthy practices in their own personal time (GCO 1; KSCOs 3, 4, 7).

Understanding and Applying (Cognitive)

7. Demonstrate an understanding of the factors that affect healthy living including exercise, rest, nutrition and work (GCO 2; KSCOs 4, 6).
8. Demonstrate an understanding of how the muscular strength and endurance components of physical fitness are related to overall health (GCO 3; KSCO 2).
9. Demonstrate the ability to make informed decisions concerning personal health and fitness issues (GCO 3; KSCOs 2, 5).

Cooperation and Responsibility (Affective)

10. Demonstrate an understanding of the factors that affect the choice of physical activity throughout life including age, gender, time and culture (GCO 4; KSCOs 1, 3).
11. Apply principles of safety while engaged in various individual/partner activities (GCO 5; KSCOs 2, 3).
12. Demonstrate the ability to set and incorporate meaningful goals into their personal fitness plan (GCO 6; KSCOs 1, 3, 7).

Alternative Activities

Moving and Doing (Psychomotor)

1. Continue to apply principles of body movement/mechanics to activities in alternative settings (GCO 1; KSCO 2).
2. Participate in alternative activities that are facilitated by a classmate (GCO 1; KSCO 4).
3. Participate in various activities in alternative settings that require the appropriate application of game strategies and cooperative skills (GCO 1; KSCO 6).

Understanding and Applying (Cognitive)

4. Analyze and solve movement tasks and challenges cooperatively while participating in alternative activities (GCO 2; KSCO 2).
5. Demonstrate the ability to work collaboratively and manage potential conflict with classmates while participating in alternative activities (GCO 2; KSCO 5).
6. Demonstrate the ability to make informed decisions concerning personal health and its relationship to environmental stewardship (GCO 3; KSCOs 3, 4).

Cooperation and Responsibility (Affective)

7. Identify and follow appropriate group rules, etiquette and protocols essential for the safe and enjoyable experiences in alternative activities and settings (GCO 4; KSCOs 1, 2, 3).
8. Demonstrate behaviours such as support, encouragement and praise towards classmates while engaged in a variety of alternative activities (GCO 6; KSCO 5).
9. Plan, organize and implement cooperatively developed activities that focus on the elements of teamwork and leadership (GCO 6; KSCO 6).

Games and Group Activities

Moving and Doing (Psychomotor)

1. Participate in a variety of cooperative activities (GCO 1; KSCOs 1, 2).
2. Build upon previously learned skills to participate in a variety of new games and activities and increase the likelihood of personal success (GCO 1; KSCOs 2, 3, 4, 8).
3. Apply team building principles and experience to participation in games and cooperative activities (GCO 1; KSCO 6).
4. Apply principles of team building to traditional games and activities. (GCO 1; KSCO 6).

Understanding and Applying (Cognitive)

5. Analyze and solve movement tasks and challenges while participating in cooperative games and activities. (GCO 2; KSCOs 1, 2).
6. Demonstrate an understanding of appropriate game strategies in both cooperative and traditional games and activities (GCO 2; KSCOs 1, 2, 3).
7. Demonstrate the ability to work collaboratively and manage potential conflict in both cooperative and traditional games and activities (GCO 2; KSCO 5).
8. Assess personal responses and behaviour to various experiences in cooperative and multicultural games/activities (GCO 3; KSCOs 1, 6).

Cooperation and Responsibility (Affective)

9. Apply principles of safety in various cooperative games/activities (GCO 5; KSCOs 1, 2).
10. Identify and follow appropriate ground rules and protocols to ensure enjoyable participation in various cooperative and traditional games/activities (GCO 5; KSCO 3).
11. Demonstrate behaviours such as support, encouragement, appropriate etiquette and praise towards classmates in a variety of cooperative and traditional activities (GCO 6; KSCOs 2, 3, 4, 5).
12. Demonstrate the ability to set meaningful personal goals while participating in various cooperative games/activities (GCO 6; KSCO 7).

How to Use the Curriculum Guide

Section two provides the tools for teachers to use to assist students in attaining the curricular outcomes. This section is presented in a four column spread that includes:

- Column 1 - Curriculum Outcomes
- Column 2 - Elaborations: Strategies for Learning and Teaching
- Column 3 - Suggested Assessment Strategies
- Column 4 - Resources/Notes

It should be noted that, when reading each column, if a description/ activity/does not finish in that particular column the reader must refer to the same column on the following page.

Planning Tools

There are several reproducible templates and forms provided in the appendices that will assist teachers in planning, assessment and evaluation throughout the school year.

- Appendix A - Sample Course Description and Evaluation
- Appendix B - Sample Teacher Planning Tools
- Appendix C - Samples of Assessment Tools
- Appendix D - Samples of Specific Assessment Tools
- Appendix E - Samples of Skills, Games and Activities
- Appendix F - Strategies to Support Learning
- Appendix G - Movement Concept Wheel
- Appendix H - Canada's Food Guide
- Appendix I - New Canadian Physical Activity Guidelines

Suggested Process

The following is a suggested step by step process that will assist teachers in planning for the school year.

- **Select the activities and the number of classes for each activity**
Use: a) Planning Chart (Appendix B)
- **Place the Activities into a Yearly Plan/Unit Plan**
Use: a) Yearly Plan Template (Appendix B)
b) Unit Plan Template (Appendix B)
- **Develop Lesson Plans**
Use: a) Lesson Plan Template (Appendix B)
- **Assign and check off the Specific and Key Stage Curriculum Outcomes that will be included in each unit**
Use: a) Year Plan for Tracking Outcomes Chart (Appendix B)
- **Track the curriculum outcomes that have been covered**
Templates and charts to assist teachers in creating their yearly block plans and the tracking of curriculum outcomes and movement concepts are supplied in Appendix B.

Curriculum Flexibility

The physical education curriculum recognizes that schools exist in different contexts. Much latitude exists for each school and each physical education class to develop and participate in a unique physical education experience. It is through participation in various activities that curricular outcomes will be achieved.

Teachers will select the majority of the activities,

- in response to his/her particular class, individual students and developmental levels.
- that have relevance and provide meaning to students.
- availability of equipment, facilities and resources.

Themes

The Specific Curriculum Outcomes are organized into three themes. The themes and specific curriculum outcomes are presented in the four column spread beginning on page 44.

Specific Curriculum Outcomes

P.E. 2100

Themes and Sample Activities

Individual/Partner Games/Activities

Fitness

- Aerobics; Agility Ladders; Body Weight Exercises; BOSU Balance Trainer; Calisthenics; CPR; Circuit Training; Cycling; Jogging; Pilates; Skipping; Strength/Resistance Training; Exercise Ball Training; Tae Bo; Tai Chi; Yoga

Athletics (Track and Field)

- Runs: sprints, mid and long distance
- Jumps: high, long, hurdles
- Throws: shot put, discus, hammer

Combatives

- Judo; Martial Arts; Self-defense; Wrestling

Creative Movement Gymnastics

- Olympics; Rhythmics

Net and Wall

- Badminton; Handball/Racquetball/Squash; Paddle Tennis/Pickle-Ball; Table Tennis; Tennis

Other

- Archery; Golf; Hacky Sack; Juggling; Skipping; Square Ball

Alternative Activities

Rhythmic

- Aerobics; Cheerleading; Skipping rope; Ballroom Dance; Creative Dance; Folk Dance; Jazz Dance; Jive Dance; Line Dance; Modern Dance; Multi-cultural Dance; Newfoundland and Labrador; Social Dance; Square Dance; Traditional Dance

Alternative Setting: Outdoor

- Backpacking; Camping; Hiking; Orienteering; Rock Climbing; Canoeing; Kayaking; Snowshoeing; Survival Techniques

Alternative Activities: Individual Outdoor

- Cross Country Running; In-line Skating; Mountain Biking; Roller Blading; Rowing; Skateboarding; Skiing; Snowboarding; Skating; Swimming; Water Games

Themes and Sample Activities

Games and Group Activities

Leadership Cooperative Games/Activities

- Adventure Games; Cooperative Games; Initiative Problems; Lead-Up; Risk Tasking; Team Building/Team Challenges; Multicultural Games and Activities

Fielding

- Cricket; Baseball/Softball/Rounders; Soccer; Baseball

Line

- Broomball; Disc Sports (Ultimate Frisbee); Rugby; Touch/Flag Football

Target

- Bocce; Bowling; Curling; Croquet; Horse Shoes; Washers

Net

- Sepak Takraw; Volleyball; Eclipse Ball (www.eclipseball.com); Tchoukball (www.tchoukball.ca)

Territorial

- Basketball; Broomball; Field Hockey; Floor Hockey; Lacrosse; Netball; Ringette; Soccer; Team Handball

Other

- Kinball

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

1. participate in a variety of fitness activities, movements and exercise that emphasize cardiorespiratory and flexibility fitness (GCO 1; KSCOs 1, 3, 5, 7).

Elaborations: Strategies for Learning and Teaching

Cardiorespiratory Fitness:

Define cardiorespiratory fitness (Active for Life student resource).

Discuss the possible benefits of cardiorespiratory fitness:

- Improved heart and lung function
- Lower heart rate and blood pressure
- Increased blood supply to muscles and improved ability to use oxygen
- Increased HDL cholesterol (the good cholesterol)
- Decreased triglycerides
- Reduced body fat and improved weight control
- Improved glucose tolerance and reduced insulin resistance
- Enhanced immune function, which means an increased resistance to viral and bacterial infection and Increased resistance to cancer
- Lowered blood sugar levels and reduced risk of diabetes
- Longer life expectancy

Teach students to monitor their own pulse/heart rate and what it means to have a high/low pulse rate (Active for Life student resource). This is very important for determining your exercise intensity and progress in fitness levels.

Teach students how to find their target heart rate zone - the range at which you should be exercising your heart (Active for Life student resource). This is very important for determining your exercise intensity and progress in fitness levels.



Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Students take their pulse rate at the beginning of the exercise. The two main areas on the body for students to find a pulse is on the underside of the wrist and the side of the neck. Have the students also calculate their maximal and minimal heart rate. Students can work with partners to help each other find a pulse and time the taking of a pulse.
 - The teacher observes students performing various components of the activity and assists/provides verbal feedback.
 - The teacher offers feedback to students on the success they experience while taking their pulse rate, determining maximum heart rates and heart rate zones.
- The teacher observes students performing various stretches and assists/provides verbal feedback.
 - Teachers can assess the activity as to its appropriateness. Students can be involved in the assessment with the provision of a rubric or rating scale that will serve to provide valuable feedback to the presenting group.

Performance Tasks:

- Students present an activity to the class that they have identified as being able to contribute to one's level of fitness. This should be done in groups and students should ensure that the components of fitness being covered are clearly demonstrated, safety issues are identified and that students are actively participating in the activity. Teachers can assess the activity as to its appropriateness and students can be involved in the assessment with the provision of a rubric or rating scale that will serve to provide valuable feedback to the presenting group.
- Students complete a Physical Activity Goals Agreement to help them identify and work towards a healthier lifestyle.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- Jump 2b Fitness*.
- Rouse, P (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Individual/Partner Games/Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <ol style="list-style-type: none"> participate in a variety of fitness activities, movements and exercise that emphasize cardiorespiratory and flexibility fitness (GCO 1; KSCOs 1, 3, 5, 7). <ul style="list-style-type: none"> Continued from page 45 	<p>Aerobics exercise is one of the most important forms of physical fitness. It stems from Latin and means:</p> <ul style="list-style-type: none"> AERO = Air = Oxygen BIC = Bio = Life <p>Aerobic exercise increases cardiac capacity; strengthens the heart, body and lungs; uses creatinine phosphates, carbohydrates and fat as it's energy source (fuel), depending on the intensity. (Source: http://www.tanjabaumann.com/f_h_academy-aerobic-fitness-definition-exercise-program.html#b)</p> <p>This is an excellent opportunity for teachers to increase students' level of responsibility. A student may become the leader arrange for a guest instructor to teach the students an aerobic style activity. The routine should last anywhere from 20-30 minutes consecutively. It is a great opportunity for students to practice pulse rate and working in the "Target Zone".</p> <p><u>Flexibility Fitness</u></p> <p>Flexibility Fitness is the ability of the muscles to stretch and allow joints to move through their full range of movement (ROM) (Active for Life student resource).</p> <p>Differentiate between Dynamic and Static Stretching (Active for Life student resource).</p> <p>Discuss the possible benefits of Flexibility Training (Active for Life student resource).</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

- Students record results of pulse rate and maximal/minimal heart rate. It should be noted that the resting heart rate will probably be slightly higher than the true resting heart rate due to the activity involved in walking to class and the minimal stress involved in trying to find their pulse.
- Students present stretches to the class that they have identified to contribute to one's level of flexibility fitness. The teacher may assess the students using a rubric.

Student Evaluation:

- Students reflect on the importance of obtaining pulse rate and applying this to target heart rate zone as a means of achieving an optimal intensity level for cardiorespiratory fitness and enhancing the capacity of the heart and lungs.
- Students reflect on their work ethic and if they worked to the best of their ability.
- Students reflect on the importance of flexibility, the benefits of flexibility, and what sports require a high level of flexibility as opposed to others? Why?

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Refer to the resources in column four on page 46.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

2. apply appropriate body mechanics when performing various cardiorespiratory and flexibility fitness activities (GCO 1; KSCOs 2, 3, 5).

Elaborations: Strategies for Learning and Teaching

When teaching a skill or activity it is important for the teacher to provide opportunities for students to self-discover the body mechanics required. The teacher can act as an observer and assist students in the learning process where necessary. For example, some of the key body mechanics for cardiorespiratory fitness (i.e. running) are:

- Focus your eyes on a spot 40-50 yards in front of you and keep your head straight.
- Make sure you have good posture during the run. A five percent lean forward is ideal. You don't want to arch your back or bend over at your hips/stomach area.
- Try to focus on swinging your arms forward, but keep a slight bit of movement in your lower arms to keep your muscles loose. Your elbows should be bent about 90 to 110 degrees and the hands should be loosely cupped. Do not clinch your thumb in your hand, but place it on top of your index finger.
- Your arm movement should be rhythmic and easy. Your hands should stop at the midline of your torso.

(Source: <http://www.lessonplanspage.com/PERunningBodyPositionAndUseOfArms12.htm>)

Address some of the key points to assist with correct body mechanics for Flexibility Fitness. Some ideas include:

- Avoid stretching injured areas.
- Stretching can be done at any time of the day, however, it is most beneficial after training when the muscles are warm.
- Correct stretching should feel comfortable and pain free. Pain should be avoided at all times during stretching exercise.
- There should be no bouncing or excessive movements during stretching.
- Stretching should be performed slowly and under control.
- Stretching should be held constant under mild tension for 15 to 30 seconds. Each stretch should be repeated 2- 3 times and performed three 3 - 5 times per week.
- In addition to verbal explanations and demonstrations, use stretching posters as visual cues (i.e. Secondary Fitness Chart Series).

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Monitor the level of cooperation and activity while students perform activities.

Performance Tasks:

- Students demonstrate the ability to perform appropriate body mechanics while participating in circuit training activities. Students demonstrate the ability to work with partners and remain focused on the task at hand.
- Students create their own cardiorespiratory and flexibility fitness activities and focus on proper body mechanics. The workout should incorporate a variety of activities for various body parts (i.e. chest, back, biceps, etc.). Students should be encouraged to use daily log sheets for exercises.
- Students could develop and sign fitness contracts or they could design a warm up, work out or cool down activity to present to the class. It is a good idea to try and solicit students who may have a particular expertise in some activity and have them present it to the class. For example, some students may have a background in gymnastics, dance, tae bo, combatives, etc.

Student Evaluation:

- Students should reflect on the body mechanics they employed throughout the activity and examine if they were successful in improving their cardiorespiratory capacity and flexibility.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- *Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- *Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

3. participate in a variety of individual/partner activities (GCO 1; KSCO 1).

Elaborations: Strategies for Learning and Teaching

Discuss the importance of individual and partner activities with students. Some points to start the conversation include:

- In our complex world it seems more feasible to take part in physical recreation alone or with a friend or two than it does to get a group or team together.
- Varied learning styles of children suggest activities other than games, dance and gymnastics should be offered in the program.
- The inclusion of individual and partner activities in the curriculum recognizes diversity of interests and learning styles.

Discuss with students the *Life Skills* that are learned through individual and/or partner activities

Initiative	Patience	Problem Solving
Respect	Responsibility	Trustworthiness
Truthfulness	Active Listening	No Put downs
Personal Best	Caring	Common Sense
Courage	Effort	Pride

There will be different personalities present in each class. Some students will like to work individually while others will prefer a teamwork approach. The focus is to develop students that are critical thinkers and leaders. Group activities emphasize team building and help motivate, improve communication and are fun. They help build a person's development. To enhance success the following tips may help.

