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ABSTRACT

This guide for a suggested secondary school physical education program is in two parts. The first part, a curriculum guide, contains general statements outlining program content and rationale, goals and learning outcomes, and growth and developmental characteristics of junior and senior high school students. Program management, teaching methods, and student evaluation are also addressed. In the second part, a resource guide, nonprescriptive activity sequence charts list skills and skill levels for activities in seven categories: (1) team games; (2) individual and dual activities; (3) gymnastics; (4) dance; (5) aquatics; (6) fitness; and (7) outdoor pursuits. Within each activity category, specific skills are listed, with suggested student ability levels at which they can be introduced, regardless of student grade level. Learning outcomes for affective, cognitive, and psychomotor domains are provided for each category. Instructional techniques for implementing the levels approach are introduced, with sample applications for junior and senior high school tennis and volleyball. Aspects of program evaluation and grading guidelines are discussed, and a program implementation outline and flow chart are provided. (FG)

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Province of British Columbia  
Ministry of Education  
CURRICULUM DEVELOPMENT BRANCH

# Secondary Physical Education Curriculum and Resource Guides

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## FOREWORD

These curriculum and resource guides have been prepared with the assistance of numerous teachers and resource personnel from throughout the province of British Columbia, the B.C. Physical Education Teachers Association, and the Physical Education Society of B.C. In addition, the results of the 1978-79 Physical Education Assessment conducted by the Learning Assessment Branch of the Ministry of Education were reviewed and used in verifying and/or modifying aspects of the revision of the 1961 guide.

The need to revise the 1961 guide became apparent during the late 1960's when many physical educators throughout the province began to modify programs to meet the changing needs of their students. These programs incorporated activities which could be participated in throughout one's lifetime and emphasized the need to recognize individual differences. It was felt that the provincial guide should more closely represent the evolving programs.

This book has been organized into two parts. "Part A: Curriculum Guide" contains the overall intent and content of the program. General statements outlining teaching considerations and evaluation are also included. "Part B: Resource Guide" provides basic resource information and suggestions for educators.

The curriculum guide views physical education as an outgrowth of needs resulting from the normal growth and development of children. These needs are expressed in terms of basic goals and learning outcomes which can be attained through a comprehensive program of physical activities. A development focus emphasizing individualized instruction through the use of levels approach has been suggested as a means of attaining the goals and learning outcomes. The seven activity categories recommended in the curriculum guide include team games, individual and dual activities, gymnastics, dance, aquatics, fitness and outdoor pursuits.

The section in the curriculum guide entitled "Program Considerations" provides teachers with guidance in managing the Physical Education Program. Important curricular considerations are outlined in the program content section while the essential nature of accountability in Physical Education is addressed in the concluding section, "Evaluation and Grading".

The second part, the resource guide, provides teachers with activity sequence charts for a representative number of activities. To assist teachers in implementing their program, it also includes instructional and organizational procedures.

To further assist in developing the program, a series of activity handbooks has been developed and is available from Publication Services, Ministry of Education.

# SECONDARY PHYSICAL EDUCATION CURRICULUM AND RESOURCE GUIDES

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# A. Curriculum Guide

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## I. INTRODUCTION

### 1. Rationale

Physical Education has unique and significant contributions to make to the total education of every student. Through movement-centered experiences, Physical Education provides a basis on which individual development can be maximized in the cognitive, affective and psychomotor domains. Physical Education is therefore, that portion of the education process which utilizes physical activity as a primary means for stimulating mental-intellectual, social-emotional and physical growth and development.

For the purpose of this guide, Physical Education consists of those experiences which occur in the Physical Education class instructional program

The Physical Education program should provide for:

- a) Affective development as it refers to adjusting both to self and others. It is concerned with developing an appreciation and enjoyment of an activity for its own sake and recognizing the individual self-worth of each participant.
- b) Cognitive development as it involves knowledge, perception, memory, imagination, creative ability, thinking and reasoning related to performing physical activities.
- c) Psychomotor development as it is concerned with motor proficiency and physiological functioning in the performance of physical activities.

### 2. Program

The junior secondary program should review and refine all basic movement skills developed through the elementary physical education program. In addition, it should be comprehensive enough to expose students to a broad and diversified program of physical activities.

The senior secondary school program should provide students with opportunities to develop greater proficiency in a variety of skills and to reinforce the knowledge, attitudes and strategies learned previously. Students should begin to specialize in the activities they enjoy most and in which they experience the greatest success. Programs should emphasize lifetime and leisure-oriented physical activities.

## II. GROWTH AND DEVELOPMENT CHARACTERISTICS

Physical Education aims to develop individuals who are physically, intellectually, emotionally and socially mature. It is evident that children and young adults follow clear growth patterns from infancy throughout adolescence; that definite developmental periods can be identified; and that an individual's normal growth and development requires vigorous physical activity daily. Therefore, the general characteristics of children at various stages of their growth and development must be considered in program planning. This guide has been developed in accordance with these characteristics.

The following section indicates general physical, mental-intellectual, and social-emotional characteristics that are typical of Junior Secondary and Senior Secondary youth (Krogman: 1972), (Rarick: 1973). It also attempts to indicate how these characteristics are reflected in the Physical Education program.

## 1. Junior Secondary Youth

### a) Physical Characteristics

The student:

- undergoes rapid physical change
- demonstrates variable co-ordination and muscular control

### b) Mental-Intellectual Characteristics

The student:

- uses imaginative and creative approaches
- reasons and discusses with increasing ability
- accepts responsibilities and makes decisions with increasing ability
- develops interest in and awareness of social issues and concerns
- enjoys activities requiring skill
- develops keen interests in team sports

### c) Social-Emotional Characteristics

The student:

- develops strong peer-group loyalty
- becomes more interested in personal care and hygiene
- is subject to strong emotional fluctuations
- develops increased sexual awareness
- develops permanent friendships
- assumes responsibility for personal and group behaviour
- develops awareness of fairness and equality in social relationships

### d) Program Implications

The student needs to:

- engage in activities that develop endurance, strength, flexibility, agility and speed
- understand the reasons for good health habits and the problems that may be faced during early teen and young adulthood years
- understand that sexual maturation will occur
- have opportunities to make choices and decisions in the planning of the program
- have abundant opportunities to participate in team and individual activities that provide encouragement through the development of skill, loyalty and acceptance
- learn problem-solving techniques
- have progress and achievement evaluated so that strengths and weaknesses may be recognized
- develop grace in movement
- develop confidence in social situations through co-educational activities
- engage in activities which develop leadership and responsibility
- develop good sportsmanship
- engage in activities that develop a positive self-concept
- know the importance of skills and rules and be able to apply them to game situations

## 2. Senior Secondary Youth

### a) Physical Characteristics

The student:

- approaches physical maturation
- becomes increasingly interested in personal grooming and health
- develops increased physical strength and muscular co-ordination

#### b) Mental-Intellectual Characteristics

The student:

- tends to be interested in both individual and team activities
- shows an increased interest in intellectual and aesthetic pursuits
- increases attention span and abilities in abstract thinking
- becomes more interested in making decisions concerning the future
- becomes more aware of personal abilities and achievements

#### c) Social-Emotional Characteristics

The student:

- exhibits strong peer-group loyalty
- develops sensitivity towards the opposite sex
- increases awareness and interest in social graces and courtesies
- is concerned with fairness and consistency in social relationships
- develops an appreciation of individual abilities
- assumes responsibilities for personal decisions and actions in the choice of leisure pursuits and the maintenance of regular physical activity
- learns to accept winning and losing within the context of the given activity
- tends to assert personal independence
- questions traditionally accepted customs, values and procedures

#### d) Program Implications

The students needs to:

- participate in advanced individual and team skills and strategies
- use self testing activities and general fitness tests to evaluate their general health and fitness program
- have opportunities to select and specialize in activities of interest
- engage in activities which increase rhythm, poise and grace
- understand daily health practices regarding activity, nutrition and rest
- participate in activities which require a high degree of energy
- have the opportunity to feel adequate in a variety of sports and leisure-time activities
- develop standards of conduct, manners and dress
- learn through play that rules are essential in competitive play and in everyday life
- participate in an increasing number of co-educational activities
- engage in activities which develop leadership and responsibility

### III. GOALS AND LEARNING OUTCOMES

As already noted, Physical Education is an integral part of the total educational process, striving for the same general goals that give purpose to all the learning activities within the school. Moreover, it contributes significantly to the satisfaction of the student's physical, intellectual, emotional and social development needs. These basic needs provide the foundation upon which the general goals and learning outcomes of this guide are founded.

Specific outcomes, directly related to program content, are included in section II of the resource guide.

The goals and learning outcomes developed for this curriculum guide have incorporated and extended those in Goal M of the Ministry of Education, Science and Technology's Guide to The Core Curriculum (1977) and the provincial Physical Education Assessment (1980). They include the following:

- A. The physical education program should assist students in developing and maintaining positive personal attributes and interpersonal relationships as well as a positive attitude towards participation in physical activity.
- B. The physical education program should assist students in developing knowledge and understanding of factors involved in attaining competence in and appreciation of physical activity.
- C. The physical education program should assist students in developing efficient and effective motor skills and enable them to apply these skills in a wide variety of physical activities.
- D. The physical education program should assist students in developing and maintaining physical fitness.

### GOAL A

THE SECONDARY PHYSICAL EDUCATION PROGRAM SHOULD ASSIST STUDENTS IN DEVELOPING AND MAINTAINING POSITIVE PERSONAL ATTRIBUTES AND INTERPERSONAL RELATIONSHIPS AS WELL AS A POSITIVE ATTITUDE TOWARDS PARTICIPATION IN PHYSICAL ACTIVITY.

#### Learning Outcomes

By the end of the secondary physical education program, students should be able to demonstrate:

- 1. a positive attitude toward the achievement of personal competence in physical activities
- 2. a positive attitude toward the unique physical ability of self and others
- 3. responsibility for their own behaviour
- 4. a positive attitude toward the development and lifetime maintenance of an appropriately high level of physical fitness
- 5. a positive attitude toward physical activity as an aesthetic experience such as an appreciation of form and style as it applies to their personal-movement patterns
- 6. a positive attitude toward physical activity as a social experience such as appreciating the role of leadership through experience
- 7. a positive attitude toward the value of physical activity for health and fitness

### GOAL B

THE SECONDARY PHYSICAL EDUCATION PROGRAM SHOULD ASSIST STUDENTS IN DEVELOPING KNOWLEDGE AND UNDERSTANDING OF FACTORS INVOLVED IN ATTAINING COMPETENCE IN AND APPRECIATION OF PHYSICAL ACTIVITY.

#### Learning Outcomes

By the end of the secondary physical education program students should be able to demonstrate:

- 1. an understanding of rules, techniques, and strategies involved in various physical activities
- 2. an understanding of movement principles including concepts related to body mechanics and safety, such as integrating time, weight and space in developing a successful spike in volleyball
- 3. an understanding of concepts and methods necessary to achieve an appropriately high level of physical fitness such as the specificity of aerobic and anaerobic training and the importance of nutrition as it relates to physical activity

4. an understanding of physiological concepts related to physical activity, such as the value of functionally effective posture and the effects of regular exercise on cardiovascular function
5. an understanding of psychological concepts related to physical activity, such as the relationship between physical activity and physical and mental stress
6. an understanding of concepts related to the structure and function of the following body systems: circulatory, digestive, endocrine, excretory, muscular, nervous, respiratory, and skeletal, together with an understanding of how these systems interrelate and how they are affected by physical activity

## GOAL C

THE SECONDARY PHYSICAL EDUCATION PROGRAM SHOULD ASSIST STUDENTS IN DEVELOPING EFFICIENT AND EFFECTIVE MOTOR SKILLS AND ENABLE THEM TO APPLY THESE SKILLS TO A WIDE VARIETY OF PHYSICAL ACTIVITIES.

### Learning Outcomes

By the end of the secondary physical education program students should be able to demonstrate:

1. proficiency in locomotor skills such as walking, running, jumping, galloping and skipping, together with effective use of these skills in physical activities
2. proficiency in non-locomotor skills such as pushing, pulling, bending, stretching, and twisting, together with effective use of these skills in physical activities
3. proficiency in manipulative skills such as throwing, catching, kicking, and striking together with effective use of these skills in physical activities
4. proficiency in motor abilities such as balance, hand-eye co-ordination, and agility, together with effective use of these abilities in physical activities
5. proficiency in the use of space such as moving in different directions using forward, backward and sideward movements, together with effective use of this ability in physical activities
6. a solution to movement problems, such as designing a floor exercise routine in gymnastics
7. proficiency in a variety of activities selected from individual, dual and group activities in games, gymnastics, dance, aquatics, and outdoor pursuits

## GOAL D

THE SECONDARY PHYSICAL EDUCATION PROGRAM SHOULD ASSIST STUDENTS IN DEVELOPING AND MAINTAINING PHYSICAL FITNESS.

### Learning Outcomes

By the end of the secondary physical education program students should be able to demonstrate:

1. an appropriately high level of physical development in the specific fitness components of cardiovascular endurance, muscular endurance, strength and flexibility
2. an appropriate level of physical development in the specific anthropometric components of weight and body composition
3. the ability to assess and interpret personal physical fitness using appropriate measurement techniques and instruments. Fitness components to be assessed should include cardiovascular endurance, muscular endurance, strength, flexibility and anthropometric measures such as height, weight, girth, and percent body fat.

## IV. PROGRAM CONTENT

### 1. Program Scope

In order to successfully achieve the stated goals and learning outcomes, a comprehensive program in Physical Education must be established. It must provide opportunities for the progressive development of the affective, cognitive and psychomotor domains while recognizing that individuals have different needs and develop at different rates.

To provide a developmental framework which will assist in accomplishing the goals and learning outcomes of the curriculum, the course content is divided into seven major activity categories. These seven activity categories were selected to provide a balance between the more traditional approaches to Physical Education and the emerging emphasis on leisure-oriented physical activities. Although the activity sequence charts themselves primarily reflect a developmental focus in the psychomotor domain it is essential that the affective, cognitive and psychomotor domains are integrated in the program.

Each of the seven major activity categories is illustrated by a number of activities which can be used to achieve the specific outcomes of the particular category.

These activities are not meant to be all-inclusive or prescriptive in nature but represent a number of physical activities which provide a focus through which the goals and learning outcomes can be attained. *ADDITIONAL ACTIVITIES MAY BE DEVELOPED LOCALLY IN KEEPING WITH UNIQUE LEARNING CONDITIONS AND NEEDS.*

A graduate of a secondary Physical Education program will have achieved a degree of appreciation, understanding and proficiency in a variety of activities from each category. However, considerations such as facilities and equipment will at times limit the scope of the program (e.g. aquatics). Figure 1 outlines the activity areas to be considered in planning a comprehensive secondary Physical Education curriculum.

Figure 1 Outline of Activity Categories

Team Games	Individual and Dual Activities	Gymnastics	Dance
*Basketball	*Archery	*Men's artistic	Creative
*Field hockey	*Badminton	*Women's artistic	*Folk
*Flag football	Bowling	*Modern rhythmic	Jazz
*Lacrosse	*Cross country	Trampoline	*Social
*Rugby	running		*Square
*Soccer	Curling		
*Softball	Golf		
*Team handball	Handball		
*Volleyball	*Ice skating		
	Judo		
	*Racquetball		
	*Squash		
	Table tennis		
	*Tennis		
	*Track and field		
	*Wrestling		
	Yoga		



<b>Aquatics</b>	<b>Fitness</b>	<b>Outdoor Pursuits</b>
Diving	*Fitness concepts	Backpacking
Skin diving	*Fitness evaluation	Camping
*Swimming	*Training principles	*Canoeing
*Synchronized swimming	*Cardiovascular endurance	*Cross country skiing
	*Strength and muscular endurance	Downhill skiing
	*Flexibility	Kayaking
	*Stress and relaxation	*Orienteering
	*Nutrition	Sailing
		*Snowshoeing

\* Sequence Charts for these activities are included in the resource guide.

## 2. Time Allocation for Activities

Within suggested guidelines, individual schools will determine exact time allocations for each activity category. These guidelines (Fig. 2) have been developed using the following criteria:

- Students should participate in a comprehensive program of physical activities.
- Schools vary in the availability of appropriate facilities, equipment and expertise.
- As students progress into the senior grades they should have greater opportunity to select activities which reflect their individual needs and interests. See Figure 2 (grade 11).

Figure 2 Activity Time Allocation

Grade Level	Team Games	Individual and Dual Activities	Gymnastics	Dance	Aquatics	Fitness*	Outdoor Pursuits
8	20-40%	10-20%	10-20%	10-15%	10-15%	10-15%	10-15%
9	20-35%	15-30%	10-20%	10-15%	10-15%	10-15%	10-15%
10	10-20%	20-30%	10-20%	10-15%	10-15%	10-15%	10-15%
11	0-20%	0-40%	0-20%	0-20%	0-20%	0-30%	0-30%

\* Fitness can be integrated with the other categories or treated as a separate instructional area.

## V. PROGRAM CONSIDERATIONS

### 1. The Co-curricular Program

The co-curricular program includes those school-sponsored physical activities which occur outside normal curricular time. It is considered to be an integral part of the total program of the school and, as such, should be considered a total school responsibility.

## **2. Remedial and Enrichment Programs**

Some students may have behavioural problems and/or physical restrictions which prevent them from participating regularly and actively in the regular Physical Education class instructional program. An adapted program should be made available for such students which not only takes into consideration the students' unique needs but also attempts to accomplish the same goals and learning outcomes as the regular programs. Such programs should only be developed with appropriate professional guidance.

There should also be enrichment opportunities for students who have demonstrated their ability with prerequisite experiences. These experiences may be provided either within the class instructional program or the co-curricular program.

## **3. Physical Education Continuum K - 11**

Secondary Physical Education programs should provide an emphasis on individual development. It is anticipated that elementary, junior secondary and senior secondary teachers will liaise and share knowledge of their programs to ensure continuous student development, from kindergarten to grade 11.

## **4. Co-Educational Classes**

It is generally recommended that the Physical Education class instructional program be provided on a co-educational basis. The teacher should, however, consider the ability of the students and the nature of the activity when grouping for practice or competitive play.

## **5. Dress**

The Physical Education staff should determine and specify clothing and footwear appropriate for the activity being taught.

## **6. Showers**

To encourage personal hygiene, students should be encouraged to take showers after vigorous physical activities.

## **7. Medical**

Students should be encouraged to have regular medical examinations. The Physical Education teacher should be aware of any individual student health problems. Students with a medical restriction should be encouraged to participate in activities appropriate to their physical condition.

## **8. Liability and Safety**

Optimum safety must be ensured at all times. Because of the physical nature of Physical Education there is potential for risk situations; therefore, the teacher should pay particular attention to:

- a) facilities and equipment, standards and regulations
- b) teacher qualifications
- c) the student's skill, understanding, attitude and physical condition
- d) warm-up and major activities
- e) the teaching method
- f) teaching progressions
- g) supervision
- h) safety rules
- i) first aid procedures

## 9. Time Allotment and Scheduling

Schools should endeavor to consider organizational patterns of instruction that permit students to participate daily in Physical Education throughout the school year. (It is recommended that 120 hours of instruction be allocated to physical education.)

# VI. TEACHING CONSIDERATIONS

## 1. Methods

There are a number of teaching methods which are employed effectively in Physical Education. It must be emphasized, however, that teaching methods are to assist students in reaching their maximum potential in Physical Education. Therefore, each teacher will select the method most appropriate to the activity, student needs, available resources and desired learning outcomes.

### a) Direct Method

Both the choice of activity and the manner in which it is performed are decided by the teacher.

### b) Indirect Method

To experiment in learning situations, students are allowed free choice.

### c) Limitation Method

Opportunities are provided for choice, but the teacher imposes limitations upon the activities chosen or the movements used by students.

In moving from direct to indirect methodology, the emphasis shifts to a more student-centered approach to learning. That is, it involves transferring the responsibility from teaching students directly what to do, to students discovering and understanding their own abilities.

*This guide does not advocate any particular method, but by varying and combining the methods of presentation, the teacher gives greater breadth and depth to the students' work, thereby providing variety and interest.*

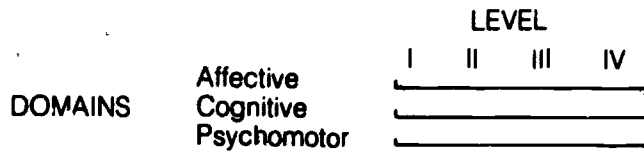
Additional information on teaching methodology is included in the Activity Handbook series, available from the Publications Services Branch, Ministry of Education, Victoria, B.C. Additional sources of information on teaching methodology may be found in Joyce and Weil (1972), Mosston (1966), Eisner (1974), Hellison (1978), Singer and Dick (1974), Heitmann and Kneer (1976).

