

Public District School Board Writing Partnership

Course Profile **Healthy Active Living Education**

Grade 9

Open

• for teachers by teachers

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Unit 4: Large and Small Group Activities

Time: 34 hours

Unit Description

Throughout this unit, students participate in a balanced selection of activities from each of the four sport/game categories: *Invasion/Territory*, *Net/Wall*, *Striking/Fielding* and *Target Activities*. They experience opportunities in challenging settings to enhance their physical skills and develop their ability to apply sport/game strategies. Each activity focusses on two aspects.

1. Personal improvement of physical skills through the application of the movement principles to refine movement skills.
2. Understanding sports/games strategies by addressing the primary elements of play (e.g., possession, invasion, and scoring).

Recognizing that the physical skills and strategies they learn in one sport/game are transferable to many sports/games encourages ongoing learning and promotes healthy active living.

Strands(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations: PAV.01X, PAV.02X, ALV.01X, ALV.03X.

Specific Expectations: PA1.01X, PA1.02X, PA1.03X, PA1.04X, PA2.01X, PA2.02X, PA2.03X, AL1.01X, AL3.02X.

Activity Titles (Time and Sequence)

Activity 1	Invasion/Territory Activities	900 - 1000 minutes
Activity 2	Net/Wall Activities	500 - 600 minutes
Activity 3	Striking/Fielding Activities	200 - 300 minutes
Activity 4	Target Activities	200 - 300 minutes

Unit Planning Notes

The focus of this unit is to engage students in an active setting that provides them with opportunities to learn, practise, develop, reinforce, and demonstrate movement skills and sport/game strategies.

Each activity addresses *movement skills*, *movement principles*, and *sport/game strategies*. The teacher applies the following to all small and/or large group activities.

1. Movement Skills

Developing the fundamental movement skills of locomotion, manipulation, and stability is a focus in the elementary Health and Physical Education curriculum. In Grades 1 to 8, students are provided with opportunities to develop the fundamental movement skills and the basic movements related to them when they are combined (e.g., running, throwing, catching, kicking).

Grade 9 students build on these skills and relate them to a wide variety of sports and games. They focus on developing footwork, body positioning, sending/receiving and ball handling skills. The teacher assists students in recognizing how components of these skills are common to all sports/games and are transferable from one to the next. Students begin to realize that each sport or game allows them an opportunity to continue to build their personal competence in developing stronger movement skills.

The following chart breaks down fundamental movement skills and the basic movements that relate to each category. The third column in the chart outlines the elements that change basic movements into more complex sport specific skills.

Fundamental movement skills become more complex and sport specific when they are combined, linked, or when the additional elements of *effort*, *relationships*, *body awareness*, and *space awareness* are added to the movement. Every physical/sport/game skill (e.g., volleyball underhand serve, badminton overhead clear, basketball lay-up, gymnastics back handspring) involves a combination of fundamental movement skills and the additional elements.

Fundamental Movement Skill	Basic Movements	Additional Elements... when Added to Basic Movements... Sport Specific Skills Emerge
Locomotor	walking, running, hopping, skipping, galloping, chasing, fleeing, dodging	<p>Effort: How the body moves? Time...fast to slow Force...strong to light Flow ...free to bound</p> <p>Relationships: To others and/or equipment</p> <ul style="list-style-type: none"> • of body parts...round (curved), narrow, wide, twisted, symmetrical/asymmetrical • with objects and/or people...over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, alongside • with people...leading/following, mirroring/matching, unison/contrast, between groups, groups, partners, solo, alone in a mass <p>Body Awareness: What parts of the body move</p> <ul style="list-style-type: none"> • individually • whole body • body shapes <p>Space Awareness: Where the body moves</p> <ul style="list-style-type: none"> • location...self space, general space • directions...up/down, forward/backward, right/left, • clockwise/counter clockwise • levels...low, middle, high • pathways (floor/air)...straight, curved, zigzag • extensions...large/small, far/near
Stability	turning, twisting, rolling, balancing, transferring weight, jumping and landing, stretching, curling	
Manipulation	throwing, catching, collecting, kicking, punting, dribbling, volleying, striking with implements	

2. Movement Principles

The movement principles (biomechanical principles) are taught to assist students in improving the effectiveness and efficiency of their movement. The principles are applied to a skill by examining *five phases*: i) preliminary movement, ii) backswing or recovery movement, iii) force producing movement, iv) the critical instant and v) follow-through.

The following is an example of analysing a physical skill by addressing the five phases and the movement principles.

Phases	Examples
<p>1. Preliminary Movements - movements performed to get ready for a skill</p> <ul style="list-style-type: none"> • footwork • body positioning movements • centre of gravity • base of support • mass 	<p>Ready Position (Defensive Stance)</p> <ul style="list-style-type: none"> • knees bent • wide stance • low centre of gravity • torso facing appropriately (e.g., net, wall) • even distribution of weight on both feet • ready to move (e.g., weight on balls of feet) • anticipation...to react • eye contact/focus
<p>2. Backswing or Recovery - movement prior to the force producing movements</p> <ul style="list-style-type: none"> • transfer of weight • positioning and preparation of levers 	<ul style="list-style-type: none"> • move into position (e.g., step back and position shoulder to the net/wall) • eye on the ball, bird, target • weight transfer to back leg • equipment moving backwards • implement as extension of lever
<p>3. Force Producing Movements - execute to produce force for impact or propulsion</p> <ul style="list-style-type: none"> • summation of joints (e.g., number and order of joints used) • force, velocity, and torque 	<ul style="list-style-type: none"> • use joints in order, from largest to smallest • use all the joints - the more muscles that contract, the greater the force (e.g., slapshot in hockey - legs, hips, shoulders and stick) • the harder you hit it the farther it goes and the transfer of speed to the final joint segments or implement affects velocity • application of torque to produce changes in angular momentum (e.g., a paddler who bends his/her arm and brings the paddle closer to body uses less energy in recovery movement producing greater angular momentum)
<p>4. Critical Instant - the instant of contact, release or take-off</p> <ul style="list-style-type: none"> • velocity • applied force and direction of reaction 	<ul style="list-style-type: none"> • eye on the ball, bird or Frisbee • contact and application of torque determines trajectory (pathway) and direction • connection is determined by previous movement
<p>5. Follow Through - the movement after the critical instant</p> <ul style="list-style-type: none"> • transfer of weight • slow down body movements • recover stability 	<ul style="list-style-type: none"> • implement and body continues in the direction of hit • weight transfers forward • body movement controlled • maintain balance • gather body to prepare for ready position quickly

The following *biomechanical principles* are the focus of analysing skills in each of these phases to assist students in improving their personal level of competence.

- Principle 1: The lower the centre of gravity, the larger the base of support, the closer the line of gravity to the centre of the base of support, and the greater the mass, the more the stability increases.
- Principle 2: The production of maximum force requires the use of all the joints that can be used.
- Principle 3: The production of maximum velocity requires the use of joints in order – from largest to smallest.
- Principle 4: The greater the applied impulse, the greater the increase in velocity.
- Principle 5: Movement usually occurs in the direction opposite that of the applied force.
- Principle 6: Angular motion is produced by the application of a force acting at some distance from an axis, that is, by a torque.
- Principle 7: Angular momentum is constant when an athlete or object is free in the air.

3. Sport/Game Strategies

The activities have been classified into one of four categories based on primary rules that lead to core playing principles.

The primary rules for the *four game categories* are:

1. In *Invasion/Territory* type games: a) players with the ball score by getting the object within the opponents' focused or open end target, and b) players without the object stop the opposing players from scoring without making an illegal physical contact.
2. In *Net/Wall* type games, players try to get the objects into their opponents' areas of play more often than their opponents return the objects back into their areas of play.
3. In *Striking/Fielding* type games: a) batting players create opportunities to score by hitting balls out of an area of play, and b) batting players score by running between safe areas without the ball being caught on the fly by fielding players, or the ball reaching the safe area before the batting players.
4. In *Target* type games players score by avoiding obstacles to get their objects closer than their opponents' to the target.

The following is a suggested list of activities classified by primary rules

Invasion/Territory	Net/Wall	Striking/Fielding	Target
football	tennis	kickball	bowling
basketball	badminton	softball	golf
rugby	volleyball	lob ball	curling
lacrosse	handball	slo pitch	lawn bowling
ultimate Frisbee	racquetball	3 pitch	croquet
speedball	table tennis	cricket	bocce ball
broomball	squash	rounders	
ball hockey	paddle ball		
field hockey			
floor hockey			
soccer			

The following provides a brief explanation of the primary rules related to each of the four sport/game categories.

1. *Invasion/Territory Activities*

The tactical play principles for Invasion/Territory sports/games include:

With Object...offense`	Without object...defense
Score	Stop scoring
Invade	Stop invading
Keep possession	Get possession

With object:

- try to score, invade, and keep possession
- on offense - one player on a team has the object
- move in the direction of the goal
- move and create open spaces
- there are four kinds of offensive movements:
 - i) transition...the movement by the team from one end to the other towards the goal
Example: use fast break when a team takes possession and moves from defense to offense
 - ii) probing...offensive systems
Examples: give and go, cutting, pick and roll, screens, reversal of the object
 - iii) breakdown...outnumbering
Example: 3 on 2-offense tries to outnumber the defense
 - iv) flexing...when the normal situation doesn't take place and you adjust from the normal movement pattern
Example: teammates release and move to open space to receive a pass, create multiple passing lanes, or reset the offense

Without object:

- try to stop scoring, stop invading, and get possession
- on defense - no one on the team has the object
- move between the goal and the offensive player
- concede the perimeter and congest the goal area
- there are two types of defensive movements:
 - i) Collapse...spatially the positioning is... object, attacker, defender, goal
- the defense concedes the pass and movement on the perimeter and congests the goal area
- this allows long range shots of low percentage
 - ii) Overplay...the spatial positioning is...object, defender, attacker, goal
- this defense denies object movement and interferes with normal attacker movement
- defenders may double or triple team the attacker and the focus is to create turn-overs or take-aways

2. *Net/Wall Activities*

The tactical play principles for Net/Wall sports/games include:

Consistently return the object
Placement of the object and positioning based on placement
Spin and power

Offense:

- create space on the opponents side by:
 - placing the object in an open spot
 - hitting to the weakness of the opposition
 - placing the object in a difficult spot for the opposition to return
- maintain a good offensive position (e.g., read the cues for transition, anticipate the attack)
- win the point by consistently attacking, anticipating, and adjusting

Defense:

- consistently defending your space on your own side of the net/wall
 - move to your home base or spot
 - open up into ready position
 - read the cues and anticipate the attack and adjust accordingly
- defending against an attack...against the spin or the power of the object
 - leave home base and move to the point of attack
 - prepare body to receive the attack
 - transition...prepare to switch to offense on the return

3. *Striking/Fielding Activities*

The tactical play principles for Striking/Fielding sports/games include:

Batting	Fielding
Score runs	Stop scoring runs
Accuracy and the distance of ball hit	Make hitting the ball difficult
Avoid getting out	Get the batter out

Batting:

- score by:
 - hitting a ball out of play
 - hitting ball to an area where it cannot be caught by defenders
 - by advancing between safe areas (e.g., bases)
- accuracy and the distance of ball hit
- to avoid getting out:
 - arrive at the safe area before the ball
 - hit the ball to where the defender cannot catch it
 - receive more balls than strikes

Fielding:

- prevent scoring by:
 - catching the ball on the fly
 - getting the ball to the safe area before the runner
 - pitching the ball by the batter
- making hitting difficult by:
 - adding spin to the pitch
 - changing the speed of the pitch (e.g., increase or decrease)
- getting the batter out:
 - batting...striking out
 - running...getting the ball to the safe area before the runner, touching the runner before he/she gets to the safe area, catching the hit ball in the air

4. Target Activities

The tactical play principles for Target sports/games include:

Aim to target
Placement in relation to the target and other obstacles
Spin and/or turn

Aim to target:

- get the object to the target by following one or more of the following principles:
 - reduce the number of strokes (e.g., golf)
 - aim close to target (e.g., curling)
 - hit or throw the proper distance (e.g., croquet, bocce)
 - hit or throw to the proper area/spot – accuracy (e.g., archery)

Placement in relation to the target and other obstacles:

- what is the planned path to the target (e.g., curling, golf, lawn bowling, croquet)
- blocking the path of the obstacle (e.g., curling, lawn bowling)
- hitting object(s) to remove the obstacle (e.g., bowling, curling, lawn bowling)

Spin and/or turn:

- turn to avoid obstacles or to enhance the planned path to the target
- use spin to control landing and roll (e.g., bocce, bowling, lawn bowling)

The teacher needs to plan for the use of school and community facilities to co-ordinate the school timetable early in the school term. A working knowledge of the PHE Safety Guidelines, emergency school procedures and equipment and supplies available are critical to the effective completion of this unit.