- Think about and plan, what you are trying to achieve and how to structure the students accordingly.
- Groups of three work best when you want everyone to be involved. Pairs ensures everyone is involved and generally work quicker than threes, but are less dynamic.
- Groups above threes will require a leader to emerge or people will be left out. Groups of four or five are good for providing the opportunity for leaders to emerge. Groups of six or more require quite competent leadership skills within the group.
- The teacher has the option to nominate individuals to perform certain functions within the team.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe the level of cooperativeness among groups as well as the time on task for the activities. Student performance can be recorded on a Daily "Student Tracking Chart".

Student Evaluation:

- Students evaluate their partners as to the effectiveness of the lesson plan they developed or the activity which they taught. A rubric can be developed and submitted to the students. All completed rubrics can be submitted to the P.E. teacher for evaluation purposes.
- Journal writing assignments can benefit students by enhancing reflection, facilitating critical thought, expressing feelings and writing focused arguments. Students may be requested to complete a daily reflection log to reflect upon the effectiveness of their teaching experience. Students may wish to reflect on the following:
 - What they did in class (Briefly explain the lesson).
 - How well the student/teacher took responsibility for their own learning and whether they he/she helped anybody.
 - How they felt about designing and teaching an activity.
 - How they interacted with their partner.
 - Goals for next class.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

4. apply body movement skills/principles/variables to individual/partner activities to help students enhance their personal skill level and success (GCO 1; KSCO 2).

Elaborations: Strategies for Learning and Teaching

Discuss basic movement patterns and variables. An activity such as dance (i.e. The hit tv. series Dancing with the Stars) can be used to illustrate the various patterns and variables used.

Basic Movement Variables	
Space: Where the body moves? (self-space and general space)	Body: What the body does? (actions, shapes, levels)
Effort: How the body moves? (time/weight/flow)	Relationships (to people and equipment)

Basic Movement Patterns		
Sending (Throwing/Striking)	Evading (Dodging/Faking/Screening)	Statics (Balances/Supports/Hangs)
Receiving (Catching/Collecting)	Locomotions (Displacement of the body from one place to another)	Swings (From supports/From hangs)
Accompanying (Dribbling/Carrying)	Springs (From the arms or legs) Landings (On Feet/On hands/While rotating)	Rotations (About the axes of the body) - Longitudinal - Medial - Lateral

(Source: Government of Saskatchewan: http://www.sasked.gov.sk.ca/docs/physed/physed1-5/ep_perspective2.html)

For individual/partner activities:

- Students should be put in groups of relatively equal ability and experience in performing activities.
- Students who have experience with certain activities should be paired together so they can work together to increase their chances of becoming successful in an activity as well as challenge each other.
- Students should be encouraged to design progressions for certain activities to improve the probability of personal success.
- The supplementary resource *Sport Progressions* and the section called progressions for individual sports is effective for this outcome.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Performance Tasks:

- Students demonstrate the ability to participate in and practice an activity so as to increase their probability of success.
- After designing and practicing a dance sequence, have students perform the routine and videotape it. After all students have performed, watch the video. With a peer and teacher use the "Assessing Dance Rubric" or "Assessing Group Presentations" rubrics to evaluate.
- Students may submit a detailed lesson plan of their dance routine. The lesson plan can include:
 - Goal(s) and objectives
 - Description of the task
 - The dance activity described with visuals/ pictures
 - Reflection

Student Evaluation:

- Students complete a before and after log entry to see if they improved throughout the activity. For example, a student performs the shot- put, measures the distance of the attempt and records the score. They then learn the proper technique/body mechanics and practice. After instruction, they make another attempt and see if they improved on their throw. An example journal log can be provided for their term journal folder.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

5. demonstrate personal wellness while engaged in individual/partner activities with the intention of carrying these healthy practices to their personal time (GCO 1; KSCO 7).

Elaborations: Strategies for Learning and Teaching

Begin with a brief definition/discussion about wellness and wellness principals.

- Definition of Wellness: (Active for Life student resource)
- Active Living Wellness Components and the relationship to an active healthy lifestyle (Active for Life student resource).

Active Living Wellness Components	
Physical Wellness	Environmental Wellness
Emotional Wellness	Intellectual Wellness
Spiritual Wellness	Social Wellness

(Source: Government of Saskatchewan: http://www.sasked.gov.sk.ca/docs/physed/physed1-5/ep_perspective2.html)

Students should be introduced to the FITT Principal as a means for attaining the necessary skills to develop a fitness program that will assist in developing a personal wellness lifestyle (Active for Life student resource).

F = Frequency: How often you exercise

I = Intensity: How hard you exercise

T = Time: How long you exercise for

T = Type: What kind of exercise you do

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Review anecdotal reports from students with respect to their progress in healthy living practices outside of class time.
- Review student journals to determine their progress as to their of workouts and application of the FITT principle. Provide relevant feedback.

Performance Tasks:

- Students choose an activity, either individual or partner related, and demonstrate their ability to stay on task and work towards completing the activity. Students devise their own goal(s) and provide the means of working towards reaching their goal(s).

Student Evaluation:

- Major Goal Setting Term Project
 - Students are assigned a 12 week goal setting project.
 - Students define a fitness goal and use the FITT Principal over a 12 week period.
 - Over the course of 12 weeks students must track their goal performance using a log/charts/table. Students are asked to be creative and all charts/tables must be explained.
 - Activities chosen to reach the goal must be relevant to the goal and explained fully.
 - Each week students must include a reflection on their goal (strengths/weaknesses/changes to the goal, injuries, results, etc.)
 - A conclusion is required at the end of the project and indicates if the goal was attained or not (indicate reasons for achieving and not achieving the goal).

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- *Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- *Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

- analyze and solve movement tasks and challenges while participating in individual/partner activities (GCO 2; KSCOs 1, 2, 5).

Elaborations: Strategies for Learning and Teaching

Provide activities that will allow students to learn through moving. Basic movement variables must be considered when designing appropriate lessons that will allow students to analyze and solve movement challenges.

Basic Movement Variables	
Space: Where the body moves? (self-space and general space)	Body: What the body does? (actions, shapes, levels)
Effort: How the body moves? (time/weight/flow)	Relationships (to people and equipment)

(Source: Government of Saskatchewan: http://www.sasked.gov.sk.ca/docs/physed/physed1-5/ep_perspective2.html)

Encourage self and peer assessments when students are involved in movement challenges. For example, pause a game to discuss scenarios and the reasons behind particular movement options. Look for analytical feedback from the students.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Student Evaluation:

- Students complete a self-assessment as to the success of the activities or their particular success while engaged in an activity.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

7. demonstrate an understanding of the factors that affect healthy living including exercise, rest, nutrition and work (GCO 2; KSCO 4).

Elaborations: Strategies for Learning and Teaching

Discussions with students and observing their behaviour in and around the school environment can help teachers understand student's knowledge regarding healthy living. This, in turn, can assist the teacher in developing lesson plans and planning topics.

Discuss the key components of decision making skills. These concepts can be a very valuable life skills for the young adolescent (Active for Life student resource).

The Active for Life student resource discusses Active Healthy Living in detail. The ideas presented would be a great to some discussions.

This outcome would be a great way to link the importance of physical health to mental health.

- In fact, taking care of your body is a powerful first step towards mental and emotional health. The mind and the body are linked.
- When you improve your physical health, you'll automatically experience greater mental and emotional well-being.
- Exercise not only strengthens our heart and lungs, but also releases endorphins, powerful chemicals that energize us and lift our mood.

Contact a local dietician or fitness instructor and invite him/her to the school as a guest instructor for your class.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Performance Tasks:

- Students use the Internet or other sources to research and write a report or include in their fitness/wellness plan information on the positive benefits of participating in physical activity and the consequences of inactivity.
- Students create charts to record daily routines and habits (i.e. nutrition, sleep, exercise) for two weeks. Ask them to use their charts to discuss the relationship between energy levels and physical exercise and develop generalizations about how daily routines affect energy levels. Ask each student to develop a “Best Practice” chart showing an “ideal” routine.
- Students log daily activity for a week to and create a chart that compares their level of participation in various types of physical activities to other activities on a typical day (i.e. sleep, computer games, television, homework, school, etc.) (B.C. Ministry of Education).
- Students develop fitness plans and record their progress, note the extent to which they include all components of fitness, use the correct anatomical terms and show principles of training (progression, overload, specificity). Students must keep complete and up to date records that include frequency, duration and intensity of training, show variety and alternative strategies in their plans and include summary statements describing feelings or ideas about their improvement in fitness performance (B.C. Government).

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Rouse, P. (2003). *Adapted Games and Activities*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

8. demonstrate an understanding of how the cardiorespiratory and flexibility components of physical fitness are related to overall health (GCO 3; KSCO 2).

Elaborations: Strategies for Learning and Teaching

You may consider introducing this outcome by providing an example of technology in society that requires good things to work properly. For example, ask the students what would happen if you put diesel in a car or did not have any oil in your car? They would obviously reply that the car would break down. You would then inform them that the body requires certain things like good food and exercise to run properly and prevent it from breaking down as well. This example can lead into a discussion on the benefits of cardiorespiratory and flexibility exercise to help the body function more efficiently and effectively.

Ask students if they know the importance of cardiorespiratory and flexibility activities to overall health benefits. Discuss these benefits together.

Benefits of Cardiorespiratory Activities on Overall Health

- Strengthens the heart as a pump making it a larger and more efficient muscle (increased aerobic work capacity)
- Boost HDL (“good”) cholesterol and decreases body fat stores
- Aids the circulatory system providing greater oxygen to all the body systems (more energy)
- Lowers blood pressure and blood fats
- Relieves anxiety and depression

Benefits of Flexibility Fitness on Overall Health

- Improved physical performance and decreased risk of injury
- Reduced muscle soreness and improved posture
- Reduced risk of low back pain
- Improved transport of blood and nutrients to tissues
- Improved muscular coordination
- Enhanced enjoyment of physical activities

(Source: http://www.glencoe.com/sites/common_assets/health_fitness/gln_health_fitness_zone/pdf/heart_rate_monitor_activities/health_skill_related_fitness/health_skill_related_fitness_activity_3.pdf)

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe how students monitor their heart rate during cardiorespiratory activity. Students that do not monitor their rate regularly should be encouraged to do so on a more consistent basis.
 - Students record entries into their journal on observations made during the monitoring of heart rate during activity. This can be incorporated into their fitness/wellness plan.

Performance Tasks:

- Students keep a log of daily activity for a week (i.e. sleep, computer games, television, etc.). Ask students to discuss the amount of activity in which they are involved on a daily basis and compare it to "Your Wellness Intelligence" (See Appendix D). Students need to reflect on the type of activity in which they are participating and determine if:
 - They are doing enough activity.
 - The activities in which they participate are appropriate and adequate to fulfill the goals a student has set for him/herself.

Student Evaluation:

- The teacher chooses 1-2 students in class to lead the cardiorespiratory warm-up and flexibility cool down. A lesson plan is submitted at the end of the class for evaluation. Lesson plan requirements to be provided.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Notes:

- Optimal Heart Rate: The optimal heart rate for the achievement of cardiorespiratory benefits is between 50% and 85% of your maximum heart rate.
- Students with a low level of cardiorespiratory fitness should consider a 40% of maximum when starting an activity program.

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- Dumbbell Training Poster*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>9. identify and follow appropriate rules, etiquette and principles of play while engaged in various individual/partner activities (GCO4; KSCOs 1, 2, 3).</p>	<p>A great way to teach rules/etiquette and principles of play in a particular activity is by peer teaching. Allow students to take responsibility for the teaching and learning of the course components. In addition, choose students that are experts in a chosen sport/activity and allow them to be group leaders.</p> <p>Team building and trusting one's teammates fosters an atmosphere of success. Activities that promote team building also require that individuals follow certain rules and etiquette. The recommended resource <i>Quality Lesson Plans for Secondary Physical Education</i> provides excellent examples of activities that require individuals to follow principals of play for them to be successful. When students are involved in partner activities such as racquet sports they should be encouraged to use the principles of fair play and good sportsmanship. Speed Skating Canada defines Fair Play as, " the right to compete in an environment in which the conditions for everyone are equal and where no person has an artificial advantage over any other resulting from the use of banned substances or methods, by collusion, actions or biased decisions". (Source: http://www.speedskating.ca/client/cmsUploads/speed_skating/File/policies/en/SHE_400_Fair_Play_Policy_2.pdf)</p> <p>As a class, discuss rules of etiquette together and focus on student input.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Take note of students who are cooperating and attempting to include all students in the activity. The teacher could devise a cooperation checklist.

Performance Tasks:

- In pairs or as an individual, prepare and present a safety demonstration based on rules, safety or etiquette and the theme Individual/Partner Games/Activities. Each student participates in at least one demonstration before the teacher completes the theme for the course. Students are responsible for obtaining peer feedback to assess the success of their demonstrations. Teachers may also choose to assess their work using a rubric.
- Students complete a trust activity task and demonstrate their ability to cooperate and create solutions efficiently. The teacher observes and listens for cooperation, teamwork and praise phrases during activities.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

10. apply safety practices while engaged in various cardiorespiratory and flexibility activities (GCO 5; KSCO 2).

Elaborations: Strategies for Learning and Teaching

Safety should be an integral part of every instructional period:

- Students should be encouraged to report any potential dangerous equipment or behavior which may cause an accident.
- Students are expected to spot potential hazards and suggest alternatives to challenges which are safe and enjoyable.
- When performing cardiorespiratory and flexibility activities students are expected to display personal safety and ensure the safety of others through safe and responsible participation.

Provide a lesson on injury prevention and safety with respect to the physical education environment. The government of Saskatchewan is a great resource and offers some excellent tips . See the web resources in section 3 of this document.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe and point out examples of safe and unsafe behavior. In the event of unsafe behavior the teacher should solicit student suggestions on how to make the activity safe.
- Ask the class for a thumbs up if the class was safe or a thumbs down if the class was unsafe.
- Student performance can be recorded on the Daily Student Tracking Chart.

Student Evaluation:

- Students can provide examples of safe and unsafe behaviour they observed during class. Students can evaluate their peer's contribution to the discussion using a rubric, checklist, etc.
- Students monitor their heart rate while participating in various cardiorespiratory activities and record the results over a period of time. In the student journal conclude reasons why the heart rate is changing throughout the fitness unit, why the heart rate has reached levels above the target heart rate zone, etc.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- *Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- *Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

11. apply safety practices while engaged in various individual/partner activities (GCO 5; KSCO 2).

Elaborations: Strategies for Learning and Teaching

While participating in individual/partner activities students have to be aware of their surroundings to prevent any potential accidents.

No matter the type of activity, the instructor must be prepared and develop a set of guiding principles that students must adhere to. Guiding principles for instruction should be grouped into five categories:

- Facility safety
- Equipment safety
- Instruction
- Supervision
- Clothing and footwear

A good practice for teachers is to develop safety principles and post them in the gymnasium. Constant reminders to students can help provide a very safe classroom environment.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Offer feedback to students on the content of a generated safety list.
 - Is there anything missing? Did everyone contribute?
 - How well are students following the student generated rules, guidelines and safety protocols.
- Students may also complete a role play on a safety oriented scenario.

Student Evaluation:

- The teacher may develop a multiple choice, true and false and fill-in style quiz for the students based on principles of safety that has been taught throughout the unit on individual/partner games/activities. The teacher should develop items that include all five categories of safety.
 - Facility safety
 - Equipment safety
 - Instruction
 - Supervision
 - Clothing and footwear

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

12. identify and follow meaningful personal goals while participating in various movement activities (GCO 6; KSCO 7).

Elaborations: Strategies for Learning and Teaching

Discuss the difference between developing a short term and long term goal. Have each of the students think about long and short term goals that they would like to accomplish throughout the course. Encourage students to share their thoughts so that feedback can be provided. For example a long term goal may be to run the tely ten road race. The short term goals may be to add two km's per week to the running regimen and to complete one 5 km run and one 10 km run before the tely ten.

Discuss with students the S.M.A.R.T Principle for goal setting.

- S - Specific
- M - Measurable
- A - Action Oriented
- R - Realistic
- T - Time Bound

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Discussion:

- Discuss goals with the students, note whether or not student selected goals are adequate for their ability and help the student fix/change goals where necessary.