## 2. Individualization of Instruction

### a) Description

In a comprehensive Physical Education curriculum, emphasis should be placed on providing a sound process for individual development. Individualization may be accomplished through various organizational procedures. These include a variety of class groupings including the whole class, small groups, pairs, or individual students. A suggested means to help accomplish this objective is to use a sequentially developed program of physical activities that integrates the affective, cognitive and psychomotor domains. The guide accommodates this focus by including an organizational structure in which the content of each activity is sequentially organized into four phases or "levels". The term level is used to describe an organizational structure which facilitates individualization through a sequentially-developed hierarchy of skills. Level I emphasizes foundational movement. A hierarchy of more advanced movement skills is emphasized in Levels II, III and IV. (See Figure 3.)

**Figure 3 Organizational Structure**



*Inherent in this organizational structure is the need to integrate the psychomotor domain with both the cognitive and affective domain.*

The activity sequence charts, therefore, provide a movement framework on which to build knowledge and attitudes related to physical activity. They provide a reference for teachers in planning their units of instruction and as an aid in individualizing instruction. This focus gives direction for the attainment of the desired goals and learning outcomes.

**b) Use**

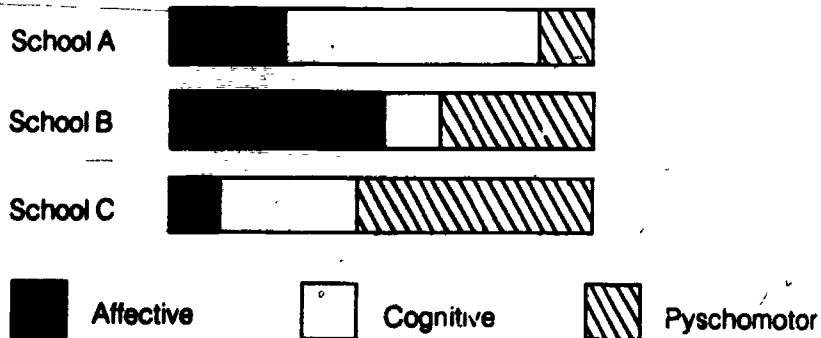
The use of "levels" not only facilitates individualized instruction but also encourages the use of a variety of teaching techniques and strategies. It can be used most effectively when individual differences in growth and development are taken into consideration. Success of the levels approach depends to a large extent on students recognizing that the program is structured to enable them to progress at their own rate.

Progression within and between levels is dependent on individual student achievement and has no direct connection with progression from one grade to the next.

*Physical Education teachers using this and/or other teaching approaches should adapt it so that it best meets the needs of their own particular students and program.*

When implementing specific curricula, emphasis on the three domains will vary according to the nature of the activity being taught, the goals and learning outcome of the program, and the individual characteristics of both students and teacher. (See Figure 4).

**Figure 4 Curricular Emphasis: Soccer**



In any one class student differences will probably necessitate two or more levels being taught at the same time. It is also possible that a student may take a number of instructional units over two or more years before the requirements of a given level will be attained. Generally, it is

anticipated that at least 80% of one particular level will be accomplished with *proficiency* before continuing on to the next level. By the end of the Secondary Physical Education program, the vast majority of students will have achieved at least a Level II proficiency in a minimum of one activity from each category.

It is up to the discretion of the individual Physical Education teacher to determine the necessary degree of proficiency in the affective, cognitive and psychomotor components for a student to progress to the next level. In all cases, however, *proficiency denotes the ability to successfully repeat a particular requirement with consistency.*

Since accurate feedback is required to provide an indication of the extent to which students have progressed towards the attainment of the goals and learning outcomes, a sound basis for assessing student achievement must be provided and progress recorded. (See following section.)

## VII. EVALUATION AND GRADING

It is particularly important that students, teachers, and parents receive input about the students' progress towards attaining the established goals and learning outcomes. And because evaluation is to provide continuous and useful feedback of student progress and program appropriateness to both students and teachers, it must take place not only at the end of but throughout an activity unit. Specific examples and suggestions for evaluation and grading as well as for recording both subjective and objective evaluations on a regular and long-term basis may be found in the resource guide.

*Whereas evaluation is primarily concerned with measuring progress towards attainment of Goals and Learning Outcomes, grading is the teachers method of reporting an estimate of students status within the program.*

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## **B. Resource Guide**

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## I. INTRODUCTION

This resource guide is non-prescriptive; rather, it is intended to provide a variety of basic resource information which will assist educators in implementing the curriculum guide. To facilitate this, it contains the Activity Sequence Charts as well as sections on the Levels Approach, evaluation and grading, and implementation.

## II. ACTIVITY SEQUENCE CHARTS

This section contains a series of specific Activity Sequence Charts illustrating the suggested developmental phases of a variety of activities representing the seven major activity categories of the Physical Education curriculum. Although the charts focus primarily on the psychomotor domain, the integration of all three domains is essential to the levels approach.

*These activities are not meant to be all-inclusive or prescriptive in nature but represent a number of physical activities which provide a focus through which the goals and learning outcomes can be attained. Additional activities may be developed locally in keeping with unique learning conditions and needs.*

Each Activity Sequence Chart emphasizes a progression from foundational to more sophisticated movement patterns. Generally the movement patterns are categorized according to basic or individual skills followed by team or group activities where appropriate. An ● is marked opposite a specific skill at the level where it can be appropriately introduced. Once these skills have been initiated, most of them will continue to be refined at each further level of development.

*It should be emphasized that the developmental phases indicated by these Activity Sequence Charts are recommended rather than prescriptive and provide a framework for individualization of instruction.*

Immediately preceding each activity category is a series of specific outcomes which relate to that particular category.

Figure 5 indicates a suggested outline of activities for the major activity categories and the specific Activity Sequence Charts developed in this section of the resource guide.

**Figure 5 Outline of Activity Categories**

<u><b>Team Games</b></u>	<u><b>Individual and Dual Activities</b></u>	<u><b>Gymnastics</b></u>	<u><b>Dance</b></u>
<ul style="list-style-type: none"> <li>*Basketball</li> <li>*Field hockey</li> <li>*Flag football</li> <li>*Lacrosse</li> <li>*Rugby</li> <li>*Soccer</li> <li>*Softball</li> <li>*Team handball</li> <li>*Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>*Archery</li> <li>*Badminton</li> <li>*Bowling</li> <li>*Cross country running</li> <li>*Curling</li> <li>*Golf</li> <li>*Handball</li> <li>*Ice skating</li> <li>*Judo</li> <li>*Racquetball</li> <li>*Squash</li> <li>*Table tennis</li> <li>*Tennis</li> <li>*Track and field</li> <li>*Wrestling</li> <li>*Yoga</li> </ul>	<ul style="list-style-type: none"> <li>*Men's artistic</li> <li>*Women's artistic</li> <li>*Modern rhythmic</li> <li>Trampoline</li> </ul>	<ul style="list-style-type: none"> <li>Creative</li> <li>*Folk</li> <li>Jazz</li> <li>*Social</li> <li>*Square</li> </ul>
<u><b>Aquatics</b></u>	<u><b>Fitness</b></u>	<u><b>Outdoor Pursuits</b></u>	
<ul style="list-style-type: none"> <li>Diving</li> <li>Skin Diving</li> <li>*Swimming</li> <li>*Synchronized swimming</li> </ul>	<ul style="list-style-type: none"> <li>*Fitness concept</li> <li>*Fitness evaluation</li> <li>*Training principles</li> <li>*Cardiovascular endurance</li> <li>*Strength and muscular endurance</li> <li>*Flexibility</li> <li>*Stress and relaxation</li> <li>*Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Backpacking</li> <li>Camping</li> <li>*Canoeing</li> <li>*Cross country skiing</li> <li>Downhill skiing</li> <li>Kayaking</li> <li>*Orienteering</li> <li>Sailing</li> <li>*Snowshoeing</li> </ul>	

\* Sequence charts for these activities are included in this section.



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# Team Games

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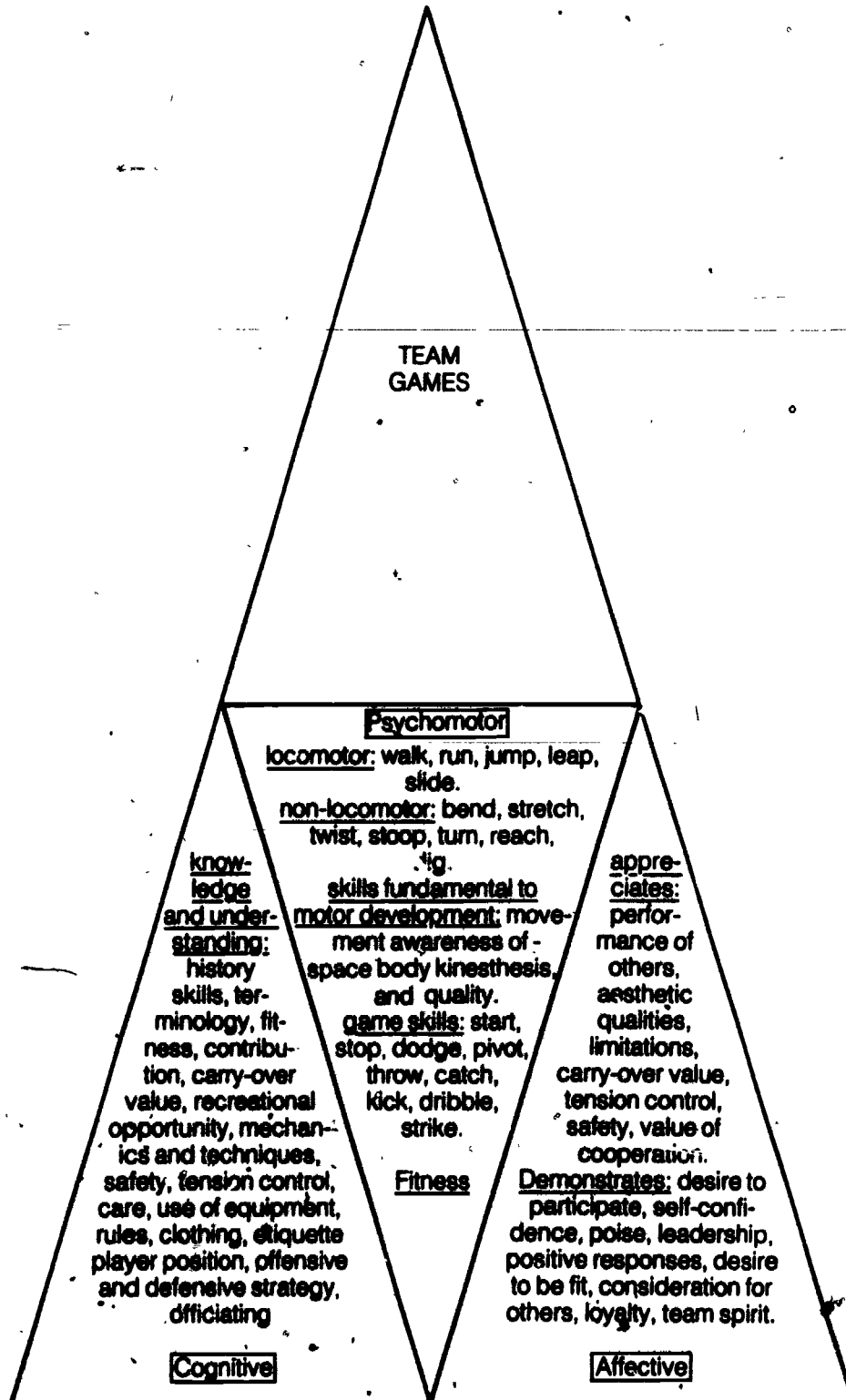
## 1. Team Games - Activity Sequence Charts

✓ Basketball  
Field Hockey  
Flag Football  
Lacrosse  
Rugby  
Soccer  
Softball  
Team Handball  
Volleyball

A team game is a game in which more than two players co-operate as a team when pursuing a common goal. Players occupy designated positions according to the players' specialized abilities at those positions. The fact that teams of individual badminton players, for example, compete against each other does not make badminton a team game in the sense of this definition. The team games illustrated here include basketball, field hockey, flag football, lacrosse, rugby, soccer, softball, team handball and volleyball.

The following triangle illustrates, in point form, specific affective, cognitive and psychomotor outcomes which are particularly emphasized in team sports.

Figure 6 Team Games - Specific Outcomes



ACTIVITY SEQUENCE CHART

Basketball

Skills	LEVEL			
	I	II	III	IV
<b>A. Basic Skills</b>				
<b>1. Running and Stopping</b>				
a) straight ahead	●			
b) dodging and cutting	●			
c) change of pace	●			
d) backwards	●			
e) transition - backwards and forward		●		
f) stride stop				
i) without ball	●			
ii) with ball	●			
g) jump stop				
i) without ball		●		
ii) with ball		●		
<b>2. Catching</b>				
a) orthodox (2 hands)	●			
b) unorthodox (high, low, side)	●			
c) one hand		●		
<b>B. Individual Offensive Skills</b>				
<b>1. Passing</b>				
a) chest	●			
b) bounce	●			
c) overhead	●			
d) baseball	●			
e) hand-off			●	
f) hook			●	
g) 3 man weave			●	
h) one hand — off dribble			●	
<b>2. Dribbling (left and right hand)</b>				
a) control	●			
b) speed		●		
c) dodging			●	
d) change of pace			●	
e) reverse				
i) change hands			●	
ii) same hand				●
f) behind back			●	
g) between legs				●
<b>3. Pivoting</b>				
a) reverse pivot	●			
b) front pivot	●			
<b>4. Shooting</b>				
a) overhand lay-up				
i) strong side (dominant hand)	●			

**ACTIVITY SEQUENCE CHART**

**Basketball**

Skills	LEVEL			
	I	II	III	IV
ii) weak side (non dominant hand)		●		
- one step	●			
- two step	●			
- off a dribble	●			
- receiving a pass	●			
b) one hand set	●			
c) free throw		●		
d) underhand lay-up		●		
e) jump shot		●		
f) lay-up from different angles			●	
g) turn around jump			●	
h) hook			●	
i) jump hook				●
5. Jumping	●			
a) jump ball	●			
b) rebounding - defensive				
i) no opponent	●			
ii) with opponent hooking out, and pivot		●		
c) rebounding - offensive			●	
d) to block shot		●		
e) tipping				
i) two hand			●	
ii) one hand				●
6. Faking				
a) with a ball		●		
b) to "get open"		●		
c) the pass, the shot		●		
d) head			●	
7. Specialized Individual Techniques				
a) jab and crossover		●		
b) jab and go		●		
c) rocker step			●	
d) jab and shoot			●	
e) pull-up-jump-shoot (one dribble)			●	
f) post offense			●	
C. Individual Defensive Skills				
1. Stance	●			
2. Footwork	●			
3. Man With Ball	●			
4. Man Without Ball	●			
D. Team Play				
1. Development of Team Concepts				
a) 2 on 2				

ACTIVITY SEQUENCE CHART

Basketball

Skills	LEVEL			
	I	II	III	IV
i) give and go			●	
ii) screen the ball			●	
iii) screen and roll			●	
- switch				
- fight over				
- go through				
b) 3 on 3				
i) screen away			●	
- fight over				
- go through				
ii) help side defense			●	
iii) denying cutters			●	
iv) help side rebound				●
2. Team Offensive Tactics				
a) man-to-man				
i) screens		●		
ii) screen and roll			●	
iii) 2-1-2		●		
iv) 1-4				●
b) against zone				
i) against 2-1-2 and 2-3				●
ii) against 1-3-1 and 1-2-2				●
iii) stalling				●
3. Team Defensive Tactics				
a) man-to-man			●	
b) zone				
i) 1-2-2, 1-2-1 and 2-1-2				●
c) combatting the stall				●
d) full court press				
i) zone, man to man				●
E. Rules	●			
F. Officiating			●	

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**ACTIVITY SEQUENCE CHART**

**Field Hockey**

Skills	LEVEL			
	I	II	III	IV
<b>A. Basic Skills</b>				
1. Basic grip	●			
2. Ball control	●			
3. Footwork, mobility	●			
<b>B. Individual Offensive Skills</b>				
1. Passing & Receiving				
a) push passing				
i) diagonal	●			
ii) through	●			
iii) square		●		
iv) back			●	
b) receiving	●			
c) drive				
i) moving		●		
ii) receiving		●		
d) scoop & receiving			●	
e) flick & receiving			●	
2. Individual Offensive Tactics				
a) dodging opponents				
i) left	●			
ii) reverse				●
iii) right	●			
iv) scoop			●	
b) goal scoring	●			
c) drawing opponents			●	
d) passing				
i) diagonal	●			
ii) through	●			
iii) square		●		
iv) back			●	
<b>C. Individual Defensive Skills</b>				
1. Tackling				
a) front, straight	●			
b) 2 handed chase tackl a-stickside	●			
c) circular tackle - non-stickside				●
d) 2 handed chase tackle - non-stickside		●		
e) left hand lunge tackle				●
f) jab tackle				●
2. Goalkeeping				
a) positioning		●		
b) clearing				
i) basic kick	●			
ii) stop & clear		●		
iii) first time kick			●	



ACTIVITY SEQUENCE CHART

Field Hockey

Skills	LEVEL			
	I	II	III	IV
iv) high shots		●		
c) control of circle				
i) calling		●		
ii) loose ball		●		
iii) lone forward			●	
d) use of stick			●	
D. Team Play				
1. Offensive Team Tactics				
a) positional play		●		
b) support play		●		
c) shooting & rebounding	●			
d) dodging opponents	●			
e) passing	●			
2. Defensive Team Tactics				
a) marking: man-to-man & space	●			
b) covering		●		
c) support play		●		
3. Set Plays - Offensive & Defensive				
a) free hit	●			
b) push-in	●			
c) corner			●	
d) penalty corner			●	
e) bully	●			
f) penalty stroke			●	
4. Modified Games				
a) the mini game	●			
b) modified games	●			
c) small conditional games	●			
5. Basic Strategy for a Full Game				
a) positioning			●	
b) marking			●	
c) covering			●	
d) support play			●	
e) possession				●
f) passing				●
E. Rules	●			
F. Officiating				
a) knowledge of rules & signals		●		
b) equipment			●	
c) use of whistle			●	
d) field responsibilities			●	
e) basic positioning			●	
f) controlling the game			●	

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ACTIVITY SEQUENCE CHART

Flag Football

Skills	LEVEL			
	I	II	III	IV
<b>A. Basic Skills</b>				
<b>1. Stance</b>				
a) lineman				
i) 3 pt.	●			
ii) 4 pt.		●		
b) back				
i) 2 pt.	●			
ii) 3 pt.		●		
<b>B. Individual Offensive Skills</b>				
<b>1: Centering</b>				
a) T formation	●			
b) shotgun formation		●		
<b>2. Passing</b>				
a) overhand				
i) stationary	●			
ii) drop back	●			
iii) running		●		
iv) jump			●	
b) underhand				
i) one hand shovel		●		
ii) two hand		●		
<b>3. Pass Receiving</b>				
a) forward pass				
i) short	●			
ii) long	●			
b) hand off	●			
c) lateral pass		●		
d) pass from center		●		
<b>4. Ball Carrying</b>				
a) holding the ball	●			
b) switching hands			●	
c) faking	●			
d) hand off	●			
e) following blockers		●		
f) change of direction			●	
g) change of pace			●	
<b>5. Punting (stance, drop contact)</b>				
a) distance	●			
b) accuracy		●		
<b>6. Place Kicking</b>				
a) toe kick				
i) distance	●			
ii) accuracy		●		

**ACTIVITY SEQUENCE CHART**

**Flag Football**

Skills	LEVEL			
	I	II	III	IV
b) instep kick (soccer)				
i) distance	●			
ii) accuracy		●		
7. Punt Receiving				
a) in the air	●			
b) from the ground	●			
8. Blocking (straight on, pulling)				
a) shoulder		●		
b) brush		●		
C. Individual Defensive Skills				
1. Touching, tagging, or taking flag	●			
2. Playing the Blocker		●		
3. Pass defense		●		
D. Team Play				
1. Offensive team play				
a) shotgun formation		●		
b) T formation		●		
c) variations of T			●	
d) double wing			●	
e) place kick		●		
f) kick off long, short			●	
g) punt long, short			●	
2. Defensive Team Play				
a) line play	●			
b) containing end play	●			
c) deep backs	●			
d) linebackers		●		
e) block kicks			●	
f) man-to-man coverage		●		
g) zone coverage			●	
3. Strategy				
a) offensive				
i) formations		●		
ii) pass patterns		●		
b) defensive				
i) against pass		●		
ii) against run		●		
iii) standard defensive alignments 5-2, 4-4, 4-3, 6-2				●
E. Rules	●			
F. Officiating			●	

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4. Moore, Jim and Tyler Micoletau. Football Techniques Illustrated. New York: Ronald Press, 1978.

