

Physical Education 20 – Specific Outcomes



General Outcome A: Activity

A20– Basic Skills

- ☐ 1 analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 2 N/A
- ☐ 3 analyze, evaluate and modify performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 4 N/A
- ☐ 5 analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance
- ☐ 6 N/A

Application of Basic Skills

- ☐ 7 develop and combine more challenging activity-specific skills in a variety of environments; e.g., snorkelling progressing to scuba diving
- ☐ 8 develop and perform more complex dances
- ☐ 9 choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty
- ☐ 10 develop and refine activity-specific skills in a variety of games
- ☐ 11 apply the relationship among skills, rules and strategies in the creation and playing of games
- ☐ 12 apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group
- ☐ 13 develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense



General Outcome B: Benefits Health

B20– Functional Fitness

- ☐ 1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition
- ☐ 2 add to the variety of ways for achieving a personal functional fitness level
- ☐ 3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity

Body Image

- ☐ 4 interpret the impact of the media and peer influences on body image
- ☐ 5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity

Well-being

- ☐ 6 analyze the positive benefits gained from physical activity
- ☐ 7 understand the consequences and risks associated with an inactive lifestyle
- ☐ 8 design and implement a plan for personal stress management



General Outcome C: Cooperation

C20– Communication

- ☐ 1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity
- ☐ 2 demonstrate an understanding of behaviour appropriate to positive active living role modelling

Fair Play

- ☐ 3 demonstrate etiquette and fair play

Leadership

- ☐ 4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community

Teamwork

- ☐ 5 develop and apply practices that contribute to teamwork
- ☐ 6 identify and demonstrate positive behaviours that show respect for self and others



General Outcome D: Do it Daily...for Life!

D20– Effort

- ☐ 1 model an active lifestyle
- ☐ 2 refine a personal plan that is self-motivating and encourages ongoing participation

Safety

- ☐ 3 develop and apply safety standards and rules in a variety of activities
- ☐ 4 analyze, design and assess warm-up and cool-down activities
- ☐ 5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others

Goal Setting/Personal Challenge

- ☐ 6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges

- ☐ 7 N/A

Active Living in the Community

- ☐ 8 perform service, leadership and volunteer work related to physical activity, in the school and/or community
- ☐ 9 evaluate the issues that affect decision making in relation to being active daily

PHYSICAL EDUCATION 20 – ALTERNATIVE ENVIRONMENT

Students participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community.

The following are selected examples of Physical Education 20 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A20–1 analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	<ul style="list-style-type: none"> Develop a functional level of competence in alternative-environment skills, by experiencing opportunities for guided and individual practice; e.g., while cycling—changing gears, braking, off-road travel.
A20–7 develop and combine more challenging activity-specific skills in a variety of environments; e.g., snorkelling progressing to scuba diving	<ul style="list-style-type: none"> Experience a number of increasingly more challenging aquatic activities through the development of specific skills; e.g., snorkelling, scuba, underwater hockey, diving, water polo, synchronized swimming, aquasize.



Benefits Health

B20–1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition	<ul style="list-style-type: none"> Discuss carbohydrate loading as it pertains to different performance activity units. Interview an active living role model or athlete who might use carbohydrate loading in order to achieve fitness goals.
B20–7 understand the consequences and risks associated with an inactive lifestyle	<ul style="list-style-type: none"> Research the benefits of increasing an area of functional fitness; e.g., muscular strength, endurance or flexibility, and discuss the impact of inactivity on this component of fitness.







Cooperation

C20–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community	<ul style="list-style-type: none"> Organize and lead an aquatics fitness class for peers or members of the larger community.
C20–5 develop and apply practices that contribute to teamwork	<ul style="list-style-type: none"> In small groups, plan all meals for the group prior to a backpacking trip.



Do it Daily...For Life!