Performance Tasks:

- The student must set a goal(s) and over a 4 week period choose individual or group activities to take part for at least 20 minutes per day, 3 days per week. Students monitor the activity by keeping an activity log. The student's log book is to be submitted to the teacher after the four week period.
 - What attitudes are expressed about the activity?
 - Will the students continue to participate in the activity, is another activity being selected, are goals being met, are there issues or concerns, etc.
- Before providing instruction, students participate in an activity (i.e. pickleball) and integrate various sending/receiving skills into their play. After teaching the skills and allowing a small amount of time to practise, students should be encouraged to set a future goal for such skills. Feedback that encourages students to continue playing and experimenting with the skills inherent to the activity is most helpful.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- *Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- *Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Alternative Activities

Outcomes

Students will be expected to:

1. participate in a variety of rhythmic activities (GCO 1; KSCOs 1, 2, 7, 8).

Elaborations: Strategies for Learning and Teaching

Basic Movement Variables	
Space: Where the body moves? (self-space and general space)	Body: What the body does? (actions, shapes, levels)
Effort: How the body moves? (time/weight/flow)	Relationships (to people and equipment)

(Source: Government of Saskatchewan: http://www.sasked.gov.sk.ca/docs/physed/physed1-5/ep_perspective2.html)

Rhythmic activities involve a variety of different body mechanics. Students must be informed that safe and coordinated movements of the body are required to ensure:

- Equilibrium is maintained during activity.
- Injuries are prevented during activity.
- Comfort and relaxation during activity.

Refer to the Active for Life student resource and discuss the various styles of dance.

Emphasize that cardiorespiratory fitness is extremely important in sustaining rhythmic movement during a series of songs or continued music.

When teaching rhythmic activities, the teacher can may take the lead or a student leader/guest instructor.

This theme emphasizes cooperative learning and students will be given the chance to choreograph their own line dance. More or less time may be needed depending on the length of class and the experience level of the students.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe the extent to which students are actively engaged in the activity. A participation rubric can be used to evaluate the participation component.

Student Evaluation:

- Students make an entry into their personal log book or journal as to the extent to which their target heart zone was achieved while participating in the activity. Included are student opinions/ thoughts on the activity and their comments on success while participating.
- The teacher can assess students on rhythm, on utilization of previously learned movement elements, on cooperative work within a group and on cognitive knowledge of dance steps by having each student submit a summary lesson plan of their dance routine.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>2. participate in a variety of rhythmic activities that apply principles of body movement/mechanics (GCO 1; KSCOs 1, 2, 8).</p>	<p>Students generally enjoy rhythmic activities and tend to respond more positive when the teacher is enthusiastic – regardless of the teacher’s skill level.</p> <p>Students should be involved in music selection.</p> <p>When teaching a particular dance, break it into parts and repeat each part to enhance learning. Teachers should exaggerate movements and cues during the activity and add movements in parts. Eventually, the teacher can stop using words, cues or actions to see if students can continue on their own.</p> <p>Assigning a name to creative movements will generally help students remember the action during movement sequences. For example: lawn mower, q-tip, grocery cart, fishing line.</p> <p>To enhance learning, make flash cards with floor patterns (zigzag, winding, spiral, curve). Explain what a floor pattern is and have students create a movement sequence. Students could be divided into groups to later perform in front of the entire class.</p> <p>When students are at the performance phase of the lesson, students will be asked to be critical observers of the other groups. As polite audience members they are expected to applaud after each group performs. They should watch for several specific criteria.</p> <ul style="list-style-type: none"> • Which movements are utilized that were previously learned? • What unique movement was added? • Did the dance have a clear transition between facings? <p>(Source: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4773)</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Alternative Activities

Suggested Assessment Strategies

Student Assessment:

- An assessment of the movement concepts presented, demonstration of the actual steps or simply the level of participation of the lead group and students engaged in the activity.
- The criteria for assessment can vary from the actual assessment of the acquisition of rope jumping skills, the creativity displayed when students incorporate other equipment into their rope jumping routine or the level of participation and involvement in the group activity.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes

Students will be expected to:

- participate in a variety of alternative setting activities that apply principles of body movement/mechanics (GCO 1; KSCOs 2, 3, 4, 5).

Elaborations: Strategies for Learning and Teaching

Basic Movement Variables	
Space: Where the body moves? (self-space and general space)	Body: What the body does? (actions, shapes, levels)
Effort: How the body moves? (time/weight/flow)	Relationships (to people and equipment)

(Source: Government of Saskatchewan: http://www.sasked.gov.sk.ca/docs/physed/physed1-5/ep_perspective2.html)

A teacher may decide to incorporate orienteering into their curriculum. They can use compasses or GPS and geocaching depending on the availability. The internet provides an abundance of resources on these topics.

Contact your town council or local tourism department for maps of your area.

Safety considerations must be considered for off-site events.

Cross Curricular Approach: This is a great opportunity for teachers to use a cross-curricular approach to teaching. The Physical Education and Geography teachers may work together and develop an activity outside of the school environment.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe which groups are working well together and which ones are not. Anecdotal reports, created by the teacher at the end of the activity, will give some feedback as to the effectiveness of the lesson. Anecdotal records can be kept to record the success students are experiencing.

Student Performance:

- Have students develop an orienteering course or cross country skiing/snowshoeing course. Watch them demonstrate their skills as they navigate through the course. The proper/improper execution of skills will allow the teacher to identify success/failure in the lessons taught and to provide assistance to the student(s) where necessary.
- Develop a specific motor skill assessment rubric that would serve to provide direct feedback to students on a variety of skills inherent to cross country skiing/snowshoeing and orienteering.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes

Students will be expected to:

4. demonstrate a commitment to personal wellness by engaging in a variety of activities in alternative settings (GCO 1; KSCOs 3, 5, 7).

Elaborations: Strategies for Learning and Teaching

Provide students with the rubric Your Wellness intelligence (See Appendices). The students must honestly complete it to have a true idea of their level of wellness.

There are many sites on the internet that provide details of activity opportunities across NL. for schools.

Students could keep a Sportfolio. See Appendix D for a sample Sportfolio.

Students could design a wellness wheel and add it to their Sportfolio assignment. The wheel could encompass various aspect that students feel are important to their personal wellness. Students could use their math skills to determine appropriate ratios in a wellness pie chart.

Have a class discussion relating to activities that can be performed throughout life. You can combine this lesson with nutrition. Students can develop a personal guide to nutrition by developing a weekly food plan.

Mission statement: A mission statement describes how you see yourself in the future. It values, hopes and dreams and evokes a sense of achievement and fulfillment. Explain the concept of a mission statement and how it can relate to personal wellness (Active For Life student resource). Students can develop their own mission statement in their Sportfolio.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

See Appendix D for sample assignments to be used with the Active for Life student resource and a sample Sportfolio assignment.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe the interaction among groups and teammates. Using a the rubric, evaluate student performance.

Performance Tasks:

- Each group submits a report outlining the details associated with the lesson or unit they created. Questions to consider include:
 - What considerations were given to safety?
 - How did you prepare everyone for the lesson?
 - How were the responsibilities shared?

Student Assessment:

- Students evaluate how their peers introduced a new activity to the class. Students must be provided with a peer evaluation rubric.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>5. integrate movement concepts and mechanics inherent to the selected alternative activity setting (GCO 1; KSCOs 2, 6, 8).</p>	<p>As students participate in activities, they apply and refine motor skills and concepts. For this particular outcome it would be essential for the teacher to teach through example. The teacher may demonstrate a skill him/herself or use video/pictures to show how a skill is performed. Some key ideas to consider when discussing body mechanics of a skill are:</p> <ul style="list-style-type: none"> • The muscles involved in the skill. • How to develop power performing the skill. • Accuracy performing a skill (decreasing the degrees of freedom). • Transfer of momentum from the large (gross muscles) to the small (fine muscles). • The importance of balance when performing a skill (ready position). <p>Refer the students to the Active for Life student resource book for a review of the muscular system and joints.</p> <p>Use video technology to show proper movement mechanics:</p> <ul style="list-style-type: none"> • Good running technique vs. poor running technique • Baseball swing, football throw, badminton serve, etc. <p>To facilitate students understanding of movement concepts have them use various technologies including video and photo analysis to analyze and describe motor skills in alternative settings. In rock climbing, for example, have students use video analysis to analyze motor skills like speed, power, balance and agility while performing the activity.</p> <p>The supplementary resource <i>More Team Building Challenges</i> provides a section entitled advanced challenges. These activities provide challenges for students to work together and integrate movement concepts and mechanics in an alternative setting. Quality Lesson Plans for Secondary Physical Education has sections on golf, orienteering, lacrosse, etc. which may prove to be useful.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- When students design and adapt activities in alternative environments, check that they:
 - Correctly identify and implement safety practices.
 - Define roles and responsibilities for all group members.
 - Ensure appropriate equipment and resources are available.

Student Assessment:

- Presentation: Students are required to choose an activity from the alternative activities section. They must select a skill from the activity chosen and present their video/photo analysis to the class. For example, if a student chooses curling as the activity they may wish to perform an analysis on the skill of rock throwing. Students must demonstrate in the analysis:
 - The muscles involved in the skill.
 - Power versus accuracy.
 - Transfer of momentum from the large (gross muscles) to the small (fine muscles).
 - The importance of balance performing a skill.
 - Other items to the particular skill.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>6. analyze and solve movement tasks and challenges individually while participating in rhythmic activities (GCO 2; KSCOs 1, 5).</p>	<p>How do you currently develop critical thinking in your classroom? Do you feel critical thinking is an important skill for students to develop in physical education? Do we expect our students to be critical thinkers.</p> <p><i>If we expect our students to become effective critical thinkers, then we as teachers must become “models of thoughtfulness” (Newman, 1990). Just as we can serve as role models for healthy lifestyles (Melville and Maddalozzo, 1988), so too must we model good critical-thinking behaviors in our classes.</i></p> <p><i>Blitzer (1995) agrees and asserts that “it is important to discuss just what we do have to think about in a ‘gym class’ and discover how thinking can be encouraged...” (page 44). Once this is accomplished, we as teachers must limit intervention.</i></p> <p style="text-align: right;"><i>McRibe and Cleland (1998)</i></p> <p>It is important in the 2100/2101 high school curriculum that the teacher involves students in the teaching/learning process to develop their critical thinking, analytical and problem solving skills. This will create a sound educational experience for the students.</p> <p>Before beginning rhythmic activities ask students to research the factors of age, gender, culture and environment and how they play a role in determining a person’s choice to choose rhythmic activities as a means of physical exercise. Discuss the four factors with the students to get an idea of their attitudes and behaviour towards rhythmic activities.</p> <p>The multicultural folk dance treasure chest provides various dance routines of cultures around the world. Select and teach various dance routines and discuss the four factors above (information is provided in the treasure chest resource package).</p> <p>Encourage students to work in small groups to research, develop and present rules, procedures and safety practices for alternative activities (i.e. rock climbing, survival techniques, how to pack a survival kit, etc).</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Using daily participation rubrics evaluate student performance.

Student Assessment:

- It is important that the teacher evaluates the students for participation and not how well they perform the movements. Rhythmic activities are new for most students and the main focus is for the student is to have fun and try their best.
- Students must cooperate and work well together. Teachers should encourage the use of positive feedback and make sure the rule of "only positive comments" is enacted. When students provide feedback they should focus on the groups creativity, integration of the sport movements or simply their choice of music to match their selected activity.
- A group of peers can evaluate themselves together using the Assessing Group Presentations rubric.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes

Students will be expected to:

7. analyze and solve movement tasks and challenges individually while participating in alternative setting activities (GCO 2; KSCOs 1, 3).

Elaborations: Strategies for Learning and Teaching

An activity such as a scavenger hunt can develop team building and relationships. When sending students out for a scavenger hunt the main goal is to send participants out with a list of things to find, obtain, photograph, videotape, audio record, etc. While they are working together as a team relationships will be developed.

Emphasize that safety is always the number one concern.

Make sure rules are clear and what is the expected behavior for each challenge.

Modify activities to fit student abilities (to make it easier or harder depending on your students abilities).

Praise students when you see examples of positive life-skills, cooperation and/or sportsmanship.

Do not solve the challenges for the students. It is important that students work together and even struggle together in completing a challenge.

(Source: <http://www.sonoma.edu/kinesiology/ppep/experts/team.htm>)

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- When students design and adapt activities in alternative environments, check that they:
 - Correctly identify and implement safety practices.
 - Define roles and responsibilities for all group members.
 - Ensure appropriate equipment and resources are available.

Student Assessment:

- Students reflect on their success while engaged in an activity. Various templates and forms are provided in the appendices for this purpose.
- Students complete an exit poll at the conclusion of class offering feedback as to the success of the activities, the level of cooperation among classmates and the degree to which safety and rules were followed.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes

Students will be expected to:

8. evaluate personal responses and behaviour to various experiences while engaged in alternative activities (GCO 3; KSCO 1).

Elaborations: Strategies for Learning and Teaching

Emphasize that safety is always the number one priority.

Make sure that the rules and expected behavior for each challenge is clearly discussed.

Present students with examples of ethical and unethical behavior in alternative sport activities (i.e. violence, use of performance enhancers) and engage them in a discussion from a variety of perspectives.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Student Assessment:

- Students may complete the Class Self-Evaluation of Engagement Checklist or the Assessing Dance Checklist.

Performance Tasks:

- As students participate in a variety of roles, groupings, and activities in a variety of environments, they have opportunities to demonstrate their personal and social responsibilities. Assessment may combine self-analysis, peer assessment and teacher observation.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes

Students will be expected to:

9. demonstrate an understanding of how participation in alternative activities affects personal fitness and overall health (GCO 3; KSCOs 2, 4).

Elaborations: Strategies for Learning and Teaching

An effective way for students to learn how participation in alternative activities affects personal fitness and overall health is to engage them in activities with other populations such as seniors and adults. Seniors and mature adults do not play organized sports to the same degree that young people or young adults do.

To help students develop leadership abilities have them work with mentors.

Inuit Games are a great way to contribute to a student's level of fitness. Inuit games involve many components of fitness such as strength, power, agility, endurance, cardiovascular, balance, and flexibility. For a description of such games you may visit the Internet or refer to the resources section of this document.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe the interaction among groups and teammates. Using the daily participation rubrics the teacher can evaluate student performance.
- Assess students' work with mentors by checking the records they keep and conducting short conferences.

Student Assessment:

- Students organize and manage a school recreation or sports alternative activity. Ensure they:
 - Conduct background search to assist in planning.
 - Have promotional plans and material.
 - Have registration procedures, book facilities, schedule appropriate personnel (i.e. officials).
 - Record results.

Performance Tasks:

- Groups submit a report outlining all of the details associated with the lesson or unit they created. Questions to consider include:
 - What considerations were given to safety?
 - How did you prepare the group (seniors/ adults/classmates) for the lesson?
 - How were the responsibilities shared?

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Alternative Activities

Outcomes

Students will be expected to:

10. demonstrate behaviours such as support, encouragement and praise towards classmates while engaged in a variety of alternative activities (GCO 4; KSCOs 1, 2).

Elaborations: Strategies for Learning and Teaching

The following story is an effective introduction to get the students thinking about the importance of support, encouragement and praise towards classmates.

John has been sitting on the zip-line platform, 30 feet off the ground, for the past five minutes, trying to summon the courage to take off. The teacher on the platform is waiting patiently, adding words of encouragement to those being shouted from the ground by John's classmates. Another student is poised at the bottom of the ladder, ready to climb up as soon as John takes off.

There are several possible endings to this class scenario. In one, the encouragement of the teacher and classmates helps John to overcome his fear, and he leaves the platform to the cheers of everyone on the ground. John arrives at the landing spot with a triumphant smile on his face, surrounded by a crowd of students congratulating him on his accomplishment. In a second possible ending, the student at the bottom of the ladder tells John to either go or get down so that he can have his turn. The teacher says, "Come on John, everyone else has done this, why can't you?" Meanwhile, the students on the ground are beginning to make fun of him for being afraid. The teacher seems not to notice. John decides to climb back down the ladder. In a third possible ending, despite encouragement from his teacher and fellow students, John decides to climb back down the ladder. Upon arriving at the bottom, his teacher shakes his hand, congratulates him on going farther than he had before, and encourages him to try again when he feels ready. His classmates clap for him having gone as far as he did, and one of them shares a similar experience from last year, encouraging him to try again.

by Nancy Halliday

(Developing Self-Esteem through Challenge Education Experiences. Journal article by Nancy Halliday; JOPERD--The Journal of Physical Education, Recreation & Dance, Vol. 70, 1999).

Once the story is discussed and student opinions are provided, it is good practise to provide alternate scenarios that students may experience pertaining to the theme and outcome.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Assessment:

- For discussion, ask the students the effect each ending of the story would have on John's self-esteem. This promotes thinking about their future actions.
- Observe the level of cooperation and respect among groups throughout the activity.

