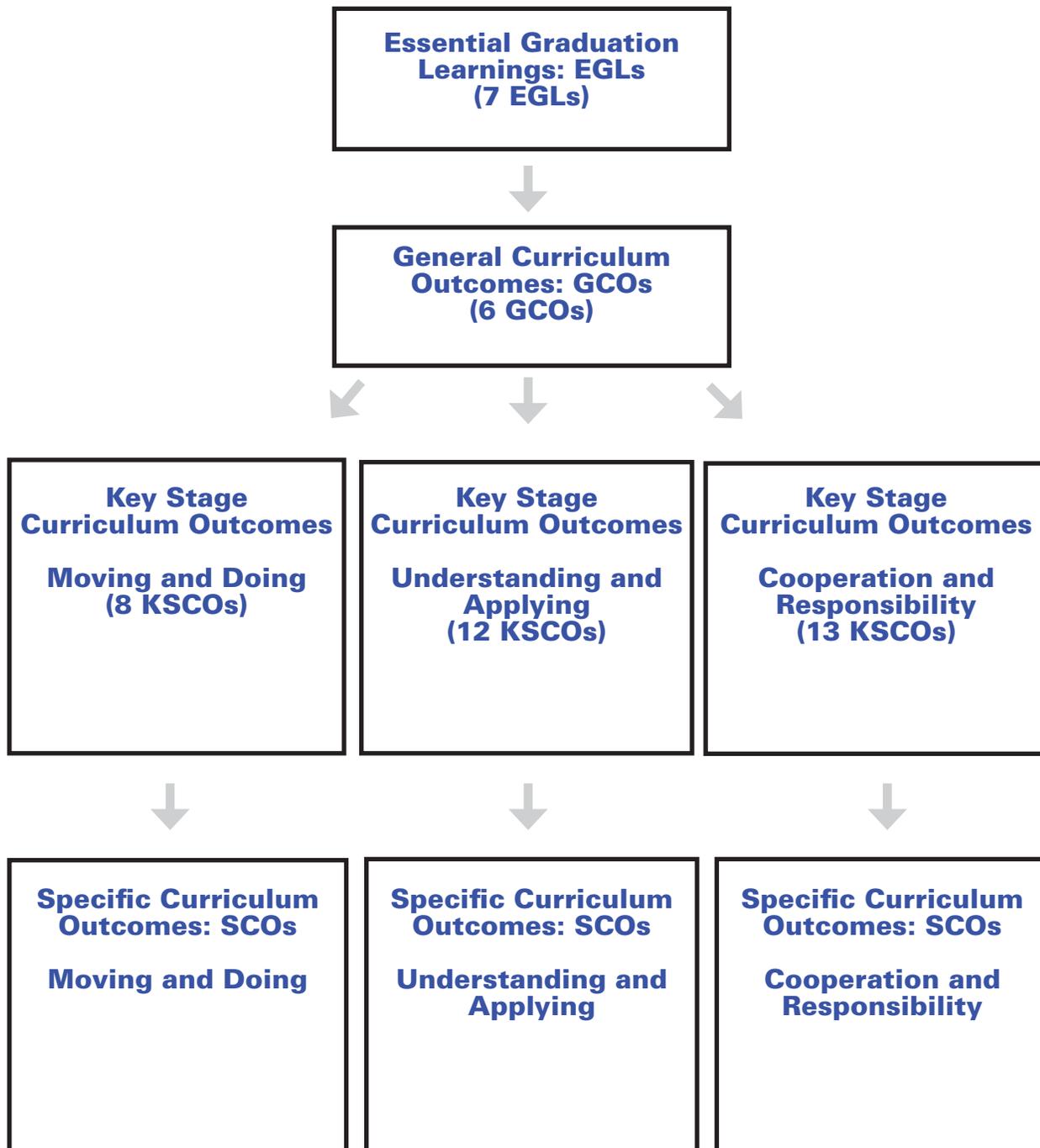


Section 2

Curriculum Outcomes

Curriculum Development Process



Essential Graduation Learnings

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 44 identifies the six General Curriculum Outcomes (GCOs) and the thirty-three Key Stage Curriculum Outcomes (KSCOs) 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 45-46 for the High School 3100 & 3101 themes, domains of learning and SCOs.

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: 3100

Fitness Pursuits

Moving and Doing (Psychomotor)

1. Actively participate in activities that develop flexibility and cardiovascular fitness (individually and with a partner)
(GCO 1, KSCOs 3, 4, 5, 7).
2. Measure heart rate, determine target heart rate zone and understand the relationship between heart rate and cardiovascular fitness
(GCO 2, KSCO 4;
GCO 3, KSCOs 2, 5)

Understanding and Applying (Cognitive)

3. Learn and apply various training methods that improve flexibility
(GCO 2, KSCOs 1, 4;
GCO 3, KSCOs 2, 5).
4. Learn and apply the FITT principle to the development and implementation of a cardiovascular fitness program
(GCO 2, KSCOs 2, 4, 6;
GCO 3, KSCOs 2, 4, 5).
5. Interpret and apply the information obtained from cardiovascular fitness and flexibility appraisals (GCO 2, KSCOs 1, 3;
GCO 3, KSCOs 2, 3, 5, 6).
6. Recognize the role of fitness as a means of pursuing life-long physical activity (GCO 3, KSCO 2)

Cooperation and Responsibility (Affective)

7. Learn to understand and be supportive of the range of varying abilities that exist within a class population (GCO 4, KSCO 1;
GCO 5, KSCO 3).

Innovative Games and Activities

Moving and Doing (Psychomotor)

1. Learn new movement concepts and motor skills and/or apply existing skills in challenging situations
(GCO 1, KSCOs 1, 2, 6, 8).

Understanding and Applying (Cognitive)

2. Create, lead and actively participate in innovative games/activities
(GCO 2, KSCOs 1, 2, 3).
3. Demonstrate an understanding of how games, sports and activities have evolved (GCO 3, KSCO 6).
4. Demonstrate an understanding and appreciation of various cultural traditions through participation in innovative games/activities
(GCO 3, KSCOs 5, 6).

Cooperation and Responsibility (Affective)

5. Provide and accept constructive feedback on the development of innovative games/activities
(GCO 6, KSCO 1, 6).
6. Reflect on their participation in innovative games/activities
(GCO 6, KSCOs 1, 3, 5, 7).

Team/Group Games and Activities

Moving and Doing (Psychomotor)

1. learn, demonstrate and analyze motor skills to understand the biomechanics of the movement
(GCO 1, KSCOs 1, 2, 6, 8).

Understanding and Applying (Cognitive)

2. Understand and apply rules, etiquette and safety practises in a variety of situations and settings
(GCO 3, KSCO 1).
3. Understand risk management strategies when participating in a variety of situations and settings
(GCO 2, KSCO 5).
4. Recognize and demonstrate appropriate strategies when participating in games and activities
(GCO 2, KSCOs 1, 2, 3).
5. Contribute to the successful completion of team/group games and activities (GCO 3, KSCOs 1, 5).

Cooperation and Responsibility (Affective)

6. Understand that the contribution of one's individual strengths and skill sets can enhance the success, enjoyment and self-esteem of fellow students
(GCO 6, KSCOs 1, 2, 3, 4, 5).
7. demonstrate a social and personal appreciation of the environment when pursuing outdoor activities (GCO 4, KSCOs 1, 2, 3;
GCO 5, KSCOs 1, 2, 3).

Specific Curriculum Outcomes by Theme: 3101

Fitness Pursuits

Moving and Doing (Psychomotor)

1. Actively participate in various training activities and methods that improve muscular fitness (strength, endurance and power) (GCO 1, KSCOs 1, 2, 3, 5).
2. Develop and refine movement concepts and motor skills through a variety of individual/partner games and activities (GCO 1, KSCOs 1, 2, 6, 8).

Understanding and Applying (Cognitive)

3. Understand the different types of resistance training and identify the one, or those, that best meets their strength training goals (GCO 2, KSCOs 1, 2).
4. Understand, develop and implement appropriate strategies for fitness games and activities (GCO 2, KSCOs 1, 2, 3).
5. Develop and participate in a strength training program based on the FITT principle and the principles of overload, progression and specificity (GCO 2, KSCOs 1, 2, 4; GCO 3, KSCOs 2, 5).
6. Understand and apply rules, etiquettes and safety practices in a variety of individual/partner games and activities (GCO 3, KSCOs 1, 5).
7. Interpret and make use of the information obtained from muscular strength and endurance tests (GCO 2, KSCOs 4, 6; GCO 3, KSCOs 2, 5).

Cooperation and Responsibility (Affective)

8. Demonstrate positive attitudes towards the pursuit of life-long physical activity (GCO 4, KSCOs 1, 2, 3; GCO 5, KSCOs 1, 2, 3; GCO 6, KSCOs 1, 3, 4, 5, 7).

Innovative Games and Activities

Moving and Doing (Psychomotor)

1. Actively participate in student led activities and reflect critically on their performance (GCO 1, KSCOs 4, 5).
2. Develop and refine movement concepts and motor skills through participation in a variety of innovative games/activities (GCO 1, KSCOs 1, 2).

Understanding and Applying (Cognitive)

3. Create, modify and participate in activities that encourages the participation of all students (GCO 3, KSCO 1).
4. Gain further understanding of leadership, cooperative skills and group dynamics through the development of and participation in innovative games/activities (GCO 2, KSCOs 1, 2, 5; GCO 3, KSCO 1).
5. Gain an understanding and appreciation of various cultural traditions, practices and differences through participation in innovative games/activities (GCO 3, KSCO 6).
6. Appreciate the role of fitness in their ability to actively participate in innovative games/activities (GCO 3, KSCO 2).
7. Create activities using their understanding of how games, sports and activities have contributed to different cultural identities (GCO 3, KSCO 6).

Cooperation and Responsibility (Affective)

8. Provide and accept constructive feedback on the development of innovative games/activities (GCO 4, KSCO 1).
9. Critically reflect on their delivery/leading of innovative games/activities (GCO 6, KSCO 1).

Team/Group Games and Activities

Moving and Doing (Psychomotor)

1. Develop, implement and refine movement concepts and motor skills through participation in a variety of games and activities (GCO 1, KSCOs 1, 2, 3, 4, 5, 6, 7, 8).

Understanding and Applying (Cognitive)

2. Learn and apply appropriate strategies in team/group games and activities (GCO 2, KSCOs 2, 3, 5; GCO 3, KSCOs 1, 5, 6).
3. Understand and apply rules, etiquette and safety practices in a variety of activities and settings (GCO 2, KSCOs 2, 3, 5; GCO 3, KSCOs 1, 4, 5).
4. Extend the learning and practice gained through their physical education experiences to their daily life (GCO 3, KSCOs 2, 3).
5. Make cross-curricular links through their experiences in alternative settings (GCO 2, KSCOs 1, 2).
6. Understand how participating in outdoor activities can contribute to life-long active living (GCO 3, KSCOs 2, 3).

Cooperation and Responsibility (Affective)

7. Access, evaluate and reflect upon their personal contributions in games and activities (GCO 4, KSCO 1; GCO 6, KSCOs 1, 2, 3, 4, 5, 7).
8. Develop and gain an appreciation for team work and cooperative skills (GCO 4, KSCOs 1, 2; GCO 5, KSCO 3; GCO 6, KSCOs 1, 2, 3, 4, 5).

How to Use the Curriculum Guide

Section two of this guide 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 Descriptor and Evaluation
- Appendix B - Sample Teacher Planning Tools
- Appendix C - Sample Assessment Tools
- Appendix D - Sample Activities
- Appendix E - Strategies to Support Learning
- Appendix F - Movement Concept Wheel
- Appendix G - Canada's Food Guide
- Appendix H - New Canadian Physical Activity Guidelines

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

Suggested Process

- **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.

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 themes and presented in the four column spread beginning on page 45.

Specific Curriculum Outcomes

Physical Education 3100

Themes and Sample Activities

Fitness Pursuits

Cardiovascular and Flexibility

- CPR; Aerobics; Cycling; Jogging; Power Walking; Running; Skipping; Athletics (Runs and sprints; Jumps: high, long and hurdles); Agility Ladders; Tae Bo
- Body Weight Exercises; BOSU Balance Trainer; Calisthenics; ; Circuit Training; Strength/Resistance Training; Exercise Ball Training
- Tai Chi; Pilates/Yoga; Stretching

Muscular Fitness/Strength/Endurance and Power

- Athletics (Runs and sprints; Jumps: high, long, hurdles; Throws: shot putt, discuss, hammer)
- Strength/Resistance Training; Exercise Ball Training; Calisthenics; Circuit Training; Pilates/Yoga; Plyometrics; Tae Bo; Tai Chi
- Creative Movement/Rhythmics

Outdoor/Alternative Activities

- Cross Country Running; Golf; In-line Skating; Skateboarding; Curling; Rowing; Skating; Swimming; Water Games

Athletics

- Athletics (Runs and sprints; Jumps: high, long, hurdles; Throws: shot putt, discuss, hammer)
- Combatives (Martial Arts; Boxing, Wrestling)

Net and Wall

- Badminton; Paddle Badminton; Paddle Tennis; Table Tennis; Pickleball; Racquetball; Squash; Handball; Tennis

Innovative Games and Activities

Target Games

- Bocce; Croquet; Frisbee Golf; Washers

Creativity and New Ideas

- Creating Games; Creative Movement; Rhythmic Gymnastics; Hybrid Games; Parking Lot Games; International/Multicultural Games and Activities

Rhythmic Activities

- Creating Games; Creative Movement; Rhythmic Gymnastics; Hybrid Games; Parking Lot Games; International/Multicultural Games and Activities
- Singing and clapping/stomping; Cheerleading; Skipping Rope; Lummi Sticks; Juggling; Rhythmic Sport
- Creative Dance; Aerobic Dance; Tinikling; Creative Dance; Contemporary Dance; Ballroom Dance; Jazz Dance; Jive Dance; Line Dance; Modern Dance; Multicultural Dance; Traditional Dances (NL); Social Dance; Folk Dance

Themes and Sample Activities

Team/Group Games and Activities

Fielding

- Baseball/Softball; Cricket; Danish Long Ball; Rounders; Short Court Tennis; Soccer Baseball

Leadership and Cooperative Activities

- Icebreakers/Deinhibitizers; Cooperative Games; Team Building Activities; Adventure Games; Group Initiatives; Trust/Risk Taking Activities; Team Building/Team Challenges

Territorial

- Basketball; Broomball; Field/Floor Hockey; Lacrosse; Netball; Ringette; Rugby; Soccer; Team Handball; Touch/Flag Football; Ultimate Frisbee

Net and Wall

- Eclipse Ball; Handball; Volleyball; Tchoukeball; Sepak Takraw

Outdoor/Adventure

- Backpacking; Camping; Canoeing; Caving; Geo Cache; Hiking; Kayaking; Map and Compass; Mountain Biking; Orienteering; Rock/Wall Climbing; Skiing; Snowboarding; Snowshoeing; Survival Techniques

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

Moving and Doing (Psychomotor)

1. actively participate in activities that develop flexibility and cardiovascular fitness (individually and with a partner) (GCO 1, KSCOs 3, 4, 5, 7).