Prior Knowledge Required

Students require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- safe practices;
- self- and peer-assessment;
- fundamental movement skills (in combination and in sequence);
- principles of movement.

Teaching and Learning Strategies

1. Focus on providing maximum participation opportunities for students to learn, practise, and demonstrate the sport/game skills and strategies to improve their personal competence in large and small group activities. A variety of teaching/learning strategies are used in this unit including:
 - task cards
 - circuits
 - teachable moment
 - worksheets
 - small/large group work
 - logs/journals
 - observation checklists
 - videotaping
 - peer-teaching/coaching
 - direct teaching

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2. Each lesson should include a warm-up, an experience, opportunities to build/improve skills, opportunities to apply skills, and a cool down. The amount of time spent during a lesson on each lesson component varies based on whether it is the introductory lesson or final lesson of the activity.
- Warm-up:* Begin with a warm-up designed to increase body temperature, heart rate, and breathing rate. Include all four health-related fitness components (cardiorespiratory, flexibility, muscle endurance and muscle strength). Try to incorporate movements from previous lessons to reinforce movement skills (e.g., a cardio workout using a variety of footwork patterns). Vary the instruction from teacher-directed to student-directed (e.g., direct instruction, indirect instruction, interactive instruction, independent instruction).
- Experience:* Provide an opportunity for students to demonstrate their pre-existing ideas, concepts and skills. The teacher's observation of the student's prior knowledge and acquired movement skills and strategies will be the basis for future learning. The skills observed may be from the previous day's lesson or as long ago as the previous grade.
- Remember...
- new skill learning should be based on previously learned skills
 - skills are transferable from one activity to another
- Building/Improving:* Formally introduce the new concepts by linking the new concepts/skills to the observed pre-existing ideas/skills. Provide opportunities to reinforce some of the previously learned skills/concepts and introduce new skills/concepts. Consider using the five phases (preliminary movements, backswing or recovery, force producing movements, critical instant and follow through) to teach and analyse the skills. Ensure that there is ample opportunity for students to progress from learning the skills in a static situation to demonstrating the skills in a real game situation (application).
- Application:* At this stage, students need to apply the new ideas/skills and/or transfer them to new situations. The application of previously learned skills should be used in combination with new skills in new situations. Continue to analyse the students' skills and provide feedback to help students improve. The key learning focus of this stage should be the knowledge of the spatial relationships in sports/games. Students need to learn how to anticipate and react to the situation to be successful in sports/games. Help them recognize the commonalities of all sports/games by emphasizing how concepts and skills transfer from one sport/game to another. Use modified games to gradually incorporate the required skills, strategies and rules required for the sport/game.
- Cool Down:* Each lesson should include an appropriate amount of time for a cool down that allows the body temperature, rate of breathing, and heart rate to gradually return to the resting rate. This is most critical when students are involved in heavy cardiorespiratory activities. Use this time to congratulate students on their progress and inform them of the proposed plans for the next lesson.

Assessment/Evaluation

This unit introduces students to movement skills, movement principles, and sport/game strategies and provides them with the opportunity to improve their personal competence in large and small group activities. The activities also provide the students with ongoing opportunities to demonstrate participation, safe practices, and social skills.

Initially, students should be given the opportunity to learn and practice the skills. At this stage, provide numerous formative assessments to help students improve their personal competence. Near the end of the unit, evaluate students' progress. Use observational checklists, rubrics, and personal communication tools for formative assessment and summative evaluation purposes. (See Appendix D for sample Movement Skills/Principles Achievement Chart and Appendix E for the Student Recording Sheet for Movement Skills/Principles/Strategies).

Accommodations

Suggested *teaching and learning* modifications:

- keep directions short and simple and provide clear, progressive, and sequential activities;
- demonstrate and lead students through the desired movements;
- determine method by which child learns best: visual, verbal, or hands-on;
- give positive concrete reinforcement (e.g., “Excellent distance on that ball now that your body is positioned sideways.”);
- determine whether student can perform developmental motor patterns (e.g., pushing, pulling and striking) then develop activities to work on these skills which may be lacking or not mastered;
- repeat activities and identify commonalities over long periods of time;
- explore different ways of peer teaching.

Suggested *activity and learning environment* modifications:

- to equalize team speed, add more players to a team that may be faster;
- reduce size of playing surface;
- adjust time limit;
- add additional stops in sport/games requiring running and vigorous movement;
- adjust the weight and size of equipment (e.g., shorten racquet, lower basket, deflate the ball, use larger and softer ball for striking activities, enlarge targets, substitute equipment with beachballs or nerf balls) and consider bright colourful equipment as an alternative to regulation equipment;
- modify the rules (e.g., to reduce speed, use scooter boards as the mode of travel, to focus on specific skills).

Consider a good resource to assist in developing appropriate lessons for students with special needs (e.g., *Activity for Everyone*).

Resources

Canadian Society for Exercise Physiology. *The Canadian Physical Activity, Fitness & Lifestyle Appraisal Guide*. Health Canada, 1996.

ISBN 0-9691374-7-8 (613) 234-3755 or Fax (613) 234-3565

Jackson, Allen W., James R. Morrow, Jr., David W. Hill, and Rod K. Dishman. *Physical Activity for Health and Fitness*. Human Kinetics, 1999.

ISBN 0-88011-599-8 1-800-465-7301

OPHEA. *Physical Education: Ontario Safety Guidelines: Secondary Curricular Guidelines*.

Toronto: OPHEA, 1997 (416) 426-7120 Fax (416) 426-7373

Randazzo, Deborah and Kris Corless. *Activity for Everyone*. American Association for Active Lifestyles and Fitness, 1998. ISBN 0-88314-650-9

Zakrajsek, Dorothy, B., Lois A. Carnes, and Frank E. Pettigrew, Jr. *Quality Lesson Plans for Secondary Physical Education*. Human Kinetics, 1994.

ISBN 0-87322-671-2 1-800-465-7301

www.sportalliance.com

Access this web site for up-to-date information and resources on any sport/game/activity

Activity 1: Invasion/Territory Activities

Time: 900 - 1000 minutes

Description

Students actively and safely participate in activities that require opposing team members to continuously contest space forcing spontaneous decisions. Students understand that the principles of possession, invasion, and scoring are common to all these games and that the strategies applied lead to tactical solutions.

Strand(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations:

- PAV.01X - demonstrate personal competence in applying movement skills and principles;
- PAV.02X - demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;
- ALV.01X - participate regularly in a balanced program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- ALV.03X - demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations:

- PA1.01X - use and combine movement skills in a variety of physical activities (e.g., apply locomotion/traveling, manipulation, and stability skills to a specific activity);
- PA1.02X - demonstrate understanding of the importance of movement principles in performing isolated or combined movement skills (e.g., manipulation, locomotion and stability);
- PA1.03X - identify appropriate movement principles (e.g., that the production of maximum velocity requires the use of joints from largest to smallest) in learning and refining movement skills (e.g., an overhead clear in badminton);
- PA1.04X - demonstrate improvement in their skills;
- PA2.03X - explain appropriate strategies or tactics that enhance performance in specific situation and conditions (e.g., passing versus dribbling a basketball against a defender, shifting gears in cycling to adjust to changing conditions);
- AL3.02X - demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in war-up, and cool-down exercises, checking ice conditions prior to skating, spotting for weight training).

Planning Notes

- Create a diagnostic checklist to assess footwork, sending and receiving and ball handling skills.
- Create a checklist to assess/evaluate the five phases of skill development and to assess the student's understanding of the seven biomechanical principles to perform and improve movement skills.
- Develop a repertoire of lead-up games and modified games to support these activities.
- Book school and community facilities well in advance.
- Review the basic concepts related to invasion/territory sports/games (scoring, keeping possession and invading) and the skills related to each sport/game.

Prior Knowledge Required

- understanding of the concept of warm-up and cool-down;
- some ability to relate the commonalities of the movement skills and sport/game strategies (e.g., offensive and defensive strategies) from previous experiences to new activities;

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- understanding of the basic game rules of the selected sports/games;
 - understanding of safe practices related to the physical activities.

Teaching/Learning Strategies

The sport/game example chosen for Invasion/Territory Activities is *basketball*. The previously described lesson format (warm-up, experience, building/improving, application and cool down) has been used to outline the teaching/learning strategies.

Day One

1. Select appropriate lead-up or modified games that review the students' abilities in the following skills: ball handling, body position, footwork, passing/receiving and shooting (e.g., 3 on 3, 21). Use a checklist to begin assessing student skill level.

OR

2. Set up a circuit containing stations for ball handling, footwork, passing, receiving, and shooting. At each station, students complete a simple checklist to determine their skill level in the sport/game. Take advantage of the "teachable moment" to introduce appropriate rules at each station (e.g., double dribbling and travelling).

Day Two

1. Set up stations in the gym to provide numerous opportunities for students to learn and practise the skills under different conditions. The activities should provide challenges for the more highly able student and lots of student-teacher interaction for those students who are beginning to acquire the necessary skills.
2. Address passing and shooting skills.
 - Review previously taught passing/throwing skills/principles from other sports/games and identify the transferable components to the new sport/game.
Example: Chest Pass
 - eyes on the target, both hands hold ball, fingers well spread, thumbs behind and just above the centre of the ball, ball in front of body chest high, elbows in, wrists cocked, release towards target, extend arms forward, snapping wrists, step forward with one foot
 - weight transfer for power
 - ball arrives at chest level of receiver
 - keep your body between the ball and the defenderThe teacher addresses the commonalities of the movement skill, biomechanical movement principles, and strategies related to when and how it is used in a game (e.g., How is passing in soccer the same as basketball and how is it different?).
 - Introduce the one-hand set shot by using task cards. Use the five phases of analysing a skill as the framework to outline the skill. The teacher assists students through general and specific skill correction using the biomechanical principles.
Example: Shooting (one-hand set shot)
 - wide base of support, square up to the basket, eye on the target, generate force through the summation of joints, apply the force in the direction of the basket (e.g., extension of arm through ball on the follow through)
3. Introduce a modified game that focusses and integrates passing and shooting skills. Introduce key sport/game rules.
Example: 3 on 3
 - Sport/Game Rules: three seconds in the key, boundaries, double dribble, points, basic fouls, etc.
 - Outline other rules that reinforce the new skills taught during the lesson (e.g., students must pass a minimum number of times prior to shooting and scoring must result from a one-hand set shot)

Day Three

1. Demonstrate or show video clip of proper footwork and body positioning on defense (e.g., use of the slide-step, body position between receiver of basket and “hands up”). Ask students to identify how the skill is the same as and different from other invasion/territory games they have experienced to date.

Example:

- footwork... slide step rather than crossing feet...why?
- body position...in relation to the attacker, basket and ball...why?

2. In order to address offensive strategies and defensive strategies, develop a set of drills to provide students with the opportunity to practise the skills. Offensive drills should include dribbling, passing and shooting. Defensive drills should emphasize spatial positioning of object, attacker, defender and goal.