Student Assessment:

- A student is appointed each class to be the "Praise Cop." For each class, the "Praise Cop" can hand out point cards and demerit cards that are turned in at the end of class for review and possible evaluation.
- Students could write a journal entry about students' attitudes toward working in a cooperative alternative activity group.
- Students may be provided with the self-evaluation rubric to evaluate their performance.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). **Teaching Orienteering 2nd Ed.**
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Alternative Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>11. apply principles of safety while engaged in alternative activities (GCO 5; KSCOs 2, 3).</p>	<p>Before starting a rhythmic activity the teacher must present safety precautions to the class. These may include:</p> <ul style="list-style-type: none"> • Students must be aware of their personal space and the general space at all times. Discuss both concepts. • Rhythmic activities often involve large movement patterns by large groups of students that require a large amount of space (Space Awareness). • All students need to be responsible and mindful of safety while participating in or performing rhythmic movement (Body Part and Body Movement Awareness). <p>The <i>Multicultural Folk Dance Treasure Chest</i> is an effective resource for students to learn about various folk dances around the world. The treasure chest contains video, music and a booklet package, taught by experts from which the dance originates. It will provide students with an opportunity to express their emotions through dance and rhythm.</p> <p>A dance or rhythmic unit offers much opportunity for cross curricular collaboration with other teachers (social studies, music, math, etc.).</p> <p>Invite dance professionals and student dancers from the class to assist with the rhythmic unit.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe the interaction among the group performing the dance routines and offer feedback.
- Observe the extent to which students are actively engaged in the activity. The sample participation rubrics provided in the appendices can be used to evaluate the participation component of this activity.
- Assess and evaluate students on rhythm, utilization of previously learned movement elements, cooperative work within a group and on cognitive knowledge of dance steps by having them complete a write up or lesson plan of their dance routine.

Student Assessment:

- Students make an entry into their journal on the degree to which they perceived the activity to be safe.
- Students make an entry into their personal log book or journal as to the extent to which their target heart zone was achieved while participating in the activity, their personal thoughts on the activity and how successful they were while participating.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Alternative Activities

Outcomes

Students will be expected to:

12. identify and follow appropriate individual rules, etiquette and protocols essential for safe and enjoyable experiences in alternative activities and settings (GCO 5; KSCOs 1, 3).

Elaborations: Strategies for Learning and Teaching

Like all activities, alternative setting activities involve a high level of danger that requires preparation, rules, etiquette and protocols. The teacher must ensure that students are familiar with such and fully prepared when participating in all alternative activities.

The selection of activities will depend on the climate, resources and facilities available in the school or community. The Active for Life student resourcebook offers various indoor/outdoor alternative activities with valuable facts, rules, safety, etc.

Alternative activities and settings offer an environment for creating an understanding of movement concepts, tactical skills and various principles (i.e. fairplay). Having students design their own alternative activity is also a great approach to developing team-work and leadership skills. Encourage students to consider the following in their planning:

- Facility required to play the activity
- Individuals, partners or small/large groups
- Equipment required to play the activity
- Rules of the activity/game
- Safety guidelines

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Take note of the degree to which students follow the rules and protocols and offers feedback/corrects students immediately if not adhering to established guidelines.
- If teachers are involving the students in an activity such as camping/canoeing a quiz may be quite beneficial to ensure that the students understand the rules/etiquette, protocols and safety.

Performance Tasks:

- When students develop and apply safety rules look for evidence that they:
 - Offer ideas and examples during the discussion of fair play.
 - Demonstrate safe practices in their discussion.
 - Encourage others to play fair.
- Students make an entry into their journal on the degree to what they learned about rules, procedures, safety practices and etiquette for the different physical activities that they have selected to participate for the course.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Alternative Activities

Outcomes

Students will be expected to:

13. demonstrate the ability to set meaningful personal goals while participating in various alternative activities (GCO 6; KSCO 7).

Elaborations: Strategies for Learning and Teaching

Team "bonding" is a very important process that will help to ensure a close-knit team. A strong cheer squad becomes one in purpose and desire, encouragement is very important in team bonding. If team members try to motivate one another, everyone will try harder to accomplish team objectives. Team building games are a fun way to develop cohesiveness. They tear down walls in communications, provide avenues that encourage discussion and increase productivity. Team-building takes time but the end results are well worth the extra time. It is an ongoing process that boosts commitment.
(<http://www.oakharborcheer.com/TeamBuildingGames.html>)

The Internet resource *Team Building Games* by Pam Headridge provides a great list of team building activities to help unify the class.

Encourage students to set short and long term goals. They can write them in a journal and log their progress periodically.

Remind students of the S.M.A.R.T Principle for goal setting.

- S - Simple
- M - Manageable
- A- Attainable
- R - Realistic
- T - Time Bound

An example of setting a goal in alternative activities would be: If a student decided that he/she wished to develop the skills necessary to accurately perform the "J" and "sweep" strokes in canoeing through participating in a level 1 canoeing course.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Offer feedback to students on the practicality of the goals they have set and offer assistance to those having difficulty setting and/or reaching their goals.
- Teachers keep anecdotal records as to the extent to which students attain their goals and how well students adjust/set new goals as they progress through the activities.

Performance Tasks:

- While students are involved in the activity the teacher will review the goals provided by the students, record their progress and provide written feedback.

Student Assessment:

- Students make entries in their logbook throughout the experience. Students note the degree to which they are successful in meeting their goals.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- McNeil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <ol style="list-style-type: none"> 1. participate in a variety of team building activities that ensures participation of all students (GCO 1; KSCOs 3, 4, 5, 6). 	<p>Discuss with the class the importance of team-building activities.</p> <p>Team Building Activities:</p> <ul style="list-style-type: none"> • Develops or strengthens the bond of a group. • Helps a group work more effectively together. • Helps a group work as a team to complete a goal or objective. • Gives students insight into their own behaviour. It can also provide insight into the dynamics within the team. • Shows how well students work together. • Demonstrates leadership abilities. <p>Adventure games and activities offer challenges that lead to the development of cooperative skills, self esteem and leads students to assuming greater responsibility for their involvement in a variety of activities.</p> <p>Activities such as Bumpity Bump Bump, Gotcha and How Do You Do are ice breakers that allow for student introductions at the beginning of a course and year. If students already know one another, the games are still effective since students will have to concentrate on completing the activity without errors and with greater speed. These games are quick and should be played for a short period of time.</p> <p>For team building activities, ensure that groups are rearranged from time to time to enable students to work in a variety of teamwork situations. Teachers may choose to pre-arrange teams to have greater control over the group make-up.</p> <p>Consistently remind students of fair play and modelling praise phrases that will help with team cohesion.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Take note “praise phrases” during team building activities and offer feedback at the end of class.
- Note how well prepared and organized the team was during the activity.
 - Did each member of the team seem involved and aware of the activity?
 - Did team members seem to have patience and understanding with each other?
 - Were teammates helpful to each other?
- Take note of the level of participation of each student and provide positive feedback to those reluctant to participate to encourage them to participate more fully.

Student Assessment:

- Students reflect on their own and other students’ participation in a series of team building activities.
 - What were some common behaviours?
 - Which students were more active than others?
 - Why might this be the case?
- Students make entries in their logbook throughout the team building experience. Students note the degree to which they are successful in meeting their participation requirements and how successful other students are as well.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>2. use appropriate strategies in team building and game situations (GCO 1; KSCOs 2, 3, 5).</p>	<p>The main goal of team building is for students to work together and support one another.</p> <p>In Team building activities:</p> <ul style="list-style-type: none"> • Stress cooperation over competition (all teams should be encouraged to successfully complete the challenge). • Emphasize that safety is always the number one priority. • Ensure rules and expectations are clear for each challenge. Post visual reminders. • Modify activities to fit student abilities (make it easier or more challenging depending on student abilities). • Praise students when they demonstrate examples of positive life-skills, cooperation and/or sportsmanship. • Do not solve the challenges for the students. It is important that students work together and even struggle together in completing a challenge. <p>Life skills learned through team building includes:</p> <ul style="list-style-type: none"> • Teamwork • Trust • Cooperation • Respect • Support • Communication • Perseverance • Sportsmanship • Patience • Sharing <p>(Source: http://www.sonoma.edu/kinesiology/pppep/experts/team.htm)</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Note students who use a variety of strategies in activities. Present these students as exemplars to illustrate to other students the appropriate strategies for a particular activity.

Performance Tasks:

- During any game situation, students should be making use of strategies learned in class to increase success.

Student Evaluation:

- During activities have one student record the number of positive and negative comments which were used throughout the activity. Have the group fill out the Team Report Card located in the Appendices of Team Building Through Physical Challenges.
- Have students give a thumbs up or down as to the level of cooperation throughout the team building activity. This will allow the teacher to re-evaluate the activities and receive feedback as to the success/non-success of the team building. There are various self- assessment rubrics provided in the appendices to assist students with reflecting on their level of cooperation.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes

Students will be expected to:

3. participate in a variety of games and activities that contribute to personal wellness (GCO 1; KSCO 7).

Elaborations: Strategies for Learning and Teaching

While participating in an activity (i.e. hike, jog, sport, aerobics or an intense run) ask students to stop at a specific time and measure their pulse rate.

Teachers may find that not all students have the ability to complete prolonged (i.e. 20 minutes of consistent jogging) exercise. Students may need to begin with 5 minutes of activity and gradually progress over time.

Information on cardiorespiratory fitness or cardiorespiratory fitness and pulse rates can be found in the Active for Life student resource.

If the heart rate does not meet the 50% - 85% target zone for achieving cardiorespiratory maintenance or gains, then activity levels need to be adjusted (a decrease in activity intensity if heart rate is too high and an increase in activity intensity if heart rate is too low).

Benefits to cardiorespiratory health occur when activity or exercise is maintained for a prolonged period of time (excess of 20 minutes), occurs a minimum of 3-5 times a week and when that activity is of an intensity that makes the heart work in its optimal training zone.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- When evaluating consider the three domains of learning (Moving and Doing; Cooperation and Responsibility; Understanding and Applying).
- Observe and take notes of the degree of participation of students in the activities.
 - Are students fully engaged in the activity?
 - Are more able students assisting students who are having difficulty?
 - Is the student using game/activity principles and demonstrating a willingness to participate?

Student Assessment:

- Students attempt to increase their personal level of fitness through participating in a variety of games and activities. Students set goals for improvement and detail how they will accomplish these goals in their journal or log book. They will then track their progress throughout the semester and the teacher will provide guidance and support. For example, a student could try to improve their cardiorespiratory fitness through participating in swimming, hiking, jogging and basketball over a 4 week period. A student could try to improve strength and flexibility through taking part in yoga, tae-bo, pilates and rock climbing throughout the semester. The teacher should supply the students with fitness charts to assist them with tracking their performance.
- Group students in pairs and have them evaluate each other's level of "Moving and Doing", "Understanding and Applying" and "Cooperation and Responsibility". A rubric should be provided for them to use.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Games and Group Activities

Outcomes

Students will be expected to:

4. participate in a variety of games and activities to enhance the skill sets required for personal success. (GCO 1; KSCOs 1, 2, 6, 8).

Elaborations: Strategies for Learning and Teaching

The Canadian Sport for Life (CS4L) is an excellent framework that, with engagement from the sport, health and education sectors, has the potential of influencing physical literacy development of all Canadian children and youth. PHE Canada (Physical and Health Education Canada) views CS4L as a significant endorsement of the importance of quality Physical Education in every school (Andrea Grantham, Executive Director, Physical and Health Education Canada).

CS4L is a great program for teachers to enhance skill development and personal success for their students. Canadian Sport for Life:

- Provides exciting challenges and rich skill development. If we make it fun, challenging and instructive, we can expect two results: more of our children will stay active throughout their life and more of them will reach the top ranks of amateur and professional competition.
- Makes sport and activity better and more fun for our kids. The goal of CS4L is to focus on the best interests of kids and not on the goals of coaches or parents who simply want to win at all costs.
- Promotes physical literacy and the Long-Term Athlete Development (LTAD) model. Through physical literacy and LTAD, children can train to play in the pro leagues or compete in the Olympics or they can simply use their skills to enjoy being active for the rest of their lives.
- Is about raising our kids with quality sport and activity – so more of them can have that choice!

Example of Skill Learning:

Activities	Activity-Specific Motor Skill
i.e. Soccer	passing, shooting, dribbling, offensive and defensive strategies
i.e. Golf	driving, putting, chipping, strategy, best ball procedure, fair play, honour system

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Teacher observation and assessment can play an important role in monitoring students' development of movement skills. To provide effective feedback and monitoring, students need to clearly understand the criteria associated with effective performance. The use of rubrics and checklists will aid in this exercise.
- During participation in the activities observe the students performing the activities. Pay particular attention to:
 - What the body does? (Body)
 - Where the body moves? (Space)
 - How the body performs the movement? (Effort)
- This would be a great opportunity for teachers to provide feedback to the students on their performance and ask students to reflect on their performance answering the questions above in a journal. The journal can be submitted for evaluation.
- When students are provided with an opportunity to solve tasks on their own ensure that they:
 - Correctly identify and implement safety practices.
 - Define roles and responsibilities for themselves and all group members.
- Students can write up in their logbook focussing on skills in which they have a high level of competency and those that they need to work at for improvement. They may indicate ways to improve certain skills that will enhance the frequency and probability of future personal success.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Games and Group Activities

Outcomes

Students will be expected to:

5. analyze and solve movement tasks and challenges while participating in games/activities and team building (GCO 2; KSCOs 1, 2, 3, 5).

Elaborations: Strategies for Learning and Teaching

Before working on team building activities/games with the students, explore the concept of T.E.A.M

- Together
- Each
- Accomplishes
- More

Organize students in groups and have them analyze and come up with solutions to challenges in particular sports that prove to be the most effective. During activity, it is always a good idea to observe and watch the students in action. When the teacher observes an effective or ineffective play, he/she may stop the group and pose questions to the students in relation to the play at hand and various strategies of the game. For example, what is the most effective way to pass and receive the ball in lacrosse? What is the most effective pass in team handball? Why? This approach allows for creative and analytical thinking on behalf of the students.

To facilitate student understanding, videotape them while participating in a certain activity. Once the activity ends, review the tape with the students and analyze the movement tasks with the class.

Activities such as Alphabet Balancing Beam, Numbers Scrabble and Stepping Stones from the supplementary resource *More Team Building Through Physical Challenges* are ice breakers which involve movement tasks and challenges while participating in team building activities.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Performance Tasks:

- During any game situation, students should be making use of strategies to increase success. Have students share the strategies that made them successful and unsuccessful with others at the end of a game/activity (peer learning).

Student Assessment:

- Have students give a thumbs up or down as to the level of cooperation throughout the team building activity. This will assist the teacher in future activity lessons. Students may reflect on the activity in a journal.
- During activities have one student record the number of positive and negative comments that were used throughout the activity. Have the group fill out the Team Report Card located in the Appendix of Team Building Through Physical Challenges.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Games and Group Activities

Outcomes

Students will be expected to:

6. identify qualities that are considered important to pursue careers in physical education and related fields (GCO 2; KSCO 6).

Elaborations: Strategies for Learning and Teaching

Assist students in identifying careers that can be pursued in the areas of physical education and related fields:

Examples of Careers		
Health and Fitness	Work Site Programs	Sport Management
Personal Trainer	Corporate Fitness Centres	Golf Club Manager
Fitness and Wellness Consultant	Oil Rig Recreation	Adventure Tourism
Fitness Club Manager	Mining Camp Recreation	Sports Administrator
Athletic Therapist	Factory Recreation	Skill Hill Instructor
Community Recreation	Teaching and Coaching	
Recreation Director	Educator	
Facility Design	Coach	
Special Events Coordinator	Sports Official	
Hospitals and Rehabilitation		

Identify and discuss some important qualities required for careers in this field. For example:

- * Leadership Skills
- * Organization
- * Motivational Skills
- * Time Management
- * Enthusiastic and Passionate
- * Positive Attitude
- * Energetic
- * Knowledgeable
- * Public Relations
- * Teamwork

Discuss the requirements to attain accreditation in various careers. Assistance can be sought from the school guidance counselor or professionals in various careers.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Student Assessment:

- The teacher provides the students with a career fair project. The project includes:
 - Students may work individually or in groups of 2-3. Each group or individual chooses a career that interests them in the field of physical education or other related area.
 - The student(s) chooses the presentation media such as a pamphlet, power-point, video, guest presenter, etc.
 - Work within the job fair theme to showcase research and ideas.
 - This project can be showcased to the school or larger audiences (i.e. career week)
 - The teacher develops a rubric based on the criteria of the assigned project (i.e. student identifies the career; qualities required, educational attainment; job possibilities; salary; the presentation quality and detail).