Elaborations: Strategies for Learning and Teaching

Chapters 4 and 5 in the authorized resource Active for Life contains key concepts, terminology and suggested assessment strategies.

There are a variety of activities that can be used to teach the cardiovascular and flexibility components of fitness. Please refer to the resources section on the next page and in section 3 of the guide.

Cardiovascular:

It is important for students to perform activities to gain an understanding of the following terms and their relationship to cardiovascular fitness:

- Aerobic Fitness
- Anaerobic Fitness
- Maximum Vo₂
- Target Heart Rate Zone and its relationship to optimal aerobic fitness.
- FITT Principle

Different sports/activities require specific cardiovascular training methods to enhance success. It is important for students to try different types of cardio training regimens to gain an understanding of the Principle of Specificity.

Cardiovascular activities should be comfortable for the student.

Typically the exercise should be:

- 20-30 minutes in duration and include a warm-up, activity and cool down)
- Conversational - ability to talk without undue respiratory distress (Talk Test)
- Comfortable - free of chest pain and/or dizziness

Flexibility

Provide students with the opportunity to participate in and illustrate their body's awareness of the following ranges of motion:

- Active and Passive Flexibility
- Static and Dynamic Stretching
- Proprioceptive Neuromuscular Facilitation (pre-stretching)
- FITT Principle for Flexibility

Key ideas for flexibility training include:

- At least 3 days per week
- To a position of mild discomfort
- Hold stretching for 10-30 seconds
- Perform 3-5 repetitions for each stretch

Theme: Fitness Pursuits

Suggested Assessment Strategies

Observation:

- The teacher observes students performing various stretches and assists/provides feedback. Students can be involved in the assessment with the provision of a rubric or rating scale.

Performance:

- Students present an activity to the class 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 feedback.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (Units 1 and 2).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 54-155).

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)*.
- Bodytrends.com. *The Great Yoga 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*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- *Jump 2b Fitness*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- PHE Canada (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

Moving and Doing (Psychomotor)

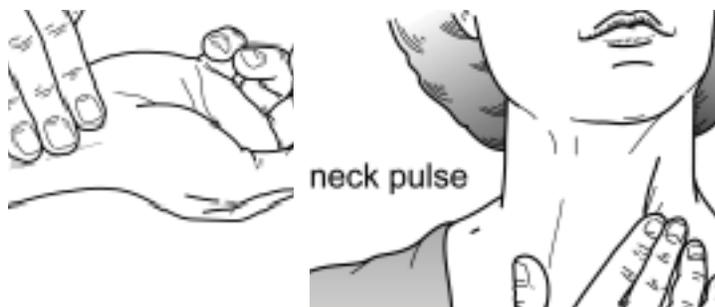
- measure heart rate, determine target heart rate zone and understand the relationship between heart rate and cardiovascular fitness (GCO 2, KSCO 4; GCO 3, KSCOs 2, 5)

Elaborations: Strategies for Learning and Teaching

Discuss the relationship between heart rate and cardiovascular fitness.

Provide students with the opportunity to practice resting heart rate and target heart rate.

Teach students how to locate their radial and carotid pulse.



(Source: <http://www.cchs.net/health/health-info/docs/0900/0984.asp?index=5508>)

Teach students how to calculate their heart rate based on 10, 15, 30 and 60 second measurements. Chapters 4 & 5 in the authorized resource *Active for Life* contains key concepts, terminology and suggested assessment strategies. Heart rate and target heart rate zone are covered on pages 57-59.

Suggested worksheets for target heart rate zones are in the *Active for Life Teacher's Supplemental Resource* on page 31, Activity 2.2.

Discuss the relationship between heart rate and cardiovascular fitness. (i.e. Genetic Predisposition and how it affects heart rate and flexibility; Body weight vs. Level of Fitness)

Students should participate in a variety of cardiovascular tasks and activities. It is recommended that students participate in a minimum of 20 minutes of cardiovascular activity and calculate their resting heart rate, heart rate intermittently during activity, and their heart rate during recovery. Emphasize that this practise can be applied to any fitness activity.

Sample Cardiovascular Activities	
Distance Run	TRX Training
Nature Walk	Cross Country Skiing
P90X	Sport Games
Tag Games	Cardio-Fitness Equipment

Theme: Fitness Pursuits

Suggested Assessment Strategies

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 neck (carotid artery). Students can work with partners to help each other find a pulse and record the results based on 10, 15, 30, and 60 second intervals. The teacher observes students performing the activity and assists/provides verbal feedback.
- Through group discussion, the teacher observes student understanding of how pulse rate (rest and exercise) relates to their level of aerobic and anaerobic fitness.
- Observe students as they find their resting and exercise heart rate. Provide feedback.

Performance:

- Before, during and after a cardiovascular activity, students take their pulse rate while a partner records it on a table. The results can be charted on a graph, summarized, and submitted for evaluation.
- During physical activity students demonstrate the ability to calculate target heart rate zone using pulse rate.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 27; 30-34; 47).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 54-93; 186-217).

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*.
- *Jump 2b Fitness*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- McCracken, Bane. (2001). *It's not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- PHE Canada (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

3. learn and apply various training methods that improve flexibility (GCO 2, KSCOs 1, 4; GCO 3, KSCOs 2, 5).

Elaborations: Strategies for Learning and Teaching

Teach student the different types of flexibility methods:

- PNF
- Static
- Dynamic
- Ballistic

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)

Refer to the teaching strategies in Outcome #1 (3100) for a list of the types of flexibility/ranges of motion.

Refer students to the Stretching/Flexibility Posters Set (supplementary resource) which illustrates proper stretching and flexibility techniques.

Using the *Active for Life Living Secondary Fitness Chart Set* create a circuit to provide students with an opportunity to perform various flexibility exercises.

Theme: Fitness Pursuits

Suggested Assessment Strategies

Performance:

- Students may use the sit and reach board or other stretch test at the start of the unit, in the middle, and at the end of the unit as a way to assess improvement in flexibility. Results are recorded and summarized in a journal.
- Choose students to lead a flexibility session for the class. A lesson plan may be submitted for evaluation.
- Students reflect on the importance of flexibility, the benefits of flexibility and what sports require a high level of it as opposed to others? Why? (log book/journal).
- In a journal, students reflect on their participation, effort, attitude, etc. Once completed, students use a rubric scale, assign themselves a grade and provide a one or two sentence explanation for the grade provided. This type of evaluation should be kept in the students' journal and may be passed in periodically throughout the year.

Sample Assessments:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts.
- See Appendix E for sample strategies to support learning for this theme.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 23-25; 37).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 70; 143).

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)*.
- Bodytrends.com. *The Great Yoga Handbook*.
- Croistere, R. *Swiss Ball Exercises*.
- Croistere, R. *Abdominal Exercises*.
- Human Kinetics Publishers. *Stretching/ Flexibility Poster Set*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- McCracken, Bane. (2001). *It's not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- PHE Canada (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

4. learn and apply the FITT principle to the development and implementation of a Cardiovascular Fitness Program (GCO 2, KSCOs 2, 4, 6; GCO 3, KSCOs 2, 4, 5).

Elaborations: Strategies for Learning and Teaching

Students should be introduced to the FITT Principle as a means for attaining the necessary skills to develop a fitness program that will assist in developing a personal wellness lifestyle.

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.

Sample: Ultimate Frisbee League

F = three times per week

I = 145 beats per minutes = in the mid range of their target heart rate zone

T = Three 1 hour sessions

T = Ultimate Frisbee\

Students may incorporate their favorite cardiovascular fitness activities with the FITT Principle to develop a cardiovascular fitness program for their personal use.

Theme: Fitness Pursuits

Suggested Assessment Strategies

Performance:

- Goal Setting Project:
 - Students develop and participate in a 12 week goal setting project using the FITT Principle.
 - Over the course of 12 weeks students must track their goal performance using a log/charts/tables. All charts/tables must be explained.
 - Activities chosen to reach the goal must be relevant to the goal and explained in detail.
 - Each week, students include a reflection on their goal (strengths/weaknesses/changes to the goal, injuries, results, etc.).
 - A conclusion, with reasons, is required to indicate if the goal was attained or not.
- Students can create a poster board presenting a report on the program designed using the FITT principle.
- Students reflect on their current fitness regime and how it relates to the FITT Principle.
- Develop a presentation on how to apply the FITT principle to a specific cardiovascular sport/activity.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (p. 47)
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 54-69)

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.*
- *Jump 2b Fitness.*
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12.*
- McCracken, Bane. (2001). *It's not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life.*
- Rouse, P. (2003). *Adapted Games and Activities.*
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education.*

Recommended Resources:

- PHE Canada (2012). *Physical Literacy.*
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

5. interpret and apply the information obtained from cardiovascular fitness and flexibility appraisals (GCO 2, KSCOs 1, 3; GCO 3, KSCOs 2, 3, 5, 6).

Elaborations: Strategies for Learning and Teaching

Students should participate in various fitness appraisals, however, their performance should not be compared to other students and not assessed as part of the evaluation. Providing appraisals at the beginning, middle and end of the unit will help determine the degree of achievement.

This would be an opportunity to implement a cross-curricular approach with other subject areas.

- Biology: Cardiovascular and flexibility fitness can be related to disease prevention (Chapter 9 - Biology 2201)
- Mathematics: Statistics, graphs, measurement of angles, etc
- Technology: Use of spreadsheets, multi-media, apps, etc. to illustrate progress and benefits
- Chemistry: Relate to elements on the periodic table (oxygen, sodium, carbon-dioxide, potassium)

Fitness appraisal messages, as cited in an article by Joanne Walsh titled *The Purpose of Fitness Assessment in a Quality Health and Physical Education Program – Six Key Messages developed by OASPHE:*

- Teachers must be sensitive to the fitness appraisal environment and provide one that promotes success for all students (P.E.I Active Living Alliance).
- Fitness appraisals should be used to encourage lifelong participation in physical activity, generate critical thinking, self-awareness and discussion about healthy lifestyles (Card, Antony (2005). *PESIC conference*. Newfoundland and Labrador).
- Fitness appraisals results/scores should not be directly used as a grade. The results can be used to self-assess, self-monitor and set individual goals. (Card, Antony (2005). *PESIC conference*. Newfoundland and Labrador).
- Physical fitness education should focus on the health-related components of fitness (i.e. cardiovascular, muscular endurance, muscular strength and flexibility) to set goals to maintain/improve personal health-related fitness. The fitness appraisal of Body Mass Index (BMI) is not the role of the educator (MacNeill (2006). University of Toronto).
- Physical Fitness appraisals should be inclusive, student-centered, personalized and consistent throughout the year (i.e. focus on the process/not product; allow student choice of fitness tasks; teach students to self assess and self monitor) (Manitoba Physical Education Teacher's Association (2005).

Theme: Fitness Pursuits

Suggested Assessment Strategies

Performance:

- Students can assess their improvements in cardiovascular and flexibility fitness by comparing the change in performance to that from a previous appraisal. Students may reflect on their appraisal results in a journal entry.
- In a journal, students complete a "Where am I now" vs. "Where do I want to be" entry with respect to their cardiovascular and flexibility fitness. In a future entry, compare this with the actual pre and post appraisal results.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 33-40)
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 54-95)

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*.
- 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:

- PHE Canada. (2012). *Physical Literacy*.
- Walsh, Joanne. (nd). *The Purpose of Fitness Assessment in a Quality Health and Physical Education Program – Six Key Messages developed by OASPHE*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

6. recognize the role of fitness as a means of pursuing life-long physical activity (GCO 3, KSCO 2).

Elaborations: Strategies for Learning and Teaching

The *Active for Life* stage of the Canadian Sport for Life (LTAD Model) is a goal for of all Canadians. In this stage, athletes and participants enjoy lifelong participation in a variety of competitive and recreational opportunities in sport and physical activity. With reference to the active for life stage (LTAD), discuss the importance of being physically fit and being able to continue physical activity throughout one's life. Regular physical activity is essential to maintain healthy weight, regular sleep, and overall physical development (muscular and cardiovascular). Key messages to discuss include:

It is essential to provide students with a wide variety of sports and physical activities for a variety of reasons:

- Regular activity and healthy lifestyle habits will contribute to positive overall physical, emotional and psychological development.
- High school may provide the only opportunity for some students to participate in structured sport and physical activity programs.
- Combined with the growth of video games and other “screen time” sedentary pursuits, the need for physical activity programs becomes even more acute.
- High school programs can help students to identify one or two favorite sports and encourage them to take up a lifelong pursuit.
- Some students may show talent and want to begin specializing in one particular sport.

(Source: Canadian Sport for Life: <http://www.canadiansportforlife.ca/educators/high-school>)

Theme: Fitness Pursuits

Suggested Assessment Strategies

Performance:

- Students select a recreational activity of personal interest (i.e. hiking, fishing, softball, aerobics, etc.) and complete the Daily Activity Journal in the Active for Life Teacher's Supplementary Resource (pp. 12-14).
- Interview a family or community member who regularly participates in a recreational activity. Using a media source, present the information to the class. A rubric may be developed by the teacher to evaluate the project.
- In a journal, students reflect on their participation in a recreational activity discussing the life-long fitness requirements (i.e. students can begin by completing activity 1.1 in the Active for Life Teacher's Supplementary Resource).

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 12-14; unit 3)
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (units 2, 3 and 5).

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- McCracken, Bane. (2001). *It's not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

*Cooperation and Responsibility
(Affective)*

7. learn to understand and be supportive of the range of varying abilities that exist within a class population (GCO 4, KSCO 1; GCO 5, KSCO 3).

Elaborations: Strategies for Learning and Teaching

Student participation in physical activity can be an empowering and enriching experience for all students. However, students with different learning needs and physical abilities have to break through barriers to find acceptance and success within their class population.

The following points assist in creating an inclusive learning and teaching environment within a class population with varying abilities:

- Create an environment where all children thrive.
- Change attitudes that inhibit participation or make a child feel excluded.
- Promote good sportsmanship to enhance character development of children with or without disabilities.
- Use a variety of different teaching styles/strategies to instruct students with varying abilities.

What makes inclusion work within a school?.

- A welcoming and safe school environment.
- A focus on teaching all children.
- Involvement from families and outside agencies.
- Professional development for teachers and other school personnel (i.e. instructional and assessment strategies).
- Common planning time for teachers.
- Appropriate accommodations and support systems in place.
- Opportunities for relationship and team building.
- A commitment to continuous improvement and growth.

(Source: <http://www.ed.gov.nl.ca/edu/k12/inclusion.html>)

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

Teamwork	Trust	Cooperation	Support	Respect
Communication	Perseverance	Sportsmanship	Patience	Sharing

Theme: Fitness Pursuits

Suggested Assessment Strategies

Observation:

- Observe the level of cooperation and respect among the students and groups throughout the activity. Please refer to Appendix C for sample assessment tools.

Performance:

- In small groups, students decide on and record appropriate and inappropriate behaviors and responses within the class/gymnasium setting. Students may present their information using various forms of media.
- Students may write a journal entry about students' attitudes toward working in a cooperative alternative activity group.
- Students may be provided with a self-evaluation rubric to evaluate their performance.