Drill Examples:

- transition - fast break drill
- probing - give and go drill
- breakdown - outnumbering drill

Use a checklist to assess the movement skills and the application of strategies in each drill.

Include these criteria on the observational checklist for student assessment. (See Appendix D - Movement Skills/Principles Achievement Chart)

Day Four

1. Set up a 3-on-3 tournament for the class providing maximum time for all students to be active throughout the lesson. During the games, peers and teacher assess skills and strategies using the observation checklist.

Assessment Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity:

- a formative self- and teacher-assessment using a Movement Skills Observation Checklist
- a formative self-assessment entered into the student’s Healthy Active Living Profile based on their reflections related to:
 - participation - use Participation Rubric (see Unit 1- Appendix A)
 - safety - use sentence stems to focus the student’s thinking and Safety Rubric (see Unit 1- Appendix B)
 - skill improvement - use a written response to chart progress and next steps
 - movement skills and strategies - complete a chart comparing how the sports/games they have participated in are similar and how they are different (see Appendix E for the Student Recording Sheet for Movement Skills/Principles/Strategies)
- a summative evaluation at the end of the Activity using the Movement Skills/Principles Achievement Chart - Appendix D

Activity 2: Net/Wall Activities

Time: 500 - 600 minutes

Description

Students actively and safely participate in activities which require the use of fundamental movements and movement principles to get objects into their opponents area of play more often than their opponents return objects back into their area of play.

Strand(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations:

- PAV.01X - demonstrate personal competence in applying movement skills and principles;
- PAV.02X - demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;
- ALV.01X - participate regularly in a balanced program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- ALV.03X - demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations:

- PA103X - identify appropriate movement principles (e.g., that the production of maximum velocity requires the use of joints from largest to smallest) in learning and refining movement skills (e.g., an overhead clear in badminton);
- PA201X - demonstrate an understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual, and individual activities (e.g., the scoring rules in rugby, etiquette such as allowing faster participants to pass on a cross country ski trail);
- PA2.03X - explain appropriate strategies or tactics that enhance performance in specific situation and conditions (e.g., passing versus dribbling a basketball against a defender, shifting gears in cycling to adjust to changing conditions);
- AL3.02X - demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in war-up, and cool-down exercises, checking ice conditions prior to skating, spotting for weight training).

Planning Notes

- Create a (checklist/rubric) to assess footwork, eye-hand coordination, sending and receiving and space awareness skills.
- Create a checklist to assess/evaluate the five phases of skill development and to assess the student's understanding of the seven biomechanical principles to perform and improve movement skills.
- Develop a repertoire of lead-up games, modified games and drills to support skill learning in these activities.
- Review game rules, safety guidelines and emergency procedures for selected sports/games.
- Develop a basic understanding of net/wall concepts common to all activities (consistently return the object, placement of the object, positioning based on placement and spin and power).

Prior Knowledge Required

- understanding of the concept of warm-up and cool-down;
- some ability to relate the commonalties of the movement skills and sport/game strategies (e.g., offensive and defensive strategies) from previous experiences to new activities;
- understanding of the basic game rules of the selected sports/games;
- understanding of safe practices related to the physical activities.

Teaching/Learning Strategies

The sport/game example chosen for Net/Wall Activities is *badminton*. The previously described lesson format (warm-up, experience, building/improving, application and cool down) has been used to outline the teaching/learning strategies.

Day One

1. Explain the specific safety concerns, for the activity (e.g. good warm-up, eye protection, physical obstructions).
2. After introducing the activity (badminton) allow students the opportunity to rally on courts. Use this time to generally observe footwork, weight transfer, grip, point of contact, hand/eye co-ordination, shoulder rotation and follow-through. This provides the teacher with a general sense of the individual skill levels of the students in the class.
3. Initially focus on grip and racquet-awareness drills to help beginning players learn to contact the shuttle accurately. At this level, racquet awareness drills involve various underarm strokes. These strokes quickly help players become comfortable with correct grip and allow players to see the arm and racquet through the entire stroke.

Racquet Awareness drills include:

- grip racquet properly, palm of hand up, hit shuttle up in air 20 times, repeat 20 times
- repeat with palm down
- repeat, alternate to forehand and backhand sides
- repeat, but hit shuttles 12-15 feet in the air
- repeat, but hit shuttle on alternate sides of racquet
- repeat, start with palm-up 12-15 feet and move to a low bounce (one foot), switch to backhand and repeat
- student 1 throws shuttle to student 2 and student 2 tries to catch with his/her racquet
- relays with the above combinations
- relays with more than one shuttle used at a time
- while keeping shuttle on racquet face, draw a big circle with the racquet

The above drills/activities include: individual, partner and small group activities.

4. Introduce forecourt skills (underhand net shots and short backhand and forehand serve). Each skill should be presented in relationship to:
When? - when should the players use the skill?
How? - how should the player perform the skill?
Common replies - what reply/return shot should players expect?
To keep interest high, students should progress into a modified game activity as quickly as possible.
5. Organize progressions (drill sequence) and modified games (e.g., net singles) using the skills learned in the lesson.
6. At the end of the class have students set personal goals for this activity (e.g., stroke execution, shot placement, victories etc.).

Day Two

1. Review grip and body position and immediately reinforce the skills in an activity (e.g., on-court running activity where “grip-check” is called out randomly).
2. Introduce and emphasize the importance of good feeding techniques to assist others in the acquisition of badminton skills.
Examples:
 - a) *Hand-feeding* is the best form of feeding for beginners and for speed work at the net. Use an overhead “dart-throwing” approach and toss bird by the base. For techniques practised very close

to the net, the shuttle should be gently tossed with an underarm motion. For overhead shots (e.g., clears, smashes) the student feeds from the same side of the court as the hitter.

- b) *Racquet-feeding* should be used only if the level of the player is such that the feed is accurate. Only at an intermediate level should rallies be allowed to extend past two shots (during drills).
- c) *Continuous-hit-feeding* involves players in pairs, feeding conventionally with one shuttle so the hitter and feeder alternate hitting the shuttle. Plan drills that specify an odd number of shots so that practice alternates back and forth (e.g. clear, drop, drop).

Students practise feeding with a partner in reviewing forecourt shots from the previous day (e.g., forehand, backhand net shots, net scramble across the net).

3. To prepare students for a modified singles game (half-court singles), overhead motion, forehand clears, smashes and easy drives should be introduced. The overhead motion is the basis to many back court skills. Most winning shots are played from the overhead position. Learning the correct overhead motion in the early stages of development is essential because it is very difficult to correct errors in gross motor skills after they have been established. Another action in sport similar to the overhead action in badminton is throwing a football. Use other skills to reinforce the learning from sport/game to sport/game.

Basic body positioning includes:

- position of non-racquet leg (forward)
- position the racquet leg back
- position of elbow
- focus on continuous movement
- for greatest power, wait until the last second before starting the swing – it greatly accelerates the racquet head
- hit, transfer of weight
- follow-through

The above cues could be used as criteria for developing a rubric to assess student skill progress.

The teacher leads active drills that involve student feeding and shot practice (forehand drop-return, backhand drop-return, overhead clear-return).

4. Introduce the forehand serve emphasizing: grip, body position and racquet preparation, hitting action, contact point, follow-through and recovery.
5. At the end of the class, give students a written outline of the basic rules and strategies of badminton for homework. Indicate that these will be reviewed during the next lesson.

Day Three

1. Review footwork and court movement. Movement refers to a series of actions that help players make shots with maximum effectiveness and minimum effort. These actions consist of:
 - ready position at the base (midcourt, racquet high across non-racquet shoulder, weight on the balls of feet)
 - moving to a shot (usually a corner) and return to base (midcourt)
 - staying balanced and in control while making the shot
 - recovering and moving toward the base (hovering...midcourt, keeping low, staying ready to make transition)
2. With beginners, the teacher significantly increases the players' skill ability by spending extra time on the movement principles. Emphasize:
 - racquet preparation
 - small quick steps are best for initial acceleration

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- multiple-step movements usually finish with either a large step, lunge, or jump ending on the racquet foot
 - balance is important through the entire movement
3. Students practise mid-court ready position, defensive ready position, stance to receive a short or long serve, and court movement (forwards, backwards, sideways). Fun court work running drills should be integrated into the lesson to tie the movement skills together. These activities should be done without the shuttle first.
 4. Review basic scoring and strategies used in a singles game. Have students provide the information based on their homework assignment. Put students into partners or triplets to play modified half-court singles. This game activity can be played with many modifications (e.g., boundaries, shots permitted, service choices etc.).

Day Four

1. Determine the direction to take for the remaining classes that best meets the needs of students. Take into consideration: class size, skill level, number of courts, co-ed/segregated and students' personal goals. Additional instruction may include:
 - backhand shots
 - doubles strategy and play
 - mixed doubles strategy and play
 - mini-tournament organization

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity.

- a formative self- and teacher-assessment using a Movement Skills/Principles Achievement Chart (Appendix D)
- a formative self-assessment entered into the students Healthy Active Living Profile based on their reflections related to:
 - participation - use Participation Rubric (Unit 1- Appendix A)
 - safety - use sentence stems to focus the student's thinking and Safety Rubric (Unit 1- Appendix B)
 - skill improvement - use a written response to chart progress and next steps
 - movement skills and strategies - complete a chart comparing how the sports/games they have participated in are similar and how they are different (see Appendix E for the Student Recording Sheet for Movement Skills/Principles/Strategies)
- a summative evaluation at the end of the Activity using the Movement Skills/Principles Achievement Chart - Appendix D

Activity 3: Striking/Fielding Activities

Time: 200 - 300 minutes

Description

Students actively and safely participate in these activities which require opposing team members to field after a ball has been hit or kicked. Students have to act quickly and safely in order to hit/kick the ball out of an area, field it properly and run to designated areas.

Strand(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations:

- PAV.01X - demonstrate personal competence in applying movement skills and principles;
- PAV.02X - demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;
- ALV.01X - participate regularly in a balanced program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- ALV.03X - demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations:

- PA1.03X - identify appropriate movement principles (e.g., that the production of maximum velocity requires the use of joints from largest to smallest) in learning and refining movement skills (e.g., an overhead clear in badminton);
- PA2.03X - explain appropriate strategies or tactics that enhance performance in specific situation and conditions (e.g., passing versus dribbling a basketball against a defender, shifting gears in cycling to adjust to changing conditions).

Planning Notes

- Create a checklist to assess/evaluate the five phases of skill development and to assess the student's understanding of the seven biomechanical principles to perform and improve movement skills.
- Develop a rubric for the skills of throwing, catching, fielding and batting.
- Develop appropriate task cards and worksheets and prepare targets for the appropriate lessons.
- Develop a repertoire of lead up games and modified games to support striking/fielding activities.
- Review game rules, safety guidelines and emergency procedures for the selected activities.
- Develop a basic understanding of the key components of striking/fielding skills (e.g., scoring opportunities, running to designated areas, fielding and throwing).
- Remind students to bring ball gloves for softball type games.

Prior Knowledge Required

- understanding of the concept of warm-up and cool-down
- ability to transfer movement skills to new activity situations
- some ability to relate the commonalities of the movement skills and sport/game strategies (e.g., offensive and defensive strategies) from previous experiences to new activities
- understanding of the basic game rules and terminology related to the activity (e.g., bowling vs. pitching, wicket vs. bases, inning, etc.)
- understanding of safe practices related to equipment, indoor, outdoor and community facilities

Teaching/Learning Strategies

The sport/game example chosen for Striking and Fielding Activities is *softball*. The previously described lesson format (warm-up, experience, building/improving, application and cool down) has been used to outline the teaching/learning strategies.