ACTIVITY SEQUENCE CHART

Lacrosse

Skills	LEVEL			
	I	II	III	IV
<b>A. Basic Skills</b>				
1. Starting and stopping	●			
2. Change of pace	●			
3. Dodging				
a) face		●		
b) roll		●		
c) ball			●	
4. Faking		●		
<b>B. Individual Offensive Skills</b>				
1. Holding the stick	●			
2. Cradling the ball				
a) while standing	●			
b) while running	●			
c) after catching	●			
d) in faking		●		
e) opposite hand				●
3. Catching the ball				
a) while standing	●			
b) while running		●		
c) when being checked (taken checking)		●		
d) looking back over the shoulder		●		
e) catching the ball opposite hand				●
4. Passing the ball				
a) from the right side (throwing action)				
i) standing	●			
ii) running		●		
b) from the left side (opposite hand)				
i) standing				●
ii) running				●
c) lob pass		●		
d) over the shoulder			●	
e) bounce pass		●		
5. Picking up the ball				
a) scoop pickup				
i) stationary ball	●			
ii) moving ball	●			
b) trap and scoop	●			
c) Indian pickup				
i) stationary ball		●		
ii) moving ball		●		
d) when challenged for ball		●		
6. Shooting the ball				
a) position to take shot	●			

ACTIVITY SEQUENCE CHART

Lacrosse

Skills	LEVEL			
	I	II	III	IV
b) overhand shot	●			
c) accuracy of shooting		●		
d) bounce shot		●		
e) side arm		●		
f) underhand			●	
g) change of pace shot			●	
h) over the shoulder shot			●	
i) opposite hand shot				●
7. Face off		●		
C. Individual Defensive Skills				
1. position	●			
2. keys to movement		●		
3. stick check		●		
4. cross check		●		
5. shoulder check		●		
6. sag			●	
7. switch			●	
D. Team Play				
1. Team offensive tactics				
a) screening (block & roll)		●		
b) positional play	●			
c) field or floor balance		●		
d) offensive patterns				
i) 2 on 2 block or roll			●	
ii) basic 2 on 1			●	
iii) basic 3 on 2			●	
iv) power play			●	
e) fast break			●	
f) game and progress from minor game conditions		●		
g) tournament conditions				●
2. Team defensive tactics				
a) helping out				
i) block and roll			●	
ii) double team			●	
b) total floor or field movement			●	
c) zone				
i) box			●	
ii) 2-1-2			●	
iii) 3-2			●	
d) specialty situation				
i) penalty			●	
ii) strategy and game plans				●
e) under game and progress from minor games	●			

**ACTIVITY SEQUENCE CHART**

**Lacrosse**

Skills	LEVEL			
	I	II	III	IV
f) tournament conditions				●
E. Rules	●			
F. Officiating			●	

**NOTE:** The checking rules for field lacrosse differ from those for box lacrosse. Field lacrosse basically allows only stick on stick, body on body checking. Box lacrosse allows stick on body checking (cross checking - not slashing) from the shoulder to the hip, only from the front and the side.

**Suggested Refererices - Lacrosse**

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# ACTIVITY SEQUENCE CHART

Rugby

Skills	LEVEL			
	I	II	III	IV
<b>A. Basic Skills</b>				
a) running	●			
b) stopping	●			
c) change of direction	●			
<b>B. Individual Offensive Skills</b>				
<b>1. Handling</b>				
a) passing				
i) basic pass				
- standing	●			
- running	●			
ii) dummy pass	●			
iii) scissors pass	●			
iv) screen pass		●		
v) scrum half dive		●		
vi) pass and loop in support		●		
vii) lineout throw (to: pado style recommended)				
- scrum 1/2 spin			●	
viii) review skills in previous levels employing more pressure				●
ix) stress when to pass:				
- 2 on 1				●
- 3 on 2				●
b) receiving				
i) catching pass				
- accelerating on to pass	●			
ii) picking up a ball				
- stationary	●			
- moving	●			
iii) punt				
- to avoid a knock on		●		
iv) lineout				
- 2 hand catch			●	
- tap down (2 or 1 hand)			●	
c) falling on ball (get to feet quickly)		●		
<b>2. Running</b>				
a) with a ball				
i) two hands	●			
ii) in depth	●			
iii) change of pace	●			
iv) sidestep		●		
v) straight arm (hand off)			●	
vi) swerve			●	
- with change of pace			●	
vii) power running				
- body position				●



# ACTIVITY SEQUENCE CHART

Rugby

Skills	LEVEL			
	I	II	III	IV
- drive and determination				●
b) without a ball				
i) supporting the ball	●			
ii) re-alignment of players in order to receive a pass	●			
iii) marking man or inside shoulder		●		
iv) ¾ attacking alignment		●		
v) ¾ defensive alignment		●		
vi) forwards after set scrum (defence and attack)		●		
vii) forwards after lineouts (defence and attack)			●	
viii) forwards support in depth			●	
- diamond formation			●	
ix) backs coverage of				
- kicks			●	
- scissors			●	
- extra man in			●	
x) counter attack				●
- from kicks				●
- general play				●
xi) backs coverage of crash plays				●
xii) forwards after maul or ruck				●
3. Kicking				
a) place kick				
i) vertical	●			
b) punt				
i) standing under pressure		●		
c) grubber		●		
d) penalty tap		●		
e) drop kick		●		
f) goal kicking			●	
g) up and under			●	
h) drop goal			●	
i) pop kick			●	
j) marks (free kick)				●
k) tactical kicking				
i) effective areas				●
ii) attack, defense				●
l) Territorial				●
m) Crosskick				●
4. Receiving a tackle				
a) avoiding injuries	●			
b) release ball toward your goal line		●		
c) keep ball from touching ground				●



ACTIVITY SEQUENCE CHART

Rugby

Skills	LEVEL			
	I	II	III	IV
<b>C. Individual Defensive Skills</b>				
<b>1. Tackling</b>				
a) side tackle (head behind)	●			
b) rear		●		
c) front		●		
d) smother				
i) man on ball			●	
e) overcoming straight arm			●	
f) review skills using advanced circumstances				●
<b>D. Team Play</b>				
<b>1. Scrummaging</b>				
a) 4 man scrum		●		
b) binding, hooking		●		
c) pushing (foot, body position)		●		
d) challenging		●		
e) putting ball into scrum				
i) scrummaging (8 man)		●		
f) formation			●	
g) propping			●	
h) hooking: loose and tight head			●	
i) channeling			●	
j) snap shop and locking			●	
k) 8 man shove (defense)			●	
l) wheeling				
i) attack and defense				●
m) back row attack				●
n) back row defense				●
<b>2. Lineouts</b>				
a) binding, wedging			●	
b) peeling			●	
c) cleaning up loose fall from lineout			●	
d) short lineouts				●
e) long throw in				●
f) running from takes				
i) forward attacking				●
g) tactical kicking				
i) scrum half				●
h) defensive alignment after losing ball				●
<b>3. Mauling</b>				
a) first man takes ball		●		
b) binding in support		●		
c) posting the ball (between legs)			●	
d) drive			●	

ACTIVITY SEQUENCE CHART

Rugby

Skills	LEVEL			
	I	II	III	IV
e) binding of loose players			●	
f) taking ball off opponent				●
g) peeling from maul				●
4. Rucking				
a) drive over ball		●		
b) heeling		●		
c) posting			●	
d) formation (hitting ruck)			●	
e) review and practice rucking				●
5. Backs				
a) full back in			●	
b) scissors/dummy scissors			●	
c) miss and loop			●	
d) wing in				●
e) man around				●
f) delays				●
g) crash				●
6. Grid and Channel System				
a) minor games	●			
b) drills	●			
c) token opposition		●		
7. Team Game				
a) running 7 a side touch rugby				
i) lose possession of ball after these game errors:				
- knock on	●			
- forward pass	●			
- run out of bounds	●			
or - after a score	●			
b) mini-rugby 9 man				
i) receiving and taking kickoffs		●		
ii) receiving and taking				
- penalties		●		
- 22 meter drop out		●		
c) 15 - a side game taking				
i) kick offs			●	
ii) penalties			●	
iii) drop outs			●	
d) games				
i) 7 a side				●
ii) 15 a side				●
E. Rules	●			
F. Officiating			●	

### Suggested References - Rugby

1. Canadian Rugby Union. Mini Rugby. Ottawa: Canadian Rugby Union, 1978.
2. Robinson, D. Rugby: Success Starts Here. London: Pelham Books, 1975.
3. Rugby Football Union. A Guide for Players. Middlesex, England: Walker and Co., 1973.
4. Rugby Football Union. Better Rugby. Middlesex, England: Walker and Co., 1975.
5. Rutherford, Don. Rugby for Coach and Player. London: Barker, 1971.
6. Talbot, John. Inside Rugby: The Team Game. Chicago: Regnery Pub., 1976.

ACTIVITY SEQUENCE CHART

Soccer

Skills	LEVEL			
	I	II	III	IV
<b>A. Basic Skills</b>				
a) running	●			
b) starting & stopping	●			
c) change of direction	●			
<b>B. Individual Skills</b>				
<b>1. Kicking</b>				
a) passing				
i) short				
- instep	●			
- inside of foot	●			
- outside of foot		●		
- heel			●	
ii) long				
- instep	●			
- inside	●			
- outside			●	
b) shooting				
i) low drive shot	●			
ii) low volley	●			
iii) half volley		●		
iv) chip shot		●		
v) side volley			●	
vi) overhead volley				●
c) passing (game situation)				
i) wall pass		●		
ii) through pass		●		
iii) setting up pass			●	
<b>2. Dribbling</b>				
a) running with ball	●			
b) dribbling		●		
<b>3. Ball Control</b>				
a) trapping (on the ground)				
i) sole of foot	●			
ii) inside of foot	●			
iii) outside of foot	●			
b) trapping (in the air)				
i) inside of foot		●		
ii) outside of foot		●		
iii) thigh		●		
iv) chest		●		
v) sole of foot			●	
vi) instep			●	
vii) head				●

ACTIVITY SEQUENCE CHART

Soccer

Skills	LEVEL			
	I	II	III	IV
4. Heading				
a) defending	●			
b) attacking		●		
5. Tackling				
a) front or block tackle	●			
b) side tackle	●			
c) slide tackle		●		
6. Goal keeping				
a) punching				
i) one hand		●		
ii) two hands		●		
b) tipping or palming			●	
c) catching the ball				
i) ground balls	●			
ii) waist high	●			
iii) chest high	●			
iv) above head	●			
d) falling on the ball	●			
e) diving				
i) high		●		
ii) low		●		
f) distribution				
i) overhand throw	●			
ii) underhand throw	●			
iii) volley	●			
iv) half volley		●		
v) javelin throw		●		
g) positioning				
i) near post			●	
ii) far post			●	
iii) narrowing the angle			●	
7. Restarts				
a) start of play	●			
b) corner kick				
i) inswing	●			
ii) outswing	●			
c) throw-in short	●			
d) throw-in long		●		
e) indirect free kick		●		
f) direct free kick		●		
g) goal kick		●		
h) penalty shot		●		

ACTIVITY SEQUENCE CHART

Soccer

Skills	LEVEL			
	I	II	III	IV
<b>C. Team Play</b>				
1. Positional Play Individual				
a) forwards				
i) offensive	●			
ii) defensive			●	
b) midfield players				
i) offensive	●			
ii) defensive	●			
c) backs				
i) offensive		●		
ii) defensive		●		
d) goalkeeper		●		
2. Positional Play Team				
a) w-m formation (5-3-2-)		●		
b) 4-2-4 formation			●	
c) 4-3-3 formation			●	
d) 4-4-2 formation			●	
<b>D. Rules</b>	●			
<b>E. Officiating</b>			●	

Suggested References - Soccer

1. Bein, George. Principles of Modern Soccer. Boston: Houghton Mifflin, 1976.
2. Gibbon, Alan and John Cartwright. Teaching Soccer To Boys. London: Bell Pub., 1972.
3. Moffat, B. The Basic Soccer Guide. Mountain View, California: World Publications, 1975.
4. Pele, Edson. Play Football with Pele. Toronto: Hedder and Stoushton Pub., 1975.
5. Vogelsinger, Hubert. The Challenge of Soccer; a Handbook of Skills, Techniques and Strategy. Boston: Allyn and Bacon, 1973.
6. Wade, Allen. Coach Yourself Association Football. Wakefield, England: E.P. Pub., 1972.



ACTIVITY SEQUENCE CHART

Softball

Skills	LEVEL			
	I	II	III	IV
<b>A. Individual Skills-</b>				
1. Throwing (Grip, Stance, Delivery, Follow Through)				
a) overhand	●			
b) underhand	●			
c) sidearm			●	
2. Catching				
a) above the waist	●			
b) below the waist	●			
3. Fielding				
a) ground ball	●			
b) fly ball	●			
c) thrown ball	●			
4. Batting				
a) grip, stance swing follow through	●			
b) bunting				
i) sacrifice		●		
ii) drag			●	
5. Base running				
a) base	●			
b) stealing - lead off position		●		
c) sliding				
i) straight in		●		
ii) hook			●	
iii) pop slide			●	
iv) diving				●
6. Pitching (stance windup, delivery follow through)				
a) underhand (orthodox)	●			
b) windmill				●
<b>B. Team Play</b>				
1. Offensive team play				
a) batting position at plate	●			
b) batting order	●			
c) use of bunt		●		
d) base stealing		●		
e) placing hits			●	
f) sacrifice play			●	
g) squeeze play			●	
h) hit and run batting			●	
i) signals				●
2. Defensive team play				
a) positioning				
- basic field positioning	●			
- shifting of fielders for right, left, strong or weak batters		●		

ACTIVITY SEQUENCE CHART

Softball

Skills	LEVEL			
	I	II	III	IV
b) tagging runners	●			
c) situations - where and when to throw the ball		●		
d) cut-off the ball from the outfield on extra base hits			●	
e) double play			●	
f) running down a base runner caught in a box			●	
g) covering players			●	
- infield			●	
- outfield			●	
h) shifting of players for various situations			●	
C. Rules	●			
D. Officiating				
a) base umpire			●	
b) home base umpire			●	

Suggested References - Softball

1. Canadian Amateur Softball Association. Coaching Manual: Level I - Technical. Vanier, Ontario: Canadian Amateur Softball Association, 1977.
2. Kneer, M.E. and C.L. McCord. Softball. Dubuque, Iowa: W.C. Brown, 1966.
3. Meyer, Margaret H. and Marguerite M. Schwarz. Team Sports for Girls and Women. Philadelphia: Saunders Pub., 1965.

ACTIVITY SEQUENCE CHART

Team Handball

Skills	LEVEL			
	I	II	III	IV
<b>A. Basic Skills</b>				
1. Basic stance				
a) offensive	●			
b) defensive	●			
<b>B. Individual Offensive Skills</b>				
1. Catching				
a) while stationary and then moving	●			
b) from in front, to side, and from behind	●			
c) receiving at chest and above	●			
d) receiving below chest, out to side and rolling ball	●			
2. Holding ball				
a) protecting the ball	●			
b) faking		●		
c) pivoting	●			
3. Fundamental passing techniques				
a) overhand pass	●			
b) jump pass		●		
c) across body pass		●		
d) underhand pass	●			
e) two-hand chest pass	●			
f) two-hand underhand pass	●			
g) two-hand overhead pass	●			
h) reversed wrist pass		●		
i) drop pass			●	
j) behind-the-head pass			●	
k) behind-the-back pass				●
l) between-the-legs pass				●
4. Shooting Tactics				
a) overhand shot		●		
b) side-arm shot		●		
c) knee level shot		●		
d) running shot		●		
e) jump shot		●		
f) jump-in shot		●		
g) fall-in shot		●		
h) diving shot			●	
i) lob shot			●	
j) fall-away shot			●	
k) jump, fall-away shot				●
l) diving, fall-away shot				●
m) false-fall-away shot				●
n) behind-the-back shot with variations				●

**ACTIVITY SEQUENCE CHART**

**Team Handball**

Skills	LEVEL			
	I	II	III	IV
5. Dribbling				
a) without opposition	●			
b) with opposition	●			
6. Feinting and faking		●		
C. Individual Defensive Skills				
1. Marking a man	●			
2. Blocking shots	●			
3. Tapping the ball away		●		
4. Intercepting			●	
D. Team Play				
1. Team defense				
a) principles of defense	●			
b) defensive tactics				
i) covering	●			
ii) switching	●			
iii) rolling-off			●	
c) zone defense				
i) 6-0 zone	●			
ii) 5-1 zone		●		
iii) 4-2 zone		●		
iv) advanced zone				●
d) man-to-man defense			●	
e) combined or mixed defenses				●
f) defense in special situations (e.g. 9 m free throw, corner throw, short handed, man advantage)				●
2. Team offense				
a) principles of offense	●			
b) offensive tactics				
i) crossing		●		
ii) screening		●		
iii) blocking		●		
iv) rolling off block to receive pass		●		
v) give and go	●			
c) stationary offense (using one and two pivots)	●			
d) moving offense				●
e) using set plays (e.g. 9 m free throw, corner throw)			●	
f) special situation offense (e.g. man advantage, short handed, 9 m free throw, corner throws)				●
E. Rules	●			
F. Officiating			●	

### Suggested References - Team Handball

1. Blazic, Branko, and Zorbo Saric. Team Handball. Vanier, Ontario: Canadian Coaching Association, n.d.
2. Neil, Graham. Modern Team Handball - Beginner to Expert. Montreal: McGill University, n.d.

ACTIVITY SEQUENCE CHART

Volleyball

Skills	LEVEL			
	I	II	III	IV
<b>A. Individual Offensive Skills</b>				
1. Volleying				
a) overhead volley	●			
b) backsetting			●	
c) attack volley (no approach)	●			
d) attack volley (with approach)		●		
e) jump setting				●
2. Serving				
a) underhand	●			
b) overhand (tennis)		●		●
c) sidearm		●		
3. Serve receive by forearm pass				
a) forearm pass (facing net)	●			
b) forearm pass (facing side-line)		●		
4. Attacking				
a) one step approach (right, left)	●			
b) half speed spike	●			
c) tipping	●			
d) power spike		●		
<b>B. Individual Defensive Skills</b>				
1. Specialized defensive techniques				
a) forearm dig pass		●		
b) back-to-net forearm pass		●		
c) stride slide			●	
d) rolling			●	
e) diving			●	
f) one arm digging				●
g) forearm recovery off net				●
2. Blocking				
a) 1 player block (stationary)	●			
b) 1 player block (movement)		●		
c) 2 player block (stationary)		●		
d) 2 player block (movement)			●	
<b>C. Team Play</b>				
1. Three player				
a) position for serve reception	●			
b) position for defence				
i) without block	●			
ii) with one player block		●		
c) position for spiking and covering		●		
2. Six player				
a) position for service reception				
i) 4-2 system			●	

ACTIVITY SEQUENCE CHART

Volleyball

Skills	LEVEL			
	I	II	III	IV
ii) 5-1 system				●
iii) 6-0 system				●
b) positions for defense				
i) one player block			●	
ii) two player block				●
c) back row defensive formations				
i) centre back behind defense			●	
ii) centre-back baseline defense				●
d) positions for spiking and covering				
i) 4-2 system			●	
ii) 5-1 system				●
iii) 6-0 system				●
D. Rules	●			
E. Officiating			●	

Suggested References - Volleyball

1. Bratton, Robert D. 300 Plus Volleyball Drills and Ideas. Ottawa, Ontario: Canadian Volleyball Association, 1975.
2. Canadian Volleyball Association. Coaches Manual: Level I. Ottawa, Ontario: Canadian Volleyball Association, 1977.
3. Canadian Volleyball Association. Coaches Manual: Level II. Ottawa, Ontario: Canadian Volleyball Association, 1979.
4. Keller, Val. Point, Game and Match. Hollywood, California: Creative Sports Books, 1968.
5. Nicholls, Keith. Modern Volleyball: for Teacher, Coach and Player. 2nd. ed. London: Lepus Books, 1978.
6. Praala, Jan. Fundamental Volleyball Contacts. Edited by William White. Scarborough, Ontario: Canadian Volleyball Association, 1971.
7. Scates, Allen E. Winning Volleyball: Fundamentals, Tactics and Strategy. Boston: Allyn and Bacon, 1972.
8. Tennant, Mark. Volleyball Teaching and Play. Ottawa, Ontario: Canadian Volleyball Association, 1977.