Resources/Notes

Supplementary Resources:

- Glover, D.R., & Midura, D.W. (2005). *Essentials of Team Building: Principles and Practices*.
- Jones, A. (2002). *More Team-Building Activities*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- McCracken, Bane. (2001). *It's not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Midura, D & Glover, D. (1995). *More Team Building Challenges*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

Moving and Doing (Psychomotor)

1. learn new movement concepts and motor skills and/or apply existing skills in challenging situations
(GCO 1, KSCOs 1, 2, 6, 8).

Elaborations: Strategies for Learning and Teaching

Movement concepts and motor skills are the foundation of participation in physical activities. When participating in a physical activity, students should be made aware of the motor skills and movement concepts used and how to apply them when appropriate. See Appendix F for a sample Movement Concept Wheel.

There are many movement concepts and motor skills used in innovative games. Identifying the motor skills and movement concepts involved in the activities helps the teacher:

- Focus on skills that need to be emphasized.
- Recognize the strengths and weaknesses of students in the class.

Discuss 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)

Movement competence and understanding includes motor skills and movement patterns that:

- Teach skill and accuracy in a variety of routines, games, and activities.
- That combine skills with movement.
- Demonstrates the connection between body and brain function.
- Creates patterns for lifelong physical activity.

(Source: http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/Health_PE_Standards_Adopted_12.10.09.pdf)

Over the course of the unit, choose different students to demonstrate their skills or teach a new game. This is an opportunity for students to demonstrate their physical abilities.

Students should be made aware of and encouraged to apply a variety of movement skills in innovative games/activities. For example, in bocce ball students will use locomotor/non-locomotor skills such as walking, bending, twisting; they will require the movement concepts of space awareness (throwing the ball to the target), body awareness (transfer of body weight), qualities of movement (force of throw) and relationships (with objects and people if playing doubles).

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Observation:

- Present students with new games and/or challenges and observe how they use their skills and various movement concepts to perform those tasks. Provide verbal and visual feedback where appropriate.

Performance:

- Provide opportunity and guidance for students to create their own innovative or hybrid games. Encourage students to focus on the major movement variables (space, effort, etc.) and skills (running, jumping, balance, etc.). Students may present their games to the class or another class within the school to be evaluated by the teacher or through peer assessment (See Appendices C and D for sample assessment tools).
- Students can video a skill performance and complete a self-assessment of their skill and technique. Teachers would provide the criteria for students to complete this task.
- After a new game/activity, students may complete a self-evaluation to reflect on the movement skills and/or challenges taught. (See Appendix D for a sample peer assessment).

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 19-26; pp. 33-41).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 12; 19-35).

Supplementary Resources:

- Byl, John. (2001). *Co-Ed Recreational Games*.
- Clements, R. (2003). *Multi-cultural Approach to Physical Education*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

2. create, lead and actively participate in innovative activities (GCO 2, KSCOs 1, 2, 3).

Elaborations: Strategies for Learning and Teaching

Teach the students the six elements of games.

- Goal/Score
- Equipment
- Playing Area
- Participants
- Rules
- Safety

Since this may possibly be the students first time peer teaching it may be important to provide guidance in the areas of:

- Lesson Planning
- Classroom Management (i.e. Various ways to get their peer's attention; how to address the students).
- Safety (in the environment and during the activity)
- Tips for inclusion/accommodations
- Rules (Classroom and Game)

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Performance:

- In partners or small groups, students follow the six elements of games and activities to create their own activity to be presented to the class. The chart below may be used.

Name	Created by	Equipment	# Teams/ Groups	Safety

- Students create an innovative game based on a game that they know or played before. The teacher observes the student and:
 - Assesses the student's success in relaying the activity to their peers.
 - Assesses the level of participation in those games.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 9-11).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (Units 2, 3, and 5).

Supplementary Resources:

- Clements, R. (2003). *Multi-cultural Approach to Physical Education*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

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- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
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Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

3. demonstrate an understanding of how games, sports and activities have evolved (GCO 3, KSCO 6).

Elaborations: Strategies for Learning and Teaching

Teach students about the creation of a particular sport or activity. As you are doing so, take the students through a creative thinking and problem solving experience. You may use basketball as an example:

- Explain to students the idea of throwing a ball into a peach basket and how it led to the development of the game of basketball as we know it today.
- The obvious problem with the peach basket was how to get the ball out without using a ladder after every made shot.
- After some problem solving, it was decided to put a small hole in the basket so the ball could be popped out with a broom stick. It worked fine, but was it the best method?
- The next idea was to cut the bottom out of the basket. That worked, but a good basket was ruined.
- Over time and through creative energies and brain power, ideas grew and modifications were made to eventually arrive at one of the world's most popular sports. Who is to say this can't happen again?

This would be an opportunity to work with the social studies and music teachers to develop a cross-curricular approach to teaching and learning by looking at the history of sport/recreation, music and societies. There is a strong correlation between these program areas (i.e. Olympics).

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Performance:

- In journals, outline the evolution/development of a popular sport/game.
- Students research and present the evolution/development of a popular sport/game.
- Peer Teaching: Students research a particular sport/activity and teach the rules/safety practices to the class.

Resources/Notes

Supplementary Resources:

- Clements, R. (2003). *Multi-cultural Approach to Physical Education*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.

Recommended Resources:

- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

Understanding and Applying (Cognitive)

4. demonstrate an understanding and appreciation of various cultural traditions through participation in innovative games/activities (GCO 3, KSCOs 5, 6).

Elaborations: Strategies for Learning and Teaching

Introduce students to an international/multi-cultural game or activity and explain its cultural significance.

- Arctic/Inuit Games and activities
- Cultural Dances (Multi-cultural Folk Dance Treasure Chest)

Invite multi-cultural students from the class or community to share a game or activity from their culture.

There are many students in class that are skilled at a particular innovative game with cultural significance. Students complete a chart that includes a list of games and activities which they are skilled at, a description of their skill, and whether or not they are willing to demonstrate and provide basic instructions on how to perform that skill.

Activity	I am Skilled at			Describe Skills	I am Willing to Show Others		
	Yes	OK	No		Yes	OK	No
Hacky Sack			U				
Skipping	U			single person, small rope	U		
Skate boarding			U				
Juggling		U		2 balls/1 hand 3 balls/2 hands		U	
etc.							

The Multi-Cultural Folk Dance Treasure Chest by Christy Lane is a resource that demonstrates an appreciation of various cultural traditions through rhythmic expression.

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Observation:

- As students participate in the Multi-Cultural Folk Dance Treasure Chest dance routines, the teacher observes student participation. A rubric may be used to assess and provide feedback.

Performance:

- Students are taught the skill of choreography. Small groups of students can research, develop and teach a cultural dance to the class. The teacher and students may collaborate to develop the assessment criteria and the teacher/peers may assess performance using a checklist or rubric.
- Video analysis can be used during practise phases and presentation of the final product. This will provide an opportunity for students to analyze performance through visual feedback.
- In groups, students may be responsible for inviting a cultural group into the school to present a multi-cultural game, activity, dance, etc. A peer assessment rubric can be used to measure group performance and individuals within the group.
- Students may be asked to find facts about the impact an activity/game/sport has on a culture or the impact the culture has on an activity/game/sport (i.e. soccer). This could include the extent to which it is currently being played, the pre-game or post game rituals, uniforms, etc.

Resources/Notes

Supplementary Resources:

- Clements, R. (2003). *Multi-cultural Approach to Physical Education*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.

Recommended Resources:

- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
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Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

*Cooperation and Responsibility
(Affective)*

- provide and accept constructive feedback on the development of innovative games/activities (GCO 6, KSCO 1, 6).

Elaborations: Strategies for Learning and Teaching

Generally, people find it difficult providing and accepting constructive feedback. However, constructive criticism is very important and a skill that can be learned effectively by the giver and receiver to enhance learning. If done effectively, it can empower individuals to be more effective in their performance.

Before allowing students to critically analyze an activity developed and presented by his/her peers, inform them that providing constructive feedback is not an open door for firing insults. It is an opportunity to identify the strengths and weakness of a performance and guide the learner(s) towards an improved performance.

Sample tips for Providing Constructive Feedback:

- Ensure feedback is specific.
- Focus on specific behaviour that a person/group can improve upon.
- Limit feedback to a few essential points.
- Be honest and sincere.
- Use both positive and negative feedback and make it timely. Start with a positive and end with a positive.
- Negative feedback is not criticism and should always be directed to the action, not the person.
- Voice control and eye contact are very important.
- Be willing to work with the person/group that feedback was offered.
- Allow an opportunity for the person/group to ask questions for clarification.

Sample Tips for Accepting Constructive Feedback:

- Listen carefully and respectfully (eye contact is good).
- Remember, it is not personal so don't hold a grudge.
- Try your best not to be defensive.
- Ask questions for clarity.
- Take time to reflect on the feedback and how you can improve.

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Observation:

- Observe and make note of any students who make inappropriate comments either in giving feedback or receiving it.

Performance:

- Following participation in a student led innovative game, provide time for the class to debrief. Allow the group that led the activity the first opportunity at addressing what they thought worked well and what they thought could have been done differently to make the activity more effective.

After listening to the feedback, provide an opportunity for other students in the class to provide their input.

Designate students to collect the comments under the following criteria:

- Safety
- Inclusion
- Fun
- Understanding of the game
- Activity level
- Challenge
- Level of difficulty

All students may log the feedback provided in their journals and critically reflect on their performance as well.

Resources/Notes

Supplementary Resources:

- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.

Recommended Resources:

- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

*Cooperation and Responsibility
(Affective)*

6. reflect on their participation in innovative games/activities (GCO 6, KSCOs 1, 3, 5, 7).

Elaborations: Strategies for Learning and Teaching

One of the key assessment techniques in physical education is the students' ability to self-assess their own performance. This involves the skill of reflection - the ability to critically think on what they have learned, how they have learned it, and the connections that exist between prior knowledge and new knowledge.

It is important to allow time for students to engage in a “highlight sharing” session to share positive and memorable experiences. The following questions may help to prompt the discussion.

- How did you contribute to the unit?
- How did another member of the group contribute to the unit?
- What did you gain or achieve from this unit?
- Name two positive highlights that happened while participating in this unit.
- Why were there smiles on people's faces?
- Did anyone do any one thing that made the unit better for someone else?

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Observation:

- Present students with new games and/or challenges and observe how they use their skills and various movement concepts to perform those tasks. Provide verbal and visual feedback where appropriate.

Performance:

- Journal writing is an effective way for students to self-assess and reflect on the performance of others throughout activities or a particular unit. Students may be asked to write a journal entry using the following questions as a guideline.
 - Which activities did you enjoy the most/least and why?
 - Were there any activities developed by peers that could become a new sport?
 - What new skills did you learn?
 - Did the group/class co-operate well?
 - What leadership roles did you assume?
 - How do you feel about providing and receiving constructive feedback?
 - Did you enjoy the unit on innovative games and activities? Why or Why not?
- While students participate in an activity the teacher may wish to stop play at various times throughout and ask questions relating to skill performance, strategies, etc. This will provide an opportunity for students to critically reflect on their performance or that of the group.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 10, 11 and 15).

Supplementary Resources:

- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.

Recommended Resources:

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Notes:

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Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

Moving and Doing (Psychomotor)

1. learn, demonstrate and analyze motor skills to understand the biomechanics of the movement (GCO 1, KSCOs 1, 2, 6, 8).

Elaborations: Strategies for Learning and Teaching

Biomechanics can be defined as the muscular, joint and skeletal actions of the body during the execution of a given task, skill and/or technique. Proper understanding of biomechanics has the greatest implications on:

- Skill performance
- Rehabilitation and injury prevention
- Sport/activity mastery

Students tend to believe that they have a good understanding of the overall functioning of human systems, particularly the skeletal and muscular systems, however, they usually do not have a solid understanding of the interaction of multiple systems. It would be very beneficial to teach students the basic terminology of the muscles and skeleton (i.e. biceps/pectoralis/gluteus maximus/carpals/radius and ulna) and discuss how they interact when performing a movement skill.

To understand movement, aside from learning the interaction of muscles and bones, students should understand anatomical terminology and body planes:

- Flexion: bending parts at a joint to decrease the angle
- Extension: straightening parts at a joint to increase the angle
- Hyperextension: extending beyond the anatomical position
- Dorsiflexion: bending the foot upward
- Plantar Flexion: bending the foot downward
- Abduction: moving a part away from the midline
- Adduction: moving a part toward the midline
- Rotation: moving a part around an axis
- Supination: turning the part of the hand upward
- Pronation: turning the part of the hand downward
- Eversion: turning the foot to face out
- Inversion: turning the foot to face in
- Protraction: moving a part forward
- Retraction: moving a part backward
- Elevation: raising a part
- Depression: lowering a part
- Lateral Plane or Sagittal Plane: Imagine a vertical plane that runs through your body from front to back or back to front. This plane divides the body into right and left regions.
- Frontal Plane or Coronal Plane: Imagine a vertical plane that runs through the center of your body from side to side. This plane divides the body into front (anterior) and back (posterior) regions.
- Transverse Plane: Imagine a horizontal plane that runs through the midsection of your body. This plane divides the body into upper (superior) and lower (inferior) regions.

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Performance:

- Students evaluate each other performing a skill and using the correct terminology provide feedback on what they did well and what is required for improvement.
- Students record each other performing an activity or skill and using the correct terminology self-access the product. A post video can be completed to compare if improvement in performance occurred.
- Students may use technologies such as video and photo analysis to analyse and describe motor skills that they used in a particular activity. With correct terminology, students develop a presentation to explain why the skills are important, how to modify them and how to practise them using a variety of instructional strategies.
- Provide students with a sport related injury and ask them to research the type of injury (i.e. specific muscles involved) and possible exercises for regaining strength, flexibility, mobility, etc. (using appropriate terminology).

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 19-28).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 19-35; 38-45).

Supplementary Resources:

- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.

Recommended Resources:

- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

2. understand and apply rules, etiquette and safety practises in a variety of situations and settings (GCO 3, KSCO 1).

Elaborations: Strategies for Learning and Teaching

Prior to participating in a team/group game or activity it is important to familiarize yourself and the students with the rules, etiquette and safety procedures (i.e. hiking):

- Route selection
- Lead & sweep
- Buddy system/rule of 4
- Roll call, line of sight
- Itinerary

Ultimate Frisbee is an activity that can be used to promote the ideas of fair play, self-regulation, cooperation, and teamwork.

- Ultimate Frisbee is governed by the principle "Spirit of the Game" (source: <https://www.canadianultimate.com/>).

Not all activities have the same level of risk. Teachers should be comfortable with the activities they plan to teach in their curriculum. Some activities have higher levels of risk than others (canoeing/kayaking; skiing; rock climbing). Check with your administration and district policies for accepted safety guidelines

A variety of safety guidelines can be viewed at:

http://education.alberta.ca/media/1109586/sg_physicalactivity.pdf.