D20–5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others	<ul style="list-style-type: none"> Learn cardiopulmonary resuscitation (CPR), and upon completion, experience a mock emergency scenario to react within different situations; e.g., cross-country ski trip, hiking or camping trip.
D20–6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges	<ul style="list-style-type: none"> Discuss how such factors as gender, culture, environment and cost may influence a person's activity choices. Design an alternative-environment program for the class considering these factors and including long-term and intermediate goals.
D20–9 evaluate the issues that affect decision making in relation to being active daily	<ul style="list-style-type: none"> Identify factors that affect ability to be active on a daily basis. Determine those that are insurmountable and those that can be overcome. Create a one-week schedule of daily activity.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																				
<p>Selected Specific Outcomes</p> <p>A20–5 analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance</p> <p>C20–3 demonstrate etiquette and fair play</p> <p>C20–5 develop and apply practices that contribute to teamwork</p> <p>D20–3 develop and apply safety standards and rules in a variety of activities</p> <p>Criteria</p> <ul style="list-style-type: none">• applies the rules of broomball• encourages players regardless of ability• uses good judgement and displays fair play and sportsmanship <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Broomball—Students demonstrate the skills involved in the game of broomball, including fair play and sportsmanship.</p> <p>Evaluation Strategies</p> <p>Rubric</p> <table><tr><th>4 Excellent</th><th>3 Proficient</th><th>2 Adequate</th><th>1 Limited</th></tr><tr><td>consistently follows the rules of the game</td><td>frequently follows the rules of the game</td><td>occasionally demonstrates the rules of the game</td><td>demonstrates little or no knowledge of the rules of the game</td></tr><tr><td>consistently demonstrates leadership skills and fair play</td><td>frequently plays fairly and considers the safety and well-being of others</td><td>occasionally plays fairly and is considerate of others</td><td>exhibits off-task behaviour, by complaining and criticizing or blaming others</td></tr><tr><td>consistently demonstrates proper skills</td><td>frequently demonstrates proper skills</td><td>occasionally demonstrates proper skills</td><td>rarely, if ever, demonstrates skills</td></tr><tr><td>consistently encourages other players</td><td>frequently encourages other players</td><td>occasionally encourages other players</td><td>rarely, if ever, encourages other players</td></tr></table> <p>Communication Strategies</p> <p>Feedback/Discussion:</p> <ul style="list-style-type: none">• One-on-one feedback—At the end of class, the student refers to a clipboard with a checklist. Immediate feedback allows the student to set goals necessary for the next class.• Oral feedback is given throughout the game. <p>Progress Report Comments:</p> <ul style="list-style-type: none">• Student is able to develop and apply practices that contribute to teamwork.	4 Excellent	3 Proficient	2 Adequate	1 Limited	consistently follows the rules of the game	frequently follows the rules of the game	occasionally demonstrates the rules of the game	demonstrates little or no knowledge of the rules of the game	consistently demonstrates leadership skills and fair play	frequently plays fairly and considers the safety and well-being of others	occasionally plays fairly and is considerate of others	exhibits off-task behaviour, by complaining and criticizing or blaming others	consistently demonstrates proper skills	frequently demonstrates proper skills	occasionally demonstrates proper skills	rarely, if ever, demonstrates skills	consistently encourages other players	frequently encourages other players	occasionally encourages other players	rarely, if ever, encourages other players	<p>Having students teach alternative-environment activities to community groups is an excellent way for them to develop leadership skills. For example, students can go to various groups, such as Scouts or Brownies, to teach orienteering skills. Students assume responsibility for designing and setting up the activity, teaching the rules and skills needed for orienteering; e.g., map and compass reading, running and jumping, and ensuring the course is safe and accessible for all. Students can also teach children how to set up their own course in a local park, under various weather conditions, or even in their own backyard. In the winter, students could create a winter orienteering course where children must use snowshoes.</p> <p style="text-align: center;">ABCD's of Physical Education</p> <div><div> Activity</div><div> Benefits Health</div><div> Cooperation</div><div> Do it Daily...for Life!</div></div>
4 Excellent	3 Proficient	2 Adequate	1 Limited																		
consistently follows the rules of the game	frequently follows the rules of the game	occasionally demonstrates the rules of the game	demonstrates little or no knowledge of the rules of the game																		
consistently demonstrates leadership skills and fair play	frequently plays fairly and considers the safety and well-being of others	occasionally plays fairly and is considerate of others	exhibits off-task behaviour, by complaining and criticizing or blaming others																		
consistently demonstrates proper skills	frequently demonstrates proper skills	occasionally demonstrates proper skills	rarely, if ever, demonstrates skills																		
consistently encourages other players	frequently encourages other players	occasionally encourages other players	rarely, if ever, encourages other players																		

PHYSICAL EDUCATION 20 – DANCE

Students participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Students gain awareness of and respect for their own and other cultures, enhance cooperation skills, and develop skills that are transferable to social situations in the community.