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes

Students will be expected to:

7. demonstrate an understanding of how participation in games and activities affect lifelong personal fitness and overall health (GCO 3; KSCOs 2, 3, 4).

Elaborations: Strategies for Learning and Teaching

Discussion: This is an opportunity to discuss the positive effects of all physical activities on the human body (mental, social, psychological and intellectual). For example:

- Weight management and greater energy
- Personal satisfaction
- Aesthetic value
- Positive environment for social interaction
- Positively influences personal goals attainment
- Stress management

Choose an activity in which students have not yet had the opportunity to participate. An example would be Sepak Takraw (kick volleyball), eclipse ball or paddle tennis. These games can demonstrate to students that there are many new games these days that can contribute to lifelong personal fitness and health.

Encourage participation in recreational activities offered through community agencies.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe and document the extent to which students are actively engaged in the activity and participating in the discussions:

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Games and Group Activities

Outcomes

Students will be expected to:

8. demonstrate an understanding of the factors that affect the choice of games in which youth participate including: age, gender, time, culture and cost. (GCO 3; KSCOs 5, 6).

Elaborations: Strategies for Learning and Teaching

Discuss the factors of age, gender, time, culture and cost as it relates to participation in games/sport.

- **Age:** How ages dictates the level a student can play at and the difficulty of participation of students as they get older .
- **Gender:** The difference between males and females in the type of activities they like. How puberty impacts participation at the junior high and senior high level.
- **Time:** The amount of time it takes to participates in activities and competitive sports. Some activities are weekdays, some are weekends and others are both.
- **Cost:** How the cost of sport and equipment discriminates those with minimal finances (i.e. students not being able to afford hockey due to the cost of equipment and fees).
- **Culture:** How culture determines the type of sports people play, how some cultures prohibit females from participation and how some cultures financially support sport whereas others do not.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe the extent to which students are actively engaged in the activity and participating in the discussions. The NL Student Assessment Tool or Physical Education Tracking Sheets may be used for participant evaluation.

Performance Tasks:

- Students demonstrate the ability to cooperate and listen while other students are teaching an activity. Students perform the activities to the best of their abilities and experience.

Student Evaluation:

- Students who were not instructing evaluate the class on a 1-5 rating scale. The scale is to be developed by the teacher and the evaluation procedure must be thoroughly explained to the students.
- Anecdotal reports from students about the activity.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes

Students will be expected to:

9. demonstrate the ability to work collaboratively and manage potential conflict with classmates while engaged in games, activities and team building
(GCO 4; KSCOs 1, 2, 6).

Elaborations: Strategies for Learning and Teaching

It is important to debrief after a group challenge. Some questions to ask your students after participating in a team building activity include:

- What worked well?
- What did not work well?
- Was the group successful? Why or why not?
- What would you do different if you could try it again?

You can use team building activities to discuss the following life-skills in relation to the challenges:

Teamwork	Trust	Cooperation	Support	Respect
Communication	Perseverance	Sportsmanship	Patience	Sharing

To work collaboratively and manage potential conflict involves teamwork and team building. Students must know that they are all different from one another, however, a teams effectiveness is based on a diversity of skills and personalities.

- Emphasize that if each student works to the best of his/her ability, he/she will be able to compensate for another's weaknesses.
- Students must be aware that in order to work together and manage potential conflict students must have clear goals and be willing to put their efforts together.

Team building activities have the potential for arguments or conflict amongst classmates while engaged in games and activities. One way to help avoid conflict is to involve students in rule making and the consequences when rules are broken. Quite often, the consequences are more meaningful and effective if students have input and are made aware in advance.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe for cooperative behaviour as students participate in the activities. Take note of those students who use a variety of ways to work together and manage conflict. Use student exemplars to illustrate to other students.

Student Evaluation:

- Students give a thumbs up or down as to the level of cooperation throughout the game/activity. This will assist the teacher in future activity lessons. Students may reflect on the activity in a journal entry.
- Students complete an exit poll at the conclusion of class offering feedback as to the success of the activities, the level of cooperation among classmates and the degree to which there was potential conflict and how or if it was solved.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>10. identify and follow appropriate ground rules and protocols to ensure safety while engaged in various team building activities (GCO 5; KSCOs 2, 3).</p>	<p>Team building and trusting one’s teammates fosters an atmosphere of success. Activities that promote team building also require that individuals follow certain rules and etiquette. The book <i>Quality Lesson Plans for Secondary Physical Education</i> provides some excellent examples of activities that require individuals to follow principals of play to be successful.</p> <p>Before starting a team building activity read the following quote out to the students. It certainly demonstrates the concept of a team.</p> <p>There’s nothing greater in the world than when somebody on the team does something good and everybody gathers around to pat him on the back.</p> <p>Billy Martin</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Games and Group Activities

Suggested Assessment Strategies

Student Evaluation:

- When students are behaving inappropriately they can be asked to step aside and review the student self evaluation rubric. This will give the student a chance to reflect on their behavior and refocus them for the task at hand.
- Select one student from each group to track the positive and negative comments throughout the activity and give feedback to classmates at the conclusion of the activity.

Performance Tasks:

- Students demonstrate the ability to cooperate and work with others without direct supervision. Each group could be asked to fill out a Team Report Card which is located in Appendix A of the More Team Building Challenges text.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes

Students will be expected to:

11. demonstrate positive behaviours (support, praise, encouragement, appropriate etiquette) and critically reflect upon behaviours while engaged in a variety of games and team building activities (GCO 6, KSCOs 1, 2, 3, 4, 5).

Elaborations: Strategies for Learning and Teaching

Team building and trusting one's teammates fosters an atmosphere of success. Activities that promote team building also require that individuals follow certain rules and etiquette. In order to develop an atmosphere that is supporting, rules are very important. Curran (2003) provides some useful tips to encourage appropriate behaviour:

- Develop and state rules and consequences. Involve students in this process and state rules in explicit, clear, precise, positive and observable terms
- Communicate and teach rules at the start of the school year, demonstrate what each rule involves and make certain that students understand the requirements for each rule, obtain students' commitment to the rules and consequences, and post the classroom rules in a location and appropriate format so that all students have visual access to the display.
- Monitor rules by maintaining consistency in enforcing rules, provide on-going feedback throughout the year on the use of classroom rules and re-teach or remind students about rules as needed.
- Changing your current rules can send a message to students that rules are not permanent or that you are unsure about the rules. Careful initial selection and phrasing of rules is important.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Teachers Observation:

- Note the degree of participation in activities that may be novel or unfamiliar to students.
 - Are students fully engaged in the activity?
 - Are students assisting other students who are having difficulty?
 - Is the person who is engaged in an activity for the first time displaying a willingness to participate?

The affective domain rubric/scale or other charts provided in the appendices can be used to record student outcome achievement.

Student Assessment:

- Peers can play an important role in monitoring development of movement skills. To provide effective feedback and monitoring, students need to clearly understand the criteria associated with effective performance. Students should offer feedback to help other students progress and improve anything they do. Feedback should be positive in nature and avoid any negative comments on performance.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Games and Group Activities

Outcomes

Students will be expected to:

12. demonstrate the ability to set meaningful personal goals while participating in various team building activities (GCO 6; KSCOs 6, 7).

Elaborations: Strategies for Learning and Teaching

A student's confidence and success during activities is often enhanced through praise by teammates. Students know that their efforts are appreciated when those efforts are recognized. The other side of this equation is that students need to be more forthcoming with their sharing of praise. Both receiving and giving of praise are skills which require regular practice. Prior to participating in a team building session students set personal goals that will assist them in moving towards giving and receiving praise from classmates. These goals can be kept to themselves or entered in a journal.

When participating in team building activities there are various roles that students will assume. Every activity requires thinkers, leaders, doers, followers, facilitators, etc. A students' personality, various strengths and experiences will often dictate the role he/she will assume.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Teachers offer feedback to students on the practicality of the goals they have set and offer assistance to those having difficulty setting and/or reaching their goals.
- Teachers keep anecdotal records as to the extent to which students attain their goals and how well students adjust/set new goals as they progress through the activities.

Performance Tasks:

- While students are involved in the activity the teacher will review the goals with each student and help record their progress.

Student Evaluation:

- Students make entries in their logbook throughout the goal setting task and make note the degree to which they are successful in meeting their goals.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S. K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Specific Curriculum Outcomes

P.E. 2101

Themes and Sample Activities

Individual/Partner Games/Activities

Fitness

- Aerobics; Agility Ladders; Body Weight Exercises; BOSU Balance Trainer; Calisthenics; CPR; Circuit Training; Cycling; Jogging; Pilates; Skipping; Strength/Resistance Training; Exercise Ball Training; Tae Bo; Tai Chi; Yoga

Athletics (Track and Field)

- Runs: sprints, mid and long distance
- Jumps: high, long, hurdles
- Throws: shot put, discus, hammer

Combatives

- Judo; Martial Arts; Self-defense; Wrestling

Creative Movement Gymnastics

- Olympic; Rhythmic

Net and Wall

- Badminton; Handball/Racquetball/Squash; Paddle Tennis/Pickle-Ball; Table Tennis; Tennis

Other

- Archery; Golf; Hacky Sack; Juggling; Skipping; Square Ball

Alternative Activities

Rhythmic

- Aerobics; Cheerleading; Skipping rope; Ballroom Dance; Creative Dance; Folk Dance; Jazz Dance; Jive Dance; Line Dance; Modern Dance; Multi-cultural Dance; Newfoundland and Labrador; Social Dance; Square Dance; Traditional Dance

Alternative Setting: Outdoor

- Backpacking; Camping; Hiking; Orienteering; Rock Climbing; Canoeing; Kayaking; Snowshoeing; Survival Techniques

Alternative Activities: Individual Outdoor

- Cross Country Running; In-line Skating; Mountain Biking; Roller Blading; Rowing; Skateboarding; Skiing; Snowboarding; Skating; Swimming; Water Games

Games and Group Activities

Leadership Cooperative Games/Activities

- Adventure Games; Cooperative Games; Initiative Problems; Lead-Up; Risk Tasking; Team Building/Team Challenges; Multicultural Games and Activities

Fielding

- Cricket; Baseball/Softball/Rounders; Soccer; Baseball

Line

- Broomball; Disc Sports (Ultimate Frisbee); Rugby; Touch/Flag Football

Target

- Bocce; Bowling; Curling; Croquet; Horse Shoes; Washers

Net

- Sepak Takraw; Volleyball; Eclipse Ball (www.eclipseball.com); Tchoukball (www.tchoukball.ca)

Territorial

- Basketball; Broomball; Field Hockey; Floor Hockey; Lacrosse; Netball; Ringette; Soccer; Team Handball

Other

- Kinball

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

1. participate in a variety of activities, movements and exercises that emphasize the muscular strength and endurance components of health related fitness (GCO 1; KSCOs 3, 4, 5).

Elaborations: Strategies for Learning and Teaching

Define health and skill related fitness (Active for Life student resource).

Discuss two of the components of Health Related Fitness: muscular strength and muscular endurance (Active for Life student resource).

Discuss the benefits of muscular strength and muscular endurance (Active for Life student resource).

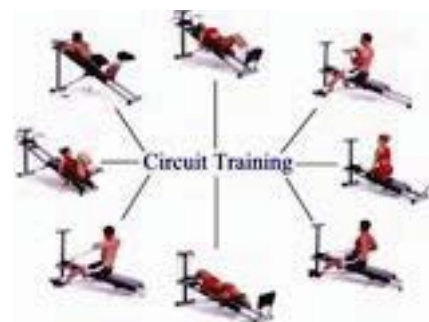
Principles that can be used to explain the elements of health related fitness include the FITT principle, the principle of overload and principle of specificity (Active for Life student resource).

- FITT principle: where each letter in the word FITT represents a factor important for determining the correct amount of physical activity (Active for Life student resource).
- Principle of Overload: place greater than normal demands on a component of fitness, thereby making that component of fitness work harder than usual.
- Principle of Progression: the amount of exercise performed and the intensity at which it is performed should be increased gradually.
- Principle of Specificity: the type of exercise performed determines the benefit (i.e. if the desired benefit is cardiorespiratory gains then one must participate in exercises that target this component of fitness).

Sample Strength and Muscular Endurance activities include

Resistance training	TRX Suspension Trainer	Circuit Training
Bosu/exercise ball training	Balance Boards	Aerobic fitness Equipment
Wii Gaming System for fitness	Power 90X program	Crossfit Conditioning

Sample Circuit



Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Students break into groups and develop a circuit training session which they can present to the class. Students will move through a series of stations that work various parts of the body, while at the same time developing an understanding of muscular strength and endurance. The teacher can observe and take note of the degree to which groups work on task at the various stations.

Performance Tasks:

- Students use the Fitness Gram Worksheet to measure muscular strength and endurance.
- Students perform curl-ups and push-ups and record scores on a rating sheet supplied by teacher. Students must learn to interpret the rating chart results and provide a fitness profile.
- Small groups of students must submit a detailed lesson plan including exercises that can be completed in a circuit routine.
 - For each exercise, muscle group(s) involved must be identified.
 - At the end of class, all students meet with the teacher to discuss various activities that can be conducted at stations.
 - The students choose the exercises they like the best from all the lessons and the teacher combines them to form a circuit in following classes.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

2. apply appropriate knowledge, body mechanics and safety when participating in various strength and muscular endurance activities (GCO 1; KSCOs 2, 4, 5, 6).

Elaborations: Strategies for Learning and Teaching

Discuss body mechanics: The mechanics and function of the various systems of the human body especially the skeletal, muscular, circulatory, respiratory and nervous systems. As related to strength and muscular endurance, body mechanics refers to the best or safest body position to use in order to accomplish a task.
(Source: Modified from <http://www.hydrationcephaly.com/Physical%20Development/Therapy%20Glossary.htm>)

Range of Motion: A measurement of the extent to which a joint can go through all of its normal movements.
(Source: <http://www.arthritis-guide.com/arthritis-glossary.htm>)

The FITT principle of exercise is an important principle for students to learn and be able to apply (Active for Life student resource).

Sample Strength and Muscular Endurance activities include		
Resistance training	TRX Suspension Trainer	Circuit Training
Bosu/exercise ball training	Balance Boards	Aerobic fitness Equipment (i.e. treadmill)
Wii Gaming System for fitness	Power 90X DVD conditioning program	Crossfit conditioning

Different activities require a combination of various levels of muscular endurance, strength and power. As well, proper form and knowledge of how to use endurance, strength and power in the right situation is crucial. This is easily demonstrated in the game of volleyball when a player spikes, volleys, bumps and blocks. A great way to teach these skills in relation to the components of fitness is through modifications. In volleyball, for example, in order to increase the chance of rallies the teacher may permit unlimited hits as long as the ball does not touch the floor or ceiling. As a second example, allow less skilled players to use a larger ball such as a cage ball or beach ball to increase enjoyment. Once they become more adept at passing and receiving the larger ball, introduce the real volleyball.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Students log their progress of learning and developing skills in a journal. They should record the successes and pitfalls throughout the experience.
- One student is responsible for designing an activity (i.e. warm-up, work out, cool down) for his/her partner. The activity developed should be one that their partner has little to no experience in and has the ability to improve their health. The following class, the other student is responsible of designing the activity.
- The teacher monitors performance of a specific task/activity and provides the student with "feedback based upon theory, concepts and techniques taught.

Student Evaluation:

- Students can create a poster and present a report on the FITT principle. The teacher should provide the required information or direct students towards resources where the information can be located.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- *Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- *Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

3. continue to participate in a variety of individual/partner activities (GCO 1; KSCOs 1, 3, 4, 5).

Elaborations: Strategies for Learning and Teaching

Introduce common skills inherent in individual/partner games/activities. This will allow the students to feel competent to enjoy a wide range of activities (i.e. ready position).

Interacting positively with others is a learned skill that can be practiced through a variety of physical activities. In today's society, cooperation is an integral part of employability skills. Cooperation through physical education fosters communication, fairplay, leadership and teamwork (Alberta Education, 2011)

- **Communication** – communicate thoughts and feelings in an appropriate manner as they relate to participation in physical activity.
- **Fair Play** – demonstrate etiquette and fair play.
- **Leadership** – develop leadership and followership skills related to physical activity.
- **Teamwork** – display positive behaviours that show respect for self and others.