It is important to note that these are samples to review. Check with your administration and district policies for accepted safety guidelines.

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Observation:

- Observe students while participating in activities and make note of who is following the protocols, procedures and safety measures.

Performance:

- Students work in groups to develop a poster that includes the protocols, procedures and safety measures for a game or activity (sample below).

Activity	
Rules	
Procedures	
Etiquette	
Safety Practices	

- Students can be provided with a task such as packing a backpack. Teachers can have a brief discussion with individual students to determine the steps followed and whether changes have to be made.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 9 and 49).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. x-xii; 140-155).

Supplementary Resources:

- Boy Scouts of Canada. (1999). *Field Book for Canadian Scouting*.
- Clumpner, R. (2003) *Sport Progressions*.
- Glover, D.R., & Midura, D.W. (2005). *Essentials of Team Building: Principles and Practices*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Mcneil, C.; Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Midura, D & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. (2003). *Adventure Curriculum for Physical Education: High School*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dduley, E. (1994). *Hiking and Backpacking*.

Recommended Resources:

- Bunker and Thorpe. (1982). *Teaching Games for Understanding (TGfU) Model*.
- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

3. understand risk management strategies when participating in a variety of situations and settings (GCO 2, KSCO 5).

Elaborations: Strategies for Learning and Teaching

Each movement category has specific risk elements for which you should plan. Whatever the movement category or activity being taught, consider the following:

- Management: deals with professional judgment, creation of a safe learning environment, dealing with personalities, etc
- Instruction: deals with teaching progressions, building confidence, teaching styles, learning styles, etc
- Equipment and facilities: inspection of equipment, proper maintenance, equipment set-up, storage, etc
(Source - B.C. Teachers' Federation: <http://www.injuryresearch.bc.ca/sports/subsite/activities/pages/PEPSA/Best%20Practices%20in%20Physical%20Education.htm>)

Have a discussion with the students about risk management. Risk management is the identification and assessment of risks/hazards followed by a plan of action as to control/minimize unfortunate events. It does not have to be complicated and can be effective if three simple questions are followed when considering your activity area:

- What are the potential hazards?
- What will we do to prevent an accident?
- If an accident/harm results, what is our action plan to deal with it?

Familiarize students to as many settings as possible. Each time a new setting is introduced, discuss the obvious and less-obvious hazards present. Sample settings may include:

- Wilderness
- Playground
- Ski Hill
- Soccer Field
- Gymnasium Court
- Fitness Room
- School Trail
- Hockey Rink/Curling Rink

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Observation:

- Divide the class in half and provide a particular activity setting (i.e. hockey arena). One group will identify potential hazards and the other group must identify aspects of the facility that promotes safety. Following the activity, students from each group must present the ideas to the class.

Performance:

- In small groups, students select a setting and design a first-aid kit that contains relevant supplies to treat potential hazards.
- Students create a game/activity and are responsible for teaching it to the class. As part of the lesson, safety measures and hazards must be identified and discussed in relation to the activity and the environment used. An activity such as ice fishing may identify hazards in relation to:
 - Ice thickness
 - Weather forecast
 - Crossing a stream
 - Test of equipment prior to leaving
 - Travelling through the woods
- Mock Scenario: Place a student in the woods with an “undisclosed injury”. Students have to locate the injured peer, assess the situation and respond appropriately to it.
- Create several hazards in the gymnasium and have students identify and alleviate the hazard.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 9 and 49).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. x-xii; 140-155).

Supplementary Resources:

- Boy Scouts of Canada. (1999). *Field Book for Canadian Scouting*.
- Glover, D.R., & Midura, D.W. (2005). *Essentials of Team Building: Principles and Practices*.
- Jones, A. (2002). *More Team-Building Activities*.
- Mcneil, C.; Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Midura, D & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. (2003). *Adventure Curriculum for Physical Education: High School*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dduley, E. (1994). *Hiking and Backpacking*.

Recommended Resources:

- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

4. recognize and demonstrate appropriate strategies when participating in games and activities (GCO 2, KSCOs 1, 2, 3).

Elaborations: Strategies for Learning and Teaching

When students are exposed to an unfamiliar game/activity, they naturally transfer existing skills and strategies. Although this is important, all games have their own specific strategies/skills that a player would require to be successful (i.e. Tchoukball). When introducing a new activity, it is important to have brief time out periods to discuss various strategies used by different members of the class and have them evaluate the success of those strategies. Students may then practise the new strategies suggested.

In familiar activities, have students choose one or more strategies they would like to attempt prior to participating.. Once the students choose a strategy encourage them to try it. Ensure they choose strategies that are appropriate for their skill level. For example, using the sport of volleyball:

- Choose to serve to a certain person or position.
- Attempt to perform three contacts during each phase of play.
- Determine how certain players should be blocked (cross court, line, not at all).

At the high school level there will be students in class that are more advanced than others in a game or activity, including the teacher. Use the more advanced student for demonstrations, peer teaching and strategy advice. This can be very empowering for the student but be careful not to utilize him/her too often. Try to involve as many students as possible throughout the school year.

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Observation:

- Students share the strategy they intend to use in the activity. The teacher observes to see whether the strategy is being implemented.

Performance:

- After an activity, each team highlights the chosen strategies they used. The following questions may be used as a guide for discussion:
 - Which strategies did your team/group try?
 - Which strategies were successful?
 - Which strategies did you have to adapt?
 - Was it useful to use a strategy? Explain?

Use a checklist or rubric to assess student effort and participation.

Use peer and self-assessment tools to determine student contribution to the team/group.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. x-xii)
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 44-45)

Supplementary Resources:

- Byl, John. (2001). *Co-Ed Recreational Games*.
- Clumpner, R. (2003) *Sport Progressions*.
- Glover, D.R., & Midura, D.W. (2005). *Essentials of Team Building: Principles and Practices*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Jones, A. (2002). *More Team-Building Activities*.
- Midura, D & Glover, D. (1995) *More Team Building Challenges*.
- Panicucci, J. (2003). *Adventure Curriculum for Physical Education: High School*.
- Rouse, P. (2003). *Adapted Games and Activities*.

Recommended Resources:

- Bunker and Thorpe. (1982). *Teaching Games for Understanding (TGfU) Model*.
- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

5. contribute to the successful completion of team/group games and activities (GCO 3, KSCOs 1, 5).

Elaborations: Strategies for Learning and Teaching

Students have different skill sets to bring to a team setting. Rapport and teamwork skills have been developed in earlier outcomes and now can be applied in team challenges as students work as a cohesive unit. Before providing a team challenge briefly remind students of the importance of the following:

- Communication skills
- Respect and constructive feedback
- Trust & self-disclosure
- Support
- Knowledge of roles
- Problem solving

Discuss ways in which people can contribute successfully in a group setting. Some items to consider include:

- Being actively engaged
- Implementing strategies decided on by the group
- Having a positive attitude
- Persistence, despite possible struggles

Peer teaching is an excellent way to gain appreciation of student's unique strengths and weaknesses. It also provides students with a sense of responsibility and empowerment that helps build self-esteem. Contribution to games and activities is necessary by members of the group.

A leadership acronym to be displayed on the school gymnasium:

- L = Learn from success and failure
- E = Energize your team
- A = Act, do things
- D = Dream about the ideal future
- E = Enjoy what you do
- R = Risk take
- S = Set examples
- H = Honesty in every move
- I = Inspire passion
- P = Problem solve creatively

The supplementary resources, *Team Building Through Physical Challenges* (1992), *More Team Building Challenges* (1995), *Essentials of Team Building* (2005), and *More Team-Building Activities* (2002) offer great examples for promoting team-building.

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Observation:

- During an activity, monitor cooperation amongst team members. Make note of students who are supportive/unsupportive, respectful/disrespectful and perform well/do not perform well as part of a team.

Performance:

- Provide a series of drills/activities to each team that emphasize specific skills in a particular game/activity.
 - Students observe each other performing the drills and provide appropriate feedback.
 - Brainstorm or offer suggestions to teams that are struggling or have hit a barrier in their challenge.
- Peer Teaching exercise:
 - Provide students with a checklist of team/group games and activities. Beside each activity include a blank space.
 - Have the student put a check mark beside any of the games and activities that they are experienced or skilled in. On the blank space, write the specific skills that they are strong at.
 - Ask them to circle the checkmark if they would be willing to share and or lead the activity with the class.
 - Over the course of the unit, choose some of the students to demonstrate and teach their skill. A rubric may be used to evaluate.

Resources/Notes

Authorized Resources:

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

Supplementary Resources:

- Byl, John. (2001). *Co-Ed Recreational Games.*
- Glover, D.R., & Midura, D.W. (2005). *Essentials of Team Building: Principles and Practices.*
- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges.*
- Jones, A. (2002). *More Team-Building Activities.*
- Midura, D & Glover, D. (1995) *More Team Building Challenges.*
- Panicucci, J. (2003). *Adventure Curriculum for Physical Education: High School.*
- Rouse, P. (2003). *Adapted Games and Activities.*

Recommended Resources:

- Bunker and Thorpe. (1982). *Teaching Games for Understanding (TGFU) Model .*
- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach.*
- PHE Canada. (2012). *Physical Literacy.*
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

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Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Cooperation and Responsibility
(Affective)*

6. understand that the contribution of one's individual strengths and skill sets can enhance the success, enjoyment and self-esteem of fellow students
(GCO 6, KSCOs 1, 2, 3, 4, 5).

Elaborations: Strategies for Learning and Teaching

Team building roles are those carried out by members, either consciously or unconsciously, that tend to build the team's interpersonal relationships, cohesiveness and spirit. They play a large part in maintaining team performance over the long term.

Identify various roles that generally exist on teams and in groups, as well as specific roles that exist for the game or activity in which students are participating (i.e. basketball: scorer, great passer, tough defender, strong rebounder, etc).

Leadership Roles:

- Leader: a person who influences a group of people towards the achievement of a goal
- Follower: a person who follows another in regard to his or her ideas or belief; disciple or adherent
- Encourager: praises other members' contributions to the team
- Harmonizer: mediates differences between members of the team
- Compromiser: offers a compromise during disagreement or conflict by yielding position or admitting error
- Gatekeeper: regulates the flow of communication by encouraging participation of those less inclined to participate and quieting those who are overly talkative
- Group Observer: observes and reports back to the team on its group dynamics

(Source: Teambuildinginc.com (2012). *Tasks and Team Building*).

There are five phases that a team may experience while working towards its intended goal(s). It is recommended to observe teams while participating in an activity and provide feedback where applicable. The five phases include:

- Forming Phase: This is a stage of excitement and members are anxious to work with the team. Not all roles are defined or clear.
- Storming Phase: This is a stage of challenging the group and leader in particular. Roles are more clear and many are jockeying for the role of the leader. This is the stage when many teams fail.
- Norming Phase: A hierarchy is established and team members have come to respect each others role and the role of the leader.
- Performing Stage: Hard work leads directly to progress towards the shared vision of their goal, supported by the structures and processes that have been set up. Individual team members may join or leave the team without affecting the performing culture.
- Adjourning: The breaking up of the team. It is hoped that phase is positive as students will possibly work together again.

(Source: Mindtools 2012. *Forming, Storming, Norming, and Performing*).

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Observation:

- Observe and record student effectiveness in offering praise and positive feedback to other students. The affective domain rubric/scale (Appendix C) or other charts can be used to record student outcome achievement.

Performance:

- Peer teaching is an effective way for students to display leadership and present their individual strengths. As students peer-teach, use a rubric to evaluate their effectiveness of teaching the particular skill (i.e. explanation, clarity and voice projection, demonstration, and feedback to participants).
Allow time for students to reflect on their teaching and discuss the evaluation. Students should be permitted to provide their thoughts on the teaching and evaluation.
- Self-Evaluation: Students reflect on the activities, skills and concepts they were introduced to in this unit.
 - What roles could they identify in their group/team/class? What role(s) did they assume?
 - What role(s) would they have liked to have assumed?
 - The skills that members of the class have which they were not aware of.
 - What skills did they use/improve on?
 - Which activities did they enjoy the most and least? Why or Why Not?
 - Did they enjoy the unit?

Resources/Notes

Supplementary Resources:

- Byl, John. (2001). *Co-Ed Recreational Games*.
- Glover, D.R., & Midura, D.W. (2005). *Essentials of Team Building: Principles and Practices*.
- Glover, D.R., & Midura, D.W. (1992). *Team Building Through Physical Challenges*.
- Jones, A. (2002). *More Team-Building Activities*.
- Midura, D & Glover, D. (1995). *More Team Building Challenges*.
- Rouse, P. (2003). *Adapted Games and Activities*.

Recommended Resources:

- Mindtools (2012). *Forming, Storming, Norming, and Performing*.
- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- Teambuildinginc.com (2012). *Tasks and Team Building*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Cooperation and Responsibility
(Affective)*

7. demonstrate a social and personal appreciation of the environment when pursuing outdoor activities (GCO 4, KSCO 1, 2, 3; GCO 5, KSCO 1, 2, 3).

Elaborations: Strategies for Learning and Teaching

Before venturing into the wild, provide handouts with a description and picture of the area, wildlife and vegetation that the group may encounter. This will also prepare them for the adventure.

It is a good idea for the teacher to hike the trail before taking a class of students. This will help prepare for safety concerns and opportunities for discussion (some of the less noticeable signs of nature). After the hike have a debriefing session to review and make connections about how nature contributed to the overall experience.

Discuss with students the rationale behind the specific rules, procedures and etiquette that should be followed in outdoor settings. An example of rules/procedures/etiquette in outdoor activities is

No Trace Hiking/Camping. Some ideas of this concept include:

- Students are required to take any food wrappers, cans, or other garbage with them for proper disposal.
- Students should make all efforts possible to stay on designated trails and to avoid destroying/damaging vegetation and wildlife.
- Use the wood from fallen trees to make a fire as opposed to cutting down new growth.

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Observation:

- Make note of students who demonstrate proper and inappropriate behaviour when participating in an outdoor pursuit (hiking; camping; X-country skiing, etc.). Discuss with students the behaviours observed especially those that demonstrate a lack of respect toward environmental stewardship.

Performance:

- Students, in groups of three or four, perform a specific task (i.e. hiking). Each group is provided with a checklist of the vegetation and wildlife in the area. Encourage each group to find as many types of vegetation and signs of wildlife as possible (e.g., tracks, feces, signs of feeding, habitats, etc.). Individually, students write a journal entry concluding the three things that they observed in nature that they found most fascinating and why?
- Self-assessment: Students complete a self-assessment rubric/checklist comparing their attitudes and behaviour during the outdoor activity with proper activity expectations.
- Have students write a letter to a municipal/provincial/territorial government department on an environmental issue that interests them.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 202-216).

Supplementary Resources:

- Glover, D.R., & Midura, D.W. (2005). *Essentials of Team Building: Principles and Practices*.
- Jones, A. (2002). *More Team-Building Activities*.
- Midura, D & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. (2003). *Adventure Curriculum for Physical Education: High School*.
- Rouse, P. (2003). *Adapted Games and Activities*.