The following are selected examples of Physical Education 20 specific outcomes.



Activity

Specific Outcomes	Illustrative Examples
A20-3 analyze, evaluate and modify performance of nonlocomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	<ul style="list-style-type: none"> Complete a checklist that identifies nonlocomotor skills used in various dances. Then discuss and apply ways to improve performance.
A20-8 develop and perform more complex dances	<ul style="list-style-type: none"> Create and add more complexities to a line dance; e.g., turns, change of direction, expressive arm/leg movements, equipment such as ropes or hoops.
A20-9 choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty	<ul style="list-style-type: none"> Using a variety of resources; e.g., Internet and CDROMs, research the development of various dances, taking into consideration differences in individual abilities, interests, gender and cultural backgrounds. Demonstrate and lead the class in a dance, with appropriate explanation.



Benefits Health

B20-2 add to the variety of ways for achieving a personal functional fitness level	<ul style="list-style-type: none"> Experiment with a variety of dances, and determine different levels and types of fitness required for each. Discuss how improved fitness affects performance.
B20-6 analyze the positive benefits gained from physical activity	<ul style="list-style-type: none"> Calculate working heart rate $(220 - \text{age}) \times 70\%$ and maximum heart rate $(220 - \text{age}) \times 85\%$. Monitor progress to see how different dances raise heart rate closer to the maximum heart rate.



Cooperation

C20-4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community	<ul style="list-style-type: none"> In small groups, teach a new street or line dance to the class or another group. As an individual, assess instructional performance, making recommendations for improvement.
C20-6 identify and demonstrate positive behaviours that show respect for self and others	<ul style="list-style-type: none"> Generate and demonstrate criteria for dance etiquette within a social dance context.



Do it Daily...For Life!

D20-8 perform service, leadership and volunteer work related to physical activity, in the school and/or community	<ul style="list-style-type: none"> Assist in facilitating a dance event in the school or in the community.
---	---

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																																													
<p>Selected Specific Outcomes</p> <p>A20–9 choreograph, perform and interpret dance for self and others; e.g., jazz, social and novelty</p> <p>C20–4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community</p> <p>C20–5 develop and apply practices that contribute to teamwork</p> <p>Criteria</p> <ul style="list-style-type: none">provides leadership for peers through effective communication and demonstrationworks as a group memberrhythmic movement is expressive and consistent with the thememovements are coordinated with musictechniques of dance style are consistent and appropriateparticipates in activity <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Line Dance—Students work in groups of four or five to create and perform a line dance.</p> <p>Evaluation Strategies</p> <p>Analytic Rating Scale (Self-evaluation)</p> <table><tr><th>Leadership/Followership Skills</th><th>Consistently</th><th>Frequently</th><th>Occasionally</th><th>Rarely, if ever</th></tr><tr><td>Contributes to the group</td><td></td><td></td><td></td><td></td></tr><tr><td>Willing to compromise/cooperate</td><td></td><td></td><td></td><td></td></tr><tr><td>Uses good judgement in choice of music and choreography</td><td></td><td></td><td></td><td></td></tr><tr><td>Consistent, focused</td><td></td><td></td><td></td><td></td></tr><tr><td>Encourages peers</td><td></td><td></td><td></td><td></td></tr><tr><td>Willing to consider ideas of others</td><td></td><td></td><td></td><td></td></tr><tr><td>Enthusiastic</td><td></td><td></td><td></td><td></td></tr><tr><td>Responds to suggestions of others</td><td></td><td></td><td></td><td></td></tr></table> <p>Communication Strategies</p> <ul style="list-style-type: none">Self-reflection by including comments in journal.Teacher feedback. <p>Progress Report Comments:</p> <ul style="list-style-type: none">Student is able to choreograph, perform and interpret dance for self and others.	Leadership/Followership Skills	Consistently	Frequently	Occasionally	Rarely, if ever	Contributes to the group					Willing to compromise/cooperate					Uses good judgement in choice of music and choreography					Consistent, focused					Encourages peers					Willing to consider ideas of others					Enthusiastic					Responds to suggestions of others					<p>Organize a field trip to see a professional dance display; e.g., ballet, dance musical. After the field trip, discuss with students how the performers conveyed feelings through movement. Have students identify a number of words that convey feelings/emotions, and have them incorporate these words into a creative dance. After performing their dance, have students choose a partner. Partners then contrast each other’s emotions through movements. For example, if one is running fast to convey happiness, the other partner would run fast to convey anger. Have the other students who are watching try to figure out the feelings/emotions conveyed by the pair.</p>
Leadership/Followership Skills	Consistently	Frequently	Occasionally	Rarely, if ever																																										
Contributes to the group																																														
Willing to compromise/cooperate																																														
Uses good judgement in choice of music and choreography																																														
Consistent, focused																																														
Encourages peers																																														
Willing to consider ideas of others																																														
Enthusiastic																																														
Responds to suggestions of others																																														