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# Individual and Dual Activities

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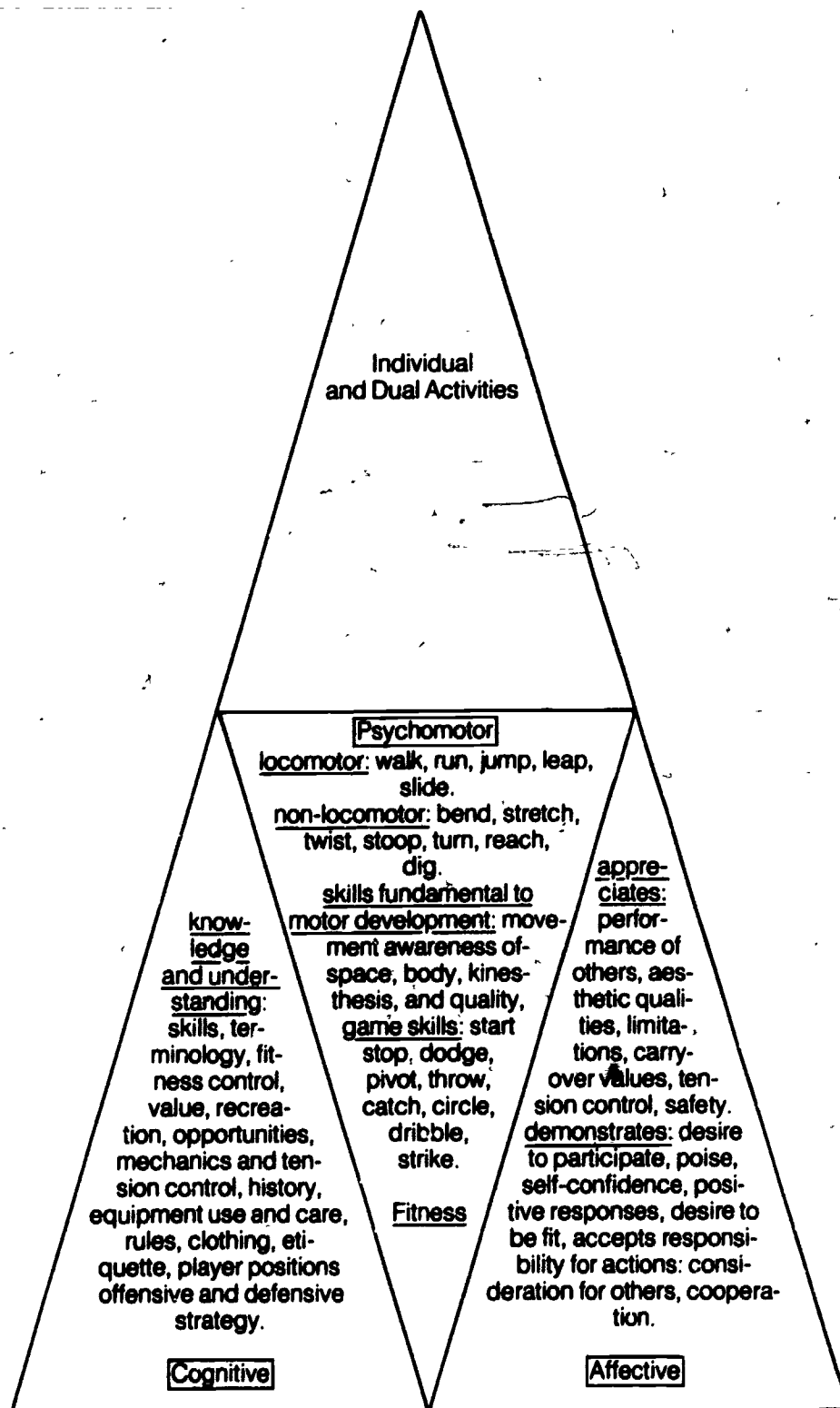
## 2. Individual and Dual Activities - Activity Sequence Charts

Archery  
Badminton  
Cross-Country Running  
Ice Skating  
Racquetball  
Squash  
Tennis  
Track and Field  
Wrestling

An individual game is a game contested between individuals. Sometimes an individual sport, as thus defined, may also be a team game as in doubles badminton or sailboat racing. The individual and dual activities illustrated here include archery, badminton, cross-country running, ice skating, racquetball, squash, tennis, track and field and wrestling. These are to provide opportunities for the students to meet their immediate physical needs by participating in activities which develop the abilities, skills, knowledge and appreciation necessary to enjoy a wide variety of wholesome leisure-time activities throughout life.

The following triangle illustrates, in point form, specific affective, cognitive and psychomotor outcomes which are particularly emphasized in individual and dual activities.

**Figure 7 Individual and Dual Activities - Specific Outcomes**



ACTIVITY SEQUENCE CHART

Archery

Skills	LEVEL			
	I	II	III	IV
A. Basic Skills				
1. Preparing the bow				
a) push-pull method	●			
b) step-through method	●			
2. Unstringing the bow	●			
3. Placement of quiver and arrows	●			
4. Placement of finger tab	●			
5. Placement of arm guard	●			
6. Grip	●			
7. Establish stance	●			
8. Bow hold	●			
9. Establish hook	●			
10. Establish an anchor	●			
11. Nocking the arrow	●			
12. Retrieving arrows	●			
B. Shooting Skills				
1. Raise unit	●			
2. Aim				
a) instinctive	●			
b) point of aim		●		
c) gap methods		●		
3. Draw to anchor	●			
4. Release	●			
5. Follow through	●			
6. Sight shooting			●	
C. Safety Rules	●			
D. Scoring	●			

Suggested References - Archery

1. AAHPER. Archery: A Planning Guide for Group and Individual Instruction. Washington, D.C.: AAHPER, 1975.
2. Campbell, Donald W. Archery. Englewood Cliffs, N.J.: Prentice-Hall, 1971.
3. McKinney, Wayne C. Archery. Dubuque, Iowa: W.C. Brown, 1975.
4. Pszczola, Lorraine. Archery. Philadelphia: Saunders Pub., 1971.
5. Roth, Bernhard A. The Complete Beginner's Guide to Archery. Garden City, N.J.: Doubleday, 1976.

ACTIVITY SEQUENCE CHART

Badminton

Skills	LEVEL			
	I	II	III	IV
<b>A. Basic Skills</b>				
<b>1. Basic footwork</b>				
a) ready position	●			
b) hitting position				
i) overhead				
- weight transfer	●			
- balance	●			
ii) net shots	●			
- weight transfer				
- balance				
c) court movement	●			
<b>2. Service</b>				
a) stroke components				
i) ready position	●			
ii) shuttle release	●			
iii) preparation	●			
iv) impact	●			
v) follow through	●			
b) types of serves				
i) high serve	●			
ii) low serve	●			
iii) flick serve		●		
iv) drive serve		●		
<b>3. Overhead clear</b>				
a) stroke components				
i) stance	●			
ii) weight transfer	●			
iii) throwing action	●			
iv) contact point	●			
b) offensive clear			●	
c) defensive clear	●			
<b>4. Overhead drop shot</b>				
a) stroke components	●	●		
b) offensive (fast)		●		
c) defensive (slow)		●		
d) cut shots			●	
<b>5. Smash</b>				
a) stroke components		●		
b) flight of bird		●		
c) cut shots			●	
<b>6. Underhand shots</b>				
a) stroke components		●		
b) stroke variation				
i) forehand	●			

ACTIVITY SEQUENCE CHART

Badminton

Skills	LEVEL			
	I	II	III	IV
ii) backhand	●			
iii) net shots	●			
iv) advanced net shots		●		
v) lob	●			
7. Drive shot		●		
8. "Around the head"		●		
9. Overhead backhand clear		●		
B. Game Strategy				
1. Singles				
a) court placement	●			
b) service placement		●		
c) return of service		●		
d) attacking shots		●		
e) defensive shots		●		
2. Doubles				
a) court position	●			
- service		●		
- offensive		●		
- defensive		●		
b) service placement		●		
c) return of service		●		
d) attacking shots		●		
e) defensive shots		●		
3. Mixed doubles			●	
4. Advanced strategy				●
C. Rules and Etiquette	●			
D. Officiating			●	

Suggested References - Badminton

1. Bloss, Margaret Varner. Badminton. Dubuque, Iowa: W.C. Brown, 1971.
2. Burris, Barbara J., and Arne Olson. Badminton. Boston: Allyn and Bacon, 1974.
3. Poole, James. Badminton. Pacific Palisades, California: Goodyear Pub., 1969.

**ACTIVITY SEQUENCE CHART**

**Cross-Country Running**

Skills	LEVEL			
	I	II	III	IV
<b>A. Technique of Running</b>				
1. Sustained running				
a) jogging vs. running	●			
b) how long? (time limit)	●			
c) how far? (distance limit)		●		
d) how fast? (speed limit)			●	
e) how often? (minimum 3x week)	●			
2. Pacing				
a) learning to pace for distance to be covered		●		
b) aim to run long enough, far enough, fast enough			●	
3. Breathing				
a) how to control it	●			
b) angle of neck and head	●			
c) optimal rhythm		●		
4. Body lean				
a) angle of torso	●			
b) hips forward - centre of gravity		●		
5. Leg and foot work				
a) foot placement	●			
b) leg lift	●			
c) stride length		●		
d) continuous movement		●		
6. Arm action				
a) relaxation of shoulders		●		
b) arm positioning			●	
c) range of movement			●	
d) relaxation of hands		●		
7. Relaxation and Rhythm				
a) total co-ordination of all parts (3,4,5,6 above)			●	
b) freedom from tension in the muscles			●	
<b>B. Methods of Training</b>				
1. Steady runs				
a) (long slow distance)	●			
b) overdistance work		●		
c) underdistance but faster		●		
2. Fartlek (speed play)				
a) long fartlek (sustained)	●			
b) hill fartlek			●	
c) sprint fartlek (rest periods)			●	
d) fun fartlek				
i) hopping		●		
ii) leaping		●		
iii) bounding		●		
iv) race walking etc.		●		

ACTIVITY SEQUENCE CHART

Cross-Country Running

Skills	LEVEL			
	I	II	III	IV
3. Intervals				
a) types of intervals				
i) pacework 1/2 - 3/4 distance				●
ii) faster than pace - less than 1/2 distance				●
iii) slower than pace - full distance				●
b) number of intervals				●
c) recovery time (frequency)				●
4. Hill Running				
a) power hills 25-30° slope			●	
b) sustained hills 15°			●	
c) inclines 15°		●		
5. Strength Training				
a) stair running		●		
b) circuit training (strength and endurance)		●		
c) universal gym				
i) power				●
ii) strength			●	
iii) muscular endurance			●	
6. Resistance training possibilities				
a) weighted jacket			●	
b) snow or sand running		●		
c) treadmill				●
d) exercise bicycle				●
C. Competitive Cross-Country Strategy				
1. Team Work				
a) pack running		●		
b) pair running		●		
c) team tactics				
i) the start		●		
ii) rabbit running			●	
iii) splitting the opponents			●	
d) encouragement and spirit		●		
2. Individual				
a) motivation	●			
b) pacing		●		
c) determination			●	
d) goal setting				
i) time				●
ii) placing				●
e) the start	●			
f) the finish	●			
D. Rules	●			
E. Officiating			●	



### Suggested References - Cross Country

1. Henderson, Joe. Jog, Run, Race. Mountain View, California: World Publications, 1977.
2. Runners World. Mountain View, California: World Publications, Inc.
3. Ulliyot, Joan. Women's Running. Mountain View, California: World Publications, 1976.
4. Wilt, Fred. The Complete Canadian Runner. Vanier, Ontario: Canadian Track and Field Association, 1978.

ACTIVITY SEQUENCE CHART

Ice Skating

Skills	LEVEL			
	I	II	III	IV
<b>A. Basic Skills</b>				
<b>1. Beginning</b>				
a) skate fitting	●			
b) skate tying	●			
c) walking on blades off ice	●			
d) getting on the ice	●			
e) getting off the ice	●			
f) walking on ice (foot coordination)	●			
g) falling	●			
h) getting up	●			
i) walking backward on ice	●			
<b>B. Individual Skills</b>				
<b>1. Push Offs</b>				
a) walking	●			
b) T-push off	●			
c) V-push off	●			
<b>2. Forward Gliding Skills</b>				
a) gliding on two feet	●			
b) gliding then bending and touching ankles	●			
c) gliding width of rink		●		
d) stroking to side then glide on one foot		●		
e) pumping a circle (two feet)			●	
f) sliding around circle				
i) two feet			●	
ii) one foot				●
g) gliding on inside edges				
i) two feet		●		
ii) one foot				●
h) gliding on outside edges				
i) two feet			●	
ii) one foot				●
i) crosscut or crossovers in a circle				●
j) fast skating around rink in both directions			●	
k) outside figure eight				
i) two feet			●	
ii) one foot				●
l) inside figure eight				
i) two feet			●	
ii) one foot				●
<b>3. Forward stopping</b>				
a) snow plow	●			
b) 1/2 snow plow		●		
c) parallel stop			●	
d) one foot				●

**ACTIVITY SEQUENCE CHART**

**Ice Skating**

Skills	LEVEL			
	I	II	III	IV
<b>4. Backward Gliding Skills</b>				
a) skate width of rink		●		
b) skate gliding on one foot then the other foot			●	
c) pumping in a circle			●	
d) outside edges				
i) two feet			●	
ii) one foot				●
e) inside edges				
i) two feet			●	
ii) one foot				●
f) cross cuts or crossovers in a circle				
i) two feet			●	
ii) one foot				●
g) fast skating around the rink in both directions				●
h) forward crosscuts to backward crosscuts				
i) two feet			●	
ii) one foot				●
<b>5. Backward Stopping</b>				
a) "V" hockey		●		
b) parallel stop (hockey)			●	
c) 1/2 snow plow			●	
d) one foot				●
<b>6. Turns</b>				
a) moving front to back and back to front				
i) standing still		●		
ii) gliding on two feet			●	
b) gliding forward and turning			●	
c) gliding backward and turning			●	
d) one foot back to front and front to back (outside edges)				●
e) "mohawk" (forward one foot backward on other foot inside edges: both directions)				●
f) three turns RFO to RBI, LFO to LBI, RFI to RBO, LFI to LBO				●
<b>7. Jumping</b>				
a) from a standing position		●		
b) forward two foot jump		●		
c) backward two foot jump			●	
d) bunny hop			●	
e) waltz jump				●
f) salchow				●
g) toe loop jump				●

**ACTIVITY SEQUENCE CHART**

**Ice Skating**

Skills	LEVEL			
	I	II	III	IV
8. Spinning				
a) two foot			●	
b) two foot lift one leg (try alternating leg)			●	
c) one foot only				●
C. Rules	●			
D. Officiating			●	

**Suggested References - Ice Skating**

1. Canadian Figure Skating Association. C.F.S.A. Amateur Coaches Clinic Kit. Ottawa: Canadian Figure Skating Association, 1976.

ACTIVITY SEQUENCE CHART

Racquetball

S' 'ls

LEVEL

	I	II	III	IV
<b>A. Basic Skills</b>				
<b>1. Stroke fundamentals</b>				
<b>a) grip</b>				
i) forehand	●			
ii) backhand	●			
<b>b) ready position</b>	●			
<b>c) balance</b>	●			
<b>d) weight transfer</b>	●			
<b>e) swing of racquet</b>	●			
<b>f) control of racquet face</b>	●			
<b>g) contact point</b>	●			
<b>h) body position relative to ball</b>	●			
<b>i) underhand</b>	●			
<b>j) overhead</b>			●	
<b>2. Service</b>				
<b>a) half lob</b>	●			
<b>b) drive</b>	●			
<b>c) lob</b>	●			
<b>d) z serve</b>		●		
<b>e) overhead</b>			●	
<b>3. Return of service</b>				
<b>a) lob</b>	●			
<b>b) drive</b>	●			
<b>c) kill</b>				●
<b>d) ceiling ball</b>		●		
<b>e) around the wall ball</b>				●
<b>4. Shots</b>				
<b>a) passes</b>				
i) down the line	●			
ii) cross court	●			
<b>b) lob</b>		●		
<b>c) kill</b>				
i) forehand		●		
ii) overhead				●
<b>d) ceiling</b>			●	
<b>e) z ball (sidewall shot)</b>				
i) forehand		●		
ii) overhead				●
<b>f) backwall play</b>			●	
<b>g) drive</b>	●			
<b>h) around-the-wall ball</b>			●	
<b>i) volley</b>	●			
<b>j) half volley (pick up)</b>		●		

ACTIVITY SEQUENCE CHART

Racquetball

Skills	LEVEL			
	I	II	III	IV
B. Game Strategy				
1. Singles	●			
2. Doubles		●		
C. Rules and Etiquette	●			
D. Officiating			●	

Suggested References - Racquetball

1. Allsen, Philip E. and Alan R. Witbeck. Racquetball/Paddleball. Dubuque, Iowa: W.C. Brown, 1977.
2. Canadian Racquetball Coaching Association. Coaching Manual: Level I. Vanier, Ottawa: Canadian Racquetball Coaching Association, n.d.
3. Keeley, S. The Complete Book of Racquetball. Chicago: Follet, 1976.
4. Spear, Victor I. How To Win at Racquetball. Chicago: Land, 1978.
5. Vockell, Edward and Ottis Campbell. Developing Racquetball Skills. Niles, Illinois: Hewitt Printing, 1975.

ACTIVITY SEQUENCE CHART

Squash

Skills	LEVEL			
	I	II	III	IV
A. Basic Skills				
1. Stroke Fundamentals				
a) grip				
i) forehand	●			
ii) backhand	●			
b) ready position	●			
c) balance	●			
d) weight transfer	●			
e) swing of racquet	●			
f) control of racquet face	●			
g) contact point	●			
h) body position relative to ball	●			
B. Individual Skills				
1. Strokes				
a) forehand	●			
b) backhand	●			
2. Service				
a) lob serve	●			
b) slice serve		●		
c) hard serve			●	
3. Return of Service				
a) ready position	●			
b) straight return	●			
c) cross court return	●			
4. Cross Court Shot	●			
5. Volley		●		
6. Angle Shot		●		
7. Lob		●		
8. Drop Shot			●	
9. Boast Shot				●
10. Reverse Angle Shot				●
C. Strategy				
1. Basic		●		
2. Advanced				●
D. Rules and Etiquette	●			
E. Officiating			●	

Suggested References - Squash

1. Khan, Hashim. Squash Racquets: The Khan Game. Detroit Michigan: Souvenir Press, 1972.
2. Rowland, Jim. Squash Basics. Edison, N.Y.: Methuen, 1976.

ACTIVITY SEQUENCE CHART

Tennis

Skills	LEVEL			
	I	II	III	IV
<b>A. Basic Skills</b>				
1. Ball Control and Racquet Skills				
a) "watching the ball"	●			
b) grips				
i) eastern forehand	●			
ii) eastern backhand	●			
iii) continental	●			
c) hand-eye coordination	●			
d) racquet faces	●			
2. Footwork				
a) ready position	●			
b) balance	●			
c) weight transfer	●			
3. Ball Pick-up	●			
<b>B. Individual Skill's</b>				
1. Forehand Groundstroke				
a) grip	●			
b) stroke components				
i) ready position	●			
ii) preparation	●			
iii) impact	●			
iv) follow through	●			
2. Backhand Groundstroke				
a) grip	●			
b) stroke components				
i) ready position	●			
ii) preparation	●			
iii) impact	●			
iv) follow through	●			
c) backhand variations				
i) semi-two-handed backhand	●			
ii) two-handed backhand	●			
3. Service				
a) grip	●			
b) stroke components				
i) ready position	●			
ii) ball toss	●			
iii) preparation	●			
iv) impact	●			
v) follow through	●			



ACTIVITY SEQUENCE CHART

Tennis

Skills	LEVEL			
	I	II	III	IV
4. Volley				
a) forehand and backhand				
i) grip		●		
ii) ready position		●		
iii) preparation		●		
iv) impact		●		
v) follow through		●		
b) common errors		●		
5. Drop Volley			●	
6. Half Volley			●	
7. Lob			●	
8. Overhead Smash			●	
9. Return of Serve		●		
10. Net Play			●	
11. Advanced Variations for Groundstroke				
a) spins				
i) no spin				●
ii) topspin				●
iii) backspin				●
iv) sidespin				●
C. Strategy				
1. Beginners				
a) singles		●		
b) doubles		●		
2. Advanced				
a) singles				●
b) doubles				●
D. Rules and Etiquette	●			
E. Officiating			●	

Suggested References - Tennis

1. Canadian Tennis Association. Canadian Teaching Manual: Level I. Ottawa, Ontario: Canadian Tennis Association, n.d.
2. Canadian Tennis Association. Canadian Teaching Manual: Level II. Ottawa, Ontario: Canadian Tennis Association, n.d.
3. Canadian Tennis Association. Canadian Teaching Manual: Level III. Ottawa, Ontario: Canadian Tennis Association, n.d.
4. Johnson, Joan and Paul Xanthos. Tennis. Dubuque, Iowa: W.C. Brown, 1976
5. Murphy, Chester. Advanced Tennis. Dubuque, Iowa: W.C. Brown, 1976.