Recommended Resources:

- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Specific Curriculum Outcomes

Physical Education 3101

Themes and Sample Activities

Fitness Pursuits

Cardiovascular and Flexibility

- CPR; Aerobics; Cycling; Jogging; Power Walking; Running; Skipping; Athletics (Runs and sprints; Jumps: high, long and hurdles); Agility Ladders; Tae Bo
- Body Weight Exercises; BOSU Balance Trainer; Calisthenics; ; Circuit Training; Strength/Resistance Training; Exercise Ball Training
- Tai Chi; Pilates/Yoga; Stretching

Muscular Fitness/Strength/Endurance and Power

- Athletics (Runs and sprints; Jumps: high, long, hurdles; Throws: shot putt, discuss, hammer)
- Strength/Resistance Training; Exercise Ball Training; Calisthenics; Circuit Training; Pilates/Yoga; Plyometrics; Tae Bo; Tai Chi
- Creative Movement/Rhythmics

Outdoor/Alternative Activities

- Cross Country Running; Golf; In-line Skating; Skateboarding; Curling; Rowing; Skating; Swimming; Water Games

Athletics

- Athletics (Runs and sprints; Jumps: high, long, hurdles; Throws: shot putt, discuss, hammer)
- Combatives (Martial Arts; Boxing, Wrestling)

Net and Wall

- Badminton; Paddle Badminton; Paddle Tennis; Table Tennis; Pickleball; Racquetball; Squash; Handball; Tennis

Innovative Games and Activities

Target Games

- Bocce; Croquet; Frisbee Golf; Washers

Creativity and New Ideas

- Creating Games; Creative Movement; Rhythmic Gymnastics; Hybrid Games; Parking Lot Games; International/Multicultural Games and Activities

Rhythmic Activities

- Creating Games; Creative Movement; Rhythmic Gymnastics; Hybrid Games; Parking Lot Games; International/Multicultural Games and Activities
- Singing and clapping/stomping; Cheerleading; Skipping Rope; Lummi Sticks; Juggling; Rhythmic Sport
- Creative Dance; Aerobic Dance; Tinikling; Creative Dance; Contemporary Dance; Ballroom Dance; Jazz Dance; Jive Dance; Line Dance; Modern Dance; Multicultural Dance; Traditional Dances (NL); Social Dance; Folk Dance

Themes and Sample Activities

Team/Group Games and Activities

Fielding

- Baseball/Softball; Cricket; Danish Long Ball; Rounders; Short Court Tennis; Soccer Baseball

Leadership and Cooperative Activities

- Icebreakers/Deinhibitizers; Cooperative Games; Team Building Activities; Adventure Games; Group Initiatives; Trust/Risk Taking Activities; Team Building/Team Challenges

Territorial

- Basketball; Broomball; Field/Floor Hockey; Lacrosse; Netball; Ringette; Rugby; Soccer; Team Handball; Touch/Flag Football; Ultimate Frisbee

Net and Wall

- Eclipse Ball; Handball; Volleyball; Tchoukeball; Sepak Takraw

Outdoor/Adventure

- Backpacking; Camping; Canoeing; Caving; Geo Cache; Hiking; Kayaking; Map and Compass; Mountain Biking; Orienteering; Rock/Wall Climbing; Skiing; Snowboarding; Snowshoeing; Survival Techniques

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

Moving and Doing (Psychomotor)

1. actively participate in various training activities and methods that improve muscular fitness (strength, endurance and power) (GCO 1, KSCOs 1, 2, 3, 5).

Elaborations: Strategies for Learning and Teaching

Chapters 2-6 in the authorized resource Active for Life contains key concepts, terminology and suggested assessment strategies.

Discuss the importance of the muscular and skeletal systems and how they work together during movement. The human body has more than 300 bones and 400 muscles.

Different activities require specific training methods to enhance success. It is important for students to try different types of muscular fitness routines to gain an understanding the principles of specificity, overload, progression and reversibility.

There are a variety of activities that can be used to teach the principles of muscular fitness. Aspects of muscular fitness include:

- Strength: The maximum force a muscle can exert in a single contraction.
- Endurance: A muscle's ability to perform repeatedly without fatigue.
- Power: The ability to exert a large amount of force quickly.

Introduce students to a variety of strength training activities that target different fitness systems. Sample Activities that improve muscular fitness include:

Performance, Muscular Strength and Endurance Appraisals	TRX Suspension Training	Insanity: Plyometric Cardio Circuit (Beachbody Fitness)
Resistance training	Zumba Fitness	Pilates

Theme: Fitness Pursuits

Suggested Assessment Strategies

Observation:

- Students break into groups and develop a circuit training session to present to the class. Students move through a series of stations that focus on a variety of body parts, while at the same time, developing an understanding of muscular strength and endurance. The teacher observes and takes note of the degree to which individual students/groups work on a task at the various stations.

Performance:

- Students develop a muscular fitness training program based on the principles of specificity, overload, progression and reversibility. Review the program and check for understanding, practicality and application. The teacher may use a rubric scale to assess or allow the students to self-assess whether or not their program meets their personal training goals. Sample questions may be provided for journal writing.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 19-26; 35-38; 44-54).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 18-35; 70-95).

Supplementary Resources:

- Bodytrends.com. *Body Ball Handbook*.
- Bodytrends.com. *Body Ball Poster Pack (4 pack)*.
- Bodytrends.com. *The Great Yoga 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*.
- Human Kinetics Publishers. *Stretching/Flexibility Poster Set*.
- Jump 2b Fitness*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.

Recommended Resources:

- PHE Canada. (2012). *Physical Literacy*.
- ExRx.net. (2012). *Exercise Instruction*
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

Moving and Doing (Psychomotor)

2. develop and refine movement concepts and motor skills through a variety of individual/partner games and activities (GCO 1, KSCOs 1, 2, 6, 8).

Elaborations: Strategies for Learning and Teaching

This outcome is covered in 3100, however, has considerable importance in 3101 as well. Re-emphasize the following:

- Movement concepts and motor skills are the foundation of participation in physical activities. During participation, students should be aware of the motor skills and movement concepts used and how to apply them when appropriate (see Appendix F for a sample movement concept wheel).

- 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)

- Movement competence and understanding includes motor skills and movement patterns that:

- Teach skill and accuracy in a variety of routines, games, and activities.
- That combine skills with movement.
- Demonstrates the connection between body and brain function.
- Creates patterns for lifelong physical activity.

(Source: http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/Health_PE_Standards_Adopted_12.10.09.pdf)

Golf is challenging activity for most students because of the many movement concepts, skills and patterns involved. To be a competent golfer also involves the ability to make a connection between body and brain function. For example, students must make a connection between locomotor (walking), non-locomotor (twisting/bending) and manipulative (striking) skills combined with the movement concepts of body awareness, spatial awareness, quality of movements and the relationship of body parts. Students should be given the opportunity, not only to develop the concepts, skills and patterns involved in a game like golf, but to apply these in a 'game-like' situation. Visiting a golf course or other related facility would be an asset.

Theme: Fitness Pursuits

Suggested Assessment Strategies

Observation:

- Teachers can observe student skill/movement performance and use a checklist to assess targeted concepts/skills they are looking for.

Performance:

- Using video, students can perform a self-assessment of their skills and techniques. Students can conduct a comparative analysis to a video of someone completing the same skills with competence. After noting similarities and differences, they can then choose the skill(s) and technique(s) to focus on to help improve their overall performance.
- Students observe skill performance and verbally provide each other with 1 or 2 things they did well and 1 or 2 things they could do to improve. In journals, students write a short paragraph agreeing or disagreeing with the peer assessment.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 19-26; 39-40).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 18-35).

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)*.
- Bodytrends.com. *The Great Yoga 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*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- 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. (2009). *Exercise Science*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

- understand the different types of resistance training and identify the one, or those, that best meets their strength training goals (GCO 2, KSCOs 1, 2).

Elaborations: Strategies for Learning and Teaching

Explore the SMART approach to goal setting as a means of achieving personal fitness (Active for Life, Chapter 7, pp. 98-103).

- S - specific
- M - meaningful and measurable
- A - action-oriented
- R - realistic
- T - time-bound

Discuss the FITT principle as it applies to resistance training/strength training.

Discuss the differences in training for hypertrophy (muscle growth), strength, power, endurance, toning and flexibility. Help students identify which strength training program would best meet their strength training goals (i.e. plyometrics to improve leg power for jumping/speed/power).

Discuss some of the parameters of resistance training including: types of exercises, the number of repetitions, the number of sets, etc.

The teacher can present different forms and samples of resistance training for students to observe. Sample training options include:

Rope Training	Crossfit	Exercise Ball/Bosu Ball training
Kettlebell training	Yoga Fitness	Powerlifting

Theme: Fitness Pursuits

Suggested Assessment Strategies

Performance:

- Students develop and participate in their own resistance training plan and record their individual progress. They should:
 - Include the component of fitness that was targeted.
 - Apply the FITT principle and record results.
 - Apply and keep records of how they incorporated overload, progression and specificity.
- Students can complete a fitness journal to assess their plan and determine the impact it had on their personal training goal(s). As part of the journal, students may be required to complete activity 3.5 in the Active for Life Teacher's Resource "Where Do I Go From Here"?

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 12; 44-54).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 98-113).

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)*.
- Bodytrends.com. *The Great Yoga 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*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- CrossFit Incorporated. (2012). *CrossFit - Forging Elite Fitness*.
- HSN. (2002). *The Home of Hypertrophy-Specific Training*.
- Livestrong Incorporated. (2012). *Bosu Ball Exercises*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

4. understand, develop and implement appropriate strategies for fitness games and activities (GCO 2, KSCOs 1, 2, 3).

Elaborations: Strategies for Learning and Teaching

All activities and games involve strategies to increase the chances of success. Teachers can often develop game and activity strategies resulting in students becoming dependant thinkers. The aim is to strive for students capable of independent/critical thought and application in a situation. There are many positive benefits for students in being taught to use strategies:

- Enhances control over thinking, emotions, feelings and their connection to skill development.
- Focuses the learner's attention on relevant features of performance.
- Facilitates interaction between the learner and the content.
- Promotes planning.
- Promotes self-monitoring and self-evaluation.
- Promotes insight into the learning process.
- Promotes self-efficacy.
- Increases the chances of success in activity and games and potentially leads to increased success in other areas such as prolonged involvement in activity beyond the school years.

(Source: Anderson, Andy (2001). *Learning Strategies: The Missing 'Think' in Physical Education and Coaching.*)

Sample strategies for games and activities include:

- Teamwork, cooperation and leadership skills.
- Proper fuel and hydration before, during and after activity.
- Use of proper warm-up and cool-down procedures to prepare the body for the activity.
- Applying aspects of body mechanics learned to the specific game or activity.
- Ensure rules and expectations are clear for each challenge.
- Modify activities to fit student abilities.
- Praise students when they demonstrate examples of positive life-skills, cooperation and/or sportsmanship.

A sample game-specific strategy might include:

- Badminton – performing the overhand clear shot several times to move your opponent to the back court. If they stay in the back court, switch to a drop shot to catch the opponent out of court position.

Theme: Fitness Pursuits

Suggested Assessment Strategies

Observation:

- During a fitness game/activity the teacher observes and provides appropriate feedback on students making use of various strategies taught throughout the unit.
- For a particular fitness game/activity, students are asked to develop and implement one strategy. Through observation, the teacher determines if the student or group is applying the strategy appropriately and/or effectively. A rubric or checklist may be used to evaluate the outcome.

Performance:

- During a game or activity situation, the teacher can stop an individual or team to discuss the strategies being used. It is acceptable to prompt the students, however, the focus is to promote critical thinking and self-evaluation to improve their play.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 44-45).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. x-xii).

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)*.
- Bodytrends.com. *The Great Yoga 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*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Anderson, Andy (2001). *Learning Strategies: The Missing 'Think' in Physical Education and Coaching*. Sport Books Publisher
- CrossFit Incorporated. (2012). *CrossFit - Forging Elite Fitness*.
- HSN. (2002). *The Home of Hypertrophy-Specific Training*.
- Livestrong Incorporated. (2012). *Bosu Ball Exercises*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

5. develop and participate in a strength training program based on the FITT principle and the principles of overload, progression and specificity (GCO 2, KSCOs 1, 2, 4; GCO 3, KSCOs 2, 5).

Elaborations: Strategies for Learning and Teaching

Teachers are encouraged to use the 2100/2101 curriculum guide as a resource (P.E. 2101, Individual/Partner Games/Activities, Outcome #1).

Review the Principles of Specificity, Overload, Progression and Reversibility.

Review the FITT Principle as a means for attaining the necessary skills to develop a fitness program that will assist in developing a personal wellness lifestyle .

- F = Frequency: How often you exercise (i.e. 3-4 times per week).
- I = Intensity: How hard you exercise (i.e. low or high end of your target heart rate zone (Active for Life, Chapter 4, pp. 58-59)
- T = Time: How long you exercise for (i.e. 45-60 minutes per session)
- T = Type: What kind of exercise you do (i.e. weight lifting, kettlebell, circuit)

Using the FITT Principle, provide students with a sample sport or athlete that requires a balanced strength training fitness program (i.e. regatta rowing team). The following ideas should be included in the discussion:

- Warm-up
- Aerobic conditioning
- Muscular conditioning
- Flexibility exercises
- Cool-down

The teacher may use the Active for life supplemental teacher's resource (PowerPoint Slideshow #8) to discuss the details of a strength training program.

- Technique and safety
- Choosing exercises
- Sets and repetition
- Sample exercises

Theme: Fitness Pursuits

Suggested Assessment Strategies

Performance:

- Students can maintain a resistance training log to record and monitor participation and progress through their strength training program. This can be submitted for evaluation and feedback at the end of the fitness unit.
- In small groups, approximately 5 students:
 - Develop a list of suggested activities for a strength training program.
 - Identify activities related to overload, progression and specificity.
 - Record details and post them on a section in the gymnasium.
 - Using the data, students select activities and develop their own strength training program following the FITT Principle. Programs are submitted for evaluation and feedback.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 17-26; 35-38; 45-54).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (Chapters 5-8).

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)*.
- Bodytrends.com. *The Great Yoga 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*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- CrossFit Incorporated. (2012). *CrossFit - Forging Elite Fitness*.
- HSN. (2002). *The Home of Hypertrophy-Specific Training*.
- Livestrong Incorporated. (2012). *Bosu Ball Exercises*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

6. understand and apply rules, etiquettes and safety practices in a variety of fitness games and activities (GCO 3, KSCOs 1, 5).

Elaborations: Strategies for Learning and Teaching

Teachers are encouraged to review the 2100/2101 curriculum guide as a resource for this outcome (P.E. 2101, Individual/Partner Games/Activities, Outcome #9).