ABCD's of Physical Education

Activity

Benefits Health

Cooperation

Do it Daily...For Life!

PHYSICAL EDUCATION 20 – GAMES

Students participate in a variety of games to develop individual and manipulative skills, techniques, strategies, and spatial awareness. Inherent in playing all games are cooperation, respect for others, fair play and etiquette.

The following are selected examples of Physical Education 20 specific outcomes.



Specific Outcomes	Illustrative Examples
A20–5 analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	<ul style="list-style-type: none"> Based on established criteria, assess skill execution within game scenarios. Then provide feedback to a partner on how to improve performance.
A20–10 develop and refine activity-specific skills in a variety of games	<ul style="list-style-type: none"> Using stations and task cards, practise specific games skills as individuals, with a partner or within a group; e.g., overhead pass, jump shot, screen.
A20–11 apply the relationship among skills, rules and strategies in the creation and playing of games	<ul style="list-style-type: none"> Lead peers through the playing of an innovative game that has been designed to fit within a particular type of game structure; e.g., indicate the similarities between the rules, skills and strategies of the innovative game and the rules, skills and strategies of other known games of a similar nature—basketball, soccer, hockey.




B20–1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition	<ul style="list-style-type: none"> Compare the nutritional requirements needed for a basketball game as compared to a long distance run. Participate in each activity to assist with the comparison.
B20–2 add to the variety of ways for achieving a personal functional fitness level	<ul style="list-style-type: none"> Participate in an active game that will enhance different components of functional fitness, then identify and analyze those components. Through testing, identify a weak area of fitness. Using a variety of games-related activities, design a program to improve fitness; e.g., use a medicine ball circuit to improve core body strength.



C20–3 demonstrate etiquette and fair play	<ul style="list-style-type: none"> Generate examples of behaviours that show fair play in physical activities; e.g., positive feedback, showing respect for officials. After participating in games, assess self and others using established criteria.
C20–5 develop and apply practices that contribute to teamwork	<ul style="list-style-type: none"> Develop strategies with a partner, when playing doubles court games; e.g., in tennis, move as a unit up and back.