Providing a context where students can achieve depends on many factors. Consider:

• Activity that is relevant, meaningful and enjoyable
• Use of community resources
• Use of technology
• Assessment, evaluation and communication strategies
• Equity and diversity
• Alignment of learning outcomes, instructional and assessment practices
• Teacher willingness and expertise
• Diversity of instructional strategies
• Focus on outcomes rather than dimensions
• Facilities and equipment resources
• Transference to lifelong participation in physical activity
• Consideration of, and for, past related experiences
• Experiences from all movement dimensions
• Opportunities to practice and demonstrate growth and achievement
• Elements of risk and challenge provided in a safe environment

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- The teacher observes the level of participation among students and the time on task for the activities. The NL Student Assessment Tool or Physical Education Tracking Sheets may be used to evaluate performance.

Student Evaluation:

- Students complete a self assessment rubric to reflect upon their participation level. Their participation is based on criteria such as readiness, cooperation and active engagement.
- Students complete a peer evaluation on group members in the class.
- Students complete a checklist of behaviors and skills on group members after an activity. The teacher could provide a descriptive list of desired and undesired behaviors for the checklist. The evaluation or checklist will be shared amongst teammates only. A sample list of criteria could include:
 - How many praise phrases were used?
 - Did this person contribute to the group?
 - Name one positive contribution each person made to the team.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Notes:

- Differentiated Instruction: When grouping students in partners, consideration should be given to ability grouping, gender grouping and social grouping.

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L., & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

4. further develop and apply body movement principles to individual/partner activities to enhance personal success (GCO 1; KSCOs 2, 7, 8).

Elaborations: Strategies for Learning and Teaching

Discuss basic movement patterns and variables with the class. Using a relevant example such as the hit tv show Dancing with the Stars, the teacher can discuss footwork and illustrate the various patterns and variables used in this individual/partner activity. Discussions with other activities/sports is also recommended.

Basic Movement Variables	
Space: Where the body moves? (self-space and general space)	Body: What the body does? (actions, shapes, levels)
Effort: How the body moves? (time/weight/flow)	Relationships (to people and equipment)

(Source: Government of Saskatchewan: http://www.sasked.gov.sk.ca/docs/physed/physed1-5/ep_perspective2.html)

Basic Movement Patterns include:

- Sending - Throwing/Striking
- Receiving - Catching/Collecting
- Accompanying - Dribbling/Carrying
- Evading - Dodging/Faking/Screening
- Locomotions - Displacement of the body from one place to another
- Landings - On Feet/On hands/While rotating
- Statics - Balances/Supports/Hangs
- Swings - From supports/From hangs
- Rotations - About the axes of the body
 - Longitudinal
 - Medial
 - Lateral
- Springs - From the arms or legs

(Source: Government of Saskatchewan: http://www.sasked.gov.sk.ca/docs/physed/physed1-5/ep_perspective2.html)

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Students demonstrate the ability to participate in and practice an activity so as to increase their probability of success. Students log their progress of learning and developing skills in their journal and record the successes and pitfalls throughout the experience.

Student Evaluation:

- Students complete a self assessment rubric to reflect upon their participation level. Their participation is based on criteria such as readiness, cooperation and active engagement.
- Skill Assessment Rating Scales for activities may be used to assess performance.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>5. develop and participate in a personal fitness plan that includes a variety of health-related fitness components including cardiorespiratory, flexibility, strength and muscular endurance</p> <p>(GCO 1; KSCOs 3, 5, 7.)</p>	<p>Personal fitness plans require goals and knowledge of the components of fitness. For example, if a student wishes to increase their sprinting speed they need to know that sprinting involves the cardiorespiratory (anaerobic), muscular strength and muscular endurance systems. Thus, training is required of those systems through specific activities/exercises. Provide specific information on the various components of fitness and how they are used when developing a personal plan. The FITT principle should also be included in the discussion.</p> <ul style="list-style-type: none"> • Cardiorespiratory Fitness (Aerobic vs. Anaerobic) • Strength (Muscular Strength vs. Muscular Endurance) • Balance (Static vs. Dynamic) • Agility, Balance, Flexibility <p>Provide sample stretching routines, cardiovascular routines, muscular strength routines, etc. Invite experts/athletes from outside of the school environment to provide knowledge and guidance.</p> <p>Students can record the benefits of exercising in a daily activity log that they develop. This can show growth in their level of personal fitness.</p> <p>Explain the theory of Heart SMART goals and goal setting as a means of achieving personal fitness (Active for Life student resource).</p> <p>Student achievement may be tracked and recorded for teacher/student records.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Student Evaluation:

- Students consider the extent to which their:
 - Fitness/wellness plan addresses the components of fitness they wish to consider
 - Records are complete
 - Charts include summaries of current practices (e.g., pie chart, percentages).

Students are encouraged to begin at their own personal level and develop strategies to increase their health related fitness components. The teacher may evaluate them based on sample fitness appraisals.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- LeFevre, D (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

6. demonstrate personal wellness while engaged in individual/partner activities with the intention of carrying out these healthy practices in their own personal time (GCO 1; KSCOs 3, 4, 7).

Elaborations: Strategies for Learning and Teaching

Begin with a definition/discussion about wellness, wellness principles and the components of wellness (Active for Life student resource).

Modelling behaviour is one of the most effective chances that students will adopt wellness concepts. Keep in mind that a key way for students to learn is by watching and copying the behaviour of others. When you practice healthy behaviours in your own life, you are helping to set the foundation for the young people in your life to become healthy, active adults. Don't worry about being perfect. Just work on being consistent.

Discussion: A great way to illustrate healthy choices is by comparing it to things that students know require care in order to perform properly. For example, a car is an item that requires care in many forms such as proper fuel, regular maintenance checks, new tires, cleaning, etc. in order to last long and properly function. Have a discussion with the students using this example. Possible questions may include:

- What type of car would you like to own (BMW or a clunker)? Why?
- Does the type of fuel put in a car matter? The type of fuel we put in our bodies does.
- Can you do whatever you want to a car? What happens if you do?

The web site resource "seek wellness" provides a great activity to do with students called *Pick A Car That Suits Your Body*. It builds upon the discussion questions above.

(SeekWellness, 2000: http://www.seekwellness.com/wellness/articles/teaching_children.htm)

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Student Evaluation:

- Students healthy practises progress charts/ graphs.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- *Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- *Jump 2b Fitness*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

7. demonstrate an understanding of the factors that affect healthy living including exercise, rest, nutrition and work (GCO 2; KSCOs 4, 6).

Elaborations: Strategies for Learning and Teaching

Provide an opportunity for students to organize and implement a healthy eating/physical activity fair for the school. Students can display information in a variety of ways on the components of fitness, careers, nutrition, various sports/activities, etc.

Provide an opportunity for students to refer to Canada's Food Guide to assess if they are meeting the recommended number of food guide servings per day.

Providing students with case studies can be quite valuable. Try to make the scenarios as real as possible and for students to determine the effect of exercise, rest, nutrition and work on a particular person's health.

- Sample Case Study:
 - Michelle is a competitive hockey player. She trains every day whenever there is ice time. Michelle sometimes skips meals because she is so busy with skating and school. If her practice is around dinner time, she finds she is not really concentrating on the plays because her stomach is growling and she feels tired. The provincial tournament is approaching and Michelle needs to concentrate much more on hockey than she has been.
 - What can Michelle do to increase her ability to concentrate while on the ice with the schedule she has? Discuss with relation to exercise, rest, nutrition and work.

(Fraser Health, 2007: <http://www.fraserhealth.ca/media/SportsNutritionKit.pdf>)

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Create “actual” and “ideal” charts to record lifestyle habits. The teacher provides verbal feedback on the two charts including:
 - The extent to which the records are complete charts and include summaries of current practices (i.e. in the form of proportions or percentages),
 - If the charts provide an analyses of the relationship between energy level and physical exercise
 - If accurate information of the “ideal” charts are balanced and meet recommended guidelines for sleep and exercise.

(Source: http://www.bced.gov.bc.ca/irp/pe11_12/peact11.htm)

Student Evaluation:

- The teacher could ask students (small groups) to research stress management or relaxation strategies and create a lesson to present to the class (i.e. Yoga; pilates).
- Students select stress-management or relaxation strategies and be able to:
 - Provide clear and easy-to-follow demonstrations that involve the class.
 - Identify strengths and weaknesses of various techniques.

(Source: http://www.bced.gov.bc.ca/irp/e11_12/peact11.htm)

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- *Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- *Jump 2b Fitness*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

8. demonstrate an understanding of how the muscular strength and endurance components of physical fitness are related to overall health (GCO 3; KSCO 2).

Elaborations: Strategies for Learning and Teaching

Discuss with students the importance of muscular strength activities (circuit training, martial arts, skating) and muscular endurance activities (aerobics, cross country running, backpacking). The following responses may be provided:

- Improves physical appearance
- Improves confidence
- Increases energy levels
- Improves weight management
- Improves posture
- Improves body movement
- Decreases body fat

Optimal Heart Rate: The optimal heart rate for the achievement of cardiorespiratory benefits is between 50% and 85% of your maximum heart rate (Active for Life student resource).

Activities in the Movement and Physical Activities Chart may be used to demonstrate the importance of muscular strength and endurance in activities.

Movement and Physical Activities Chart (not limited to)		
Aerobics	Circuit Training	Judo
Martial Arts	Badminton	Golf
Jogging	Table Tennis	Wrestling
Cycling	Archery	Tae Bo

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Through teacher-led discussion and fitness circuit observation, assess student understanding of muscular strength and endurance. Do the activities presented in the fitness circuit illustrate activities related to muscular strength and endurance?
- Teachers observe how well students monitor their heart rate during endurance activities. Fitness gains are made when activity occurs in the optimal heart training zone. Students who do not monitor their heart rate regularly should be encouraged to do so on a more consistent basis.

Student Evaluation:

- Students may develop fitness plans and record their progress. The teacher may note the extent to which they:
 - Include the components of fitness.
 - Use the correct terms and apply the FITT principle of training (Frequency, Intensity, Time and Type).
 - Keep complete and up-to-date records that include frequency, intensity of training and time.
 - Show a variety of activities in their plan.
 - Include summary statements describing feelings or ideas about their improvement in fitness performance.
- Students may reflect on their level of participation by completing the Class Self-Evaluation of Engagement rubric.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Bodytrends.com. *Stretch Tubing Poster (5 pack)*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- *Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- *Jump 2b Fitness*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- Mcneil, C., Wright, J., and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Individual/Partner Games/Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>9. demonstrate the ability to make informed decisions concerning personal health and fitness issues (GCO 3; KSCOs 2, 5).</p>	<p>Students can be taught how to make informed decisions concerning health and fitness (learning to think critically):</p> <ul style="list-style-type: none"> • Identify the health or fitness problem to be solved. • Collect health and fitness related information pertaining to the problem. • Develop a plan of action (five W's) • Put the plan into practise • Evaluate <p>Ask the students guided questions concerning personal health and fitness issues. Topics to be discussed include:</p> <ul style="list-style-type: none"> • How to create a fitness plan? • How to analyze and assess the fitness plan? <p>(Active for Life student resource)</p> <p>Outline some of the factors associated with personal health such as fitness planning, goal setting, healthy eating and regular exercise (Active for Life student resource).</p> <p>Highlight the necessity of proper and informed nutrition as related to healthy eating choices (Active for Life student resource).</p> <p>Allow for time to explore the web site: http://www.livinghealthy-schools.com/. This site provides numerous healthy living links for exploration through reading and activities.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Students create a fitness plan chart combined with a personal healthy eating plan. Review the plan at weekly intervals and provide regular/consistent feedback to the students.

Student Evaluation:

- Students analyse their prepared fitness/healthy eating chart and determine changes needed or how their chart should be modified to improve their personal health and/or fitness levels.
- Students review a suggested fitness guidelines provided by the teacher. Discuss with the teacher how their own level of fitness compares to the suggested guidelines?

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>10. demonstrate an understanding of the factors that affect the choice of physical activity throughout life, including age, gender, time and culture (GCO 4, 5; KSCOs 1, 3)</p>	<p>The teacher may introduce this objective by discussing the factors of age, gender, cost and culture as it relates to participation in Individual/ Partner Games/Activities.</p> <ul style="list-style-type: none"> • Age: How does age: <ul style="list-style-type: none"> - dictate the level at which a student can play? - impact the difficulty of participation as students get older? • Gender: the difference between males and females in the type of activities they like; aesthetics in females at junior high and senior high. • Cost: how the cost of sport and equipment discriminates those with minimal finances (e.g. students not being able to afford hockey do to the cost of equipment and fees). • Time: The commitment required to play competitively versus non-competitively; the time per day/week to receive health benefits. • Culture: how cultures determine the type of sports people play; how some cultures prohibit females from participation; how some cultures financially support sport whereas others do not. <p>The teacher might consider providing an opportunity for students to work/view different age groups participating in physical activity. This can easily be done in multi-age schools.</p> <p>As a class, students may volunteer with the elderly. Provide time for students to reflect on the factors that affect their choice of activity.</p> <p>Encourage time for students to ask questions about past and present activity levels, choices, etc.</p> <p>Activities:</p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe how students are participating throughout the activities. Take note of those students who use a variety of ways to work together and manage conflict. Use student exemplars to illustrate to other students. The teacher may also use the student assessment tools for participant evaluation.
- Review anecdotal reports from students with respect to their progress in healthy living practices throughout the activities.
- Take note of the degree of participation in activities that may be novel or unfamiliar to students.
 - Are students fully engaged in the activity?
 - Are more able students assisting students who are having difficulty?
 - Is the person who is engaged in an activity for the first time displaying a willingness to participate?

The affective domain rubric/scale or other charts provided in the appendices can be used to record student outcome achievement.

Student Evaluation:

- Students conduct an interview with their parents/guardians relating to past high school activity levels compared to present day.
- Students demonstrate the ability to cooperate and listen while other students are teaching an activity. Students perform the activities to the best of their abilities and experience. Students who were not instructing evaluate the class on a rating scale.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Individual/Partner Games/Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>11. apply principles of safety while engaged in various individual/partner activities (GCO 5; KSCOs 2, 3).</p>	<p>Review and further discuss the importance of safety when participating in physical activity. Discuss the need for warm-up and cool-down activities during the activity session (Active for Life student resource).</p> <p>All students need to be responsible and mindful of safety while participating in individual or group activities. Consistently remind students to comply to the safety procedures of various sports and activities while participation (i.e. archery).</p> <p>Identify the main types of muscle and tendon injuries such as DOMS, muscle strains and sprains.</p> <ul style="list-style-type: none"> • DOMS: feeling muscle pain a day or two after involvement in physical activity (Active for Life student resource). • Strains: aggravations caused by twisting or pulling a muscle or tendon (Active for Life student resource). • Sprains: an injury that occurs when a ligament is stretched or torn (Active for Life student resource). <p>Discuss the use of steroids and the effect they can have on a person's overall health.</p> <ul style="list-style-type: none"> • Steroids: illegal substances taken by some athletes to improve their performance. Steroids have been shown to be a cause of injury to tendons and ligaments (Fitness for Life). <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- The teacher can observe students during activity and periodically provide feedback related to behaviors that are beneficial or which he/she deems to be a safety risk to groups or individuals. The teacher may use a tracking sheet to monitor student involvement.

Student Evaluation:

- Students can provide examples of safe and unsafe behaviors they observed during class.
- Students complete a journal entry on the degree to which they perceived the activity(s) to be safe. How responsible was each student?
- Students complete a feedback/evaluation form provided by the teacher.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Stretch Tubing Handbook*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- Dumbbell Training Poster*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Individual/Partner Games/Activities

Outcomes

Students will be expected to:

12. demonstrate the ability to set and incorporate meaningful goals into their personal fitness plan (GCO 6; KSCOs 1, 3, 7).

Elaborations: Strategies for Learning and Teaching

Discuss the difference between a short and a long term goal and have students think about a long term fitness/health goal that they would like to complete. They can also consider what short term goals they need to accomplish to reach their long term goal. Various students may be willing to share their thoughts and feedback may be provided by peers and the teacher.

Discuss and consistently remind students of the S.M.A.R.T Principle for goal setting.

- S - Specific
- M - Measurable
- A- Action Oriented
- R - Realistic
- T - Time Bound

(Active for Life student resource)

Encourage goal setting for a week, unit and/or year. It is important for the teacher to provide periodic opportunities to evaluate student goals and provide feedback. Depending on the student(s), the teacher might consider having them post their goals in the gym, locker or at home to keep them motivated and on track.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Individual/Partner Games/Activities

Suggested Assessment Strategies

Teacher Observation:

- The teacher discusses whether or not student selected goals are adequate for their ability and helps the student change goals where necessary. Students can follow the FITT principle when designing fitness goals (Active for Life).