Rules, etiquettes and safety practices are essential to ensure fair play and the safe engagement for participating individuals. When implementing a fitness unit, the following should be considered:

- Check to see if students have medical concerns. If so, devise a program that fits their needs and in consultation with the physician or medical expert.
- Ensure students are warmed up for at least 5 to 10 minutes before you begin activity. Remember to cool down 5 to 10 minutes at the end of your workout.
- Students should be instructed on proper use and technique of various fitness equipment available for use (i.e. stationary bicycle, medicine ball, chinning bar, tubing). For example, when lifting weights begin with light weights to perfect your form and gradually increase the amount of weight over time as you get stronger.
- Don't hold your breath when lifting weights. Exhale fully and forcefully on the exertion phase of the lift, which is generally when you are lifting the weight, and inhale deeply on the recovery phase.
- Use a spotter to aid with proper exercise technique, encouragement/feedback and safety during the activity.
- Safety of equipment and regular maintenance checks is essential (i.e. use a padded mat placed directly below a high apparatus such as a chin-up bar).

(Source: http://education.alberta.ca/media/1109586/sg_physicalactivity.pdf)

Theme: Fitness Pursuits

Suggested Assessment Strategies

Performance:

- Break students into small groups and assign a variety of fitness activities (perhaps one to each group). Students brainstorm, develop and record a list of acceptable and unacceptable rules, behaviors and safety practices for that activity. This can be presented to the class and assessed by a rubric based on the class discussion.
- In small working groups, students videotape student organized activities. The objective is to review the video to identify potential issues regarding rules, etiquettes and aspects of safety. The student can reflect on their observations in a physical education journal.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 9 and 49).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. x-xii; 140-155).

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Alberta Centre for Injury Control & Research. (2008). *Safety Guidelines for Physical Activity in Alberta Schools*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

7. interpret and make use of the information obtained from muscular strength and endurance tests (GCO 2, KSCOs 4, 6; GCO 3, KSCOs 2, 5).

Elaborations: Strategies for Learning and Teaching

Discuss the importance of testing your levels of fitness and recording the results. Statistics for measurement can be used for:

- Self-improvement and efficacy of participation in a program.
- Comparison to national standards based on demographics (age, gender, etc).
- Drawing comparisons to Canadian standards as presented in the Active for Life text (Chapter 5).
- Screening for individuals “at-risk” regarding aspects of health.
- Identifying exercise needs, strengths and weaknesses.
- Making changes to training programs and/or program goals.

Present a variety of fitness test samples that students may use to measure muscular strength and endurance. The following resources provide a series of tests that may be discussed.

- Active for Life (Chapter 5)
- ExRx.net (2012). *Flexibility and Functional Assessments*. Retrieved May 15th, 2012 from the World Wide Web: <http://www.exrx.net/Lists/Tests.html>
- Topend Sports (2012). *Fitness Testing*. Retrieved July 22, 2011 from the World Wide Web: <http://www.topendsports.com/testing/strength-tests.htm>
- McCracken, Bane. (2001). *It's not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life* (p. 199).

Theme: Fitness Pursuits

Suggested Assessment Strategies

Performance:

- With a partner, students complete muscular strength and endurance appraisals and record the results. Using a rubric, students self-assess their performance and provide justification for the evaluation (see activity 2.4 in the Active for Life supplemental teacher's resource).
- Students keep a running copy of fitness appraisal results in a journal to show changes at different stages of their training. Reflections can be made in a journal regarding self-improvement and the tangible benefits of regular activity and participation.
Cross-curricular connections (math): Students can plot and graph their appraisal results as a visual to represent their progress.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 33-40)
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 54-95)

Supplementary Resources:

- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life.*
- Rouse, P. (2003). *Adapted Games and Activities.*

Recommended Resources:

- PHE Canada. (2012). *Physical Literacy.*
- ExRx.net. (2012). *Flexibility and Functional Assessments.*
- Topend Sports. (2012). *Fitness Testing.*
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Fitness Pursuits

Outcomes

Students will be expected to:

*Cooperation and Responsibility
(Affective)*

8. demonstrate positive attitudes towards the pursuit of life-long physical activity (GCO 4 , KSCOs 1, 2, 3; GCO 5, KSCOs 1, 2, 3; GCO 6, KSCOs 1, 3, 4, 5, 7).

Elaborations: Strategies for Learning and Teaching

Teachers are encouraged to use the 3100 curriculum guide as a resource (see P.E. 3101, Fitness Pursuits, Outcome #3).

Chapters 1-3 in the authorized resource Active for Life contains key concepts, terminology and suggested assessment strategies. In addition, refer to the following presentations in the Active for Life Teacher's Supplemental Resource

- Active for Life Slideshow 1: Wellness and Active Living
- Active for Life Slideshow 2: Healthy Bones and Muscles
- Active for Life Slideshow 3: Healthy Heart and Lungs

Discuss the benefits of lifelong activity:

- Reduced blood pressure (relate to the target heart rate zone and resting heart rate)
- Improved posture, strength and flexibility
- Helps to prevent and control risk factors for disease such as type 2 diabetes
- Increased physical work capacity
- Improved self image
- Helps to cope with stress
- Can lead to increased academic achievement

It is suggested that the teacher and students work together to select a variety of activities to participate in throughout the school year. Providing exposure to a wide range of activities/games is key to promoting life-long physical activity.

Theme: Fitness Pursuits

Suggested Assessment Strategies

Observation:

- As students participate in activities, observe for participation, effort and attitude. Please refer to Appendix C for samples of assessment tools.

Performance:

- Students work in groups of 5-6 to organize a guest speaker/group (i.e. in the field of health care, active living, community fitness, etc.) to present to the class/school about an aspect of life-long physical activity. A proposal should be submitted to the teacher for approval.
- As an extension to this activity, students can develop a multi-media presentation (i.e. video, slideshow, Photostory, Animation) based on their guest's discussion and deliver it to primary, elementary and/or intermediate grades within the school or community.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 4-14; 16-17; 44-46; 48; 51; 56-58)
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (units 1, 4, and 5).

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- PHE Canada. (2012). *Physical Literacy*.
- Sport Canada. (2012). *Canadian Sport for Life (CS4L) - Long Term Athlete Development (LTAD)*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

Moving and Doing (Psychomotor)

1. actively participate in student led activities and reflect critically on their performance (GCO 1, KSCOs 4, 5).

Elaborations: Strategies for Learning and Teaching

During innovative games, teachers should pay close attention to both the lead student(s) and the participants to ensure a cooperative environment exists.

Leadership ability is critical to success in games/activities. However, individuals need to possess the skills to lead and follow. Please refer to the theme Team/Group Games and Activities (outcome #6) of the 3100 curriculum guide.

Teachers should encourage students to critically reflect on their own performance and others. Consider discussing what critical reflection may look like. Some points to consider include:

- What positive things did you do during the activity?
- What areas could I show improvement?
- Two positives for every negative observation.
- Sandwiching comments (positive-constructive-positive)
- Use constructive criticism.

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Observation:

- Students are divided into groups to create their own original activity to present to the class. The teacher uses a participation rubric to assess student performance and participation in student led activities.

Performance:

- Through written or verbal communication, student and teacher reflect on participation. Allow students to reflect on the concepts they were introduced to in this unit, and in particular, focus on the roles they assumed and how they helped contribute to their performance. Some questions to consider include:
 - Which activities did they enjoy the most/the least? Why?
 - What skills did they use/improve?
 - What roles could they identify in their group/team/class?
 - What role(s) did they assume?
 - What role(s) would they have liked to assume?
 - Did they enjoy the unit?

Resources/Notes

Authorized Resources:

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

Supplementary Resources:

- Byl, John. (2001). *Co-Ed Recreational Games.*
- Clements, R. (2003). *Multi-cultural Approach to Physical Education.*
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12.*
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette.*
- Lichtman, B. (1993). *Innovative Games.*
- Lichtman, B. (1999). *More Innovative Games.*
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life.*
- Rouse, P. (2003). *Adapted Games and Activities.*
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education.*

Recommended Resources:

- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach.*
- PHE Canada. (2012). *Physical Literacy.*
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

Moving and Doing (Psychomotor)

- develop and refine movement concepts and motor skills through participation in a variety of innovative games/activities (GCO 1, KSCOs 1, 2).

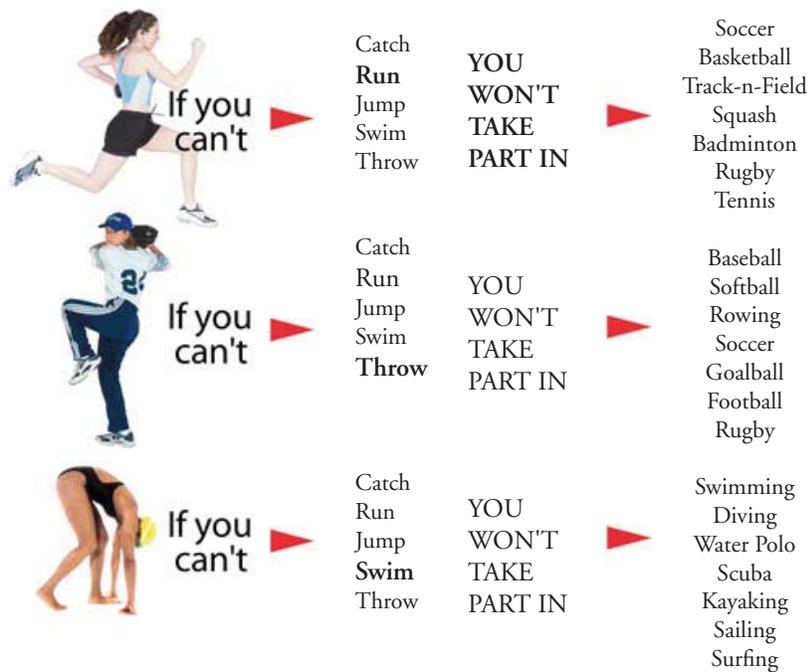
Elaborations: Strategies for Learning and Teaching

At this grade level, it is essential that the teacher provides activities that challenge movement skill acquisition. According to Canadian Sport 4 Life, students at this age group are moving through one or more of the following stages:

- Stage 4: Train to Train (girls 11-15, boys 12-16): At this stage, athletes are ready to consolidate their basic sport-specific skills and tactics. It is also a major fitness development stage.
- Stage 5: Train to Compete (girls 15-21, boys 16-23): At the Train to Compete stage of LTAD, this is where competition becomes “serious.” Athletes enter this stage if they have chosen to specialize in one sport and excel at the highest level of competition possible.
- Stage 7: Active for Life (any age participant): In this stage, no one is pursuing Olympic or World Championship glory. Some athletes are still involved in very high-performance competition while others are pursuing sport and physical activity for fitness and health, all for personal satisfaction.

(Source: Sport Canada. (2012). *Canadian Sport for Life (CS4L) - Long Term Athlete Development (LTAD)*. <http://www.canadiansportforlife.ca/ltad-stages/active-life>)

Consequences of Missing a Fundamental Skill



Theme: Innovative Games and Activities

Suggested Assessment Strategies

Observation:

- Through a variety of activities, use a rubric to identify the students' use and proficiency of various movement skills. Teachers may wish to create a checklist of skills to observe. Sample rubrics are available in Appendix C.

Performance Tasks:

- Students are provided with a movement challenge and required to devise a movement strategy to accomplish the task.
- Using video, students can perform a peer assessment of movement skills and techniques. Students can analyze their video, make suggestions for improvement and re-practice the skill to improve overall performance. A comparative analysis can also be used to determine improvement.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 19-26; pp. 30-41).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 12; 19-35).

Supplementary Resources:

- Byl, John. (2001). *Co-Ed Recreational Games*.
- Clements, R. (2003). *Multi-cultural Approach to Physical Education*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- Sport Canada. (2012). *Canadian Sport for Life (CS4L) - Long Term Athlete Development (LTAD)*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

- create, modify and participate in activities that encourages the participation of all students (GCO 3, KSCO 1).

Elaborations: Strategies for Learning and Teaching

Creating games/activities provides an opportunity for students to be develop a new game or modify an existing one. Teachers may wish to have students present some of these games to their fellow classmates to further increase student involvement and leadership in the course. It is important that all participants understand that they are a big part of the process in developing a successful game. During this type of learning, students will have the opportunity for self-governance with few interruptions from their teacher.

When creating a new game or modifying an existing one, remind students of the following:

- Safety
- Inclusion
- Appropriate rules
- Adhering to the pre-established classroom environment/culture

As a lead-up activity, teachers may create an activity and provide the opportunity for students to add a rule. Time should be provided to reflect on each rule and how it affects the game-play and students.

Review the 6 major elements of games and activities.

- Goal/Score
- Equipment
- Playing Area
- Participants
- Rules
- Safety

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Performance:

- In small groups, students create their own game using the six elements of games/activities. The students may present their game/activity to the class.
 - During the planning process, the teacher could provide students with the rubric, expectations and suggestions for developing an effective game.
 - During the presentation, teachers could use a rubric to evaluate the lesson and to provide effective feedback.
- As a class, brainstorm ways in which games and activities can be exclusive to certain individuals. Examples may include, but are not limited to:
 - Games/activities that eliminate (often exclude the students less skilled)
 - Games/activities that exclude certain populations (disabled, obese, etc.)
 - Games/activities that require advanced levels of fitness

Resources/Notes

Authorized Resources:

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

Supplementary Resources:

- Byl, John. (2001). *Co-Ed Recreational Games*.
- Clements, R. (2003). *Multi-cultural Approach to Physical Education*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- PHE Canada (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- Sport Canada. (2012). *Canadian Sport for Life (CS4L) - Long Term Athlete Development (LTAD)*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

4. gain further understanding of leadership, cooperative skills and group dynamics through the development of and participation in innovative activities (GCO 2, KSCO 1, 2, 5; GCO 3, KSCO 1).

Elaborations: Strategies for Learning and Teaching

A group that can work as a unit, share tasks and recognize the contributions of its members will meet with more success than a group mired in conflict, role ambiguity and lack of motivation.

(Source: Government of Newfoundland and Labrador: Department of Business, Innovation and Rural Development. (nd). *Group Dynamics*. <http://www.ibrd.gov.nl.ca/regionaldev/gd.pdf>)

Discuss "Effective Group Formation".

- Effective group performance depends to a large extent, on the size and composition of the group. A group may consist of as few as two people (giving credibility to the statement that “two heads are better than one”) or as many as three or four hundred. In order to be effective, group size should be kept to a minimum without jeopardizing workload and goal achievement.
- Individual skills and performance must be a consideration in forming a group. How many people will be required to ensure that all the skill sets necessary for the performance of the task are included? Does the group contain the combination of leaders and followers that will lessen the potential for member rivalries and conflicts?
- Diversification is a factor in both group development and skill requirement. A more diverse group may take longer to reach peak performance due to the number of cultures, language differences and interpretation of the task to be completed. Once they do develop, diverse groups are equally productive and may even be more creative in problem-solving because members have access to a broader base of ideas for solutions.

(Source: Government of Newfoundland and Labrador: Department of Business, Innovation and Rural Development. (nd). *Group Dynamics*. <http://www.ibrd.gov.nl.ca/regionaldev/gd.pdf>)

Teachers should discuss the fact that leadership, cooperative skills and group dynamics are all interconnected. Students should begin to see that their participation and effort, in a leadership role and as a group member, can affect the overall group dynamics. It will be difficult for even the best made plans to be effective if the entire group does not cooperate and work together.