Day One

1. Select appropriate lead up or modified games that review the students' abilities in the following areas: readiness, backswing, force producing movements, critical instant and follow through related to throwing, catching and batting.
2. Set up stations to practise basic throwing and catching. At each station, put a comparison chart of striking/fielding activities in relationship to softball, task cards outlining the skill and worksheets/checklists related to each skill. Focus on readiness, backswing, force producing movements, critical instant and follow through.
3. Introduce sport/game rules, etiquette, and safety procedures (e.g., relaying the ball to the infield).
4. Explain a modified game that focusses on and combines the throwing and catching skills. Students practise skills in modified game.

Day Two

1. Review key components of throwing and catching (leading to fielding) a softball. Provide a quick overview of the similarities to other striking/fielding activities. Identify the unique features of throwing and catching in softball. Have each student work with a partner throwing the ball in various ways. Identify three or four key movements that students should be looking for and correcting as they coach their partner (e.g., how the fielder moves to field the ball). Ensure that these are consistently reinforced in worksheets, checklists, and rubrics.
2. Introduce batting. Set up stations to practise readiness (bat position), backswing (bat flow), force producing movements (forward swing), critical instant (ball on tee) and follow through (markings on floor for feet, etc.). Provide opportunities for students to practise overall swing from ready position to follow through by hitting a ball off a tee into a net, mats, etc. Assess with a checklist the skill focussing on biomechanical Principles 2, 3, and 4 (see Planning Notes at the beginning of the Unit).
3. Continue to introduce appropriate rules (e.g., use of a glove not clothing, catching ball in the air, throwing the bat).
4. Explain a modified game that combines the throwing, catching and batting skills. Students practise skills in modified game.

Day Three

1. Orally review the teaching points of batting to ensure that students have a clear understanding of the key components of the skills and how they connect to the game. Give students an opportunity to practise the skills learned in the previous lesson through drills that combine throwing, catching, and batting. Set up drills for groups of three or four so one student can observe and peer teach. All students must have three or four key things to look for categorized by the phases (e.g., preliminary movement - position of torso, backswing - weight transfer to back leg, force producing movement - use of joints in order and transfer of weight).
2. Review key components of fielding and build on catching skills already learned. Establish a variety of stations with marked targets (e.g., diamond, field, gym). Outline game scenarios that emphasize critical fielding situations. Have groups rotate through the stations to practise fielding.

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3. Develop and explain a modified game that combines the throwing and fielding skills.

Example:

- A designated student throws the ball in various ways to a partner. The partner fields the ball and throws to a target established by the partner. The third person evaluates the accuracy of the throws (e.g., 3 points if ball is on target, 2 points within three feet, etc.). Set up a challenge ladder for accuracy for those students who are motivated by competition.
4. Continue to introduce rules, etiquette and safety as appropriate in a game situation. Students practise skills in a game situation.

Day Four

1. Review the key components of throwing, catching, fielding, and batting by rotating students through a number of stations where they practise and reinforce the skills.
2. Introduce the basic running skills by setting up a series of bases to teach lead off, pushing off with dominant foot and running to the next base. (Note: no slide) This station could be integrated into the above so the teacher has the opportunity to work more individually with students to introduce the new skill.
3. Introduce the game of run down (pickle) with three players. One person at each base and a runner executes the run down. For every successful base reached, the runner earns a point. Explain the safety procedures and rules related to base running and throwing, and catching between bases (e.g., throw outside of runner, runner wearing helmet, scoring procedures). Students practise skills in the game situation.

Day Five

1. Review the key components of throwing, catching, fielding, batting and running by rotating small groups of students through stations with task cards. Use this as an opportunity to assess or peer-assess the movement skills with checklist/rubric.
2. Set up one or two games of 3 pitch to involve all students.
3. Continue to assess/evaluate the players throwing, catching, fielding, batting and running with checklist/rubric throughout the games.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity.

- a formative self- and teacher-assessment using a Movement Skills/Principles Achievement Chart (Appendix D)
- a formative self-assessment entered into the students' Healthy Active Living Profile based on their reflections related to:
 - participation - use Participation Rubric (Unit 1- Appendix A)
 - safety - use sentence stems to focus the student's thinking and Safety Rubric (Unit 1- Appendix B)
 - skill improvement - use a written response to chart progress and next steps
 - movement skills and strategies - complete a chart comparing how the sports/games they have participated in are similar and how they are different (see Appendix E for the Student Recording Sheet for Movement Skills/Principles/Strategies)
- a summative evaluation at the end of the activity using the Movement Skills/Principles Achievement Chart - Appendix D

Activity 4: Target Activities

Time: 100 - 200 minutes

Description

Students actively and safely participate in activities that require the use of fundamental movements and movement principles to get an object to the target successfully. Students understand the concepts common to all games involving a target: aim, placement in relationship to target and other obstacles, and spin and/or turn.

Strand(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations:

- PAV.01X - demonstrate personal competence in applying movement skills and principles;
- PAV.02X - demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;
- ALV.01X - participate regularly in a balanced program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- ALV.03X - demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations:

- PA1.03X - identify appropriate movement principles (e.g., that the production of maximum velocity requires the use of joints from largest to smallest) in learning and refining movement skills (e.g., an overhead clear in badminton);
- PA1.04X - demonstrate improvement in their skills;
- PA201X - demonstrate an understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual and individual activities (e.g., the scoring rules in rugby, etiquette such as allowing faster participants to pass on a cross country ski trail);
- PA2.03X - explain appropriate strategies or tactics that enhance performance in specific situation and conditions (e.g., passing versus dribbling a basketball against a defender, shifting gears in cycling to adjust to changing conditions).

Planning Notes

- Create an observation checklist of skills for the sport/game to assess students' initial skill level.
- Create a checklist to assess/evaluate the five phases of skill development and to assess the student's understanding of the seven biomechanical principles to perform and improve movement skills.
- Inform students of the proper equipment required for the sport/game (e.g., curling - footwear, curling broom, warm loose clothing and slider).
- Review the sport/game terms, rules, safety guidelines, and emergency procedures.
- Review the movement skills and strategies to be taught and reinforced in the activity.
- Develop a repertoire of activities that will keep the students active as they learn the sport/game.

Prior Knowledge Required

- understanding of the concept of warm-up and cool-down
- some ability to relate the commonalities of the movement skills and sport/game strategies (e.g., offensive and defensive strategies) from previous experiences to new activities
- understanding of the basic game rules of the selected sports/games
- understanding of safe practices related to the physical activities

Teaching and Learning Strategies

The sport/game example chosen for Target Activities is *curling*. The previously described lesson format (warm-up, experience, building/improving, application and cool down) has been used to outline the Teaching/Learning Strategies.

Day One (To be done in the gym before going to the rink.)

1. Explain the specific safety concerns for the activity (e.g., curling - step onto ice gripper first, don't pick up the rock, etc.)
2. Lead and model an appropriate warm-up for the activity (e.g., curling, groin stretch, calf stretch, shoulder rotation). Students are responsible for their own warm-up at the rink.
3. Review the skills required for balance and the movement principles that add to stability in curling. Identify the other sports/games students have experienced that have drawn on the same stability principles. Have the students slide sideways up and down the gym floor to practise balance. Push using the gripper (foot in running shoe), move on the slider (foot in sock). Explain why this is important to the game.
4. Have students work in small groups practising the movement out of the hacks at each end of the sheet to practise the slide from the hack using the broom for balance. Use bean bags as rocks. Peers check for a three-point slide (e.g., trail leg, sliding foot and broom).
5. Add curling terms and rules as appropriate (e.g., hack, hog-line, t-line, etc.).
6. Have students play modified games in the gym practising the rules and skills they have learned.

Day Two

1. Review the slide from the hack and add the use of the rock. Using the side boards or divider, student places the non-sliding foot against the wall/divider and push out across the ice on the sliding foot using the broom for balance. Have them increase the length of the slide as appropriate. Use a checklist for the students to develop a four-part delivery and emphasize the common components of the movement skills that relate to other target games (e.g., shoulder square to the target, eyes on the target, backswing, release).
2. Move in small groups to the hacks at each end of the sheet to practise the slide from the hack using the broom for balance. Students use all of the hacks to practise the delivery without releasing the rock. Using a teacher-developed task card with a checklist, the students assist each other in the delivery and slide (e.g., a three point slide - trail leg, sliding foot and broom).
3. Review the curling terms as appropriate (e.g., hack, hog-line, t-line, etc.).
4. Use large group instruction to teach the release (in-turn, out-turn). Students return to the small groups to practise the slide, delivery and release emphasizing body position, footwork and sequence.
5. Develop a modified game of 3 on 3 with one thrower, one sweeper and a skip throwing one rock each for two ends.

Day Three

1. Review the slide, delivery, and release and create a drill that allows two students to sweep the rock the length of the ice as another student delivers in-turns, out-turns, draws and hits the length of the ice. The sweeping skill should be taught from both sides of the rock, emphasizing balance, broom position and footwork.
2. Use the modified game situation from Day Two for students to practise sweeping.
3. Provide students with a worksheet to assist them in identifying various curling terms (e.g. hack, stone, hog-line, end line, in-turn, out-turn, button, house, etc.).
4. Divide the class into teams to play a mini-three end game emphasizing the game skills and scoring while reviewing slide, delivery, release, and sweeping. Skill correction occurs using the biomechanical principles during the mini-games.

Day Four

1. Set up a tournament and have student teams play against one another. Modify the rules to include as many ends and games as time allows. Correct skills, check rule understanding and review movement skills related to the delivery. Prepare a checklist for peers to assess one another on delivery, release, sweeping, scoring and the use of terms.
2. Continue to provide students with skill correction and emphasize scoring and release to the target as the tournament continues.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity.

- a formative self- and teacher-assessment using a Movement Skills/Principles Achievement Chart (see Appendix D)
- a formative self-assessment entered into the student's Healthy Active Living Profile based on their reflections related to:
 - participation - use Participation Rubric (Unit 1- Appendix A)
 - safety - use sentence stems to focus the student's thinking and Safety Rubric (Unit 1- Appendix B)
 - skill improvement - use a written response to chart progress and next steps
 - movement skills and strategies - complete a chart comparing how the sports/games they have participated in are similar and how they are different (see Appendix E for the Student Recording Sheet for Movement Skills/Principles/Strategies)
- a summative evaluation at the end of the activity using the Movement Skills/Principles Achievement Chart - Appendix D

Unit 5: Body Management Activities

Time: 16 hours

Unit Description

This unit provides opportunities for students to practise, develop, and refine their movement skills and build their levels of fitness through physical activities that teach body management, body movement and rhythm, creativity, sequencing, composition and stability. Students develop their aesthetic understanding through dance, aerobics, gymnastics, wrestling/combatives, recreation/leisure activities, and track and field. The personal improvement of physical skills through the application of movement principles to refine movement skills (e.g., space awareness, relationships with people and equipment, effort and body awareness) is the focus.

Strand(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations: PAV.01X, PAV.02X, ALV.01X, ALV.03X.

Specific Expectations: PA1.01X, PA1.04X, PA2.01X, PA2.02X, PA2.03X, AL1.01X, AL1.03X, AL2.02X, AL2.03X, AL3.02X.

Activity Titles (Time and Sequence)

Activity 1	Dance	500 minutes
Activity 2	Aerobics	500 minutes
Activity 3	Gymnastics	500 minutes
Activity 4	Wrestling/Combatives	500 minutes
Activity 5	Recreation/Leisure	500 minutes
Activity 6	Track and Field	500 minutes

Unit Planning Notes

The focus of this unit is to engage students in an active setting that provides them with opportunities to learn, practise, develop, reinforce, and demonstrate movement skills.

To experience balance and variety, students should have the opportunity to try at least two of the six activities. Consider providing students with some choice and flexibility in choosing the activities they would like to participate in. Team teaching with other school staff or using community facilities and community staff support may increase the options. Try to involve students in the decision making to determine what they would like to learn more about.