ACTIVITY SEQUENCE CHART

Track and Field

Skills

LEVEL

A. Running

1. Sprints (100 m, 200 m, 400 m)

a) starts

i) command

ii) standing

iii) elongated

iv) medium

v) bunch

vi) use of starting blocks

b) running form (stride, breathing, arm carry)

c) finish

2. Middle Distance (800 m, 1500 m)

a) start (including commands)

b) running form (body lean, arm action, stride, breathing, foot action)

c) pacing

d) training techniques see cross country sequence Chart & "Methods of Training" p. 56

3. Relays

a) baton pass

i) visual (above 4 x 200 m)  
- downward (flat palm)

ii) non-visual  
- upward delivery  
- downward delivery

iii) baton exchange zones  
- check marks, timing of pass, length of zone

iv) strategy  
- object of relay race  
- positioning of runners

4. Hurdles

a) start

b) approach

c) hurdle clearance

d) stride between hurdles Girls - 30" hurdle height  
80 m - 7.5 m between hurdles

10 m - 8.0 m between hurdles

Boys

i) 30" in height 80 m - 8.0 m between

ii) 30" in height 100 m - 8.5 m between

iii) 33" in height 100 m - 8.5 m between

iv) 36" height 110 m - 9.14 m between

e) landing

f) finish

	I	II	III	IV
i) command	●			
ii) standing	●			
iii) elongated		●		
iv) medium	●			
v) bunch			●	
vi) use of starting blocks	●			
b) running form (stride, breathing, arm carry)	●			
c) finish	●			
a) start (including commands)	●			
b) running form (body lean, arm action, stride, breathing, foot action)	●			
c) pacing				●
d) training techniques see cross country sequence Chart & "Methods of Training" p. 56			●	
i) visual (above 4 x 200 m) - downward (flat palm)	●			
ii) non-visual - upward delivery - downward delivery		●	●	
iii) baton exchange zones - check marks, timing of pass, length of zone	●			
iv) strategy - object of relay race - positioning of runners		●	●	
a) start	●			
b) approach	●			
c) hurdle clearance	●			
d) stride between hurdles Girls - 30" hurdle height 80 m - 7.5 m between hurdles	●			
10 m - 8.0 m between hurdles			●	
Boys				
i) 30" in height 80 m - 8.0 m between	●			
ii) 30" in height 100 m - 8.5 m between		●		
iii) 33" in height 100 m - 8.5 m between			●	
iv) 36" height 110 m - 9.14 m between				●
e) landing	●			
f) finish	●			

ACTIVITY SEQUENCE CHART

Track and Field

Skills	LEVEL			
	I	II	III	IV
<b>B. Jumping</b>				
<b>1. Long Jump</b>				
a) approach	●			
b) takeoff	●			
c) flight				
i) tuck	●			
ii) hang			●	
iii) hitchkick				●
d) landing	●			
<b>2. High Jump</b>				
a) scissors	●			
b) straddle				
i) approach (check mark, run up)		●		
ii) takeoff		●		
iii) cross bar clearance		●		
iv) landing		●		
c) back layout (Fosbury floc)				
i) approach (check mark, run up)		●		
ii) take off		●		
iii) cross bar clearance		●		
iv) landing		●		
<b>3. Triple Jump</b>				
a) starting point	●			
b) run up	●			
c) approach	●			
d) hop	●			
e) step	●			
f) jump takeoff	●			
g) flight				
i) tuck	●			
ii) hang			●	
iii) hitch kick				●
h) landing	●			
i) checkpoints			●	
<b>4. Pole Vault</b>				
a) beginning vault - no crossbar				
i) short run	●			
ii) plant	●			
iii) swing	●			
iv) ride	●			
b) intermediate vault - no crossbar				
i) run		●		
ii) rock back		●		

ACTIVITY SEQUENCE CHART

Track and Field

Skills	LEVEL			
	I	II	III	IV
iii) pull-up and turn		●		
iv) landing		●		
c) full vault				
i) bar clearance			●	
C Throwing				
1. Shot Put				
a) safety	●			
b) grip	●			
c) starting position				
i) standing put (front of circle)	●			
ii) back of circle (glide)		●		
d) delivery				
i) standing put	●			
ii) glide across circle		●		
e) release	●			
f) recovery - reverse	●			
2. Discus				
a) safety	●			
b) standing throw				
i) grip	●			
ii) initial stance	●			
iii) preliminary swings	●			
iv) release	●			
v) follow through	●			
vi) recovery	●			
c) rotating throw				
i) initial stance at back of circle		●		
ii) preliminary swings		●		
iii) turn		●		
iv) release		●		
v) recovery		●		
3. Javelin				
a) safety	●			
b) grip	●			
c) approach run		●		
d) recovery		●		
e) positioning of javelin	●			
f) one step approach and throw	●			
g) slow walk approach and throw	●			
h) full approach		●		
i) delivery		●		
j) flight		●		

**ACTIVITY SEQUENCE CHART**

**Track and Field**

Skills	LEVEL			
	I	II	III	IV
4. Hammer				
a) safety	●			
b) grip	●			
c) starting position	●			
d) swing	●			
e) turn		●		
f) release	●			
g) recovery		●		
D. Rules	●			
E. Officiating			●	

**Suggested References - Track and Field**

1. Canadian Track and Field Association. Canadian Track and Field Coaching. Vanier, Ontario: Canadian Track and Field Association, 1975.
2. Cooper, John M., J. Lowery and W. Perrin. Track and Field for Coach and Athlete. Englewood Cliffs, N.J.: Prentice-Hall, 1970.
3. Doherty, J.K. Modern Track and Field. Englewood Cliffs, N.J.: Prentice-Hall, 1963.
4. Foreman, Kenneth E. and Virginia E. Husted. Track and Field. Dubuque, Iowa: W.C. Brown, 1966. (no later edition).
5. Kay, David R. Learning to Be a Better Athlete. London: W. Collins and Sons, 1975.
6. Powell, John. Track and Field Fundamentals for Teacher and Coach. Champaign, Ill.: Stripes Pub. Co., 1978.
7. Wilt, Fred. The Complete Canadian Runner. Vanier, Ontario: Canadian Track and Field Association, 1978.

ACTIVITY SEQUENCE CHART

Wrestling

Skills	LEVEL			
	I	II	III	IV
<b>A. Warm Up Drills</b>				
1. Exercises				
a) forward roll	●			
b) backward roll	●			
c) sit ups	●			
d) bridging front back	●			
e) inverted push ups	●			
f) push ups	●			
g) chinning	●			
h) neck flexors	●			
i) knee extensors	●			
j) elbow flexors	●			
k) back extensors	●			
l) finger and wrists warm up	●			
m) chest push	●			
n) get to your knees	●			
o) floating drill	●			
p) crotch warm ups	●			
q) leg stretching	●			
r) spinner drill	●			
s) sprawl drill		●		
t) shuttle step drill		●		
u) rope climbing		●		
v) bar dips		●		
w) crawl up and down against wall		●		
x) hand stand push ups			●	
y) bridge with partner to kick overs			●	
z) bridge			●	
2. Individual and Dual Combative Exercises rooster fight, knee drop, etc.	●			
<b>B: Down Wrestling, Breakdowns, Pins and Counters</b>				
1. Referee's position (down position)	●			
2. Getting up from a prone counter	●			
3. Far arm tap ankle breakdown	●			
4. Near ankle and cross face breakdown and counter	●			
5. Waist lock - near ankle breakdown and counter	●			
6. Far thigh - far ankle breakdown and counter	●			
7. Sit out and counter	●			
8. Switch and counter	●			
9. Stand up escapes			●	
10. Wing or side rolls			●	
11. Head lever and counter		●		
12. Gut wrench and counter			●	

**ACTIVITY SEQUENCE CHART**

**Wrestling**

Skills	LEVEL			
	I	II	III	IV
13. Crotch lift and counter			●	
14. Grapevine and counter				●
15. Ankle breakdown change to a crotch lift and counter				●
16. Leg lift change off to a crotch lift and counter				●
17. Half Nelson and crotch pin and counter		●		
18. Double arm pin and counter			●	
19. Front whizzer pin and counter				●
20. Chest press pin and counter		●		
21. Near side cradle and counter		●		
22. Far side cradle and counter				●
23. Cross face and cradle and counter			●	
24. Head and arm pin and counter		●		
25. Under and over pin and counter			●	
26. Reverse cradle and counter			●	
27. Far wrist and half Nelson and counter			●	
28. Inverted cross body and counter				●
29. Guillotine and counter				●
30. Double grapevine and counter				●
31. Near-arm grapevine, far side counter				●
32. Leg vine and head control and counter				●
<b>C. Stand Up Wrestling, Take Downs and Counters</b>				
1. Open stance		●		
2. Close or tie up stance		●		
3. Lateral drop and counter		●		
4. Single leg pick up and counter			●	
5. Double leg pick up and counter			●	
6. Double hook drop and counter				●
7. Duck under and go behind and counter		●		
8. Fireman's carry and counter			●	
9. Head and arm throw and counter			●	
10. Arm drag with forward trip and counter			●	
11. Hip throw and counter			●	
12. Head swing and far heel and counter				●
13. Double leg with back trip and counter				●
14. Double leg with sit through and counter				●
15. Standing back heel trip and counter			●	
16. Single leg with back trip and counter				●
17. Single leg drive and counter				●
<b>D. Rules</b>	●			
<b>E. Officiating</b>			●	

### Suggested References - Wrestling

1. Douglas, Bobby. Wrestling, The Making of a Champion. Ithica, New York: Cornell University Press, 1972.
2. Garvie, Gordon T. Wrestling For Young Wrestlers and Instructors. Don Mills, Ontario: Collier - Macmillan, 1972.
3. Kasahara, Shigeru, and Art Keith. Coaching Techniques For Freestyle and Greco-Roman Wrestling. West Nyack, N.Y.: Parker Pub. Co., 1973.
4. Keith, Art. Complete Book of Wrestling Drills and Conditioning Techniques. West Nyack, New York: Parker Pub. Co., 1976.
5. Keith, Art. Complete Guide to Championship Wrestling. West Nyack, N.Y.: Parker Pub. Co., 1968.
6. Maertz, R.C. Wrestling Techniques: Takedowns. South Brunswick: A.S. Barnes, 1970.



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# Gymnastics

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82

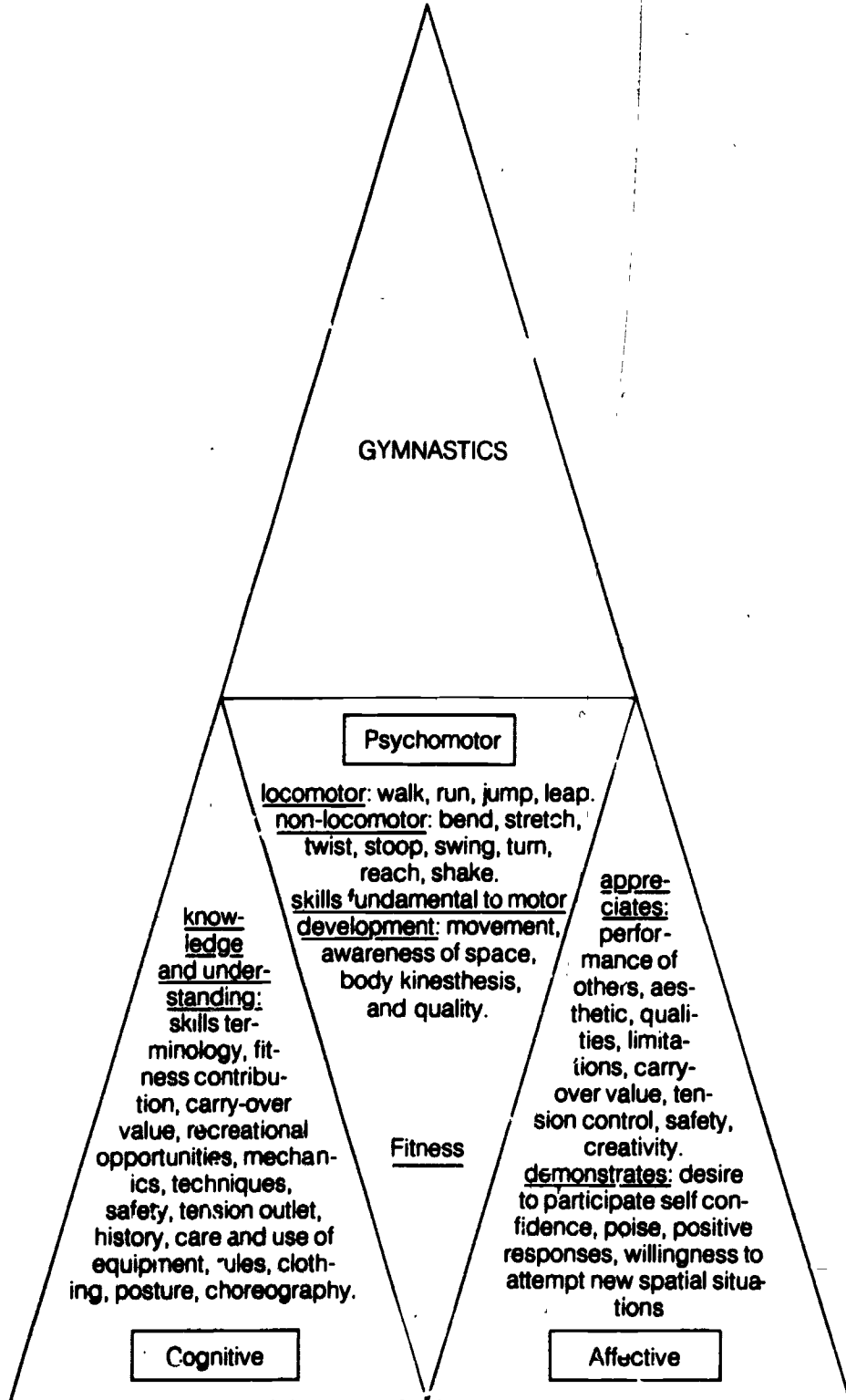
### 3 Gymnastics - Activity Sequence Charts

- Men's Gymnastics
- Women's Gymnastics
- Modern Rhythmic Gymnastics

Gymnastics comes from the ancient Greek *gymnazein*, to exercise. In classical Greece, running, throwing, wrestling, dancing and games constituted together what was known as gymnastics. Today, artistic gymnastics, an Olympic sport, encompasses a more unique type of activity. Men participate in floor exercise, vaulting, pommel horse, parallel bars, horizontal bar and rings, while women participate in floor exercise, vaulting, balance beam and uneven parallel bars. Men's Gymnastics, Women's Gymnastics and Modern Rhythmic Gymnastics will be discussed in this section. These are designed to provide opportunities for the students to emphasize poise, grace, balance, rhythm and coordination.

The following triangle illustrates, in point form, specific affective, cognitive and psychomotor outcomes which are particularly emphasized in gymnastics.

Figure 8 Gymnastics - Specific Outcomes



ACTIVITY SEQUENCE CHART

Men's Artistic Gymnastics

Skills	LEVEL			
	I	II	III	IV
<b>A. Floor Exercise - Men</b>				
1. Balance				
a) tip up	●			
b) head stand	●			
c) momentary headstand-roll		●		
d) front scale		●		
e) handstand			●	
2. Tumbling				
a) forward roll-tuck	●			
b) backward roll-tuck	●			
c) backward roll-extension			●	
d) backroll-pike		●		
e) backroll-straddle	●			
i) forward roll-straddle		●		
g) cartwheel		●		
h) cartwheel-forward roll			●	
i) handstand-¼ turn			●	
j) handstand-½ turn				●
k) round off			●	
l) headspring on rolled mat			●	
m) headspring				●
n) handspring				●
o) one arm cartwheel				●
p) standing dive roll			●	
q) running dive roll				●
3. Flexibility		●		
4. Strength				
a) press to handstand from straddle stand		●		
b) L support				●
c) tuck press to handstand (flexed elbows)			●	
d) straddle press to handstand				●
5. Routines			●	●
<b>B. Pommel Horse</b>				
1. Front support swing	●			
2. Rear support swing	●			
3. Stride support swing	●			
4. Single leg half circle	●			
5. Support travel		●		
6. Simple scissors				●
7. Front scissors				●
8. Back scissors				●
9. Single leg full circle		●		
10. Double leg half circle				●

ACTIVITY SEQUENCE CHART

Men's Artistic Gymnastics

Skills	LEVEL			
	I	II	III	IV
11. Rear tuck mount			●	
12. Routines			●	●
<b>C. Still Rings</b>				
1. Pike inverted hang	●			
2. Straight inverted hang	●			
3. Skin the cat	●			
4. Swing	●			
5. Straight arm support 5 sec.	●			
6. Muscle up			●	
7. Front uprise				●
8. Back uprise				●
9. Tuck support 2 seconds		●		
10. L support 2 sec.			●	
11. Flyaway			●	
12. Backward tuck dismount		●		
13. From support 1/2 back roll to pike inverted hang			●	
14. From support 1/2 forward roll to pike inverted hang				●
15. Backward straddle dismount				●
16. Shoulder balance 3 sec.				●
17. Inlocate				●
18. Routines			●	●
<b>D. Vault</b>				
1. Front vault-side horse	●			
2. Flank vault-side horse	●			
3. Rear vault-side horse		●		
4. Rear vault 1/4 turn in side horse			●	
5. Squat vault-side horse		●		
6. Straddle vault-side horse		●		
7. Straddle vault-long horse			●	
8. Squat vault-long horse				●
9. Stoop vault-long horse				●
<b>E. Parallel Bars</b>				
1. Support swing	●			
2. Upper arm support swing	●			
3. Dismount from forward swing		●		
4. Dismount from backward swing	●			
5. Cross support hopping		●		
6. Rear dismount 1/4 turn inward		●		
7. Rear dismount 1/2 turn inward			●	
8. L support 3 sec.		●		
9. Shoulder stand 3 seconds			●	
10. Front uprise				●
11. Back uprise			●	

## ACTIVITY SEQUENCE CHART

## Men's Artistic Gymnastics

Skills	LEVEL			
	I	II	III	IV
12. Upper arm kip to support			●	
13. End or drop kip from a stand				●
14. Glide kip				●
15. Pike swing		●		
16. Routines			●	●
F. Horizontal Bar				
1. Front support	●			
2. Inverted pike position	●			
3. Front cast support	●			
4. Underswing to stand		●		
5. Long hang	●			
6. Backward hip-circle		●		
7. Forward hip circle			●	
8. Backward knee circle		●		
9. Hip pullover		●		
10. Single knee swing up		●		
11. Stride swing up			●	
12. Long swing and dismount at the top of back swing with legs vertical			●	
13. Pike swing to rear support				●
14. Kip				●
15. Pike inverted swing		●		
16. Routines			●	

## Suggested References - Men's Artistic Gymnastics

1. Canadian Gymnastics Federation. Coaching Certification Manual: Level I. Ottawa: Canadian Gymnastics Federation, 1978.
2. Canadian Gymnastics Federation. Coaching Certification Manual: Level II. Ottawa: Canadian Gymnastics Federation, 1978.
3. Canadian Gymnastics Federation. Development Program: Book I. Ottawa: Canadian Gymnastics Federation, 1979.
4. Canadian Gymnastics Federation. Development Program: Book II. Ottawa: Canadian Gymnastics Federation, 1979.
5. Taylor, Bryce, Borris Bajin and Tom Zivic. Olympic Gymnastics For Men and Women. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

ACTIVITY SEQUENCE CHART

Women's Artistic Gymnastics

Skills	LEVEL			
	I	II	III	IV
<b>A. Vault</b>				
1. Squat vault	●			
2. Straddle vault		●		
3. Side vault		●		
4. Headspring			●	
5. Bent hip handspring				●
6. Layout - squat			●	
7. Layout - straddle				●
8. Stoop				●
9. Handspring				●
<b>B. Uneven Bars</b>				
1. Long hang position	●			
2. Front support mount LB	●			
3. Pullover mount to front support on LB		●		
4. From front support cast rearward to stand	●			
5. From front support swing leg over to stride support		●		
6. Single knee drop to hock swing to stride support			●	
7. Single knee circle - front			●	
8. Single knee circle - back		●		
9. Stride circle forward			●	
10. Stride circle regrasp			●	
11. From long hang to straddle legs over LB to sit to release HB to jump off LB	●			
12. Straddle underswing dismount		●		
13. Front support swing		●		
14. Back hip circle		●		
15. Pullover to HB			●	
16. Pike drop from HB to LB			●	
17. Front hip circle				●
18. Single leg stem rise to HB				●
19. Double leg stem rise to HB			●	
20. Front seat circle				●
21. Back seat circle				●
22. Cast from HB to feint wrap			●	
23. Cast from HB to wrap around LB				●
24. Routines - see Activity Handbook			●	
<b>C. Balance Beam</b>				
1. Locomotor and Dance Steps				
a) forward walking	●			
b) backward walking	●			
c) chassé		●		
d) running forward		●		
2. Mounts				
a) front support mount to stand	●			