At this stage, students should be given the opportunity to demonstrate their ability to take on various roles as part of a group. For additional information, please refer to the theme Team/Group Games and Activities of the 3100 curriculum (outcome # 6).

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Observation:

- Teachers can take this opportunity to notice the degree of active involvement in team challenges and examine the effectiveness of each member toward the team's overall goal. Some guidelines to follow may include:
 - Whether students are fully engaged in the activity.
 - Whether students are assisting others who are experiencing difficulty?
 - The willingness to participate in new activities?

Sample rubrics/checklists in Appendix C may be used to measure student competence in this outcome.

Performance:

- In groups, students make a list of the roles and responsibilities that are required to lead a game (i.e. officials, scorers, timekeepers, spokesperson, etc). Each student will assume one of the roles in the preparation and implementation of their game, activity or challenge. A questionnaire may be provided to receive feedback from the class about the group dynamics and for reflection.
- Students work in small groups to develop an innovative game, activity or challenge based on the abilities and strengths of the people in the group. Consider size, height, speed, experience, etc. Each group will lead the class through their innovative game or challenge. A rubric may be used to assess.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (p. xii).

Supplementary Resources:

- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- Government of Newfoundland and Labrador: Department of Business, Innovation, and Rural Development. (nd). *Group Dynamics*.
- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

5. gain an understanding and appreciation of various cultural traditions, practices and differences through participation in innovative games/activities (GCO 3, KSCO 6).

Elaborations: Strategies for Learning and Teaching

It is important that a teacher establishes a warm classroom climate early in the year to promote positive interactions, free expression of ideas and acceptance of others' views and capabilities. When an educator intentionally develops the classroom climate, he must carefully incorporate the principles of a differentiated classroom.

- A differentiated classroom respects diversity.
- A differentiated classroom maintains high expectations.
- A differentiated classroom generates openness.

(Source: Roberts & Inman. (2007). *Strategies for Differentiated Instruction – Best Practises for the Classroom*).

Teachers want to immediately set a tone of respect and appreciation for the differences of other cultures/traditions.

This is an opportunity to integrate cross-curricular connections in areas such as French, World Geography and Newfoundland Studies to incorporate traditional and cultural activities and games.

Teachers should introduce students to an international/multi-cultural game or activity and explain its cultural significance.

Teachers may decide to have theme days or school-wide events whereby students participate in activities from different regions and cultures during physical education classes and throughout the day in other curriculum areas.

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Observation:

- Teachers can observe the students as they participate in culturally diverse activities. Pay close attention to the students' level of participation, appreciation, and respect towards the activity and others. See Appendix C for sample assessment tools for participation and cooperation.

Performance:

- Students can create games and activities based on knowledge they gained from other cultures/countries. During the planning phase, students may choose to pay attention to authenticity by way of traditional dress, proper equipment, etc.
- Students research (through interview) ways in which parents/grandparents/guardians created their own games/activities during childhood to remain active. Where appropriate, students can teach the new games to the class.
- Students research and teach a game that originated in a culture different from their own. For example:
 - Arctic/Inuit Games and activities
 - Multicultural Folk Dance Treasure Chest

Resources/Notes

Supplementary Resources:

- Clements, R. (2003). *Multi-cultural Approach to Physical Education*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.

Recommended Resources:

- PHE Canada. (2012). *Physical Literacy*.
- Roberts & Inman. (2007). *Strategies for Differentiated Instruction – Best Practises for the Classroom*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

6. appreciate the role of fitness in their ability to actively participate in innovative games and activities (GCO 3, KSCO 2).

Elaborations: Strategies for Learning and Teaching

Students should be able to relate their knowledge of fitness and principles of fitness from the Fitness Pursuits theme and its impact on their degree of participation in all games and activities. The teacher may briefly review the components of fitness, FITT principle and principles of overload, progression and specificity.

Using an example activity, discuss the level of fitness required to play. Students should recognize that the greater their level of fitness, the greater their ability to be a contributing member of an innovative game or activity. For example, eclipse ball:

- Time (hour game): Requires a good level of cardiovascular fitness.
- Movement Skills: Involves numerous movement skills used in sequence, therefore, advanced movements.
- Movement Concepts: Requires a variety of movement concepts. Therefore, increased use of strategy.
- Level of precision: Therefore, controlling the degrees of freedom.

It is important for students to know that there are different areas of fitness that people focus on according to the activities/sports chosen.

- Hockey: Strong Anaerobic/aerobic/muscular strength/ endurance/flexibility
- Sprinter: Strong anaerobic/muscular leg strength
- Golf: aerobic/muscular strength/flexibility
- Soccer: Strong aerobic and aerobic fitness/muscular strength of the lower and upper body/flexibility
- Rock Climber: Muscular strength/aerobic/flexibility
- Baseball pitcher: lower and upper body strength/anaerobic

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Observation:

- Observe student participation and pay particular attention to their level of fitness. Throughout the activity, have one-on-one discussions with individual students to talk about how they could improve their skills or fitness levels as appropriate. Suggestions may include: activities that could be completed at home; joining a fitness club; participating in extracurricular activities.
- Observe students providing feedback and make note of any student who inappropriately provides it. Discuss inappropriate behavior with those demonstrating it.

Performance:

- After students participate in an intense fitness activity/game, provide five minutes for journal writing:
 - How physically demanding they perceived the activity to be and how physically demanding it actually was.
 - Record their biggest challenges.
 - What skills/knowledge they already possessed and what skills /knowledge they learned from the activity.
 - Compare their fitness to others they observed in the class.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (Units 2 and 3).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (Units 1-3).

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*.

Recommended Resources:

- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
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Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

7. create activities using their understanding of how games, sports and activities have contributed to different cultural identities (GCO 3, KSCO 6).

Elaborations: Strategies for Learning and Teaching

There is no other event in the world like the Olympic and Paralympic Games that shows cultural identity. This would be a great starting point to illustrate the significance of sport and cultural identity.

To understand culture's role in sport/activities, introduce students to the historical context of a variety of different sports and activities. The following web resources may be useful.

- About.com (2012). *History of Sport and Games*: http://inventors.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=inventors&cdn=money&tm=88&f=00&su=p284.13.342.ip_&tt=3&bt=0&bts=0&zu=http%3A//www.brianmac.co.uk/history.htm
- About.com. (2012). *History of Sports*: <http://inventors.about.com/od/sstartinventions/tp/History-Of-Sports.htm>
- About.com. (2012). *Index by Sport*: http://inventors.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=inventors&cdn=money&tm=4&f=00&su=p284.13.342.ip_&tt=3&bt=0&bts=0&zu=http%3A//www.hickoksports.com/history/sprtindx.shtml

Discuss why certain activities may be popular in different regions of the province/country/world. Examples include:

- Badminton: Rural NL. versus Urban NL
- Hockey: Ontario versus NL
- Soccer: Italy versus Canada

Cross Curricular Activity: Work with the World Geography/Home Economics teachers on a cross curricular lesson/unit. For example, research can be done on a particular country with respect to land forms, water forms, weather and foods, correlating this with the type of sports and activities that are prevalent).

Dance can illustrate the identities of different cultures (Canada, US; Japan; Mexico; etc.). The resource Multicultural Folk Dance Treasure Chest can be quite useful for meeting this particular outcome.

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Observation:

- Through observation of student led activities, the teacher can determine if students understand cultural identity through the game/activity created.

Performance:

- The physical education and world geography teachers may wish to share in the evaluation of a student led cultural activity. For example, the physical education teacher may require students to participate in the chosen activity while the geography teacher accepts a written research project on the topic.
- Students may create a world culture day for the school.
 - Posters are created and displayed around the school of many different cultures showing the characteristics of the land, weather, etc.
 - Students create various cultural dishes that are to be taste tested by students/teachers in the school.
 - Games from various cultures can be played in the gymnasium during recess/lunch for students to try.

Resources/Notes

Supplementary Resources:

- Clements, R. (2003) *Multi-cultural Approach to Physical Education*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Rouse, P. (2003). *Adapted Games and Activities*.

Recommended Resources:

- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- Sport Canada. (2012). *Canadian Sport for Life (CS4L) - Long Term Athlete Development (LTAD)*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

*Cooperation and Responsibility
(Affective)*

8. provide and accept constructive feedback on the development of innovative games/activities (GCO 4, KSCO 1).

Elaborations: Strategies for Learning and Teaching

Following the delivery of an innovative activity, share some highlights with the group. Gather all participants and provide the opportunity to voice their opinions with regards to the activity. Prompting questions for sharing highlights may include:

- How did you contribute to this activity?
- How did another member of the group contribute?
- What did you gain or achieve from this activity?
- Name two good things that happened while participating in this activity.
- Did anyone do any one thing that made the game/activity better for someone else? Explain if you wish?

Debriefing Tips for Teachers:

- Encourage students to talk, share and reflect.
- Be flexible. Use a variety of questioning techniques.
- Don't over process. Limit debriefing time and move on to the next activity.
- Group in a circle. The students will feel a part of a team.
- Limit "How did you feel" questions.
- Keep the discussion light.
- Stay focussed on the lesson objectives when preparing questions.
- Listen attentively to all.

(Source: *Adventure Curriculum for Physical Education* (2003))

For additional information, please refer to the theme Innovative Games and Activities of the 3100 curriculum (outcome # 5).

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Performance:

- Create a 'feedback' box whereby students are able to provide comments to the teacher about an activity/game created. Before allowing an opportunity for students to do this, the teacher should review guidelines for constructive feedback (see the theme Innovative Games and Activities, 3100 curriculum, outcome # 5). The teacher can review the ballots to ensure students understand and express feedback in a correct and appropriate manner.
- Using a checklist, deigned by the teacher, students are provided with time to reflect on the delivery of an innovative game and provide feedback to the class. Students may log the feedback provided and received by others in their journals and critically reflect on their performance.
- Using a checklist, students reflect on the delivery of an innovative game he/she created. The sample table below may be used.

Sample Constructive Feedback Inventory/Checklist

Components	Yes	No	Comment
Fun			
Safety			
Easily Understood			
Inclusion			
Appropriate for age group			
Challenging			

Resources/Notes

Supplementary Resources:

- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.

Recommended Resources:

- Panicucci, J. (2003). *Adventure Curriculum for Physical Education: High School*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Innovative Games and Activities

Outcomes

Students will be expected to:

*Cooperation and Responsibility
(Affective)*

9. critically reflect on their delivery/leading of innovative activities (GCO 6, KSCO 1).

Elaborations: Strategies for Learning and Teaching

Reflection is indicative of deep learning, and where teaching and learning activities such as reflection are missing... only surface learning can result.

Reflection can help a student and teacher to:

- Better understand strengths and weaknesses.
- Identify and question underlying values and beliefs.
- Acknowledge and challenge possible assumptions on which ideas, feelings and actions are based.
- Recognize areas of potential bias or discrimination.
- Acknowledge fears.
- Identify possible inadequacies or areas for improvement.

(Source: Monash University. (2012). *The Reflective Learning Process*. <http://www.monash.edu.au/lls/llonline/writing/medicine/reflective/3.xml>)

In order for students to meaningfully reflect on the delivery of their innovative game, it is important to have some time available after the lesson to do so and to receive feedback from students and/or teacher.

Theme: Innovative Games and Activities

Suggested Assessment Strategies

Performance:

- Record students delivering a lesson. After the lesson, the student can view their video and critique their performance. A sample rubric can be provided.
- Students may be asked to write a journal entry using the following questions as a guideline.
 - Which activities did you enjoy the most? Why?
 - Which activities did you least enjoy? Why?
 - Were there any activities developed by peers that could become a new sport?
 - What new skills did they learn?
 - Did their group/class co-operate well?
 - What leadership roles did they assume?
 - How do they feel about providing and receiving constructive feedback?
 - Did they enjoy the unit on innovative games and activities? Why or Why not?
- While students participate in an activity, the teacher may wish to stop play at various times throughout and ask questions relating to skill performance, strategies, etc. This will provide an opportunity for students to critically reflect on their performance or that of the group.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (p. 10).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. x-xi).

Supplementary Resources:

- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.

Recommended Resources:

- Monash University. (2012). *The Reflective Learning Process*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

Moving and Doing (Psychomotor)

1. develop, implement and refine movement concepts and motor skills through participation in a variety of games and activities (GCO 1, KSCOs 1, 2, 3, 4, 5, 6, 7, 8).

Elaborations: Strategies for Learning and Teaching

Quality high school physical education programs provide students with conceptual and practical understanding of physical fitness and activities. Physical education plays a vital part in helping students maintain and refine the skills and knowledge needed to select physical activities to use throughout their lives. Students learn through a variety of modalities (i.e. visual, auditory, tactile, and physical). Through these, educators need to refine acquired skills from previous grade levels and transfer these skills to a more advanced level of attainment.

(Source: National Association for Sport and Physical Education (NASPE))

Prior to having students participate in a particular team/group games and activities, identify the movement concepts and motor skills that are required for successful participation. For example, for most activities that require the skill of sending, the acronym BEEF can be emphasized (i.e. golf swing; basketball free throw; darts; baseball throw).

- B = balance
- E = eyes
- E = elbow
- F = Follow through

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Observation:

- Students are provided with a skill and exemplars required to perform it. Peers observe and provide feedback on the skill performance. Feedback should be constructive.

Performance:

- Students complete Activity 1.6 "Joint Movements and Defining Movements at Joints" on pages 25-26 of the Active for Life Supplemental Teacher's Resource. This can be assessed by the teacher, student or peer and used as an evaluation piece for the "Understanding and Applying Domain"
- Create a table similar to the one below containing a list of motor skills/movement concepts required in a particular activity. Skill performance can be analyzed by the teacher or peer using the following rating scale:

Skill/ Concept	Outstanding/ Consistently (5)	Strong/ Usually (4)	Accomplished/ Frequently (3)	Limited/ Occasionally (2)	Seldom/ Never (1)

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 19-26; pp. 33-41).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp. 12; 19-35).

Supplementary Resources:

- Clumpner, R. (2003) *Sport Progressions*.
- Hanrahan, S.J. & Carlson, T.B. (2000). *GameSkills: A Fun Approach to Learning Sport Skills*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- Rouse, P. (2003). *Adapted Games and Activities*.

Recommended Resources:

- Bunker and Thorpe. (1982). *Teaching Games for Understanding (TGfU) Model*.
- National Association for Sport and Physical Education (NASPE). (2004). *Appropriate Practices for High School Physical Education*.
- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- Sport Canada. (2012). *Canadian Sport for Life (CS4L) - Long Term Athlete Development (LTAD)*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

2. learn and apply appropriate strategies in team/group games and activities
(GCO 2, KSCOs 2, 3, 5;
GCO 3, KSCOs 1, 5, 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.

It is important that the teacher discusses how to effectively use cooperative learning. The following ideas may be used:

- 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.

(Source: Silver, Debbie. (nd). *Cooperative Learning for the Middle Level*: <http://www.asdk12.org/middlelink/inter/mosaic/Cooperative-Learning.pdf>)

Through-out the activity, the teacher and students can provide helpful hints on potential strategies or tactics during a chosen activity to further student's understanding/thinking (i.e. Steal the Sticks, Capture the Flag, Doctor Dodgeball; Flag football).