D20–2 refine a personal plan that is self-motivating and encourages ongoing participation	<ul style="list-style-type: none"> Develop an activity log that keeps track of personal participation over a 12-week period. Set realistic, yet challenging personal goals to reach over this time period, and assess performance at the end of this time.
D20–8 perform service, leadership and volunteer work related to physical activity, in the school and/or community	<ul style="list-style-type: none"> Plan, publicize and lead a games theme night or intramural program at the school for other students. Themes could include: A Tribute to Active Living, Games Across the Globe, Mini-Olympics.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																									
<p>Selected Specific Outcomes</p> <p>A20–10 develop and refine activity-specific skills in a variety of games</p> <p>B20–2 add to the variety of ways for achieving a personal functional fitness level</p> <p>B20–6 analyze the positive benefits gained from physical activity</p> <p>D20–1 model an active lifestyle</p> <p>Criteria</p> <ul style="list-style-type: none">• accepts referees’ decisions• identifies health benefits related to activity• demonstrates skills• cooperates and applies the rules of the game <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Team Handball—Students will demonstrate the basic skills involved in the game of team handball.</p> <p>Physical Activity Questionnaire (open-ended questions)</p> <p>1. How do you rate the amount of physical activity you perform daily?</p> <p><input type="checkbox"/> slightly active <input type="checkbox"/> moderately active <input type="checkbox"/> very active</p> <p>2. Which physical activities do you engage in on a regular basis?</p> <p>3. Rank the following fitness components, according to how often you address them, using:</p> <p>4 = daily; 3 = 3–6 times a week; 2 = seldom; 1 = never.</p> <p><input type="checkbox"/> cardio-respiratory endurance</p> <p><input type="checkbox"/> muscular endurance</p> <p><input type="checkbox"/> muscular strength</p> <p><input type="checkbox"/> flexibility</p> <p>4. Identify your personal fitness growth plan. _____</p> <p>5. What can you conclude about your fitness pattern? _____</p> <p>6. How will you evaluate your fitness growth plan? _____</p> <p>7. Identify an active living role model in your life. _____</p> <p>Evaluation Strategies</p> <table><tr><th>Analytic Rating Scale</th><th>Consistently</th><th>Frequently</th><th>Occasionally</th><th>Rarely, if ever</th></tr><tr><td>Accepts referees’ decisions</td><td></td><td></td><td></td><td></td></tr><tr><td>Identifies health benefits related to activity</td><td></td><td></td><td></td><td></td></tr><tr><td>Demonstrates skills</td><td></td><td></td><td></td><td></td></tr><tr><td>Cooperates and applies the rules of the game</td><td></td><td></td><td></td><td></td></tr></table> <p>Communication Strategies</p> <ul style="list-style-type: none">• The physical activity questionnaire can be returned with teacher comments. <p>Progress Report Comments:</p> <ul style="list-style-type: none">• Student consistently models an active lifestyle.	Analytic Rating Scale	Consistently	Frequently	Occasionally	Rarely, if ever	Accepts referees’ decisions					Identifies health benefits related to activity					Demonstrates skills					Cooperates and applies the rules of the game					<p>Identify a number of teams in the community that require coaching assistance. Encourage students to become involved in coaching by offering a Level 1 National Coaching Certification Program through the school, physical education class or clinic within the community. As part of physical education class, allow students who are coaching to try out a practice with the rest of the students in the class. Allow other students to provide feedback about the content of the practice—to make comments about things that were good and to offer suggestions for things that could be modified.</p> <p>ABCD’s of Physical Education</p> <div><p>Activity Benefits Health Cooperation Do it Daily...for Life</p></div>
Analytic Rating Scale	Consistently	Frequently	Occasionally	Rarely, if ever																						
Accepts referees’ decisions																										
Identifies health benefits related to activity																										
Demonstrates skills																										
Cooperates and applies the rules of the game																										

PHYSICAL EDUCATION 20 – TYPES OF GYMNASTICS

Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics.

The following are selected examples of Physical Education 20 specific outcomes.



Specific Outcomes	Illustrative Examples
A20–5 analyze, evaluate and modify performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	<ul style="list-style-type: none"> Create a small group floor/mat routine, based upon a particular theme, which includes the use of manipulatives; e.g., hoops, balls, skipping ropes.
A20–12 apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group	<ul style="list-style-type: none"> Create a three- or five-person pyramid, using a solid base and safe dismounts.







B20–1 compare and contrast different nutrition programs that will positively affect performance in physical activity; e.g., pre- and post-competition	<ul style="list-style-type: none"> Discuss or write about the benefits of healthy eating habits. Implement a change in personal eating habits, and monitor results over one month. Discuss the changes experienced.
B20–4 interpret the impact of the media and peer influences on body image	<ul style="list-style-type: none"> Review various messages related to body image presented in the media; e.g., models, body builders. Critique and compare media images with your own personal and preferred body images.



C20–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	<ul style="list-style-type: none"> Work together to create a balance or a pyramid, demonstrating collaborative action.
C20–2 demonstrate an understanding of behaviour appropriate to positive active living role modelling	<ul style="list-style-type: none"> Make connections between developing upper-body strength in gymnastics and complementary active lifestyles.