Each activity addresses movement skills and principles. Consider the following information when developing lessons.

1. Movement Skills

The Body Management Activities provide students with the opportunity to use and combine locomotion, manipulation, and stability movement skills and extend the movements to demonstrate them in relationship to space awareness, relationships with people, effort, and body awareness. (See Unit 4 for additional information on Movement Skills.)

2. Movement Principles

The movement principles (biomechanical principles) are taught to assist students in improving the effectiveness and efficiency of their movements. The principles are applied to a skill by examining the *five phases*: i) preliminary movements, ii) backswing or recovery movements, iii) force producing movements, iv) the critical instant, v) follow through. (See Unit 4 for additional information on Movement Principles and the Phases)

3. Activity Classification

The physical activities have been classified into one of six different categories. The categories have been used as the basis to develop the Activities.

Dance	Aerobics	Gymnastics	Combatives	Recreation/ Leisure	Track and Field
Jazz	Floor	Rhythmic	Wrestling	X-Country Running	Sprints
Folk	Step	Olympic		X-Country Skiing	Distance
Creative	Boxercise	Stuntastics		Aquatics	Relays
Line	Aquafit	Power Tumbling		Wall Climbing	Hurdles
Country and Western	Synchronized Swimming			Shuffleboard	High Jump
Square	Circuit Aerobics			Hiking	Triple Jump
Teen/ Contemporary	Cardio Funk			Canoeing	Shot Put
Social	Bootcamp			Orienteering	Triathlon
International	Skipping Rope			Cycling	

Prior Knowledge Required

- knowledge of safe practices
- knowledge of self- and peer-assessment
- knowledge of fundamental movement skills (in combination and in sequence)
- knowledge of principles of movement

Teaching/Learning Strategies

1. Focus on providing maximum participation opportunities for students to learn, practise, and demonstrate the sport/game skills and strategies to improve their personal competence in large and small group activities. A variety of teaching/learning strategies are used in this unit including:
 - task cards
 - circuits
 - teachable moment
 - worksheets
 - small/large group work
 - logs/journals
 - observation checklists
 - videotaping
 - peer-teaching/coaching
 - direct teaching
2. Each lesson should include a warm-up, an experience, opportunities to build/improve skills, opportunities to apply skills and a cool-down. The amount of time spent during a lesson on each lesson component will vary based on whether it is the introductory lesson or final lesson of the activity. (See Unit 4 for more information related to the components of a lesson.)

Assessment/Evaluation

This unit introduces students to movement skills and movement principles in the context of physical activities that require effective and efficient body movement. The activities should provide students with the opportunity to improve their personal competence in the chosen activities and provide them with ongoing opportunities to demonstrate participation, safe practices and social skills.

Initially, students should be given the opportunity to learn and practise the skills. At this stage provide numerous formative assessments to help students improve their personal competence. Near the end of the unit, evaluate students' progress. Use observational checklists, rubrics and personal communication tools for formative assessment and summative evaluation purposes. (See Appendix D for sample Movement Skills/Principles Achievement Chart).

Accommodations

Suggested *teaching and learning* modifications:

- keep directions short and simple and provide clear, progressive, and sequential activities;
- demonstrate and lead students through the desired movements;
- determine method by which child learns best: visual, verbal, or hands-on;
- give positive concrete reinforcement (e.g., “Excellent balance...you are keeping your centre of gravity in line with a wide base.”);
- determine whether student can perform developmental motor patterns (e.g., pushing, pulling and striking) then develop activities to work on these skills which may be lacking or not mastered;
- repeat activities and identify commonalities over long periods of time;
- explore different ways of peer teaching.

Suggested *activity and learning environment* modifications:

- to equalize team speed, add more players to a team that may be faster;
- reduce size of playing surface;
- adjust time limit;
- add additional stops in sport/games requiring running and vigorous movement;

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- adjust the weight and size of equipment (e.g., lower beam and bars) and consider bright colourful equipment as an alternative to regulation equipment;
 - modify the rules or required movement (e.g., to reduce speed, use scooter boards as the mode of travel, to focus on specific skills).

Consider a good resource to assist in developing appropriate lessons for students with special needs (e.g., *Activity for Everyone*)

Resources

Canadian Society for Exercise Physiology. *The Canadian Physical Activity, Fitness & Lifestyle Appraisal Guide*. Health Canada, 1996. ISBN 0-9691374-7-8 (613) 234-3755 or Fax (613) 234-3565

Jackson, Allen W., James R. Morrow, Jr., David W. Hill, and Rod K. Dishman. *Physical Activity for Health and Fitness*. Human Kinetics, 1999. ISBN 0-88011-599-8 1-800-465-7301

OPHEA. *Physical Education: Ontario Safety Guidelines: Secondary Curricular Guidelines*. Toronto: OPHEA, 1997 (416) 426-7120 Fax (416) 426-7373

Randazzo, Deborah and Kris Corless. *Activity for Everyone*. American Association for Active Lifestyles and Fitness, 1998. ISBN 0-88314-650-9

Zakrajsek, Dorothy B., Lois A. Carnes, Frank E. Pettigrew, Jr. *Quality Lesson Plans for Secondary Physical Education*. Human Kinetics, 1994. ISBN 0-87322-671-2 1-800-465-7301

www.sportalliance.com

Access this website for up-to-date information and resources on any sport/game/activity

Activity 1: Dance

Time: 500 minutes

Description

Students actively and safely practise, develop, and refine their movement skills and build their level of fitness through dance activities that teach body management, body movement, and rhythm, creativity, sequencing, composition, and stability. Students develop their aesthetic understanding and appreciation for dance, dance history, and international dance.

Strand(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations:

PAV.01X - demonstrate personal competence in applying movement skills and principles;

PAV.02X - demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;

ALV.01X - participate regularly in a balanced program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;

ALV.02X - demonstrate improvement of personal health-related physical fitness;

ALV.03X - demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations:

PA1.01X - use and combine movement skills in a variety of physical activities (e.g., apply locomotion/travelling, manipulation, and stability skills to a specific activity);

PA1.04X - demonstrate improvement in their skills;

PA2.01X - demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual and individual activities (e.g., the scoring rules in rugby, etiquette such as allowing faster participants pass on a cross country ski trail);

PA2.02X - identify the requirements including basic equipment standards, preparation (e.g., warm-up and cool-down exercises, training requirements) and specific safety issues that maximize performance and participation in recreation and sport activities;

AL1.01X - participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small and large group, outdoor, and aquatic activities);

AL3.02X - demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in heat-up and cool-down exercises, checking ice conditions prior to skating, spotting for weight training).

Planning Notes

- Build a repertoire of different types of dance for students to learn, practise and demonstrate movement skills in relationship to rhythm.
- Consider integrating this activity into other aspects of the program (e.g., using dance as part of the warm-up for other activities).
- Set up lessons to include the following: warm-up, a dance experience, building/improving skills opportunity, skill application and cool-down.
- Teach students set dance routines and provide opportunities for them to be creative and develop routines in small groups.
- Consider/investigate the background (e.g., formal training, cultural interests) students bring to this activity and draw on their expertise.
- Consider/investigate the availability of school/community resources to support the program.
- Consider students' tastes in music as a motivating factor in the activity. Ask students to bring in discs and tapes for you to choose appropriate music.

Prior Knowledge Required

- understanding of the concepts of warm-up and cool-down in relationship to dance
- some ability to relate the commonalities of the movement skills to dance moves from previous experiences
- understanding of safe practices related to dance
- knowledge of group work skills
- basic understanding of rhythm, counting, and choreography to music

Teaching/Learning Strategies

The type of dance chosen for this activity is *Jazz*. The previously described lesson format (warm-up, experience, building/improving, application and cool-down) has been used to outline the teaching/learning strategies.

Day One

1. Lead an appropriate dance warm-up that begins to introduce the key components of the lesson. The warm-up should review and include some of the basic movement skills such as: effort, relationships, body awareness and space awareness.

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2. Introduce body awareness, space awareness, and control activities (e.g., slow motion sport scenarios to work on how to use the body in relationship to space and control). Have half the class demonstrate their scenarios to the other half of the class and vice versa.
 3. Introduce and present jazz dance including its African origin. This background gives students unique opportunities for movement training and body awareness while developing better rhythm.
 4. Practise rhythm while clapping, walking, hopping, and leaping to different beats using a variety of music types.

Day Two

1. Lead dance warm-up that includes a review of previously taught rhythm activities.
2. Introduce basic jazz dance terminology and steps (e.g., Jazz 1st, 2nd position, relevé, plié, ball-change, chasse, box-step, pivot, turn)
3. Instruct short novelty dances to contemporary up-beat music (e.g., Alley Cat, Slosh, California Strut, Bossa Nova)

Day Three

1. Lead a novelty dance to begin the warm-up. Dances from the previous day are reviewed but to faster and slower music to demonstrate transfer of basic moves to new music.
2. Introduce basic elements of choreography (e.g., space, pattern, levels, facings)
3. Present a choreographed music number that has at least the first 32 beats choreographed by the teacher. Students learn and practise this part of the dance together.
4. Divide class into groups of four or less and ask them to complete the dance. Provide specific criteria that need to be addressed in their final product.

Day Four

1. Engage students in a warm-up that reviews work from the previous lesson and begins to introduce new concepts.
2. Review the assessment/evaluation process for the dance.
3. Have students continue to work on their routine. Talk to each group to ensure they are addressing all the criteria for the dance (e.g., choreography, space, flow, rhythm, counting, etc.). Provide additional ideas to assist in the creativity of the dance. Suggest specific moves, themes, costumes, etc. to motivate new ideas within the group.
4. Provide adequate time for groups to practise their dance. Using the same piece of music for the entire class allows all groups to work in one large space while the music is played over and over.

Day Five

1. Provide time for a warm-up.
2. Instruct students to use the time to focus on making final adjustments to their group dance.
3. Have students present their dance to at least two neighbouring groups for feedback and peer assessment. Provide groups with a checklist/rubric (related to the criteria) to assist them in providing the group with valuable feedback.
4. Rotate from group to group and provide feedback to students (related to the criteria) to improve the quality of the dance.

Day Six

1. Presentation and assessment/evaluation of group dance.

Assessment and Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity.

- a formative self- and teacher-assessment using a Movement Skills Observation Checklist that is consistent with the criteria set out for the development of the group dance

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- a formative self-assessment entered into the student's Healthy Active Living Profile based on their reflections related to:
 - participation - use Participation Rubric (see Unit 1- Appendix A)
 - safety - use sentence stems to focus the student's thinking and Safety Rubric (see Unit 1- Appendix B)
 - skill improvement - use a written response to chart progress and next steps
 - movement skills and principles - complete a chart comparing how the movements/principles in the dances they have participated in are similar and how they are different to other physical activities
 - a summative evaluation at the end of the activity using the Movement Skills/Principles Achievement Chart found in - Appendix D

Activity 2: Aerobics

Time: 500 minutes

Description

Students actively and safely practise, develop, and refine their movement skills and build their level of cardiorespiratory fitness through aerobic activities that teach body management and rhythmic movement.

Strand(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations:

- PAV.01X - demonstrate personal competence in applying movement skills and principles;
- PAV.02X - demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;
- ALV.01X - participate regularly in a balanced program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- ALV.02X - demonstrate improvement of personal health-related physical fitness;
- ALV.03X - demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations:

- PA1.01X - use and combine movement skills in a variety of physical activities (e.g., apply locomotion/travelling, manipulation, and stability skills to a specific activity);
- PA1.04X - demonstrate improvement in their skills;
- PA2.01X - demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual and individual activities (e.g., the scoring rules in rugby, etiquette such as allowing faster participants pass on a cross country ski trail);
- AL1.01X - participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small and large group, outdoor, and aquatic activities);
- AL3.02X - demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in heat-up and cool-down exercises, checking ice conditions prior to skating, spotting for weight training).