Students Evaluation:

- The students reflect in a journal or in their wellness plan about their level of fitness. Students discuss adjustments to their plan and set realistic personal goals which they can work to achieve.
- Student set goals over a 4 week period and choose individual or group activities in which to take part in for at least 20 minutes per day, 3 days per week. They monitor themselves over the period of time by keeping an activity log.
 - What attitudes are expressed about the activity?
 - Will the students continue to participate in the activity? Is another activity being selected?
 - Are goals being met?
 - Are there issues or concerns?
- The students may be asked to create games like basketball golf to improve various other skills which are used in basketball (i.e. games to improve the skills of shooting or passing).

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life Physical Activity Pyramid for Teens Poster*.

Recommended Resources:

- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes

Students will be expected to:

1. continue to apply principles of body movement/mechanics to activities in alternative settings (GCO 1; KSCO 2).

Elaborations: Strategies for Learning and Teaching

Describe the gait cycle as it applies to walking/running. The gait cycle is the motion from initial placement of the supporting heel on the ground to when the same heel contacts the ground for a second time. It is human locomotion or the way that people walk/run.

Backpacking is a great example to illustrate movement/mechanics. Carrying a backpack will add additional weight that will affect the way people move.

- There are many different backpack types ranging from a book bag, daypacks, alpine packs, expedition packs, top or panel loading packs, rigid back panel and internal/external frame packs. Demonstrate positive and negative designs, applications and features of each backpack, such as lumbar support, shoulder straps, hip belt, etc.
- A teacher-led discussion determines how materials and supplies can be placed in the chosen backpack for comfort, functionality and access.

(Source: <http://physicaltherapy.about.com/od/abbreviationsandterms/a/Gaitcycle.htm>)

Sample Alternative Setting Activities		
Canoeing/ Kayaking	Combatives	Yoga and Pilates
Rock climbing	Curling	Hiking/ backpacking
Dance	Camping	Orienteering/ Outdoor Pursuits

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- The teacher observes students while engaged in the activity and makes anecdotal notes as to their level of participation and how well safety protocols are being followed. In addition, the teacher offers feedback and correction on technique and execution of skills as students are participating in the activity.
- The teacher, using the desired rubric, evaluates student ability to properly choose and pack a backpack for the purpose of hiking and performance.

Performance Tasks:

- The student develops and leads a warm-up and/or cool-down activity . This can include a specific stretching routine (Active for Life).

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes

Students will be expected to:

2. participate in alternative activities that are facilitated by a classmate (GCO 1; KSCO 4).

Elaborations: Strategies for Learning and Teaching

This lesson should focus on teaching students to feel comfortable teaching their peers. Students need tools that can build confidence and a comfortable teaching/learning opportunity. The teacher can demonstrate ways that the students can:

- Effectively communicate
- Effectively demonstrate
- Group students
- Practice safety in the gymnasium

Discuss with students the importance of peer teaching such as:

- Provides the opportunity to clarify subject content through discussion.
- Allows the student to view situations from a different perspective.
- An opportunity to work with who have various strengths and weaknesses.
- Gives students an opportunity to assist with, understand and determine curriculum content.
- Strengthens communication skills.
- Develops teamwork skills.
- Active learning process.

Before involving students in peer teaching activities, teachers should:

- Build confidence for peer teaching by allowing students to demonstrate skills they are particularly good at.
- Ask students to select a task he/she would be comfortable completing. This type of learning opportunity is a way for students to bring their own knowledge and experience from activities they are involved in outside of the school setting (i.e. martial arts, dance, yoga).

The Chinese proverb below is an idea to convey to students. It illustrates the importance of involving students in the learning/teaching process and working together.

Tell me and I forget, show me and I remember,
involve me and I understand ...

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Students design and adapt activities in alternative environments. Observe the extent to which students:
 - Correctly identify and implement safety practices.
 - Define roles and responsibilities of all group members.
 - Ensure that appropriate equipment and resources are available.
 - Adapt the activity to minimize environmental impact.

Students participating in the activity can be assessed/evaluated on their participation/cooperation during peer teaching of the alternative activity. The teacher may use student assessment tools or tracking sheets to evaluate performance.

Student Evaluation:

- Students evaluate the class on a rating scale. The evaluation procedure must be fully explained to the students. See the appendices for developing a rubric and sample rubrics that may be used for peer evaluation.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Alternative Activities

Outcomes

Students will be expected to:

3. participate in various activities in alternative settings that require the appropriate application of game strategies and cooperative skills (GCO 1; KSCO 6).

Elaborations: Strategies for Learning and Teaching

Cooperative learning is an instructional strategy that focuses on small groups working together and supporting each other to accomplish specific learning tasks. To accomplish a specific task,

- Students are dependant on each other
- There is individual responsibilities and accountability
- There is face to face interaction for social skill development
- There is a focus on interpersonal and teamwork skills.

When providing cooperative learning opportunities for students it is important that the teacher discusses how to effectively use cooperative learning. The source <http://www.asdk12.org/middlelink/inter/mosaic/CooperativeLearning.pdf>) provides the following ideas:

- Group members are responsible for the performance of each individual learner.
- Group members are individually accountable and must be able to report on or explain the team's results.
- The groups are to be assigned by the teacher. Their make-up should be heterogeneous with respect to sex, race, socioeconomic status, ability/learning styles, cliques and other important factors.
- Leadership is shared on a rotating basis. Each team member has a job and responsibilities.
- The teacher is a resource and the students lead their own learning.
- Time must be considered for group processing and self-evaluation.

During games/activities, the teacher can provide hints and clues on potential strategies during a chosen activity to further students thinking.(i.e. In a game of Dr. Dodgeball, the teacher might suggest that several teammates tag an affected player to disguise their team's doctor).

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe students while engaged in the activity and makes notes on participation and safety protocols. Offer feedback and correction on their technique and execution of skills.

Student Evaluation:

- The teacher provides questions specific to the activity to be complete questions in their student journal. Journals may be evaluated at the end of the term for completion.

Sample Questions (Badminton):

- Q 1. Is it harder for your opponent to attack you from the front or back of court? Why?
- Q 2. How do you attack the front part of your opponent's court?
- Q 3. How do you defend your space when under attack from your opponent?
- Q 4. What formation works best for you to defend your opponent's shots?
- Q 5: How do you keep your opponent from knowing where you are going to hit the shuttle?

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- Mcneil, C., Wright, J. and Renfrew, T (1998). *Teaching Orienteering 2nd Ed.*
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Alternative Activities

Outcomes

Students will be expected to:

4. analyze and solve movement tasks and challenges cooperatively while participating in alternative activities (GCO 2; KSCO 2).

Elaborations: Strategies for Learning and Teaching

This is an opportunity for exploration and/or guided discovery:

- Allow students freedom to choose and work with selected group members. While students are engaged in an activity the teacher observes to take advantage of teachable moments which may present themselves. Teachable moments provide an opportunity to discuss tips and reinforcement of rules/safety because it is organically timed to maximize impact on the students. Ultimately, the teachable moment could evolve into a full-blown lesson plan or unit of instruction.

Differentiated Instruction Strategy (Creating a Safe Environment):
In order to ensure student inclusion, creating a safe environment is paramount.

- One method of creating a safe environment is by allowing students to work in pairs.
- Allowing students to work in pairs reduces and/or eliminates any incompetency related to activities while increasing confidence.
- The teacher may want to consider pairing students with strong skills and confidence with those of less ability and confidence. Small group settings are also very effective.

To enhance self-discovery, allow students an opportunity to explore activities with minimal instruction.

- Pose questions relating to strategies that can be answered in student journals.
- Provide opportunities during games and activities for students to solve problems through self discovery and by using strategies and tactics learned in class.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Encourage students to share and express any movement challenges experienced. Discuss if/how any movement challenges were analyzed and solved.

Student Evaluation:

- Students complete a self assessment indicating the success of the activities and their own personal engagement.
- Students complete an exit poll at the conclusion of the class offering feedback as to the success of the activities, the level of cooperation among classmates and the degree to which safety and rules were followed.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes

Students will be expected to:

5. demonstrate the ability to work collaboratively and manage potential conflict with classmates while participating in alternative activities (GCO 2; KSCO 5).

Elaborations: Strategies for Learning and Teaching

Introduce students to a problem solving approach for conflict resolution. When trying to resolve conflicts, it helps to have a way to think about the problem and to attempt to solve it. The following three steps can help.

- Define the problem (do not affix blame on anyone in particular).
- Brainstorm solutions (as many solutions as possible).
- Choose a solution and act on it.

After students have been introduced to the steps, give them a chance to practice the technique by acting out a conflict resolution skit pertaining to the physical education setting.

- The teacher will assist the students in determining the problem, discuss possible solutions and help the decide on the best solution. It has to be a win-win resolution?
- Once all of the skits have been performed, conduct a class discussion using the following questions:
 - What makes conflicts escalate?
 - What words can one use to let people know they want to stop an argument and solve a problem?
 - Have you ever had a major conflict? Discuss how you resolved it?

Have students develop rules, etiquette, safety practices, roles/ responsibilities, inclusion and fair play guidelines for an alternative activity to be followed by all classmates. To coincide with this, the students can decide upon consequences when there is an argument or potential conflict amongst classmates while engaged in alternative activities. Quite often, the consequences are more meaningful and effective if the students have some input. It is important that rules/ consequences be strictly followed and enforced for safety purposes.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Student Evaluation:

- Students complete an exit poll offering feedback as to the success of the activities, the level of cooperation among classmates and the degree to which safety and rules were followed.
- Students complete a self assessment indicating the success of the activities and their own personal engagement.
- Students work collaboratively to design their own game that fully incorporates safety practises, rules and strategies.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Alternative Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>6. demonstrate the ability to make informed decisions concerning personal health and its relationship to environmental stewardship. (GCO 3; KSCOs 3, 4).</p>	<p>Environmental stewardship: The integration of values in order to sustain environmental readiness, improve quality of life, strengthen civil relations and preserve natural resources.</p> <p>Act as a contact liaison for outside organizations dealing in environmental stewardship (i.e. Parks Canada). Outside organizations such as Parks Canada may provide guest speakers to discuss outdoor adventure, environmental topics or provide environmental tours.</p> <p>Work with other teachers to involve physical education classes in school environmental stewardship programs and/or community programs (i.e. Go for Green; Save the Wetlands).</p> <p>Develop a cooperative effort with the municipal government for the purposes of community clean-up around the school environment.</p> <p>Invite a guest speaker from the Department of Fisheries and Oceans to discuss the impact of construction, land development and littering on the local environment.</p> <p>The concept "Pay-it-Forward" can be used as a basis for understanding the impact of environmental stewardship. The expressions "Pay it Forward", "One Good Turn Deserves Another" and "Do Unto Others As You Would Have Them Do Unto You" are very similar and can be associated in both social and environmental settings. Discuss using relevant social and environmental examples.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Students may complete a group presentation on an outdoor activity to demonstrate an understanding of personal responsibility and environmental stewardship.
- Students can plan and organize a community based clean-up project. For assistance with this task, it is recommended to invite a guest speaker from a local environmental department to discuss the impact of construction, land development and littering on the local environment.
- Student can create/assess a visual presentation (i.e. poster, slide show, educational pamphlet) that illustrates the personal and environmental benefits of the “reduce, reuse, recycle” and “get to half” concepts.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Alternative Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>7. identify and follow appropriate group rules, etiquette, and protocols essential for the safe and enjoyable experiences in alternative activities and settings (GCO 4; KSCOs 1, 2, 3).</p>	<p>Teach proper etiquette for class activities. For example, if teaching hiking concepts the teacher should highlight items such as:</p> <ul style="list-style-type: none"> • Always bring a well-stocked first aid kit. • Stay together on the trail and don't let children wander off. Keep children where you can see them and reach them quickly if necessary. • Weather safety: Be prepared for unexpected weather. Keep a rain suit or poncho and layer your clothes to deal with changing temperatures. • Food safety: Keep emergency food in case you are unexpectedly delayed on a trail or temporarily disoriented. • Fire safety: Never start a fire on a hike unless it is absolutely necessary for survival. <p>Possible alternative activities that may be used include orienteering, golf, cross-country skiing, snow shoeing, camping and canoeing. All of these activities have strong elements of etiquette and safety.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe students during activity and periodically provide feedback related to behaviors that are beneficial or a safety risk to groups or individuals. The teacher may use a tracking sheet to monitor student involvement.

Student Evaluation:

- Students can provide examples of safe and unsafe behaviors they observed during class. Students can make an entry into their journal on the degree to which they perceived the activity to be safe. How responsible was each student? Students can also complete a feedback/evaluation form provided by the teacher.
- Students evaluate how successful they are in following the proper etiquette and/or protocol of the selected activity. This can be accomplished by completing a checklist. A sample checklist can be found in the appendices.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Alternative Activities

Outcomes

Students will be expected to:

8. demonstrate behaviours such as support, encouragement and praise towards classmates while engaged in a variety of alternative activities (GCO 6; KSCO 5).

Elaborations: Strategies for Learning and Teaching

Teaching and motivating students to support, encourage and praise is important. Consistently reinforce these positive behaviours every day. When a teacher has the skill and ability to motivate students to learn, these behaviours become second nature. Some tips that may help the teacher motivate students include:

- Provide social interaction opportunities.
- Provide audiences for student work (i.e. peer teaching).
- Connect academics to the real world.
- Provide meaningful choices wherever possible.
- Provide fun experiences.
- Acknowledge and address all learning styles.
- Address the short and long term successes.

Students will progress at different paces when faced with a new activity. Students that are advanced in an activity should be encouraged to help students who may be struggling with the task.

Provide as much opportunity as possible for peer teaching opportunities. Peer teaching increases confidence and self-esteem and provides opportunities for students to display support, encouragement and praise for each other.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Note the degree of participation of students in activities that may be novel or unfamiliar to them.
 - Are students fully engaged in the activity?
 - Are more able students assisting students who are having difficulty?
 - Is the student who is doing the activity for the first time displaying a willingness to participate?

The affective domain rubric/scale or other charts can be used to record student outcome achievement.

Student Evaluation:

- Peers can play a role in monitoring other students development of an activity. Students should offer feedback to help their peers progress and improve. Feedback should be positive in nature and should avoid any negative comments on performance. Students may be provided with the peer and self-evaluation rubrics to help with the evaluation.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Alternative Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>9. plan, organize and implement cooperatively developed activities that focus on the elements of teamwork and leadership (GCO 6; KSCO 6).</p>	<p>Discuss concepts of teamwork and leadership with the class.</p> <ul style="list-style-type: none"> • Teamwork – action by two or more people for a common end. • Leadership – the act of inspiring, guiding others within a specified setting. <p>Allow time for students to work cooperatively:</p> <ul style="list-style-type: none"> • Have students elect a leader and appoint jobs (the teacher may want to choose or help). • Provide group tasks for completion. • Develop the guidelines such as the use of space, equipment, time, modification, etc. • Provide time for students to plan, present and reflect on their projects. • Provide a sample lesson plan for students to follow. <p>Students should be encouraged to select appropriate community based recreational/alternative environmental opportunities to develop a personal functional level of physical fitness.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Alternative Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe how cooperatively students are participating during the activities. Take note of those students who use a variety of strategies in activities. Use these students behaviours as exemplars to illustrate to other students the appropriate strategies for a particular activity.
- Offer feedback to students on the practicality of the goals they have set and offer assistance to those having difficulty setting and/or reaching their goals. Provide support and guidance that will help students reach their goals. Feedback can be provided verbally or written.

Student Evaluation:

- Students record the number of positive and negative comments which were used throughout the activity. Complete the Team Report Card located in the Appendices of Team Building Through Physical Challenges.
- Students give a thumbs up or down as to the level of cooperation throughout the team building activity. This will allow the teacher to re-evaluate the activities and receive feedback as to the success of the team building activity.
- Students submit their goal agreement to the teacher or enter their goal statements in the student journal. How close did students come to attaining their goals? Were there valid reasons provided for attaining/not attaining goals. This type of assessment can be very important for self-reflection.
- Students make entries into their logbook throughout the experience. Students note the degree to which they are successful in meeting their goals. The teacher provides support and resources to assist students with goal attainment.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dudley, E. (1994). *Hiking and Backpacking*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- Mcneil, C., Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- **At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Games and Group Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <ol style="list-style-type: none"> 1. participate in a variety of cooperative activities (GCO 1; KSCOs 1, 2). 	<p>Define cooperation/cooperative activities in comparison to the concept of competition.</p> <ul style="list-style-type: none"> • Cooperative Activity: an activity for the purpose of completing/attaining a common goal while working with others. The emphasis is on quality of performance within the group setting as opposed to defeating another group in any certain task. <p>Discuss how concepts of team building carry into “real-life” experiences as related to the development of the overall citizen.</p> <p>Explain how team building and cooperation is used in the work force (i.e. private business using team building at conferences)</p> <p>Invite an outside organization to present to the class on the importance of team building within their organizations.</p> <p>In small groups, ask students to brainstorm cooperative games that could be used in class. The groups can be given the responsibility to prepare and lead their peers through the games selected. The teacher can apply a cooperative skills and presentation rubric for assessment.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- After the lesson, have a debriefing session about team work and cooperation. Discuss where students could use these skills and how these skills may correspond to their lives. The teacher may use the Cooperation Assessment Sheet located in the assessment section of P.E. Central as a written assessment of this activity. (Source: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=507>).
- Evaluate student participation using a sample rubric provided in the appendices.