D20–3 develop and apply safety standards and rules in a variety of activities	<ul style="list-style-type: none"> Create a floor routine, using a variety of equipment, and diagram it on paper. The diagram should outline safety features to take into consideration when setting up the equipment and performing the routine. Demonstrate these features during the performance.
D20–4 analyze, design and assess warm-up and cool-down activities	<ul style="list-style-type: none"> At the end of the class, share a cool-down stretch and relaxation routine.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																																			
<p>Selected Specific Outcomes</p> <p>A20–12 apply a combination of the basic skills in a variety of gymnastic and movement experiences individually, with a partner, or in a group</p> <p>D20–3 develop and apply safety standards and rules in a variety of activities</p> <p>Criteria</p> <ul style="list-style-type: none">• cooperates with group members• uses different levels• demonstrates safety guidelines for pyramids• demonstrates control• demonstrates a variety of balances <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Pyramid Building—Groups of four or five students work together to build an original pyramid, using all group members.</p> <p>Evaluation Strategies</p> <p>Analytic Rating Scale</p> <table><tr><th>Pyramid Evaluation</th><th>Consistently</th><th>Frequently</th><th>Occasionally</th><th>Rarely, if ever</th></tr><tr><td>Cooperates with group members</td><td></td><td></td><td></td><td></td></tr><tr><td>Demonstrates control (minimum 3 seconds)</td><td></td><td></td><td></td><td></td></tr><tr><td>Demonstrates a variety of balances</td><td></td><td></td><td></td><td></td></tr><tr><td>Aesthetically pleasing</td><td></td><td></td><td></td><td></td></tr><tr><td>Demonstrates safety guidelines</td><td></td><td></td><td></td><td></td></tr><tr><td>Uses different levels</td><td></td><td></td><td></td><td></td></tr></table> <p>Communication Strategies</p> <p>Classroom Discussion:</p> <ul style="list-style-type: none">• Teacher provides feedback to students, using a photograph of the pyramid and a rating scale. Teacher comments on students’ demonstration of self-confidence while performing the pyramid.• Videotape the students building their pyramids. View performances to generate discussion. <p>Progress Report Comments:</p> <ul style="list-style-type: none">• Student is able to develop and apply safety standards and rules in a variety of activities.	Pyramid Evaluation	Consistently	Frequently	Occasionally	Rarely, if ever	Cooperates with group members					Demonstrates control (minimum 3 seconds)					Demonstrates a variety of balances					Aesthetically pleasing					Demonstrates safety guidelines					Uses different levels					<p>In groups of three, have students put together a 2-minute musical routine, demonstrating partner balances. Students could identify a theme surrounding functional fitness to put together the routine. For example, a theme of strength could be used when students perform partner balances. Various aspects of strength could be incorporated, such as supports, counterbalance and countertension. If students agree, have them perform for other members of the school to promote active living.</p> <p>ABCD’s of Physical Education</p> <div></div>
Pyramid Evaluation	Consistently	Frequently	Occasionally	Rarely, if ever																																
Cooperates with group members																																				
Demonstrates control (minimum 3 seconds)																																				
Demonstrates a variety of balances																																				
Aesthetically pleasing																																				
Demonstrates safety guidelines																																				
Uses different levels																																				

PHYSICAL EDUCATION 20 – INDIVIDUAL ACTIVITIES

Students participate in running, jumping and throwing activities; individual manipulatives; combative or self-defense activities; and target activities.

The following are selected examples of Physical Education 20 specific outcomes.



Specific Outcomes	Illustrative Examples
A20–1 analyze, evaluate and modify performance of locomotor skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance	<ul style="list-style-type: none"> Refine hurdling technique. Observe and give feedback to a partner on a three-hurdle course in which there is a choice of heights for the hurdles.
A20–13 develop and combine more challenging activity-specific skills in a variety of individual pursuits; e.g., self-defense	<ul style="list-style-type: none"> Develop specific skills for wheel-based activities; e.g., inline skating, unicycling, skateboarding, cycling. Take part in an Inuit leg wrestling challenge.