Planning Notes

- Build a repertoire of different types of aerobic activities for students to learn, practise and demonstrate movement skills and build cardiorespiratory fitness.
- Consider integrating this activity into other aspects of the program (e.g., using aerobic activities as part of the warm-up for other activities).

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- Set up lessons to include the following: warm-up, an aerobic experience, building/improving skills opportunity, skill application and cool-down.
 - Consider/investigate the background (e.g., formal training, interests and experience) students bring to this activity and draw on their expertise.
 - Consider/investigate the availability of school/community resources to support the program.
 - Consider students' tastes in music as a motivating factor in the activity. Ask students to bring in discs and tapes for you to choose appropriate music.
 - Teach students set aerobic routines and provide opportunities for them to be creative and develop routines in small groups.
 - Use videotapes to support program.

Prior Knowledge Required

- understanding of the concepts of warm-up and cool-down in relationship to aerobics
- some ability to relate the commonalities of the movement skills to aerobic moves from previous experiences
- basic understanding of counting in aerobics activities
- understanding of safe practices related to aerobics
- knowledge of group work skills

Teaching/Learning Strategies

The previously described lesson format (warm-up, experience, building/improving, application and cool-down) has been used to outline the teaching/learning strategies.

Day One

1. Introduce the components of an aerobics class routine including warm-up, pre-cardio, cardio, cool-down, conditioning, and stretching. Have students brainstorm the types/names of exercises found in each category. Post the list on the wall for future reference.
2. Divide students into groups and assign each group one of the above mentioned components of an aerobics routine/class. The cardio portion should be assigned to at least 2-3 groups. Have students use the rest of the class to create and practise their portion of the routine.

Day Two

1. Review terms from the previous lesson. Ask students to bring in any fitness/aerobics articles/pictures to make a display in the gym/changeroom/adjoining hall.
2. Review terms related to aerobics and cardiorespiratory exercise intensity (e.g., target heart rates, perceived exertion, maximum heart rate, talk test, breath sound check).
3. Discuss 'low' versus 'high' impact aerobics. Have students brainstorm which type of aerobics would be best for different populations (e.g., elderly, growing children, overweight people, people with knee/hip injuries)
4. Have students present their portion of the routine assigned from the previous day. The rest of the class follows along. The presentations should result in a complete aerobics class.

Day Three

1. Discuss and model safe and unsafe exercises and movements. Review the concept of specificity in relationship to exercise and improving/maintaining cardiorespiratory fitness. Consider using video clips from old aerobic/exercise routines for demonstration purposes.
2. Introduce factors to consider when instructing aerobics classes (e.g., instructing tools, breaking down moves, appropriate music, motivating participants, counting, correcting mistakes, voice control).

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3. Assign a new routine portion to each group. Allow students time to create and practise their portion. Consider adding a piece of equipment that must be incorporated into the routine to add variety (e.g., skipping rope, dyna bands, PVC tubing)
 4. Have students lead the aerobics class (in their small groups) demonstrating their routine.

Day Four

1. Outline the aerobic skills they have learned that transfer into other types of aerobic activities. Have them list as many types of aerobics as they can (e.g., step, boxercise, aquafit, cardio funk, bootcamp, BLAST, circuits, skippy, slide, etc.).
2. Provide a number of different stations that outline a few basic components from different kinds of aerobic activities (as listed above). Have small groups rotate through each of the stations to try out the activities. Use different modes of delivery at each station (e.g., task cards, video tape, student demonstration, guest demonstration).

Day Five

1. Explain the aerobic assignment/task.
Assignment/Task: Small groups to create and lead an aerobic routine that demonstrates an understanding of the key components (e.g., warm-up, pre-cardio, cardio, cool-down, conditioning, and stretching) and demonstrates safe and effective aerobic practices. Students should choose the type of aerobic activity based on their experience in the previous lesson.
2. Provide the assessment/evaluation tool that is to be used and outline the specific criteria.
3. Set a schedule of when groups are expected to present their routine. Use the routines as warm-ups during other activities/units.
4. Provide time for students to create and practise their routine.

Assessment and Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity.

- a formative self- and teacher-assessment using a Movement Skills Observation Checklist that is consistent with the criteria set out for the development of the aerobic routine
- a formative self-assessment entered into the student's Healthy Active Living Profile based on their reflections related to:
 - participation - use Participation Rubric (see Unit 1 - Appendix A)
 - safety - use sentence stems to focus the student's thinking and Safety Rubric (see Unit 1 - Appendix B)
 - skill improvement - use a written response to chart progress and next steps
 - movement skills and principles - complete a chart comparing how the movements/principles in the aerobic activities that they have participated in are similar and how they are different to other physical activities
- a summative evaluation at the end of the Activity using the Movement Skills/Principles Achievement Chart - Appendix D

Activity 3: Gymnastics

Time: 500 minutes

Description

Students actively and safely practise, develop, and refine their movement skills and build their level of fitness through gymnastics activities that teach body management, rhythm, creativity, sequencing, composition and stability. Students develop their aesthetic understanding and appreciation for a variety of gymnastics activities.

Strand(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations:

- PAV.01X - demonstrate personal competence in applying movement skills and principles;
- PAV.02X - demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;
- ALV.01X - participate regularly in a balanced program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- ALV.02X - demonstrate improvement of personal health-related physical fitness;
- ALV.03X - demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations:

- PA1.01X - use and combine movement skills in a variety of physical activities (e.g., apply locomotion/travelling, manipulation, and stability skills to a specific activity);
- PA1.04X - demonstrate improvement in their skills;
- PA2.01X - demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual and individual activities (e.g., the scoring rules in rugby, etiquette such as allowing faster participants pass on a cross country ski trail);
- PA2.02X - identify the requirements including basic equipment standards, preparation (e.g., warm-up and cool down exercises, training requirements) and specific safety issues that maximize performance and participation in recreation and sport activities;
- AL1.01X - participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small and large group, outdoor, and aquatic activities);
- AL3.02X - demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in heat up and cool down exercises, checking ice conditions prior to skating, spotting for weight training).

Planning Notes

- Build a repertoire of different types of gymnastic activities for students to learn, practise and demonstrate movement skills in relationship to equipment.
- Consider/investigate the background (e.g., formal training, cultural interests) students bring to this activity and draw on their expertise.
- Consider/investigate the availability of school/community resources to support the program.
- Provide opportunities for students to develop routines that require music and draw on different themes.
- Review the *Physical Education: Ontario Safety Guidelines (Secondary Curricular Guidelines)* for gymnastics.
- Check equipment to ensure it is safe for student use.
- Acquire additional pieces of equipment from alternative sources (e.g., stacking chairs, boxes).
- Block gymnastics with other classes to reduce the amount of time to set and take down equipment.

Prior Knowledge Required

- understanding of the concepts of warm-up and cool-down in relationship to dance
- some ability to relate the commonalities of the movement skills to gymnastics moves from previous experiences
- understanding of safe practices related to gymnastics
- knowledge of group work skills

Teaching/Learning Strategies

The type of gymnastics chosen for this activity is a modified version of *Olympic*, but may draw on other types of gymnastics (e.g., rhythmic). The previously described lesson format (warm-up, experience, building/improving, application and cool down) has been used to outline the teaching/learning strategies.

Day One

1. Lead an appropriate gymnastics warm-up that begins to introduce the key components that are to be the focus for the activity: *landings, springs, rotation, swings, and static positions*. The warm-up should review and incorporate some of the additional elements that make basic movement skills more complex, such as: effort, relationships, body awareness and space awareness. It is best to have a set circuit that includes the key gymnastics components that students use everyday to warm-up.
2. Introduce *landings* to students. Include controlled (for safety and style) and uncontrolled (for safety) landings. Demonstrate (or ask a student to demonstrate) the two types of landings, focussing on what the four body parts are doing: feet, knees, trunk and arms. Try to have students active and trying the landings as soon as possible. Stop the class to add to the instruction or identify safety issues.
3. Have students work in partners or groups of three. Distribute a worksheet that outlines the types of landings students should try and the appropriate pieces of equipment for each.

Example:

Part A - Controlled Landings (for style and safety)

- a) Try a controlled landing from the following pieces of equipment, facing forward and then facing backward.

Equipment: bench, chair, table, beam, uneven LB, uneven HB, parallel bars, pommels, box horse, vault, ladder, rings, high bar

- b) Do a controlled landing from a chair with your eyes closed. What makes this more difficult?

- c) Try a controlled landing after jumping over the following pieces of equipment.

Equipment: chair, bench, beam, pommels, table

Do a series of jumps consecutively over various levels of equipment. Set up an obstacle course that the rest of the class can try. The challenge is to always land on two feet and in complete control.

Part B - Uncontrolled Landings (for safety)

- a) Try the four different types of falls on a mat first.

Forward Fall (prone fall)	- from a squat position
	- from knees
	- from crouch position
	- from stand
	- from stand raised slightly off floor
	- from a jump to a front fall
	- do a Swedish Fall
Fall Backwards	- Karate fall to break the force of the fall
Rotating Fall Forward	- shoulder roll to any position

Rotating Fall Backwards - shoulder roll to any position ensuring fingers are always pointing forward

b) Try any of the above falls on any of the following pieces of equipment:

floor, ropes, bars, beam, pommels, rings, box horse, vault, table, chair, ladder, bench, rolled mats

c) Make up a routine that includes you and your partner demonstrating five different types of landings. Consider a theme approach to tell a story.

4. Introduce *springs* to students. Include springs from one foot (leaps) and springs from two feet (jumps). Demonstrate (or ask a student to demonstrate) the two types of springs, focussing on what the four body parts are doing: feet, knees, trunk, and arms. Try to get students active and trying the springs as soon as possible. Stop the class to add to the instruction or identify safety issues when required.
5. Have students work in partners or groups of three. Post a task sheet with a diagram by each piece of equipment to outline the types of springs students can learn and practise.

Example:

Equipment	Spring: One foot	Spring: Two feet	Spring: Hands
Floor/Beam/ Box Horse	run on toes gallup series cat leap scissors leap split leap	changement step together step jump ¼turn jump full turn tuck jump squat straight jump to squat	
Beam	Mounts run on side (1 hand) run on side (no hands) straight run on Dismounts leap from one leg of beam and land on two feet On Beam stag leap split leap scissors leap cat leap	Mounts straddle squat wolf Dismounts straight jump star jump tuck jump Russian jump On Beam squat jump Russian jump star jump jump ¼turn jump ¼turn jump full turn	Dismounts front support and push off cartwheel roundoff handspring
Floor	stag leap split leap scissors leap cat leap	squat jump Russian jump star jump jump ¼turn jump ¼turn jump full turn	front handspring back handspring

Equipment	Spring: One foot	Spring: Two feet	Spring: Hands
Mounts on or Vaults over Box Horse, Pommels, Vault, Uneven Bars, Table	leap up onto equipment thief vault fence vault	squat vault straddle vault side vault wolf vault flank vault jump to front support jump to single leg cut on stag jump star jump Russian jump tuck jump split jump stoop jumps to cross support jump to upper arm support jump to front support single leg cut on to cross support	cross support hopping cross support swing to a hop
Ropes, Rings		jump up and grab onto ropes or rings jump up as high as you can and grab rope	

Day Two

1. Have students follow a set warm-up circuit that continues to introduce/review the key gymnastic components for the activity: landings, springs, rotations, swings and static positions.
2. Introduce *rotations* to students. Include forward, backward, side and long rotations. Demonstrate (or ask a student to demonstrate) the different types of rotations, focussing on what the four body parts are doing: feet, knees, trunk and arms. Reinforce movements that connect to rotations that have already been learned (e.g., springs, landings).
3. Try to have students active and trying the rotations as soon as possible. Stop the class to add to the instruction or identify safety issues when required.
4. Students work in partners or groups of three. Distribute a worksheet that outlines the equipment and types of rotations students should try.