**ACTIVITY SEQUENCE CHART**

**Women's Artistic Gymnastics**

Skills	LEVEL			
	I	II	III	IV
b) squat mount			●	
c) straddle mount		●		
d) single leg side mount to squat position			●	
e) step on end mount				●
f) forward roll mount				●
<b>3. Balances and Poses</b>				
a) knee scale	●			
b) lunge		●		
c) bent knee pose			●	
d) arabesque			●	
e) body wave				●
f) splits				●
<b>4 Jumps and Leaps</b>				
a) quick 2 foot jumps	●			
b) changement		●		
c) cissone			●	
d) tuck jump		●		
e) scissors leap			●	
f) split leap				●
<b>5 Turns</b>				
a) 1/2 turn on toes of 2 feet	●			
b) 1/2 turn on toes of 1 foot		●		
c) squat turn		●		
d) kick turns			●	
e) full turn				●
<b>6. Tumbling</b>				
a) forward roll with spot	●			
b) forward support roll			●	
c) continuous forward roll				●
d) back shoulder roll with spotter		●		
e) back roll			●	
f) cartwheel				●
g) walkovers				●
<b>7 Dismounts</b>				
a) straight jump dismount	●			
b) straddle jump dismount		●		
c) round off dismount			●	
<b>8. Routines - see Activity Handbook</b>				
<b>D. Floor Exercise</b>				
<b>1. Tumbling</b>				
a) basic body positions: tuck, pike, straddle layout	●			
b) forward roll	●			
c) forward straddle roll		●		

ACTIVITY SEQUENCE CHART

Women's Artistic Gymnastics

Skills	LEVEL			
	I	II	III	IV
d) backward roll to stand	●			
e) backward straddle roll	●			
f) headstand	●			
g) headspring on a rolled mat			●	
h) headspring				●
i) handstand with spotting	●			
j) handstand		●		
k) handstand to front roll out			●	
l) back roll extension			●	
m) cartwheel		●		
n) cartwheel series			●	
o) round off			●	
p) one arm cartwheel				●
q) round off to backroll to knee scale			●	
r) front walkover				●
s) back walkover				●
t) back and front walkovers in series				●
u) tinsica				●
v) handspring				●
w) valdez				●
x) back handspring				●
y) round off back handspring				●
2. Dance				
a) chassé		●		
b) waltz step		●		
c) arabesque hop		●		
d) scissors leap		●		
e) split leap			●	
f) cissone			●	
g) tour jeté			●	
h) body wave		●		
i) turns on 1 foot		●		
3. Routines - see Activity Handbook			●	●
E. Rules			●	
F. Officiating				●

### Suggested References - Women's Artistic Gymnastics

1. Canadian Gymnastics Federation. Coaching Certification Manual Level I. Ottawa: Canadian Gymnastics Federation, 1978
2. Canadian Gymnastics Federation. Coaching Certification Manual Level II. Ottawa: Canadian Gymnastics Federation, 1978.
3. Cochrane, Tuovi Sappinen International Gymnastics for Girls and Women. Reading, Mass: Addison-Wesley Pub., 1969
4. Drury, Blanch Jensen and Andrea Bodo Schmid Gymnastics For Women. Palo Alto, California: Natural Press Books, 1970
5. Ryan, Frank Gymnastics For Girls. New York: Viking Press, 1976

ACTIVITY SEQUENCE CHART

Modern Rhythmic Gymnastics

Skills	LEVEL			
	I	II	III	IV
A. Locomotion				
1. Walk				
a) basic walk	●			
b) stride walk		●		
c) toe walk	●			
d) impulse walk				●
e) spring walk		●		
f) sideways walk	●			
g) waltz walk		●		
h) step-hop	●			
i) mazurka			●	
j) grapevine		●		
k) gallop	●			
l) backward walk	●			
m) pedalling	●			
n) variations	●			
2. Runs				
a) basic rhythmic run	●			
b) stride run		●		
c) high run	●			
d) glissade		●		
e) chassé			●	
f) polka			●	
g) curve run		●		
h) waltz run			●	
i) skips	●			
j) slides	●			
k) variations	●			
3. Jumps				
a) cat hop	●			
b) cat hop with turn		●		
c) vertical jump	●			
d) scissor kick	●			
e) scissor kick with turn		●		
f) cabriole				●
g) changement				●
h) split jump			●	
i) tour jeté			●	
j) jump variations	●			
4. Leaps				
a) leap	●			
b) cat leap		●		
c) split leap				●

ACTIVITY SEQUENCE CHART

Modern Rhythmic Gymnastics

Skills	LEVEL			
	I	II	III	IV
d) stag leap		●		
e) combine variations		●		
5. Turns				
a) walking turn	●			
b) pivot (toes) 180°		●		
c) pivot 360°			●	
d) chaires				●
6 Balances				
a) ball of two feet	●			
b) ball of one foot	●			
c) scale: flat foot		●		
d) scale on toes			●	
e) combination of jumps and balances		●		
7 Flexions				
a) trunk flexion	●			
b) variations		●		
8. Weight transfers	●			
9. Body swings	●			
a) combine transfer and swings		●		
b) add arm movements			●	
10. Body Wave				
a) impulse	●			
b) forward		●		
c) sideways			●	
d) backwards				●
e) with arms		●		
i) variations		●		
11 Arm				
a) swings and circles	●			
b) vertical waves			●	
c) horizontal waves		●		
d) figure eights		●		
e) horizontal figure eights			●	
f) double figure eights horizontal				●
12. Floor work				
a) strength	●			
b) flexibility	●			
13 Partner work	●			
14. Group sequences	●			
B Hoop				
1. Grips				
a) regular grip	●			
b) reverse grip	●			
c) inside grip		●		

ACTIVITY SEQUENCE CHART

Modern Rhythmic Gymnastics

Skills	LEVEL			
	I	II	III	IV
2 Swings				
a) frontal swing	●			
b) frontal swing, change hands in front of body		●		
c) frontal swing, change behind body			●	
d) sagittal swing changing hands behind body		●		
e) frontal swing, transfer overhead		●		
3. Figure eight movements				
a) horizontal plane			●	
b) frontal plane	●			
c) sagittal plane	●			
4. Rotations				
a) frontal circles	●			
b) frontal circles change hands in front		●		
c) frontal circles change hands in back			●	
d) combine frontal circles in front and behind body				●
e) horizontal circles overhead			●	
f) horizontal circles in front of body				●
5. Jumps with hoop	●			
6. Turns with hoop	●			
7. Rolling: on floor, on body, on arms and shoulders				
a) frontal plane	●			
b) sagittal plane	●			
c) roll on body				●
d) rolling hoop on floor with partners	●			
8. Throwing and catching				
a) sagittal plane				
i) alternate hands	●			
ii) 1 hand throw	●			
b) frontal plane overhead throw			●	
c) horizontal plane overhead throw	●			
d) variations		●		
e) group work		●		
f) spins				
i) group sequences		●		
g) add jump over hoop			●	
h) on palm of hand				●
C. Rhythmical or Indian Club				
1. Swings and circumductions				
a) frontal plane	●			
b) sagittal plane	●			
c) variations		●		
2. Circles				
a) frontal plane	●			
b) sagittal plane	●			

ACTIVITY SEQUENCE CHART

Modern Rhythmic Gymnastics

Skills	LEVEL			
	I	II	III	IV
c) horizontal plane		●		
d) combine with swings	●			
e) figure eights				
i) frontal		●		
ii) sagittal		●		
iii) horizontal			●	
3 Drop and catch	●			
4 Throw and catch				
a) frontal plane	●			
b) sagittal plane	●			
c) horizontal plane		●		
5. Clapping club				
a) all levels against floor with head base or body of club	●			
b) with partner	●			
c) clap clubs together		●		
d) clap clubs in air and on floor		●		
6 Mills				●
D Ball				
1 Bouncing				
a) kneeling, 1 hand front and side	●			
b) standing, 1 hand front and side	●			
c) behind body			●	
d) under leg		●		
2. Throwing and catch				
a) front of body	●			
b) side of body	●			
c) throw and catch on back of hands		●		
d) behind back			●	
e) rotate arm and toss under arm				●
f) throw and catch with opposite hand		●		
g) variations	●			
3 Balance and carry				
a) frontal	●			
b) sagittal	●			
c) horizontal		●		
d) variations	●			
4 Swings and circles				
a) frontal plane	●			
b) sagittal plane	●			
c) around body		●		
d) variations	●			
5 Figure eight movement				
a) frontal plane				

ACTIVITY SEQUENCE CHART

Modern Rhythmic Gymnastics

Skills	LEVEL			
	I	II	III	IV
i) 2 hands	●			
ii) 1 hand			●	
b) horizontal				●
6. Partner work	●			
7. Group sequences		●		
8. Rolling				
a) on floor: around body	●			
b) on floor: side to side	●			
c) on stomach, roll ball under chest		●		
d) on back, roll ball under hips		●		
e) sit, knees bent roll ball under straight extended legs				●
f) sit, legs extended forward, roll ball around toes			●	
g) same, sit stride position			●	
h) roll between hands			●	
i) roll on arm catch at chest				●
E. Ribbon				
1. Swings				
a) frontal plane	●			
b) sagittal plane	●			
c) horizontal plane		●		
2. Circles				
a) frontal plane	●			
b) sagittal plane	●			
c) horizontal plane		●		
3. Figure eight movements				
a) frontal plane	●			
b) sagittal plane	●			
c) horizontal plane		●		
d) figure eight on floor			●	
e) figure eight, front and back				●
4. Serpents (snakes)				
a) frontal plane: across body	●			
b) horizontal: in air moving downward		●		
c) moving backward			●	
d) horizontal: across body and above head				●
5. Spirals				
a) frontal across body	●			
b) horizontal		●		
c) vertical			●	
d) variations				
i) kneeling		●		
ii) side sitting			●	
6. Partner work	●			



## ACTIVITY SEQUENCE CHART

## Modern Rhythmic Gymnastics

Skills	LEVEL			
	I	II	III	IV
7. Group sequences		●		
F. Skipping Rope				
1. Jumping (through)				
a) forward open rope	●			
b) backward open rope	●			
c) cross front		●		
d) cross back, holding rope with one hand			●	
e) horizontal swing above head and jump			●	
f) horizontal swing above head and jump through loop				●
2. Swings and circles single fold				
a) frontal	●			
b) sagittal	●			
c) horizontal		●		
d) figure eight movements: all levels, small, medium, large figure eights				
i) frontal	●			
ii) sagittal	●			
iii) horizontal		●		
iv) figure eight mills front and behind				●
e) variations			●	
3. Wrapping				
a) around waist and unwind with same hand	●			
b) wrap around waist and continue with other hand		●		
c) swing and wrap around arm			●	
d) one hand at waist, other hand above head, wrap horizontally with extended arm				●
G. Scarf				
1. Swings and circles				
a) frontal	●			
b) sagittal	●			
c) horizontal		●		
d) waves		●		
2. Figure Eights				
a) frontal	●			
b) sagittal	●			
c) horizontal		●		
3. Throw and catch				
a) frontal plane	●			
b) sagittal plane	●			
c) horizontal		●		
4. Variations	●			
5. Partner work	●			
6. Group sequences		●		

### Suggested References - Modern Rhythmic Gymnastics

1. Koop, Evelyn. The Basics of Modern Rhythmic Gymnastics. Ottawa: Canadian Modern Rhythmic Gymnastics Federation, 1977.
2. Schmid, Andrea Bodo. Modern Rhythmic Gymnastics. Palo Alto, California: Mayfield Pub., 1976.



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# Dance

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#### 4. Dance - Activity Sequence Charts

Folk Dance  
Social Dance  
Square Dance

In this section only three types of dance are covered, although other dance forms could be included.

Folk Dance, traditionally, has allowed people to express feelings about their culture and heritage.

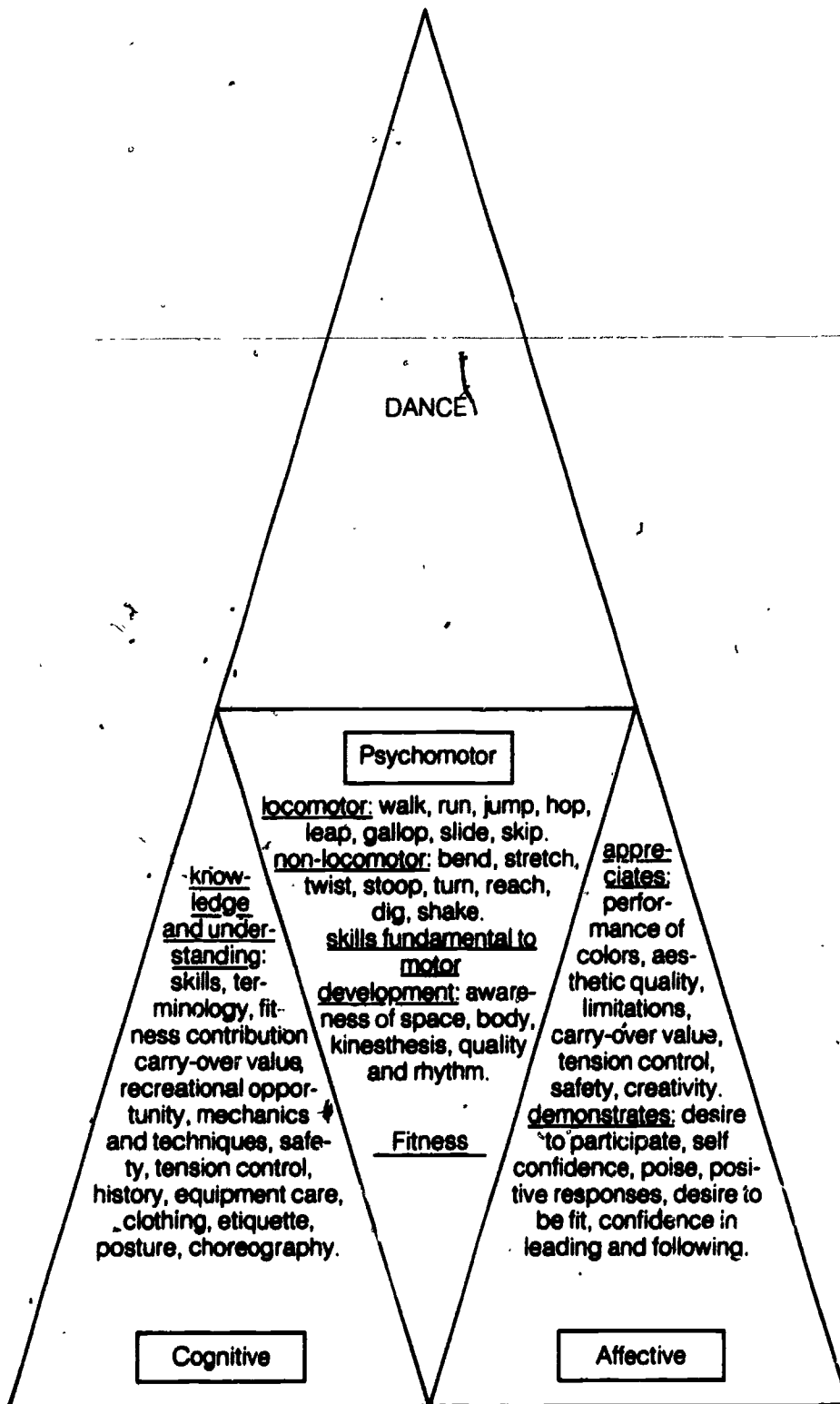
Social Dance consists of a range of dances usually participated in by couples at balls, dance halls and in other social settings.

Square Dance is any type of American folk dance composed of an even number of couples so positioned as to form a square set, a longway set or a running set. In a square set, couples one and three face each other; couples two and four face each other. In a longway set two lines of couples face each other. In a running set couples assume a circle formation.

Dance is designed to provide opportunities for the students to meet their immediate developmental physical needs by participating in activities which develop the social recreative skills which form the basis of enjoying leisure time. In addition, dance develops the students' insight, understanding and appreciation of many cultures.

The following triangle illustrates, in point form, the specific affective, cognitive and psychomotor outcomes which are particularly emphasized in dance.

Figure 9. Dance - Specific Outcomes



## ACTIVITY SEQUENCE CHART

## Folk Dance

Skills	LEVEL			
	I	II	III	IV
<b>A. Fundamental Principles</b>				
1. Control of balance in axial movement and weight transference (locomotion)	●			
2. Development of rhythmic ability: moving with the musical beat and in simple rhythmic pattern	●			
<b>B. Fundamental Locomotor Skills</b>				
1. Walk	●			
2. Run	●			
3. Hop (from one foot onto same foot)	●			
4. Jump (from one or both feet onto both feet)	●			
5. Leap (from one foot onto the other foot)	●			
6. Gallop (run with uneven rhythm)	●			
7. Slide (side gallop)	●			
8. Step-hop (even rhythm)	●			
9. Skip (step-hop with uneven rhythm)	●			
10. Stamp				
a) taking weight	●			
b) not taking weight	●			
<b>C. Traditional Locomotor Step Patterns</b>				
1. Touch-step	●			
2. Schottische				
a) forward		●		
b) with step-hop couple turn			●	
c) with spatial variations			●	
3. Two-step				
a) forward		●		
b) couple, turning			●	
4. Polka				
a) forward		●		
b) heel-toe Polka		●		
c) couple turning			●	
5. Skip change of step		●		
6. Mazurka		●		
7. Waltz				
a) forward		●		
b) couple, turning			●	
8. Bleking jump	●			
9. Grapevine step and other crossing steps		●		
10. Hora-Hassapikos step		●		
11. Couple turn, walking	●			
12. Couple turn, Buzz-step			●	
13. Pas de Basque		●		
14. Hungarian break step "Bokazo"		●		
15. Yemenite step			●	

## ACTIVITY SEQUENCE CHART

## Folk Dance

Skills	LEVEL			
	I	II	III	IV
16. Debka jump			●	
17. Syrtos			●	
18. hop-step-step			●	
19. Lesnoto, basic			●	
20. 'Basic' kolo step				●
21. 'Syncopated' threes				●
22. Skoci step				●
23. Pivot turn				●
24. Hambo step				●
25. Pols				●
26. Hopsa step			●	
27. Prysadkas				●
<b>D. Basic Dance Formations</b>				
1. No partners:				
a) circle: facing center, clockwise, or counterclockwise	●			
b) line or open circle	●			
c) scatter formation	●			
Partner:				
a) single circle: partners facing	●			
b) double circle: men with backs to center, facing partners	●			
c) double circle: partners side by side facing counter clock-wise	●			
d) longways or contra formation				
- line of men facing line of women	●			
- partners side by side: facing up or down set	●			
- lines alternating men & women: partners facing	●			
e) couple scatter	●			
f) double circle, couples facing: 'Sicilian Circle'	●			
g) Trios, 'Wheelspoke' formation, all facing counter clockwise	●			
h) trios in 'Sicilian Circle' formation	●			
<b>E. Basic Dance Handholds and Positions</b>				
1. Line or Circle:				
a) 'V' or arms straight down	●			
b) 'W' handhold elbows bent	●			
c) 'T' or shoulder hold		●		
d) front basket hold		●		
e) back basket hold			●	
f) little finger hold		●		
2. Couple				
a) social dance or waltz hold		●		
b) inside hand hold	●			



### ACTIVITY SEQUENCE CHART

### Folk Dance

Skills	LEVEL			
	I	II	III	IV
c) 2-hand hold or ring grasp	●			
d) elbow hook	●			
e) shoulder-waist position		●		
f) Varsouvienne position		●		
g) swing position		●		
h) western promenade or skater's hold	●			
i) conversation position	●			
<b>F. Basic Folk Dance Directions</b>				
1. Circle left: clockwise	●			
2. Circle right: counter-clockwise	●			
3. Line of Dance: (LOD) - counter clockwise	●			
4. Reverse line of dance: (RLOD), clockwise	●			
5. "Snaking" the line	●			
6. Spiraling the line	●			
<b>G. Dances Using Fundamental Locomotor Coordinations*</b>				
1. Walk:				
Ve David	●			
Fjaskern	●			
Pljeskavac	●			
Pljeskavac w/step-hops		●		
Apat Apat		●		
Tino Mori			●	
2. Run:				
Troika	●			
Knodeldrahner		●		
Kentucky Running Set		●		
3. Step-Hop:				
Crested Hen	●			
Sentja		●		
4. Skip:				
D'Hammerschiedsgselin	●			
Man in the Hay		●		
Windmueller			●	
5. Jump:				
Lap Raspa	●			
Bleking	●			
Hora Aggadati			●	
Haro'a Haktana				●
6. Slide:				
Cumberland Reel	●			
Virginia Reel	●			
Gigue aux Six	●			
Gigue aux Six w/gigue steps		●		

## ACTIVITY SEQUENCE CHART

## Folk Dance

Skills	LEVEL			
	I	II	III	IV
7. Stamp:				
Alunelul		●		
Tropanka (Hermans)		●		
Tropanka from Dobrudja			●	
H. Dances Using Traditional Locomotor Step Patterns*†				
1. Touch-step				
Alley Cat	●			
Pata Pata	●			
Amos Moses		●		
2. Schottische: (forward/backward)				
Ersko Kola		●		
Savila se bela		●		
Loza		●		
Korobushka		●		
(dance pattern):				
Horse & Buggy Schottische		●		
Salty Dog Rag		●		
(with couple turn):				
free-style with variations			●	
Marklaonder				●
Schottische				●
3. Two-step:				
forward: Cotton-Eyed		●		
Joe Kicker Dance		●		
Oklahoma Trio Mixer		●		
Mixer		●		
turning: Boston				
Two-Step			●	
The Gay Gordons			●	
"with Pas de Basque				●
Karapyet				●
4. Polka:				
forward: Klumpakojis		●		
heel-toe: Polka				
zu Dreien		●		
couple turn:				
Doudlebska Polka			●	
Zigeuner Polka			●	
with lift:				
Kanafaska				●

\* Dances listed in order of difficulty

† Each skill has several optional/alternative dance selections listed.  
Not all dances are required.