Students choose a strategy or strategies prior to participating in the activity. Once the students choose a strategy, encourage them to try it. It is very important to make sure students choose strategies that are skill level appropriate. Feedback is essential, so ensure time is provided during and after the activity.

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Observation:

- Observe students while engaged in the chosen activity and provide feedback on game tactics and strategies chosen.

Performance:

- The teacher provides questions specific to the activity to be completed in the student journal. Using the sport of badminton as an example, journal questions may include:
 - 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?

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (p.44).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (x-xii).

Supplementary Resources:

- Byl, John. (2001). *Co-Ed Recreational Games*.
- Glover, D.R., & Midura, D.W. (2005). *Essentials of Team Building: Principles and Practices*.
- Jones, A. (2002). *More Team-Building Activities*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Midura, D & Glover, D. (1995). *More Team Building Challenges*.
- Panicucci, J. (2003). *Adventure Curriculum for Physical Education: High School*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Seaborg, E & Dduley, E. (1994). *Hiking and Backpacking*.

Recommended Resources:

- Bunker and Thorpe. (1982). *Teaching Games for Understanding (TGfU) Model*.
- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- Silver, Debbie. (nd). *Cooperative Learning for the Middle Level*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

- understand and apply rules, etiquette and safety practices in a variety of activities and settings (GCO 2, KSCOs 2, 3, 5; GCO 3, KSCOs 1, 4, 5).

Elaborations: Strategies for Learning and Teaching

Proper safety procedures have always been an integral part of the physical education program. Safety measures and safety rules help the teacher and students to be responsible for their actions, however, despite all precautions, the risk of injury while participating in physical activities remains. Physical education teachers are strongly encouraged to make certain that all students are thoroughly familiar with the basic principles of gymnasium safety, activity specific safety, rules and proper conduct, and be able to recognize hazards and risk.

Tips for Physical Education Safety:

- Offer opportunities for students to participate in selecting and enforcing rules (i.e. students can act as a referee during an activity, supervised by the teacher).
- Teach students to perform a visual inspection of the equipment.
- Teach students to perform a visual inspection of the playing area to check for safety hazards.
- Teach students to perform a student check for proper clothing, removal of earrings, watches, etc.
- Allow time for a review of the rules before playing.
- Provide written copies of basic rules to students or have them posted in the gymnasium.

The Active for Life Teacher's Supplemental Resource and Active for Life textbook contains a variety of notes, worksheets and multiple choice quizzes to support assessment for this theme.

- Safety First (Page 9): Supplemental Resource
- Injury Prevention and Safety (Page 49): Supplemental Resource
- Safety Guidelines and Injury Prevention (Chapter 9, pages 140-155, Active for Life textbook.

A variety of safety guidelines can be viewed at:

http://education.alberta.ca/media/1109586/sg_physicalactivity.pdf.

It is important to note that these are only samples to review. Check with your administration and district policies for accepted safety guidelines.

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Observation:

- Observe students during the activity and periodically provide feedback related to behaviours that are positive and/or a safety risk to groups or individuals. The teacher may use a tracking sheet to monitor student involvement.
- Students can provide examples of safe and unsafe behaviors they observed during class. In a journal, complete an entry on the degree to which they perceived the activity(s) to be safe. How responsible was each student?

Performance:

- Self-Evaluation: List the strategies chosen by your team and answer the following questions in your journal.
 - Which strategies did your team/group try?
 - Which were successful?
 - Which did you have to change?
 - Was it useful to use a strategy?

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (pp. 9 and 49)).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (pp.140-155).

Supplementary Resources:

- Rouse, P. (2003). *Adapted Games and Activities*.

Recommended Resources:

- Bunker and Thorpe. (1982). *Teaching Games for Understanding (TGfU) Model*.
- PHE Canada. (2012). *Fundamental Movement Skills Resource Series: Beyond the Fundamentals - A Games Approach*.
- PHE Canada. (2012). *Physical Literacy*.
- Silver, Debbie. (nd). *Cooperative Learning for the Middle Level*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

4. extend the learning and practice gained through their physical education experiences to their daily life (GCO 3, KSCOs 2, 3).

Elaborations: Strategies for Learning and Teaching

The key to encouraging students to continue active participation into their lifetime is to provide activity that is relevant, meaningful and enjoyable. Therefore, the following factors must be considered:

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

(Source: National Association for Sport and Physical Education. (2004).

Physical education programs provide opportunities for lifelong skills to be fostered through active participation. This participation can help develop and evolve the student as a responsible active member of society. The skills learned through a strong physical education program (cognitive, affective and psychomotor) are equally transferable in an environment outside the school setting.

- Socialization/communication skills
- Self-esteem
- Social acceptance
- Social responsibility

High school students should be encouraged to take the skills they have learned into the community. Volunteering at a camp, seniors complex, or with a sports organization is a great way to display one's skills and enhance an active lifestyle for others. Young children, in particular, are always looking for role models to follow and students can gain personal satisfaction and self-esteem by becoming tomorrow's leaders.

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Performance:

- Peer teaching is an excellent way to create a positive learning environment and to gain an appreciation of students unique strengths and weaknesses. It also provides students with a sense of ownership, responsibility and empowerment that can enhance the success, enjoyment and self-esteem of students in the class. Provide students with opportunities to teach activities in small group settings or to the entire class.
- Over a 4-8 week period, students keep a log of activities involved in outside the school setting. A multi-media presentation may be created and presented to the entire class to show the many opportunities available.
- Students may volunteer with an organization for a period of time involved in a physical activity program outside of the school environment. An information paper or presentation on the program may follow.

Resources/Notes

Supplementary Resources:

- Byl, John. (2001). *Co-Ed Recreational Games*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Lichtman, B. (1993). *Innovative Games*.
- Lichtman, B. (1999). *More Innovative Games*.
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- Rouse, P. (2003). *Adapted Games and Activities*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*. Clements, R. (2003). *Multi-cultural Approach to Physical Education*.

Recommended Resources:

- PHE Canada. (2012). *Physical Literacy*.
- Sport Canada. (2012). *Canadian Sport for Life (CS4L) - Long Term Athlete Development (LTAD)*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

5. make cross-curricular links through their experiences in alternative settings (GCO 2, KSCOs 1, 2).

Elaborations: Strategies for Learning and Teaching

Making meaningful links with other subjects in the curriculum provides opportunities to reinforce and extend learning, both in the new language and in the other subject. Consult with teachers from other subject areas to see what types of material they are covering.

- A science teacher may be doing a section on birds, insects, wildlife, habitats, astronomy, geology, etc. You can incorporate some of the information from the science class to the outdoor environment.
 - The importance of trail impact and how it effects wildlife, ecosystems, geology, etc.
- How recreation impacts water pollution and to understand the type of organisms that live in different water types.

Some areas of cross-curricular interest may be:

- Literacy (i.e. Physical Literacy)
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs (Inclusion)

(For more details, please review the source: Ministry of British Columbia (1997). *Physical Education 11 and 12: Integrated Resource Package 1997 - Appendix C*: <http://education2.uvic.ca/Faculty/thopper/BCIRP/pe1112.pdf>.)

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Observation:

- On a nature walk, observe students while they look for, identify and discuss areas of trail erosion:
 - Areas of high impact along the hiking trail.
 - Garbage along the trail.
 - Areas where the trail has become wider as a result of increased impact.
 - Areas where hikers have chosen to create alternative paths.
 - Natural erosion due to weathering
- Students record what was seen and the possible impacts on the environment.

Performance:

- Students perform a skit to demonstrate how human recreation use in outdoor environments create positive and negative impacts.
- In small groups, students choose a team/group game and activity and research the energy systems and proper diet/nutrition to perform the activity efficiently and effectively (i.e. long distance running).
 - Training the aerobic and anaerobic systems.
 - Carbohydrates, protein, water, sodium and fats in the runners diet.
 - The physiology of hill training, sprint training, flexibility, tapering, etc.

Resources/Notes

Supplementary Resources:

- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Kleinman, Isobel. (2001). *Complete Physical Education Plans for Grades 7-12*.
- Lane, C. (1998). *Multicultural Folk Dance Treasure Chest, Volumes 1 & 2 - Video with Cassette*.
- Zakrajsek, D., Carnes, L. & Pettigres, F. (2003). *Quality Lesson Plans for Secondary Physical Education*. Clements, R. (2003). *Multi-cultural Approach to Physical Education*.

Recommended Resources:

- ExRx.net. (2012). *Flexibility and Functional Assessments*.
- Temertzoglou, T; Challen, P. (2003). *Exercise Science: An Introduction to Health and Physical Education*.
- Topend Sports. (2012). *Fitness Testing*.
- PHE Canada. (2012). *Physical Literacy*.
- Sport Canada. (2012). *Canadian Sport for Life (CS4L) - Long Term Athlete Development (LTAD)*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Understanding and Applying
(Cognitive)*

6. understand how participating in outdoor activities can contribute to life-long active living (GCO 3, KSCOs 2, 3).

Elaborations: Strategies for Learning and Teaching

"Nature is our home. And just as we take care of our house, we also must take care of nature".

David Suzuki

Physical education programs offer a wide variety of activities that can contribute to one's well being. Activities such as camping, canoeing, hiking, map/compass or skiing provide lifelong opportunities to stay active in the outdoors and can appeal to groups or solo adventurers.

- Introduce students to activities that can be continued after their school age years. Identify various roles that generally exist on teams and in groups, as well as, specific roles that exists for the game or activity in which students are participating.

At the end of the unit it is important to encourage the students to reflect on the activities, skills and concepts they were introduced to for this outcome. The will help the teacher assess his/her own teaching of the outcome and an opportunity for the teacher to research information for the students on activities that were positively accepted (i.e. how to join a club, cost, days of the week offered, etc).

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Performance:

- Students choose a physical activity of interest and investigate the essential competencies required to participate. For assessment, they may set their own criteria as a class or individually.
- Write a reflection on the activities participated in throughout this theme and highlight all skills/concepts you learned or newly acquired.
- Students invite guest speakers to share information on various life-long activities or topics related to life-long participation (i.e. injury prevention/equipment/careers).

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (chapter 13).

Supplementary Resources:

- Byl, John. (2001). *Co-Ed Recreational Games*.
- Corbin, C. & Lindsey, R. (2005). *Fitness for Life 5th Edition*.
- Glover, D.R., & Midura, D.W. (2005). *Essentials of Team Building: Principles and Practices*.
- Jones, A. (2002). *More Team-Building Activities*.
- McCracken, Bane. (2001). *Its not Just Gym Anymore: Teaching Secondary School Students How to be Active for Life*.
- McKinley, C.; Wright, J. and Renfrew, T. (1998). *Teaching Orienteering 2nd Ed.*
- Panicucci, J. (2003). *Adventure Curriculum for Physical Education: High School*.
- Rohnke, Karl. (1984). *Silver Bullets*.
- Seaborg, E & Dduley, E. (1994). *Hiking and Backpacking*.
- Rouse, P. (2003). *Adapted Games and Activities*.

Recommended Resources:

- Disley, J. *Map and Compass - Orienteering*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Cooperation and Responsibility
(Affective)*

7. access, evaluate and reflect upon their personal contributions in games and activities (GCO 4, KSCO 1; GCO 6, KSCOs 1, 2, 3, 4, 5, 7).

Elaborations: Strategies for Learning and Teaching

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

- Emphasize the point, 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, there must be clear goals and a will to put the best efforts together.
- Emphasize that, each individual student has personal skills and characteristics that can contribute to individual and group activities.

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?
- What did each individual team member contribute to the team building activity.

Team building activities have the potential for arguments or conflict. One way to help avoid this 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 accountable.

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Performance:

- After a game or activity, provide students with time to reflect on their own personal contribution. After a brief period, provide a self-assessment sheet where students have to individually assess their strengths (if any), weaknesses (if any), possible improvements (if any) and a score out of 10. The teacher reviews the sheet and can make comments as well. If the teacher feels that the mark/grade does not reflect the performance, then the student and teacher will meet to discuss.
- While students participate in an activity, the teacher may wish to stop play at various times throughout and ask questions related to the success of their team. This will provide an opportunity for students to critically reflect on their performance or the group.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2011). *Active for Life: Physical Education in Newfoundland and Labrador - Teacher's Supplemental Resource* (p. 10).
- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (x-xi).

Supplementary Resources:

- Glover, D.R., & Midura, D.W. (2005). *Essentials of Team Building: Principles and Practices*.

Recommended Resources:

- Hellison, D. (2003). *Teaching Responsibility Through Physical Education*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

Theme: Team/Group Games and Activities

Outcomes

Students will be expected to:

*Cooperation and Responsibility
(Affective)*

8. develop and gain an appreciation for team work and cooperative skills
(GCO 4, KSCOs 1, 2;
GCO 5, KSCO 3;
GCO 6, KSCOs 1, 2, 3, 4, 5).

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.

When participating in team building activities there are various roles that students will assume. Every activity requires thinkers, leaders, doers, followers, facilitators, etc. A student's personality and various strengths and experiences will often dictate the role he/she will assume. Encourage students to try different roles on the team as this will help find their true niche in helping with their team's success.

Discuss and consistently remind students of the S.M.A.R.T principle for goal setting. This principle is equally important for individuals and teams. Teams that set SMART goals will create success. When individuals on teams see success they will appreciate the efforts it took individually.

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

(Source: Active for Life student textbook, p. 100)

To build team work and cooperative skills, start off with easy challenges and gradually build the groups up to more difficult ones. This will increase confidence among the group members and gradually develop team work skills and responsibilities.

Theme: Team/Group Games and Activities

Suggested Assessment Strategies

Observation:

- While students participate in a team activity, observe for auditory and visual praise shared among classmates. (i.e. wink/tap on the back/ etc.). At the end of activity, re-group the class and discuss the types of praise used throughout. As well, discuss any negativity within the groups?

Performance:

- **Pair/Pair Share:** The teacher poses a question to the class. For example, "In a game of hockey, what is the best way to defend a 2 on 1"? The students brainstorm using three distinct steps:
 - **Think:** Students think independently about the question that has been posed, forming ideas of their own.
 - **Pair:** Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
 - **Share:** Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through the three-step process.

Resources/Notes

Authorized Resources:

- Temertzoglou, Ted. (2008). *Active for Life: Physical Education in Newfoundland and Labrador - Student Resource* (p. xii).

Supplementary Resources:

- Glover, D.R., & Midura, D.W. (2005). *Essentials of Team Building: Principles and Practices*.

Recommended Resources:

- Halliday, Nancy. (1999). *Developing Self-Esteem through Challenge Education Experiences*.
- Hellison, D. (2003). *Teaching Responsibility through Physical Education*.
- PHE Canada. (2012). *Physical Literacy*.
- At the time of publication a variety of web and print resources were used. For a complete listing refer to Section 3: Resources.

Notes:

- See Appendix C for sample assessment rubrics/ charts/rating scales/contracts, Appendix D for sample activities and Appendix E for sample strategies to support learning for this theme.