B20–3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity	<ul style="list-style-type: none"> Work with other students to design, perform and evaluate fitness plans, incorporating: <ul style="list-style-type: none"> the principles of training—progression, overload and specificity knowledge of cardio-respiratory, muscular and skeletal systems.
B20–5 discuss the effects of performance-enhancing substances on body type and body image as a part of physical activity	<ul style="list-style-type: none"> Discuss the consequences of performance-enhancing substances. Discuss how participation in activities without these substances is a much healthier, safer and more ethical choice.
B20–8 design and implement a plan for personal stress management	<ul style="list-style-type: none"> After exposure to a wide variety of stress management techniques; e.g., tai chi, yoga, identify relaxation techniques and stress management strategies to alleviate stress. Design a plan to use these strategies when feeling stressed.



C20–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity	<ul style="list-style-type: none"> When learning challenging circus specialty techniques; e.g., unicycling, using stilts, juggling, record your feelings; e.g., frustration, pride. Discuss the effect of the optimal challenge level—is it exciting or is it boring.
--	--



D20–1 model an active lifestyle	<ul style="list-style-type: none"> Choose one individual activity in which to take part for at least 20 minutes per day, 3 days per week. Monitor activity by keeping an activity log for one month.
D20–5 demonstrate first aid principles and survival skills as they relate to physical activity; e.g., camping; and, identify and analyze potential hazards that might affect self and others	<ul style="list-style-type: none"> Identify potential injuries that could be incurred in a chosen individual activity. Demonstrate ways to prevent such injuries.

Sample Assessment, Evaluation and Communication Strategies	Active Living Opportunities																		
<p>Selected Specific Outcomes</p> <p>B20–2 add to the variety of ways for achieving a personal functional fitness level</p> <p>B20–3 plan, assess and maintain personal fitness, using the principles of training: progression, overload and specificity</p> <p>D20–1 model an active lifestyle</p> <p>D20–6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges</p>	<p>Students should not only be able to assess their own fitness, but also that of others. Students could set up an Active Living Health Fair at their school, where other students are encouraged to come and have their fitness assessed by members of the class. Students would assess various components of strength, endurance, agility and speed, for example, to provide an overall assessment. Based on each person’s results, students can offer activity and nutritional suggestions for how to improve performance. Students should follow up with the people they assessed to see if their functional fitness improved over a period of time.</p>																		
<p>Criteria</p> <ul style="list-style-type: none">• determines present level of physical fitness• sets a fitness goal• outlines an action plan• implements the plan within a specified timeline• monitors progress toward achievement of goal• determines and communicates what accounts for the changes• identifies areas for future development <p>Assessment Strategies/Activities</p> <p>Performance Task</p> <p>Personal Fitness Plan—Students develop a personal fitness plan.</p> <p>Oral Communication</p> <ul style="list-style-type: none">• What are your short- and long-term goals?• How do you plan to achieve your goals, and what fitness principles will be addressed?• What activities are you involved in outside physical education class that could help you achieve your goals? <p>Evaluation Strategies</p> <p>Checklist for Goal Setting</p> <table><tr><th>Criteria</th><th>Yes</th><th>No</th></tr><tr><td>Clearly states goals</td><td></td><td></td></tr><tr><td>Clearly states criteria for/evidence of successful completion</td><td></td><td></td></tr><tr><td>Lists resources for support</td><td></td><td></td></tr><tr><td>Establishes a plan to monitor progress</td><td></td><td></td></tr><tr><td>Creates a timeline for completion</td><td></td><td></td></tr></table> <p>Communication Strategies</p> <p>Classroom Discussion:</p> <ul style="list-style-type: none">• One-on-one feedback—The student meets with the teacher to discuss the personal fitness plan. <p>Progress Report Comments:</p> <ul style="list-style-type: none">• Student is able to determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges	Criteria	Yes	No	Clearly states goals			Clearly states criteria for/evidence of successful completion			Lists resources for support			Establishes a plan to monitor progress			Creates a timeline for completion			<p style="text-align: center;">ABCD's of Physical Education</p> <div><div><p>Activity</p></div><div><p>Benefits Health</p></div><div><p>Cooperation</p></div><div><p>Do it Daily...for Life!</p></div></div>
Criteria	Yes	No																	
Clearly states goals																			
Clearly states criteria for/evidence of successful completion																			
Lists resources for support																			
Establishes a plan to monitor progress																			
Creates a timeline for completion																			