## ACTIVITY SEQUENCE CHART

## Folk Dance

Skills	LEVEL			
	I	II	III	IV
5. Waltz: forward: Norwegian Mountain March		●		
Spinradl		●		
turning: Tyrolean Waltz			●	
Little Man in a Fix			●	
Zillertaler Laendler				●
6. Mazurka: Israeli Mazurka		●		
Swedish Varsouvienne			●	
Kreuz Koenig				●
7. Grapevine Step and other Crossing Steps: Seljancica		●		
Simi Yadech		●		
Armenian Misirlou		●		
Mayim			●	
Harmonica			●	
Vulpita				●
8. Yemenite Step: Ma Na'avu			●	
At Va'ani			●	
9. Debka Jump: Mechol Ovadya			●	
with variations 3 & 4				●
Debka, Debka				●
10. Skip Change of Step and Pas de Basque: Dashing White Sargent			●	
Duke of Perth				●
11. Hop-Step-Step: Seljancica Kolo			●	
Sukacko			●	
Godecki Cacak				●
12. Hopsa (and waltz): Svensk Maskerade				●
13. 'Basic' Kolo Step: Seljancica Kolo (advanced version)				●
U Sest				●
14. 'Syncopated' Threes and Skoci Step: U Sest				●
15. Pivot Turn: To Ting				●
Norwegian Polka				●
Vossarui				●

### Suggested References - Folk Dance

1. Hall, J.T. Folk Dance. Pacific Palisades, California: Goodyear, 1969.
2. Harris, Jane A., et al. Dance a While: Handbook of Folk, Square and Social Dance. 5th ed. Minneapolis, Minnesota: Burgess, 1978.
3. Mynatt, Constance V. and Bernard D. Kaiman. Folk Dancing for Students and Teachers. Dubuque, Iowa: W.C. Brown, 1975.

## ACTIVITY SEQUENCE CHART

## Social Dance

Skills	LEVEL			
	I	II	III	IV
<b>A. Fundamental Principles</b>				
1. Posture				
a) balance	●			
b) control	●			
c) grace	●			
d) agility	●			
e) strength	●			
f) endurance	●			
g) relaxation	●			
2. Style				
a) interpretation of rhythm	●			
b) transmission of rhythm	●			
c) self expression	●			
3. Dance position				
a) closed	●			
b) promenade	●			
c) outside	●			
d) open	●			
<b>B. Leading</b>				
1. Techniques of leading				
a) chest lead	●			
b) backward lead	●			
c) right side lead	●			
d) left side lead	●			
e) visual lead	●			
2. Techniques of following				
a) attention to cues	●			
b) sensitive to pressure	●			
<b>C. Dances</b>				
1. Latin				
a) Cha-Cha-Cha				
i) basic introductory step forward and backward	●			
ii) dance position	●			
iii) techniques of leading	●			
iv) techniques of following	●			
v) New Yorker step		●		
vi) hand to hand		●		
vii) spot turn			●	
viii) fan			●	
ix) allemanda				●
x) The Sweetheart				●

## ACTIVITY SEQUENCE CHART

## Social Dance

Skills	LEVEL			
	I	II	III	IV
<b>b) Rhumba</b>				
i) rhumba motion	●			
ii) box-step dance position	●			
iii) techniques of leading	●			
iv) techniques of following	●			
v) half squares	●			
vi) lady's underarm turn	●			
vii) man's right turn		●		
viii) normal exit side breaks		●		
<b>c) Samba</b>				
i) pendulum motion	●			
ii) while stationary down "up" down to music	●			
iii) feet together, hop forward and back to music	●			
iv) combine two-footed hop with up and down	●			
v) basic step dance position		●		
vi) techniques of leading		●		
vii) techniques of following		●		
viii) balancete			●	
ix) capacaliana			●	
<b>2. Smooth dances</b>				
<b>a) Fox Trot</b>				
i) heel walk, toe walk	●			
ii) line of dance		●		
iii) against line of dance		●		
iv) diagonal wall against line of dance		●		
v) diagonal wall with line of dance		●		
vi) diagonal center with line of dance		●		
vii) diagonal center against line of dance		●		
viii) basic dance position	●			
ix) techniques of leading	●			
x) techniques of following	●			
xi) ¼ turns		●		
xii) check step		●		
xiii) conversation step			●	
<b>b) Waltz</b>				
i) rise and fall			●	
ii) closed changes			●	
iii) dance position	●			
iv) techniques of leading	●			
v) techniques of following	●			
vi) line of dance	●			
vii) natural turn			●	
viii) reverse turn			●	

## ACTIVITY SEQUENCE CHART

## Social Dance

Skills	LEVEL			
	I	II	III	IV
ix) natural spin turn				●
x) whisk				●
xi) whisk and chassé				●
c) Quick Step				
i) introductory step	●			
ii) basic dance position	●			
iii) techniques of leading	●			
iv) techniques of following	●			
v) line of dance	●			
vi) man's spin turn		●		
vii) women's spin turn		●		
viii) forward lock				●

## Suggested References - Social Dance

1. Gilbert, Cecile. International Folk Dance at a Glance. Minneapolis, Minnesota: Burgess Publishing, 1974.
2. Hall, J. Tillman. Dance! A Complete Guide to Social, Folk and Square Dancing. Belmont, California: Wadsworth Publishing, 1963.
3. Harris, Jane A. and Pittman, Anne and Waller Martys. Dance A While. Fifth Edition. Minneapolis, Minnesota: Burgess Publishing, 1978.
4. Jensen, Mary Bee and Jensen, Clayne R. Folk Dancing. Provo, Utah: Brigham Young University Press, 1974.
5. Lidster, Miriam D. and Tamburini, Dorothy H. Folk Dance Progressions. Belmont, California: Wadsworth Publishing, 1965.
6. Lidster, Miriam D. Teaching Progressions for Folk Dancers. Palo Alto, Calif.: Stanford University, 1975.
7. Mynatt, Constance V. and Karman, Bernard D. Folk Dancing for Students and Teachers. Dubuque, Iowa: Wm. C. Brown, 1968.

## ACTIVITY SEQUENCE CHART

## Square Dance

Skills	LEVEL			
	I	II	III	IV
<b>A. Fundamental Locomotor Steps and Step Patterns</b>				
1. 'Shuffle' walk	●			
2. 'Sashay' side slide	●			
3. Balance step	●			
4. Buzz step		●		
<b>B. Basic Formations and Positions</b>				
1. Square formation	●			
2. Contra, reel or longways formation	●			
3. Mixed or ladies star hold	●			
4. Men's star hold (wrist hold)	●			
5. Couple Positions				
a) forearm swing	●			
b) elbow swing	●			
c) closed swing position (social dance hold)		●		
d) Western promenade (cross-hand hold)	●			
e) courtesy turn	●			
<b>C. Basic Square Dance Movements</b>				
1. Level I Movements				
a) circle left/right	●			
b) forward and back and honors	●			
c) do-sa-do	●			
d) swing (walk around)	●			
e) promenade	●			
f) single file promenade	●			
g) split the ring	●			
h) grand right and left and weave the ring	●			
i) arm turns	●			
j) couple separate/divide	●			
k) allemende left	●			
l) courtesy turn	●			
m) two ladies chain	●			
n) right and left thru	●			
o) four ladies chain	●			
p) star, right/left hand	●			
q) star promenade	●			
r) inside out/outside in	●			
s) couples to lead right	●			
t) circle to a line	●			
u) all around your left hand lady	●			
v) see saw your law	●			
w) pass thru	●			



## ACTIVITY SEQUENCE CHART

## Square Dance

Skills	LEVEL			
	I	II	III	IV
<b>2. Level II Movements</b>				
a) swing, buzz step		●		
b) bend the line		●		
c) do paso		●		
d) u turn back		●		
e) separate/go around one, two		●		
f) around one/two to a line		●		
g) grand square		●		
h) California twirl		●		
i) dive thru		●		
j) cross trail thru		●		
k) wheel around		●		
l) box the gnat		●		
m) single file turn back		●		
n) rollaway a half sashay		●		
o) Alamo style		●		
p) balance		●		
q) wrong way promenade		●		
r) couple backtrack		●		
s) three-quarter chain		●		
t) promenade three-quarters		●		
u) swat the flea		●		
v) ladies, men sashay		●		
w) half sashay (standard)		●		
<b>3. Level III Movements</b>				
a) allemande that star			●	
b) shoot that star			●	
c) square thru			●	
d) star thru			●	
e) left square thru			●	
f) slip the clutch			●	
g) wrong way thar			●	
<b>4. Level IV Movements</b>				
a) turn thru				●
b) eight chain thru				●
c) ocean wave/balance				●
d) swing thru				●
e) flutter wheel				●
f) sweep a quarter				●
g) veer left/right				●
h) run				●
i) trade				●
j) circulate				●

ACTIVITY SEQUENCE CHART

Square Dance

Skills	LEVEL			
	I	II	III	IV
k) pass to the centre				●
l) spin the top				●
m) trade by				●
n) zoom				●
o) couples trade				●
p) wheel and deal				●
q) double pass thru				●
r) couples circulate				●
s) Alamo style swing thru				●
t) box circulate				●
u) split circulate				●
v) reverse flutter wheel				●
w) left swing thru				●
x) cross run				●
y) single file circulate				●
z) centers in				●
aa) cast off				●
bb) cloverleaf				●
cc) slide thru				●
dd) fold				●
ee) Dixie style				●
ff) spin chain thru				●
gg) peel off				●
hh) tag the line				●
ii) partner tag				●
jj) curlique				●
kk) half tag the line				●
ll) cross fold				●
mm) walk and dodge				●
nn) scoot back				●
oo) fan the top				●
pp) hinge				●
qq) cast				●
rr) centers out				●
D. Becoming A Caller				●
E. Contra and Longways Dances		●		

## Suggested References - Square Dance

1. American Square Dance Society. The Caller/Teacher Manual for the Basic Program of American Square Dance Society. California: American Square Dance Society, 1969.
2. American Square Dance Society. The Illustrated Basic Movements of Square Dancing. California: American Square Dance Society, 1977.
3. American Square Dance Society. The Illustrated Extended and Mainstream Basic Movements of Square Dancing. California: American Square Dance Society, 1977.
4. Armstrong, Dow. The Caller/Teacher Manual for Contras. California: American Square Dance Society, 1973.
5. Harris, Jane A., et al. Dance a While: Handbook of Folk Dance. 5th ed. Minneapolis, Minnesota: Burgess Pub., 1978.
6. Jensen, Mary Bee and Jensen, Clayne R. Folk Dancing. Provo, Utah: Brigham Young University Press, 1973.

## Suggested Recordings

1. Teaching records:  
Fundamentals of Square Dancing, Bob Ruff, caller, LP 6001, 6002, 6003, Sets in Order, American Square Dance Society, 462 North Robertson Blvd., California, U.S.A. 90048. (Instruction Booklets included)
2. Recorded patten and singing call square dances using basics in each level:  
Level I: Hot Time in the Old Town, Solomon Levi, Oh Johnny Square Dance with Dick Meyers LP, Modern Square Dancing With Calls (Dick Leger and Patricia Phillips) LP.  
Level II: Grand Square, Just Because, Houston, Devil Woman.  
Level III: Raggin' a Call, Winchester Cathedral, Bummin' Around.  
Level IV: Two Pair of Levis, Don't Let the Good Life Pass You By, Texas Woman, Some Broken Hearts, Sweet Gypsy Rose.
3. Contra and Longways Dances:  
All-purpose music: Glise & Sherbrooke/Wright's Quick Step, Behind the Briar Patch/Aunt May's Canadian Jig.  
Level I: Virginia Reel, Cumberland Reel.  
Level II: Slaunch to Donegal, Jefferson's Reel, Haymaker's Jig, La Danse du Castor.

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# Aquatics

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## 5. Aquatics - Activity Sequence Charts

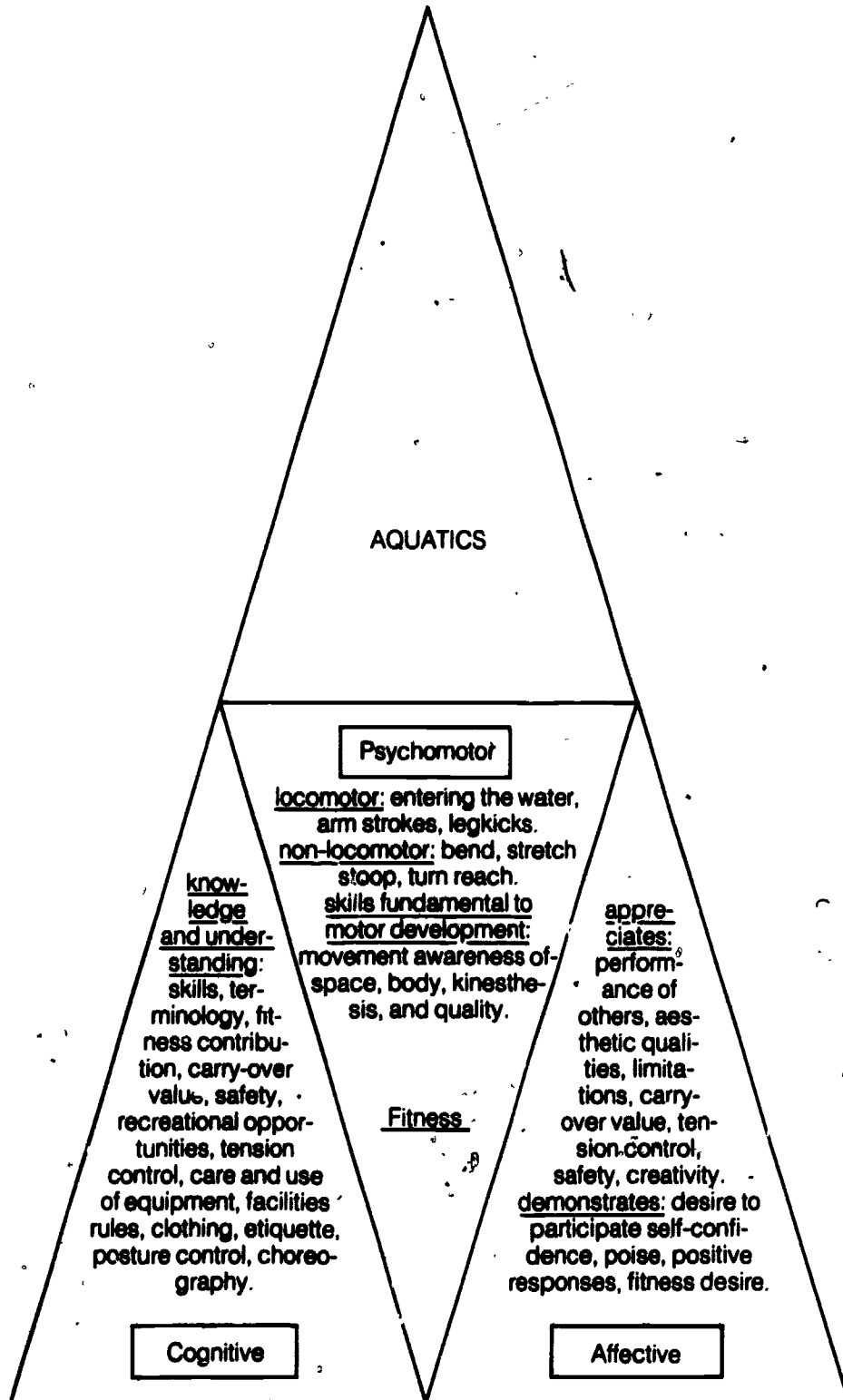
### Swimming Synchronized Swimming

The aquatics program includes such activities as swimming and synchronized swimming. It is designed to provide opportunities for the students to meet their immediate developmental physical needs through participation in activities which develop the abilities, self-confidence, knowledge and appreciation which enable them to pursue aquatic-related activities, with optimum safety, throughout life.

In the Activity Sequence Charts, Levels I, II, and III correspond to the six levels suggested by the Canadian Red Cross Society. Level IV focuses basically on speed swimming.

The following triangle illustrates, in point form, specific affective, cognitive and psychomotor outcomes which are particularly emphasized in aquatics.

**Figure 10 Aquatics - Specific Outcomes**





ACTIVITY SEQUENCE CHART

Swimming

Skills	LEVEL			
	I	II	III	IV
<b>A. Adjustment To Water</b>				
1. Move freely in chest deep water (walk, run, crawl)	●			
2. Transfer weight to hands in shallow water (as in front support position)	●			
3. Submerge and hold breath for different lengths of time	●			
4. Turn over in water: back, forward, side	●			
5. Breath control by bobbing	●			
6. Float face down	●			
7. Surface survival for 30 seconds (tread water, help huddle, swim in place)	●			
8. Surface survival for 1½ minutes continuously:				
a) 30 seconds treading water or swimming in place	●			
b) 60 seconds help huddle	●			
9. Treading water for 1 minute		●		
10. Help huddle for 3 minutes (not to be done following item 9)		●		
11. Surface survival for 4 minutes continuously:				
a) tread water for 1 minute		●		
b) help huddle for 3 minutes		●		
12. Help huddle for 5 minutes			●	
13. Help huddle for 5 minutes after a 400 metres continuous swim			●	
14. Move in shallow water wearing personal flotation device on	●			
15. Put on PFD in deep water			●	
16. Remove PFD			●	
<b>B. Propulsion</b>				
1. Front glide	●			
2. Back glide	●			
3. Swim 5 metres front or back	●			
4. Swim 25 metres:				
a) 15 m on front	●			
b) 10 m on back	●			
5. Swim 20 metres on front with PFD		●		
6. Swim 25 metres on back using either elementary back stroke or a flutter kick with finning or sculling action of the arms		●		
7. Swim 75 metres using the following:				
a) 25 m travel-stroke		●		
b) 50 m on front or side using one of sidestroke, breaststroke, front crawl or trudgeon		●		
8. Swim 200 metres continuously in this order:				
a) 50 metres front crawl or trudgeon			●	
b) 50 metres breaststroke			●	
c) 50 metres sidestroke			●	

**ACTIVITY SEQUENCE CHART**

**Swimming  
LEVEL**

Skills	I	II	III	IV
d) 50 metres elem. backstroke or backcrawl			●	
9. Swim 50 metres continuously on back:				
a) 25 metres sculling or finning with arms			●	
b) 25 metres using a lifesaving kick			●	
10. Swim 275 metres continuously in this order:				
a) 50 metres backcrawl			●	
b) 50 metres breaststroke			●	
c) 75 metres lifesaving kick (on back)			●	
d) 50 metres front crawl or trudgeon			●	
e) 50 metres sidestroke or elem. backstroke			●	
11. Following swimming sequence of #10, 5 minutes help huddle during which 25 metres of travelstroke must be done			●	
<b>C. Entries</b>				
1. Jump into chest deep water unassisted	●			
2. Jump into deep water (water above head)	●			
3. Forward roll entry into deep water		●		
4. Front dive into deep water (head first from crouch or standing)		●		
5. Standing shallow dive (max. depth 1 metre)			●	
6. Stride entry - feet first entry head up			●	
7. Surface dives - head first using a pike or tuck action to a depth of 2 metres followed by feet first submersion			●	
<b>D. Rescue Assists</b>				
1. Reaching:				
a) from land	●			
b) from a boat		●		
c) from a dock		●		
2. Throwing:				
a) from land			●	
b) from a boat			●	
c) from a dock			●	
3. Towing assists			●	
<b>E. Rescue Breathing</b>				
1. Performing correct rescue breathing on land	●			
2. Perform correct rescue breathing in shallow water while wearing a PFD		●		
3. Perform correct rescue breathing in shallow water and on land		●		
4. Perform rescue breathing on land, in shallow water and from land, dock or boat to a subject in the water.			●	

ACTIVITY SEQUENCE CHART

Swimming

Skills	LEVEL			
	I	II	III	IV
F. Speed Swimming				
1. Front Crawl:				
a) racing start				●
b) explosive breathing				●
c) controlled breathing				●
d) turns				●
e) bent arm pulls				●
f) finish				●
2. Back Crawl:				
a) racing start				●
b) head position				●
c) turns				●
d) bent arm pull				●
e) finish				●
3. Breaststroke:				
a) racing start				●
b) breath control				●
c) quick turnover stroke				●
d) turns				●
e) finish				●
4. Butterfly:				
a) racing starts				●
b) doubles or multiple strokes per breath				●
c) turning or breathing with turns				●
d) turns				
- surface				●
- dive				●
e) finish				●
G. Rules	●			
H. Officiating			●	

Suggested References - Swimming

1. Armbruster, David, Robert H. Allen and Hobert Billingsley: Swimming and Diving. St. Louis: C.V. Mosby, 1973.
2. Canadian Red Cross Society. National Instructor Guide and Reference. Toronto: Canadian Red Cross Society, 1974.
3. Counsilman, James E. Competitive Swimming Manual for Coaches and Swimmers. Bloomington: Counsilman, 1977.
4. Gambriel, Donald. Swimming. Pacific Palisades, California: Goodyear, 1969.
5. MacKenzie, Marlin and Betty Spears. Beginning Swimming. Belmont, California: Wadsworth Pub., 1974.
6. Vickers, Betty J. and William J. Vincent. 3rd ed. Swimming. Dubuque, Iowa: W.C. Brown, 1976.