Example

Task: What kind of rotations can you do on the following pieces of equipment? Name the move beside the appropriate piece of equipment and under each type of rotation listed.

Equipment	Forward/Backward	Side	Long
Mats			
Beam			
Bench			
Uneven Bars			
Parallel Bars			
Box Horse			
Ropes			
Rings			
Chair			
Wall Climber			
Vaulting Horse			
Crash Mat			

5. Note supervision guidelines. Team teaching with other school staff or using community staff support may increase the options.
6. Ask students to begin thinking about creating a routine that demonstrates the three types of gymnastics movements they have learned to date (e.g., landings, springs, rotations).

Day Three

1. Have students follow a set warm-up circuit that continues to introduce/review the key gymnastic components for the activity: landings, springs, rotations, swings, and static positions.
2. Introduce *swings* to students. Include inactive and active. Demonstrate (or ask a student to demonstrate) the two types of swings, focussing on what the body parts are doing: hands, arms, shoulders, trunk and legs. Reinforce movement principles that have already been learned.
3. Introduce *static positions* to students. Include hangs, supports and balances. Demonstrate (or ask a student to demonstrate) the biomechanical principles that make static positions more stable.

Example:

Demonstrate and discuss the impact of:

- a larger base of support (e.g., headstand compared to a handstand)
- the centre of gravity over the base of support (e.g., standing straight vs. bending over)
- a lower centre of gravity (e.g., stretching tall on balance beam vs. squatting low)
- the body parts all lined up (e.g., tight body position on beam vs. doing a body wave on beam)

Reinforce movement principles that have already been learned in previous lessons by making comparisons (e.g., body alignment on landings for safety/style, centre of gravity in rotations).

4. Try to have students active and trying the swings and static positions as soon as possible. Stop the class to add to the instruction or identify safety issues when required.
5. Students work in partners or groups of three. Post task cards at each piece of equipment that outlines the types of swings or static positions students should try.
6. Note supervision guidelines. Team teaching with other school staff or using community staff support may increase the options.

7. Outline the gymnastic routine requirements.

Example: Each routine must:

- include more than one person performing;
- have each person demonstrate each of the following movement patterns...two types of landings, three types of springs, three types of rotations, one type of swing and three types of swings;
- include three pieces of equipment (e.g., floor, wall climber and box horse);
- be between 1 and 2 minutes in length;
- demonstrate creative flow from one piece of equipment to the next.

Day Four

1. Provide time for students to complete the warm-up circuit.
2. Instruct students to use the time to focus on creating their gymnastics routine. Review routine criteria.
3. As students work, rotate from group to group and provide feedback (related to the criteria) to improve the quality of the gymnastics routine.

Day Five

1. Provide time for students to complete the warm-up circuit.
2. Instruct students to use the time to focus on making final adjustments to their gymnastics routine.
3. Have students present their routine to at least two other groups for feedback and peer-assessment. Provide groups with a checklist/rubric (related to the criteria) to assist them in providing the group with valuable feedback.
4. Rotate from group to group and provide feedback to groups (related to the criteria) to improve the quality of the routine.

Day Six

1. Presentation and assessment/evaluation of group gymnastics routine.

Assessment and Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity.

- a formative self- and teacher-assessment using a Movement Skills Observation Checklist that is consistent with the criteria set out for the development of the gymnastics routine
- a formative self-assessment entered into the student's Healthy Active Living Profile based on their reflections related to:
 - participation - use Participation Rubric (see Unit 1- Appendix A)
 - safety - use sentence stems to focus the student's thinking and Safety Rubric (see Unit 1- Appendix B)
 - skill improvement - use a written response to chart progress and next steps
 - movement skills and principles - complete a chart comparing how the movements/principles in the routines they have participated in are similar and how they are different to other physical activities
- a summative evaluation at the end of the Activity using the Movement Skills/Principles Achievement Chart - Appendix D

Activity 4: Combatives

Time: 500 minutes

Description

Students actively and safely practise, develop, and refine their movement skills and build their level of fitness through wrestling activities that teach body management and basic strategies.

Strand(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations:

- PAV.01X - demonstrate personal competence in applying movement skills and principles;
- PAV.02X - demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;
- ALV.01X - participate regularly in a balanced program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- ALV.02X - demonstrate improvement of personal health-related physical fitness;
- ALV.03X - demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations:

- PA1.01X - use and combine movement skills in a variety of physical activities (e.g., apply locomotion/travelling, manipulation, and stability skills to a specific activity);
- PA1.04X - demonstrate movement in their skills;
- AL1.01X - participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small and large group, outdoor, and aquatic activities);
- AL1.03X - identify the factors that affect choices of activities with potential for lifelong participation and enjoyment.

Planning Notes

- The focus of this activity is *Wrestling*.
- To ensure wrestling is a safe activity, be aware of emergency procedures and safety guidelines (e.g., student clothing, nails clipped, clean and secure mats).
- Set up lessons to include warm-up, a wrestling experience, building/improving skills opportunity, skill application and cool-down.
- Develop a repertoire of warm-up activities, modified games, and mini tournaments appropriate to the skill level of the class.
- Develop a working knowledge of wrestling rules, ground (down) wrestling and stand up wrestling skills and supportive activities (e.g., knowing that it is not appropriate at this level to permit moves like the chicken-wing).
- Recognize that students should wrestle against partners of similar weight, strength, and ability.
- Develop an understanding of the scoring system in wrestling.

Prior Knowledge Required

- understanding of the concepts of warm-up and cool-down in relationship to wrestling
- some ability to relate the commonalities of the movement skills to wrestling moves from previous experiences
- understanding of safe practices related to wrestling
- understanding of the basic strategies of wrestling and control of personal space/territory
- ability to work with a partner

Teaching/Learning Strategies

The previously described lesson format (warm-up, experience, building/improving, application and cool-down) should be used to develop the lessons for this activity.

1. Lead an appropriate warm-up activity and identify key components that should be included in every wrestling warm-up.
2. Engage students in warm-up activities that provide the teacher with an opportunity to get a sense of the skill level of the students. Spend a majority of class time on ground wrestling activity challenges.

Examples:

‘Clear the Deck’	- with small or a large group on the mat area, students on hands and knees knock each other off balance until the mat has been cleared
Hand-fighting	- in push-up position pull opponent’s wrist to drop them to the ground
Leg Wrestling	- students lay on their backs, side by side, facing opposite directions, hook legs and try to force their partner to do a shoulder roll
Arm Wrestling	- laying down, grasping hands and elbows down on mat
Knee Soccer	- students on their knees on the mat using floor hockey goals as nets
Bulldog	- one wrestler in the middle as bulldog, opponents cross mats on all fours, bulldog wrestles the student down on his/her back, the defeated wrestler joins the bulldog until all others are down

3. Focus on developing good strong ground wrestling skills. The “table” principle (four-point stance) should be enforced, demonstrated and practised.
4. Demonstrate “tilts” (half-nelson, cross-face, bow and arrow cradle, half-nelson reversal). Explain how, why and when the moves should be used in wrestling. Identify key movement principles that help make the movement more effective and efficient.
5. Match up students into groups based on weight, height, and ability.
6. Begin with appropriate amounts of time for bouts (e.g., 10 second and 15 second bouts). Identify key components of the lesson that students should demonstrate in each bout (e.g., put weight on opponent, get down flat, put on a tilt).
7. Set up mini-competitions with students in common weight categories.

Assessment and Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity.

- a formative self- and teacher-assessment using a Movement Skills Observation Checklist that is consistent with the criteria set out for the development of wrestling skills
- a formative self-assessment entered into the student’s Healthy Active Living Profile based on their reflections related to:
 - participation - use Participation Rubric (Unit 1- Appendix A)
 - safety - use sentence stems to focus the student’s thinking and Safety Rubric (Unit 1- Appendix B)
 - skill improvement - use a written response to chart progress and next steps
 - movement skills and principles - complete a chart comparing how the movements/principles in wrestling are similar and different to other physical activities
- a summative evaluation at the end of the Activity using the Movement Skills/Principles Achievement Chart - Appendix D

Activity 5: Recreation/Leisure Activities

Time: 500 minutes

Description

Students actively and safely participate in a balanced selection of activities from the Recreation/Leisure category. They practise basic skills in the selected activities that may lead to long-term participation, enjoyment, fitness and skills development.

Strand(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations:

- PAV.01X - demonstrate personal competence in applying movement skills and principles;
- PAV.02X - demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;
- ALV.01X - participate regularly in a balanced program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- ALV.02X - demonstrate improvement of personal health-related physical fitness;
- ALV.03X - demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations:

- PA2.02X - identify the requirements including basic equipment standards, preparation (e.g., warm-up and cool-down exercises, training requirements) and specific safety issues that maximize performance and participation in recreation and sport activities;
- AL1.01X - participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small and large group, outdoor, and aquatic activities);
- AL103X - identify the factors that affect choices of activities with potential for lifelong participation and enjoyment;
- AL3.02X - demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in heat up and cool-down exercises, checking ice conditions prior to skating, spotting for weight training).

Planning Notes

- Select activities based on the availability of facilities, transportation, equipment, student preference, teacher expertise and that have lifelong participation possibilities.
- Develop a working knowledge of safety procedures, safety guidelines and basic skills involved in the selected activities.
- Develop a basic understanding of the skills to be taught and the terms used in the selected activities.
- Set up lessons to include the following: warm-up, an experience, building/improving skills opportunity, skill application and cool-down.
- Consider integrating this activity into other aspects of the program (e.g., using X-country Running or Orienteering as part of the warm-up for other activities).
- Consider/investigate the background (e.g., formal training, cultural interests) students bring to this activity and draw on their expertise.
- Consider/investigate the availability of school/community resources to support the program.
- Recreation/Leisure activities can be scheduled throughout the semester/year to take advantage of available facilities and equipment, appropriate weather or timetable considerations.

Prior Knowledge Required

- understanding of the concepts of warm-up and cool-down in relationship to recreation/leisure activities
- some ability to relate the commonalities of the movement skills in recreation/leisure activities from their previous experiences
- understanding of safe practices related to recreation/leisure
- knowledge of group work skills

Teaching/Learning Strategies

The activity chosen for recreation/leisure activities is *cycling*. The previously described lesson format (warm-up, experience, building/improving, application, and cool-down) should be used to develop the lessons for this activity.

1. Introduce the activity with some kind of experience that will motivate the students to want to do more (e.g., video clip of mountain biking).
2. Have students bring their bikes to class in order to investigate different types available and to become familiar with the parts of a bike. Identify:
 - types of cycling related to bike design
 - pros and cons of types of cycling
 - how to fit a bike properly
 - equipment related to safety and comfort (e.g., helmets, water bottles, toe clips, other clothing)
 - tools needed for maintenance

Consider bringing in a guest speaker for this portion of the activity.

3. Explain the safety guidelines and procedures related to the activity. Have students use their own bikes to complete a safety checklist. Provide a diagram of the bike parts and a checklist.
4. Outline the safety considerations necessary in group or individual cycling in the city, country, trails, etc. Have class develop a list to post in the gym/changeroom/adjoining hall that outlines Cycling Ethics. (e.g., dismount and walk across heavy traffic, slow down and look and listen at all intersections and driveways)
5. Use initial cycling activity to assess the skill level of the students to determine next steps and build future lessons (e.g., cycling on the school track where a teacher can observe or within the school neighbourhood).
6. Start students on short routes and gradually build up to more lengthy rides. Use maps to outline routes and set up rallies that have students explore the school neighbourhood.
7. Use a worksheet and group discussion to identify the motivators and barriers of selecting cycling as a lifelong activity. Have students reflect on the factors that contribute to their choosing this activity and factors that impede them from selecting the activity as a lifelong activity.
8. Consider different recreation/leisure activities to reinforce social skills, living skills and conflict resolution skills.

Assessment/Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity.