Student Evaluation:

- The students can complete a self-assessment sheet indicating the success of the activities and their personal engagement.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>2. build upon previously learned skills to participate in a variety of new games and activities and increase the likelihood of personal success (GCO 1; KSCOs 2, 3, 4, 8).</p>	<p>Encourage students to build upon previously learned skills acquired in elementary and junior high. Demonstrations will be required throughout the activities/games. Students will be able to incorporate these skills into more advanced games/activities.</p> <ul style="list-style-type: none"> • Ready Position • Balance • Coordination • Spatial Awareness • Teamwork/Cooperation <p>Modifications to sports/games that use previously learned skills can increase the chances of success (i.e. larger holes for golf).</p> <p>Offer stages or stepping stones to climb for various activities. Each stepping stone uses the same skills learned but there should be an increase in difficulty level.</p> <p>Use groups of relative equal ability and experience in performing activities. Students who have experience with certain activities should be paired together so they have an opportunity to challenge each other and increase their chance of becoming more successful as well.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- The students may be assessed on various movement concepts and skills. See the appendices for sample skill rubrics that may be used.
- Students participating in the activity may be assessed/evaluated on their participation/cooperation during the activities. The teacher may use an assessment rubric or tracking sheets to evaluate performance.

Student Evaluation:

- Provide a skill competency checklist that students can use for self and peer assessment. The checklist can be used by the students and teacher to determine if a student has reached a functional level of competency in an activity/specific skill. For example, if hockey was the activity, the teacher can measure the skills of passing/receiving (forehand and backhand), shooting (forehand and backhand), stick-handling, offensive/defensive tactics, etc. For each skill, specifics would also need to be considered such as the ready position, grip, stick position, etc.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>3. apply team building principles and experience to participation in games and cooperative activities (GCO 1; KSCO 6).</p>	<p>Provide an opportunity for students to participate in group activities focusing on teamwork. Also, identify and emphasize the principles of team building such as:</p> <ul style="list-style-type: none"> • Communication • Team Work • Trust • Leadership • Problem Solving • Decision Making • Self Esteem <p>(Source: http://ezinearticles.com/?seven-principles-of-team-building&id=3493114)</p> <p>Encourage students to identify their group strengths and/or needs in relation to team building principles through self and peer assessments and reflection.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Teachers should note the degree of participation in activities that may be novel or unfamiliar to students.
 - Are students fully engaged in the activity?
 - Are more able students assisting students who are having difficulty?
 - Is the student who is engaged in a rhythmic activity or is playing a modified or lead-up game for the first time displaying a willingness to participate?

The affective domain rubric/scale or other charts provided in the appendices can be used to record student outcome achievement.

Student Evaluation:

- Students complete an exit poll at the offering feedback as to the success of the activities, the level of cooperation among classmates and the degree to which safety and rules were followed.
- Have student complete the class self-evaluation of engagement checklist (see appendices).

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes

Students will be expected to:

4. apply principles of team building to traditional games and activities (GCO 1; KSCO 6).

Elaborations: Strategies for Learning and Teaching

Refer to the previous outcome for principles of team building.

Discuss the importance of team work.

- What are the characteristics of a good versus poor team (sport examples may be an effective place to start this discussion).
- What are the differences between teams that use team building and those that do not?
- What are the most important aspects of team building?
- How can you tell if your team is working well together?
- Are there times when teams are not effective (i.e. safety, crisis, time allocation is minimal for the task)

Discuss reasons why teams may fail.

- The team works too quickly through the team task exercise and moves into tasking* (assigning work to individuals rather than working together on a task).
- There is a negative attitude about team building through past experience.
- Team members are reluctant to openly communicate and are uncomfortable to express their opinions about others and themselves.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Note the degree of participation of students in activities that may be novel or unfamiliar to them.
 - Are students fully engaged in the activity?
 - Are more able students assisting students who are having difficulty?
 - Is the student who is engaged in a rhythmic activity or is playing a modified or lead-up game for the first time displaying a willingness to participate?

The affective domain rubric/scale or other charts provided in the appendices can be used to record student outcome achievement.

Student Evaluation:

- Students complete an exit poll offering feedback as to the success of the activities, the level of cooperation among classmates and the degree to which safety and rules were followed.
- The students can complete a class self-evaluation of engagement checklist. Discuss where students could use these skills and how they may correspond to their daily tasks. The teacher may use a cooperation assessment sheet as a written assessment of this activity.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J., & Carlson, T.B (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes

Students will be expected to:

5. analyze and solve movement tasks and challenges while participating in cooperative games and activities (GCO 2; KSCOs 1, 2).

Elaborations: Strategies for Learning and Teaching

Discuss possible movement challenges for different environments (i.e. terrain, physical disabilities, opposition/competition, etc).

Once a cooperative game has been described, students must come up with the rules, etiquette, safety practices, roles/responsibilities, inclusion principles and fair play practices to be adhered to throughout the game. For such games teamwork, cooperation and strategy are essential.

Students can be organized in a series of activities that require movement. Students work together to achieve a common movement goal and return to the class to discuss methods of achievement.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Student Evaluation:

- Students conduct a self-assessment as to the success of the activities and their own particular success while engaged in an activity. Students can use the self-evaluation rubrics or sample journal guidelines as provided in the appendices.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes

Students will be expected to:

6. demonstrate an understanding of appropriate game strategies in both cooperative and traditional games and activities (GCO 2; KSCOs 1, 2, 3).

Elaborations: Strategies for Learning and Teaching

Traditional games: Games passed down from generation to generation that might involve local tradition, influence and culture. Students may be able to identify traditional games that they grew up with in their own community and introduce them to the class.

Teacher/students list and demonstrate traditional games.

- Inuit Games: stick jump, foot pull, etc.
- Newfoundland and Labrador Games - local community games such as square ball, field ball, etc.

The teacher and students work together to define and list examples of cooperative games - a game where groups of players work together as teammates in the absence of player controlled competitions.

(Source: http://en.wikipedia.org/wiki/Cooperative_gameplay)

The teacher/students take part in a chosen activity/game. At various times throughout, pause to discuss effective strategies and how to apply new knowledge. Repeat the activity/game while focusing on execution of the new strategy.

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Teacher can assess student' presentation on the activity using teacher/student defined criteria.
- The teacher may use the student assessment tools or tracking sheets to evaluate student participation.

Student Evaluation:

- The students can complete a self assessment indicating the success of the activities and their own personal engagement.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Inovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>7. demonstrate the ability to work collaboratively and manage potential conflict with classmates in both cooperative and traditional games and activities (GCO 2; KSCO 5).</p>	<p>The teacher discusses techniques to improve conflict management skills:</p> <ul style="list-style-type: none"> • Active Listening: Make eye contact, avoid distracting actions or gestures (looking at watch or cell phone). • Win-win: Compromise the situation by exploring how to meet the needs of both parties at the same time. • Using “I” messages and being assertive communicates emotions, identifies the situation that is causing the feelings and proposes a solution without blaming anyone else. • Mediation: A neutral third party helps the participants resolve their differences or conflict without aggression or coercion. • Adjudication: A neutral third party listens to all sides of a dispute then makes a judgement based on the available information. • Avoidance: The main positive value of avoidance is that it gives conflicting parties a chance to cool down. The problem with avoidance is that it is a passive technique that may not solve the problem but could intensify it and often delay the resolution. • Accommodation: One of the conflicting parties makes a conscious decision to place another person's viewpoint or needs before or above their own. <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe the students level of cooperative participation in the activities. Student assessment tools or tracking sheets provide in the appendices may be used for participant evaluation.
- Note students who use a variety of ways to work together and manage conflict. Use these students behaviours as exemplars to illustrate to other students the appropriate strategies.

Student Evaluation:

- Students complete an exit poll offering feedback as to the success of the activities, the level of cooperation among classmates and the degree to which there was potential conflict and how/if it was solved.
- The class can perform a self-evaluation of engagement rubric.
- During activities have a student(s) record the number of positive and negative comments that were used throughout the activity.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>8. assess personal responses and behaviour to various experiences in cooperative and multicultural games/activities (GCO 3; KSCOs 1, 6).</p>	<p>Multiculturalism is valued in Canadian society. It is very important for the teacher to:</p> <ul style="list-style-type: none"> • Create and foster an understanding of world cultures • Encourage interdisciplinary learning. • Teach students to appreciate the history of games and how students interacted thousands of years ago. • Help students understand the importance games played in cultures where strong community spirit and the need for group cooperation were a necessity for survival. <p>Invite group(s) with various cultural backgrounds to demonstrate games/activities that are a part of their culture.</p> <p>Present students with a variety of cultural games (i.e. Inuit Games) that are played in various areas of the province. After participating in various activities students will then be asked to respond/reflect on their participation/involvement.</p> <p>Have students research various cultures and games that have made them famous (i.e. Italy = soccer)</p> <p>This is a great opportunity for cross-curricular connections with other subject areas. Teachers can work together, with student input, to design a multicultural unit.</p> <ul style="list-style-type: none"> • Physical Education = multicultural games • Social Studies = historical context/geography/etc. • Music = multicultural songs • Home Economics= foods from around the world <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- A rubric for group assessment that lists the criteria for creating a game on the left and a rubric scale of 1-5 across the top would aid in assessing this activity.
- Students may complete a self-evaluation rubric based on their participation.

Student Evaluation:

- Students research and present a multicultural activity. They must:
 - State the name of the game and why it was chosen. List the country where it is played and its origin.
 - Describe the objective, rules and the equipment needed.
 - What skills does the game demand and what type of person could benefit (everyone, athlete, non-athlete)?
 - Overall feelings about this game?

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>9. apply principles of safety in various cooperative games/ activities (GCO 5; KSCOs 1, 2).</p>	<p>Safety should be an integral part of every instructional period. Students should be encouraged to report any potential dangerous equipment or behavior which may cause an accident.</p> <p>Students are expected to spot potential hazards and suggest alternatives to challenges which are safe and enjoyable. The resource <i>More Team Building Through Physical Challenges and Fitness for Life</i> provides examples of many activities and safety guidelines.</p> <p>Teachers could provide a lesson on injury prevention and safety in the physical education environment.</p> <p>If the teacher or school district personal are trained to instruct first-aid training, students may have the opportunity to receive certification.</p> <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Observe and point out examples of safe and unsafe behavior in the P.E. setting and school environment.
 - In the event of unsafe behavior the teacher should solicit student suggestions on how to make the activity safe. The teacher could ask class for a thumbs up if the class was safe or a thumbs down if the class was unsafe.
- The teacher and students can work together to prepare Safety Practices Guidelines and post the finalized list for classes to observe and follow during class time.

Student Evaluation:

- Students can provide and discuss examples of safe and unsafe behavior they observed during the class.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>10. identify and follow appropriate ground rules and protocols to ensure enjoyable participation in various cooperative and traditional games/activities (GCO 5; KSCO 3).</p>	<p>Provide time to review rules of games.</p> <p>Provide written copies of basic rules to students or have them posted in the gymnasium.</p> <p>Offer opportunities for students to participate in enforcing rules (i.e. students can act as a referee during an activity, supervised by teacher). A follow-up activity may include asking students to form groups and invent a game of their own design that could be presented to the class for participation. Rules they helped create or adopted from other activities/sports must be used.</p> <p>As part of a lesson (i.e. a teacher led or student led activity) students perform a safety check of the playing area and equipment prior to engaging in the activity. A checklist may be provided and include:</p> <ul style="list-style-type: none"> • Performing a visual inspection of the equipment. • Performing a visual inspection of the playing area to check for safety hazards. • Performing a student check for proper clothing, removal of earrings, watches, etc. <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- After a activity/game an appropriate follow-up activity would include asking students to invent a game of their own design that could be presented to the class for participation.
 - The group dynamics that occur, the leadership that is displayed by students and the ability of others to contribute to the success of the group are all qualities that teachers can monitor and provide appropriate feedback.
 - In the game that was developed, safety must be displayed and expected at all times, it must be active and fun, it must involve all students in the class and participants should be given the chance to assume different roles. Any other suggestions that the teachers and students feel are appropriate could be added.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

Theme: Games and Group Activities

Outcomes	Elaborations: Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>11. demonstrate behaviours such as support, encouragement appropriate etiquette and praise towards classmates in a variety of cooperative and traditional activities (GCO 6; KSCOs 2, 3, 4, 5).</p>	<p>Praise phrases (as outlined in the supplementary resource <i>Essentials of Team Building</i>), positive feedback and encouragement should all be present during the game/activity.</p> <p>Group students strategically to avoid conflict or conversely to resolve issues between students.</p> <p>To provide effective feedback and monitoring students need to clearly understand the criteria associated with effective performance.</p> <p>The teacher reinforces pre-established aspects and principles of etiquette and praise to the class. These can include but are not limited to:</p> <ul style="list-style-type: none"> • Positive feedback toward skill and/or attitude. • Positive use of language (e.g. students are not to be put down or called names). • Sharing the role of equipment set-up and return. <p><u>Activities:</u></p> <p>See Appendix E for samples of skills, games and activities for this theme and outcome.</p>

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Note the degree of participation of students in activities that may be novel or unfamiliar to them.
 - Are students fully engaged in the activity?
 - Are more able students assisting students who are having difficulty?
 - Is the person who is engaged in a rhythmic activity or is playing a modified or lead-up game for the first time displaying a willingness to participate?
- The teacher observes and records how effective students are at offering praise and positive feedback to other students. The affective domain rubric/scale or other charts can be used to record student outcome achievement.

Student Evaluation:

- Students can also play an important role in monitoring other student's development of movement skills. To provide effective feedback and monitoring students need to clearly understand the criteria associated with effective performance.
 - Students should offer feedback to help students progress and improve anything they do.
 - Feedback should be positive in nature and should avoid any negative comments on performance.
- Use self and peer assessments, as well as social skills observation sheets to evaluate performance.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.**

Theme: Games and Group Activities

Outcomes

Students will be expected to:

12. demonstrate the ability to set meaningful personal goals while participating in various cooperative games/activities (GCO 6; KSCO 7).

Elaborations: Strategies for Learning and Teaching

Students need to understand the difference between developing a short term and long term goal.

Ask students to think about a long term fitness goal they would like to accomplish the short term goals to assist in meeting the long term goals. Ask various students to share their goals and thoughts so that feedback can be provided by their peers and teacher.

Remind the students of the S.M.A.R.T Principle for goal setting (Active for Life student).

- S - Specific
- M - Measurable
- A - Action Oriented
- R - Realistic
- T - Time Bound

Activities:

See Appendix E for samples of skills, games and activities for this theme and outcome.

Theme: Games and Group Activities

Suggested Assessment Strategies

Teacher Observation:

- Discuss goals with the students and determine whether or not student selected goals are attainable (Active for Life).
- The students complete fitness charts and tables related to their FITT goals and include them in their fitness plans. The teacher monitors the fitness plan and provides feedback.

Student Evaluation:

- Students set goals to be completed over a specific period of time. They must choose individual or group activities to meet the intended goals:
 - Goal progressions are documented by keeping a journal or activity log.
 - The log is to be submitted in to the teacher and evaluated based on guidelines that were agreed to by the teacher and student.
- While students participate in an activity (i.e. pickle ball) introduce various sending skills to be practised. After teaching the skills (forehand, backhand stroke, close to the net play, back of the court play) and allowing an amount of time to practise, students should be encouraged to set a future goal for such skills.
 - Feedback must be given to encourage students to continue playing and experimenting with the skills inherent to the activity.
 - Students can be evaluated using the sample student assessment tools or tracking sheets available in the appendices.

Sample Assessments:

- See Appendices C and D for samples of assessment tools for this theme and outcome.
- See Appendix F for sample strategies to support learning for this theme and outcome.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Resource*.
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource*.

Supplementary Resources:

- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Midura, D., & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Clements, R. L., and Kinzler, S.K. (2003). *A Multicultural Approach to Physical Education: Proven Strategies for Middle and High School*
- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- LeFevre, D. (2002). *Best New Games*.
- Temertzoglou, T., & Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- At the time of publication a variety of Internet and print resources were used to assist with the development of the course outcomes. For a complete listing refer to Section 3: Resources.