- a formative self-assessment entered into the student's Healthy Active Living Profile based on their reflections related to:
 - participation - use Participation Rubric (see Unit 1- Appendix A)
 - safety - use sentence stems to focus the student's thinking and Safety Rubric (see Unit 1- Appendix B)

-
- skill improvement - use a written response to chart progress and next steps
 - movement skills and principles - complete a chart comparing how the movements/principles in the physical activity they have participated in are similar and how they are different from other physical activities

Activity 6: Track and Field

Time: 500 minutes

Description

Students actively and safely practise, develop, and refine their movement skills experiencing basic Track and Field activities. Students are given an opportunity to participate in sprints, distance, relays, and hurdle races, high, triple and long jumps and throwing events.

Strand(s) and Expectations

Strand(s): Physical Activity, Active Living

Overall Expectations:

- PAV.01X - demonstrate personal competence in applying movement skills and principles;
- PAV.02X - demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities;
- ALV.01X - participate regularly in a balanced program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;
- ALV.02X - demonstrate improvement of personal health-related physical fitness;
- ALV.03X - demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations:

- PA1.01X - use and combine movement skills in a variety of physical activities (e.g., apply locomotion/travelling, manipulation, and stability skills to a specific activity);
- PA1.04X - demonstrate improvement in their skills;
- PA2.03X - explain appropriate strategies or tactics that enhance performance in specific situations and conditions (e.g., passing versus dribbling a basketball against a defender, shifting gears in cycling to adjust to changing conditions).

Planning Notes

- Build a repertoire of different types of activities for students to learn, practise, and demonstrate movement skills related to track and field.
- Consider/investigate the background (e.g., formal training) students bring to this activity and draw on their expertise.
- Set up lessons to include the following: warm-up, an experience, building/improving skills opportunity, skill application and cool-down.
- Review the Physical Education: Ontario Safety Guidelines (Secondary Curricular Guidelines) for appropriate events/activities and supervision.
- Organize a mini track meet with a point scale created for various levels of success in each event.
- Consider/investigate the availability of school/community resources to support the program.

Prior Knowledge Required

- understanding the concepts of warm-up and cool-down in relationship to track and field
- some ability to relate the commonalities of the movement skills in track and field to their previous experiences
- understanding of safe practices related to Track and Field
- knowledge of group work skills

Teaching/Learning Strategies

The previously described lesson format (warm-up, experience, building/improving, application and cool-down) has been used to outline the teaching/learning strategies.

Day One

1. Review safety procedures for running (including hurdling) events.
2. Lead an appropriate warm-up incorporating movement skills related to running and hurdling events.
3. Teach the skills related to running races (e.g., start, stride, body position, etc.). Students practise starts, striding, hurdling, baton passing in small groups and rotate through various stations around the track. Each station includes a task card with information to help students learn and improve their movement. Move from station to station focussing on the biomechanical principles to correct the students' skills.

Day Two

1. Review safety procedures for jumping events.
2. Lead an appropriate warm-up incorporating movement skills related to jumping events.
3. Review the basic principles of jumping events in a large group setting. In small groups, students rotate through standing long jump, running long jump, high jump and triple jump stations. Using task cards students assist peers in improving jumping skills. Note supervision guidelines. Team teaching with other school staff or using community staff support may increase the options.

Day Three

1. Review safety procedures for throwing events.
2. Lead an appropriate warm-up incorporating movement skills related to throwing events.
3. Review the basic principles of throwing events in a large group setting.
4. Teach the skills of putting the shot and review safe retrieving practices. Note supervision guidelines. Ensure students put the shot from the hub to the outside of the wheel. Have students work with a partner. Using a worksheet, students assist their partner with the key components of putting the shot.
5. Teach the skills of throwing the discus and review safe retrieving practices (e.g., no spinning beyond 90 degrees). Note supervision guidelines. Have students work with a partner. Using a worksheet, students assist their partner with the key components of throwing the discus.

Days Four and Five

1. Organize a mini track meet that runs over a period of two days.
2. Divide the class into teams of six. Have each team represent a country and run the meet as a team competition. Each student should choose a specific number of events to participate in (e.g., three to five). When the student is not a competitor he/she acts as an official. Consider adding non-traditional events (e.g., water balloon toss, obstacle course run or relay, walking race, medley relays, softball throw) that are fun for all students. Include the points from these events in the team totals.
3. Provide fun awards for winning and losing teams. Use the meet as an opportunity for students to demonstrate self-directed participation, leadership, social skills, and safety procedures/guidelines.
4. Students complete an assignment that demonstrates an understanding of event rules and knowledge or movement skills/principles used in track and field events.

Assessment and Evaluation

The teacher and students gather evidence of the specific expectations outlined for this activity.

- a formative self- and teacher-assessment using a Movement Skills Observation Checklist that is consistent with the criteria set out for the development of track and field skills
- a formative self-assessment entered into the student's Healthy Active Living Profile based on their reflections related to:
 - participation - use Participation Rubric (see Unit 1- Appendix A)
 - safety - use sentence stems to focus the student's thinking and Safety Rubric (see Unit 2- Appendix B)
 - skill improvement- use a written response to chart progress and next steps
 - movement skills and principles - complete a chart comparing how the movements/principles in the track and field events they have participated in are similar and how they are different from other physical activities
- a summative evaluation at the end of the activity using the Movement Skills/Principles Achievement Chart - Appendix D

Appendix D

Movement Skills/Principles Achievement Chart

Phases	Examples	Level 1	Level 2	Level 3	Level 4
<p><i>Preliminary Movements</i> - movements performed to get ready for a skill</p> <ul style="list-style-type: none"> • footwork • body positioning movements • centre of gravity • base of support • mass 	<p>Ready Position (Defensive Stance)</p> <ul style="list-style-type: none"> • knees bent • wide stance • low centre of gravity • torso facing appropriately (e.g., net, wall) • even distribution of weight on both feet • ready to move (e.g., weight on balls of feet) • anticipation...to react • eye contact/focus 	- performs movement skills with limited competence	- performs movement skills with moderate competence	- performs movements skills with considerable competence	- performs movement skills with a high degree of competence
<p><i>Backswing or Recovery</i> - movement prior to the force producing movements</p> <ul style="list-style-type: none"> • transfer of weight • positioning and preparation of levers 	<ul style="list-style-type: none"> • move into position (e.g., step back and position shoulder to the net/wall)eye on the ball, bird, target • weight transfer to back leg • equipment moving backwards • implement as extension of lever 	- performs movement skills with limited competence	- performs movement skills with moderate competence	- performs movements skills with considerable competence	- performs movement skills with a high degree of competence
<p><i>Force Producing Movements</i> - execute to produce force for impact or propulsion</p> <ul style="list-style-type: none"> • summation of joints (e.g., number and order of joints used) • force, velocity and torque 	<ul style="list-style-type: none"> • use joints in order, from largest to smallest • use all the joints - more muscles contract - greater the force (e.g., slapshot in hockey - legs, hips, shoulders and stick)the harder you hit it the farther it goes and the transfer of speed to the final joint segments or implement affects velocity • application of torque to produce changes in angular momentum (e.g., paddler who bends arm and bring paddle closer to body uses less energy in recovery movement producing greater angular momentum) 	- performs movement skills with limited competence	- performs movement skills with moderate competence	- performs movements skills with considerable competence	- performs movement skills with a high degree of competence

Phases	Examples	Level 1	Level 2	Level 3	Level 4
<p><i>Critical Instant</i> - the instant of contact, release or take-off</p> <ul style="list-style-type: none"> • velocity applied force and direction of reaction 	<ul style="list-style-type: none"> • eye on the ball, bird, or frisbee • contact and application of torque will determine trajectory (pathway) and direction • connection is determined by previous movement 	- performs movement skills with limited competence	- performs movement skills with moderate competence	- performs movements skills with considerable competence	- performs movement skills with a high degree of competence
<p><i>Follow Through</i> - the movement after the critical instant</p> <ul style="list-style-type: none"> • transfer of weight • slow down body movements • recover stability 	<ul style="list-style-type: none"> • implement and body continues in the direction of hit • weight transfers forward • body movement controlled • maintain balance • gather body to prepare for ready position quickly 	- performs movement skills with limited competence	- performs movement skills with moderate competence	- performs movements skills with considerable competence	- performs movement skills with a high degree of competence

Appendix E: Student Recording Sheet

Movement Skills, Principles, and Sport/Game Strategies

Name: _____

Date	Sport/Game	Level	Evidence of Learning
			Movement Skills/Principles/Sport/Game Strategies
			Movement Skills/Principles/Sport/Game Strategies
			Movement Skills/Principles/Sport/Game Strategies
			Movement Skills/Principles/Sport/Game Strategies
			Movement Skills/Principles/Sport/Game Strategies
			Movement Skills/Principles/Sport/Game Strategies

Learning Expectations	Level One	Level Two	Level Three	Level Four
Skills/Principles	- performs movement skills with limited competence	- performs movement skills with moderate competence	- performs movement skills with considerable competence	- performs movement skills with a high degree of competence
Strategies	- infrequently demonstrates appropriate strategies and tactics in games/sports	- sometimes demonstrates appropriate strategies and tactics in games/sports	- frequently demonstrates appropriate strategies and tactics in games/sports	- routinely demonstrates appropriate strategies and tactics in games/sports

Appendix F

Decision-making, Goal-setting, Strategies Achievement Chart

Categories	Level 1	Level 2	Level 3	Level 4
Application Category				
Decision-making Skills				
Identify	- inaccurately describes the decision to be made	- partially describes the decision to be made	- describes the decision to be made	- precisely describes the decision to be made
Discuss	- identifies a limited number of relevant alternatives and influential factors related to the situation - identifies a limited number of relevant personal strengths - inaccurately identifies areas for relevant personal growth	identifies some relevant alternatives and influential factors related to the situation - identifies some relevant personal strengths - partially identifies areas for relevant personal growth	identifies many relevant alternatives and influential factors related to the situation - identifies many relevant personal strengths - identifies areas for relevant personal growth	identifies a full range of relevant alternatives and influential factors related to the situation - identifies a full range of relevant personal strengths - precisely identifies areas for relevant personal growth
Evaluate	- identifies a few consequences for each alternative, not always realistic and sometimes omitting obvious consequences	- identifies a few realistic consequences for each alternative	- identifies many realistic consequences for each alternative	- identifies an extensive list of realistic consequences for each alternative
Act	- randomly makes a decision with no connection to the influential factors and consequences	- makes a decision with some connection to the influential factors and consequences	- makes a decision that directly relates to the decision statement, alternatives, influential factors and consequences	- makes a decision that directly relates to the decision statement, alternatives, prioritized influential factors and consequences

Categories	Level 1	Level 2	Level 3	Level 4
Learn	- infrequently assesses the appropriateness and effectiveness of the decision-making process related to personal goals	- sometimes assesses the appropriateness and effectiveness of the decision-making process related to personal goals	- regularly assesses the appropriateness and effectiveness of the decision-making process related to personal goals	- always or almost always assesses the appropriateness and effectiveness of the decision-making process related to personal goals
Application Category Goal-setting Skills				
SMART Specific Measurable Attainable Realistic Time	- demonstrates limited understanding of setting goals that are specific, measurable, attainable, realistic, and within an appropriate time frame	- demonstrates some understanding of setting goals that are specific, measurable, attainable, realistic, and within an appropriate time frame	- demonstrates considerable understanding of setting goals that are specific, measurable, attainable, realistic, and within an appropriate time frame	- demonstrates thorough understanding of setting goals that are specific, measurable, attainable, realistic, and within an appropriate time frame
Application Category Personal Strategies				
Strategies	- infrequently uses appropriate strategies to deal effectively with social influences	- sometimes uses appropriate strategies to deal effectively with social influences	- regularly uses appropriate strategies to deal effectively with social influences	- always or almost always uses appropriate strategies to deal effectively with social influences