ACTIVITY SEQUENCE CHART

Synchronized Swimming

Skills	LEVEL			
	I	II	III	IV
<b>A. Basic Positions</b>				
1. Back layout	●			
2. Front layout		●		
3. Extended back layout		●		
4. Extended front layout	●			
5. Front layout variant			●	
6. Side layout	●			
7. Tub	●			
8. Tuck	●			
9. Front pike			●	
10. Back pike		●		
11. Bent knee		●		
12. Ballet leg			●	
13. Flamingo			●	
14. Double ballet leg			●	
15. Inverted tuck			●	
16. Vertical				●
17. Crane (fishtail)				●
18. Inverted split			●	
<b>B. Sculling</b>				
1. Flat scull:				
a) stationary	●			
b) headfirst	●			
c) footfirst	●			
2. Lobster	●			
3. Canoe		●		
4. Propeller		●		
5. Reverse propeller			●	
6. Vertical scull			●	
7. Support scull			●	
8. Travelling bent knee:				
a) headfirst		●		
b) footfirst		●		
9. Travelling single ballet leg:				
a) headfirst			●	
b) footfirst			●	
10. Travelling flamingo:				
a) headfirst			●	
b) footfirst			●	
11. Travelling double ballet legs:				
a) headfirst				●
b) footfirst				●

ACTIVITY SEQUENCE CHART

Synchronized Swimming

Skills	LEVEL			
	I	II	III	IV
<b>C. Basic Movements</b>				
1. Stroking	●			
2. Eggbeater (rotary kick):				
a) stationary		●		
b) forwards			●	
c) backwards			●	
d) sideways			●	
3. Twists				●
4. Spins				●
<b>D. Floating Formations:</b>				
1. Star award figures:				
a) tub	●			
b) back tuck somersault	●			
c) front tuck somersault	●			
d) waterwheel	●			
e) marlin		●		
f) back pike somersault		●		
g) front pike somersault			●	
h) summersub			●	
i) kip				●
j) submarine single ballet leg				●
k) front walkover				●
l) dolphin, head first				●
m) back walkover				●
n) swordfish				●
o) Eiffel Tower American				●
p) crane, Canadian				●
q) dolphin, foot first				●
r) porpoise				●
2. International figures (note: this listing of figures is from the Canadian Manual of Synchronized Swimming - Vol. 2):				
a) ballet leg: alternate			●	
b) ballet leg: roll, single				●
c) Catalina				●
i) 1/2 twist				●
ii) full twist				●
d) Eiffel walk				●
e) flamingo				●
i) 1/2 twist				●
ii) full twist				●
iii) spinning 180°				●
iv) spinning 360°				●

ACTIVITY SEQUENCE CHART

Synchronized Swimming

Skills	LEVEL			
	I	II	III	IV
f) flamingo bent knee				●
i) ½ twist				●
ii) full twist				●
iii) spinning 180°				●
iv) spinning 360°				●
g) submarine, double ballet legs				●
h) dolphin				
i) ½ twist				●
ii) full twist				●
iii) bent knee				●
iv) bent knee, ½ twist				●
v) bent knee, full twist				●
i) knight				●
j) castle				●
k) reverse crane				●
l) albatross				●
m) dolphin, foot first				
i) ½ twist				●
ii) full twist				●
iii) ballet leg				●
iv) submarine				●
n) dolpholina				●
o) barracuda				●
i) spinning 180°				●
ii) spinning 360°				●
iii) back pike somersault spinning 180°				●
iv) back pike somersault spinning 360°				●
p) gaviata				●
i) open 180°				●
q) heron				
i) spinning 180°				●
ii) spinning 360°				●
r) porpoise				
i) ½ twist				●
ii) full twist				●
iii) spinning 180°				●
iv) spinning 360°				●
s) Catalina reverse				●
t) subalina				●
u) sublerc				●
v) sub crane				●

## ACTIVITY SEQUENCE CHART

## Synchronized Swimming

Skills	LEVEL			
	I	II	III	IV
w) kip: ½ twist				●
i) full twist				●
ii) spinning 180°				●
iii) spinning 360°				●
x) kip split				●
y) elevator				●
z) spiral				●
aa) swordfish, straight leg				●
bb) hightower				●
cc) swordalina				●
3. Hybrid figures	●			
F. Sequences		●		
G. Routines (with music)				
1. Solo	●			
2. Duet		●		
3. Team			●	
H. Rules	●			
I. Officiating			●	

### Suggested References - Synchronized Swimming

1. Canadian Amateur Synchronized Swimming Association. Canadian Manual of Synchronized Swimming, Volume 2, Technical. Ottawa: Canadian Amateur Synchronized Swimming Association, 1975.
2. Canadian Amateur Synchronized Swimming Association. Recreation Manual. Ottawa: Canadian Amateur Synchronized Swimming Association, 1977.
3. Coffin, Joyce. Star Manual - Canadian Synchronized Swimming. Ottawa: Canadian Synchronized Swimming Association, 1974.

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# Fitness

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## 5. Fitness Program - Activity Sequence Charts

Fitness Concepts  
Fitness Evaluation  
Training Principles  
Cardiovascular Endurance  
Muscular Strength and Endurance  
Flexibility  
Stress and Relaxation  
Nutrition

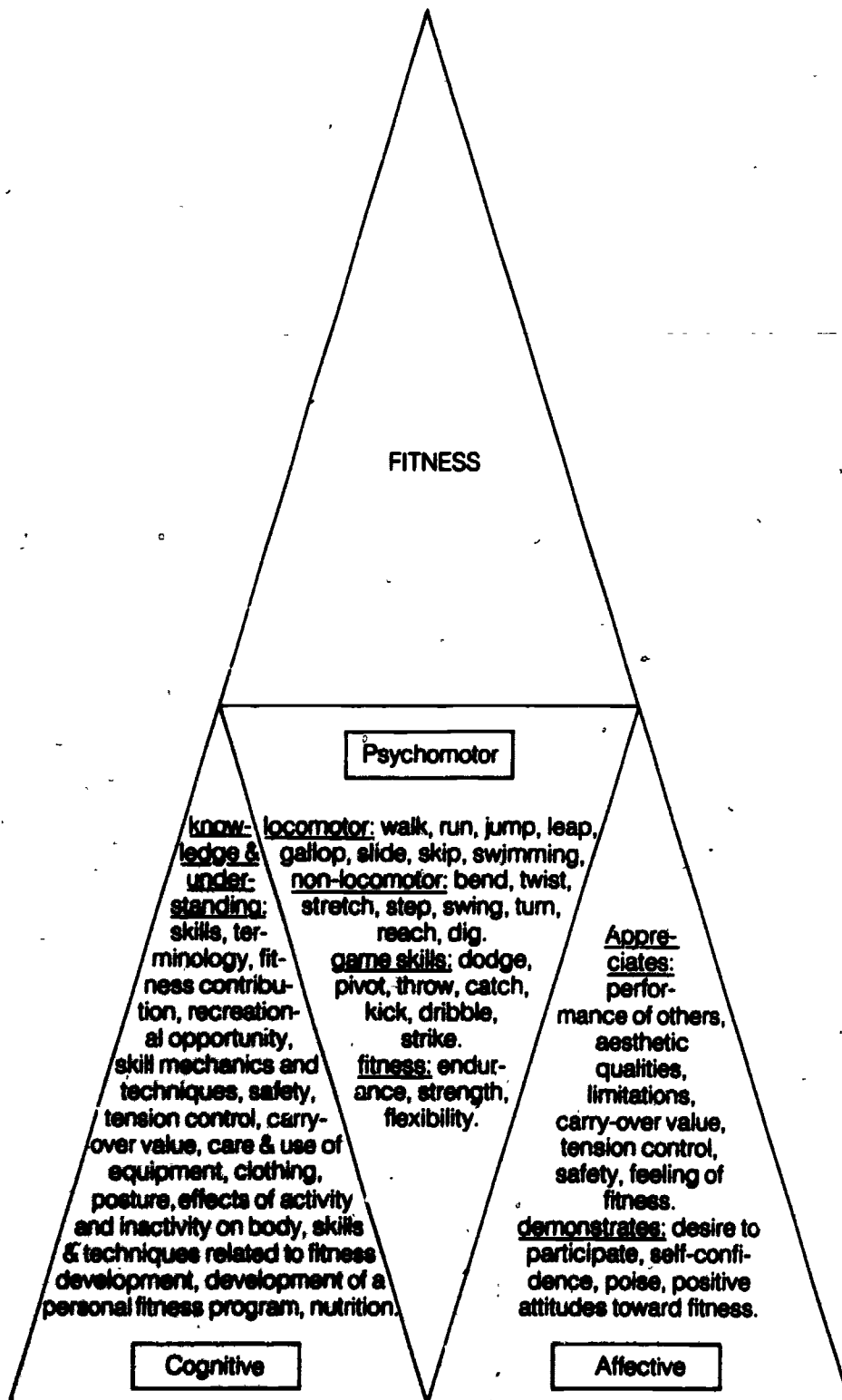
The Fitness Program provides insights into the systems and functions of the body and into how they are affected by movement and exercise. This concept is designed to provide opportunities for the students to develop a program which meets their own personal fitness needs. This will be based on a knowledge of a variety of skills and techniques related to the development of fitness and on an understanding of the importance of maintaining an optimal level of fitness. The Fitness components illustrated here include Fitness Concepts, Fitness Evaluation, Training Principles, Cardiovascular Endurance, Muscular Strength and Endurance, Flexibility, Stress and Relaxation and Nutrition. It is hoped that the Fitness Program will encourage students to maintain exercise and nutritional patterns that will assist them in living a healthy life.

Fitness makes a very significant contribution to the total well-being of all students. Therefore, this program should be integrated into the physical education curriculum and not taught only as an isolated unit of instruction.

The following triangle illustrates, in point form, specific affective, cognitive, and psychomotor outcomes which are particularly emphasized in the Fitness Program.

Note: The Fitness category is often referred to as Active Health.

**Figure 11 Fitness - Specific Outcomes**



**ACTIVITY SEQUENCE CHART**

**Fitness Concepts**

Skills	LEVEL			
	I	II	III	IV
<b>A. Cognitive Domain</b>				
1. Understand the components of fitness	●			
2. Understand fitness relative to optimal health	●			
3. Understand misconceptions of physical fitness	●			
4. Understand fitness relative to individual lifestyle	●			
<b>B. Affective Domain</b>				
1. Develop an appreciation for the concept of physical fitness	●			
2. Develop an appreciation for the role physical fitness plays in the development of total fitness	●			
<b>C. Psychomotor Domain</b>				
1. Cardiovascular testing	●			
2. Muscular strength testing	●			
3. Muscular endurance testing	●			
4. Flexibility testing	●			
5. Anthropometric assessment	●			

ACTIVITY SEQUENCE CHART

Fitness Evaluation

Skills	LEVEL			
	I	II	III	IV
<b>A. Cognitive Domain</b>				
1. Understand and evaluate personal physical fitness scores	●			
2. Understand the interrelationships among all test scores	●			
<b>B. Affective Domain</b>				
1. Develop an appreciation for present fitness status and a concern for future fitness goals	●			
2. Develop a feeling of accomplishment and success through personal improvement in physical fitness	●			
<b>C. Psychomotor Domain</b>				
1. Cardiovascular testing:				
a) 12 minute aerobic test	●			
b) step test	●			
2. Muscular strength testing:				
a) hand dynamometer	●			
3. Muscular endurance testing:				
a) squat thrust	●			
b) pull-ups	●			
c) sit-ups	●			
4. Flexibility testing:				
a) sit and reach	●			
b) back extension	●			
c) shoulder extension	●			
5. Anthropometric assessment:				
a) percent body fat	●			
b) body measurements				
i) neck	●			
ii) chest	●			
iii) waist	●			
iv) bicep	●			
v) hip	●			
vi) thigh	●			
vii) calf	●			

NOTE: It is recommended that the fitness scores be used to assist students in understanding their present fitness level and assist in establishing future fitness goals. In levels III & IV, students will be asked to develop personal cardiovascular, strength, muscular endurance and flexibility programs.

**ACTIVITY SEQUENCE CHART**

**Training Principles**

Skills	LEVEL			
	I	II	III	IV
<b>A. Cognitive Domain</b>				
<b>1. Understand the basic principles of fitness training including:</b>				
<b>a) motivation</b>	●			
<b>b) regularity</b>	●			
<b>c) warm up</b>	●			
<b>d) warm down</b>	●			
<b>e) overload</b>		●		
<b>f) adaptation</b>		●		
<b>g) maintenance</b>		●		
<b>h) specificity</b>			●	
<b>i) progression</b>			●	
<b>j) retrogression</b>				●
<b>k) reversibility</b>				●

ACTIVITY SEQUENCE CHART

Cardiovascular Endurance

Skills	LEVEL			
	I	II	III	IV
<b>A. Cognitive Domain</b>				
1. Understand the principles of an efficient running technique	●			
2. Understand the mind-body concept through aerobic activities	●			
3. Understand the different approaches to running:				
a) fun	●			
b) competition (time and distance)		●		
c) health (cardiovascular improvement)			●	
d) mind-body unity				●
4. Understand how to use a heart rate monitoring technique	●			
5. Understand the relationship between heart rate and exercise	●			
6. Understand the circulatory and respiratory systems			●	
<b>B. Affective Domain</b>				
1. Be aware of and appreciate the following feelings:				
a) discomfort	●			
b) awkwardness	●			
c) smoothness and rhythm	●			
d) oneness with the body	●			
e) well-being	●			
2. Appreciate the messages the body sends to prevent strains and fatigue	●			
3. Appreciate the effects that cardiovascular training has on the circulatory and respiratory systems	●			
4. Appreciate the relationship between physical fitness and cardiovascular endurance	●			
5. Appreciate the importance of an improved cardiovascular system	●			
6. Be aware of personal attitudes towards cardiovascular activities	●			
<b>C. Psychomotor Domain</b>				
1. Develop an efficient running style	●			
2. Improve personal cardiovascular endurance through participation in a progressive running program	●			
3. Improve personal cardiovascular endurance through participation in a personally developed endurance program			●	
4. Develop the technique of heart rate monitoring	●			

## ACTIVITY SEQUENCE CHART    Muscular Strength and Endurance

Skills	LEVEL			
	I	II	III	IV
<b>A. Cognitive Domain</b>				
1. Understand the phenomenon of muscular fatigue	●			
2. Understand the phenomenon of muscle soreness	●			
3. Understand principles of fibre contraction:				
a) "all or none" principle	●			
b) Huxley's theory				●
c) factors determining force of contraction				●
4. Understand principles of strength development:				
a) hypertrophy and atrophy	●			
b) specificity		●		
c) adaptation to imposed demands		●		
d) progressive overloads		●		
5. Understand principles of muscular endurance development			●	
6. Understand techniques of basic isotonic training exercises	●			
7. Understand how to develop an isotonic strength training program			●	
8. Understand how to develop an isotonic endurance training program			●	
9. Understand how to develop an isometric program			●	
10. Understand basic physiological concepts of skeletal neuromuscular systems				●
11. Understand types of muscle and joint movement				●
12. Understand the effects of strength and muscular activity and inactivity				●
13. Understand the effects of steroids on the body				●
14. Compare the value of isometric and isotonic training program				●
<b>B. Affective Domain</b>				
1. Develop an appreciation for the role muscular strength and endurance training play in the development of total fitness	●			
2. Develop a feeling of success through an increase of strength and strength endurance	●			
3. Develop an appreciation for present strength and muscular endurance capacities and limitations	●			
4. Develop an appreciation for future muscular strength and endurance goals	●			
<b>C. Psychomotor Domain</b>				
1. Demonstrate correct technique in performing basic isotonic weight training exercise	●			
2. Participate in an isotonic strength and muscle endurance program	●			
3. Participate in an isometric training program		●		
4. Participate in a personally designed muscular strength and endurance program			●	



ACTIVITY SEQUENCE CHART

Flexibility

Skills	LEVEL			
	I	II	III	IV
<b>A. Cognitive Domain</b>				
1. Understand the term "flexibility"	●			
2. Understand individual differences in performance of flexibility exercises	●			
3. Understand types of flexibility (static and dynamic)	●			
4. Understand different methods of improving flexibility	●			
5. Understand the principles of flexibility development		●		
6. Understand the concept "stretch reflex"		●		
7. Understand weaknesses or structural problems in the spinal column and their diminishing effect on flexibility			●	
8. Understand the benefits of flexibility			●	
9. Know how to evaluate personal levels of flexibility and how to develop a program to increase range of movement			●	
<b>B. Affective Domain</b>				
1. Appreciate the role flexibility plays in total fitness	●			
2. Appreciate the present attitudes towards flexibility	●			
3. Develop a feeling for correct posture when flexibility exercises are performed	●			
4. Develop an appreciation for future flexibility goals	●			
5. Have a feeling of success through an improvement in the range of flexibility	●			
<b>C. Psychomotor Domain</b>				
1. Participate in a "static stretch" flexibility table	●			
2. Participate in an "assisted stretch" flexibility table		●		
3. Participate in a personally developed flexibility table			●	

ACTIVITY SEQUENCE CHART

Stress and Relaxation

Skills	LEVEL			
	I	II	III	IV
<b>A. Cognitive Domain</b>				
1. Understand the term "stress"	●			
2. Understand the underlying causes of stress and their effect on emotions and performance	●			
3. Understand that exercise is valuable in relieving stress	●			
4. Understand the effects stress has on the body	●			
5. Understand that relaxation techniques can be used to relieve tension	●			
6. Learn to evaluate personal stress levels and ways to relieve tension in everyday situations			●	
<b>B. Affective Domain</b>				
1. Appreciate the role relaxation plays in maintaining optimal health	●			
2. Appreciate the present attitudes towards handling stress in everyday situations	●			
3. Appreciate the advantage of a mental outlook in handling the stress of life	●			
4. Appreciate the use of relaxation techniques to help relieve everyday stress	●			
<b>C. Psychomotor Domain</b>				
1. Perform a number of relaxation techniques that relieve stress:				
a) exercises using ballistic movements				●
b) progressive relaxation				●
c) massage				●

# ACTIVITY SEQUENCE CHART

Nutrition

Skills	LEVEL			
	I	II	III	IV
<b>A. Cognitive Domain</b>				
1. Understand that exercise requires energy	●			
2. Understand that energy is required to maintain basal metabolic rate	●			
3. Understand that energy comes from food sources	●			
4. Understand that metabolic processes also require vitamins, minerals and water	●			
5. Understand that the food groups provide all the necessary nutrients	●			
6. Know the minimum number of servings required from each food group, based on Canada's Food Guide	●			
7. Understand the meaning of "serving size"	●			
8. By using the calorie counter know the number of calories personally required	●			
9. Understand the structure and function of the digestive system	●			
10. Understand that calorie and nutrient requirements vary with the individual				●
11. Understand the meaning of "energy balance"				●
12. Understand that an ideal weight loss program consists of exercise and food from the 4 food groups				●
13. Design a balanced, personal diet for 24 hours, taking into consideration:				
a) four food groups				●
b) activity patterns				●
c) needs for weight loss or gain				●
d) emotional satisfaction required from food				●
e) social acceptance of food chosen				●
<b>B. Affective Domain</b>				
1. Appreciate the long term metabolic benefits and the short term benefits of exercise	●			
2. Appreciate that both physical fitness and exercise result in an increased caloric need	●			
3. Appreciate that poor eating habits will not promote optimal health	●			
4. Appreciate the need to develop daily good eating habits	●			

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14. Johnson, Perry et al. Sport, Exercise and You: A Basic Textbook for Men and Women. New York: Holt, Rinehart, 1975.
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16. O'Shea, J.P. Scientific Principles and Methods of Strength Fitness. Reading, Mass.: Addison-Wesley, 1976.
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19. Sheehan, George. Dr. Sheehan on Running. New York: Bantam Books, 1978.
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# Outdoor Pursuits

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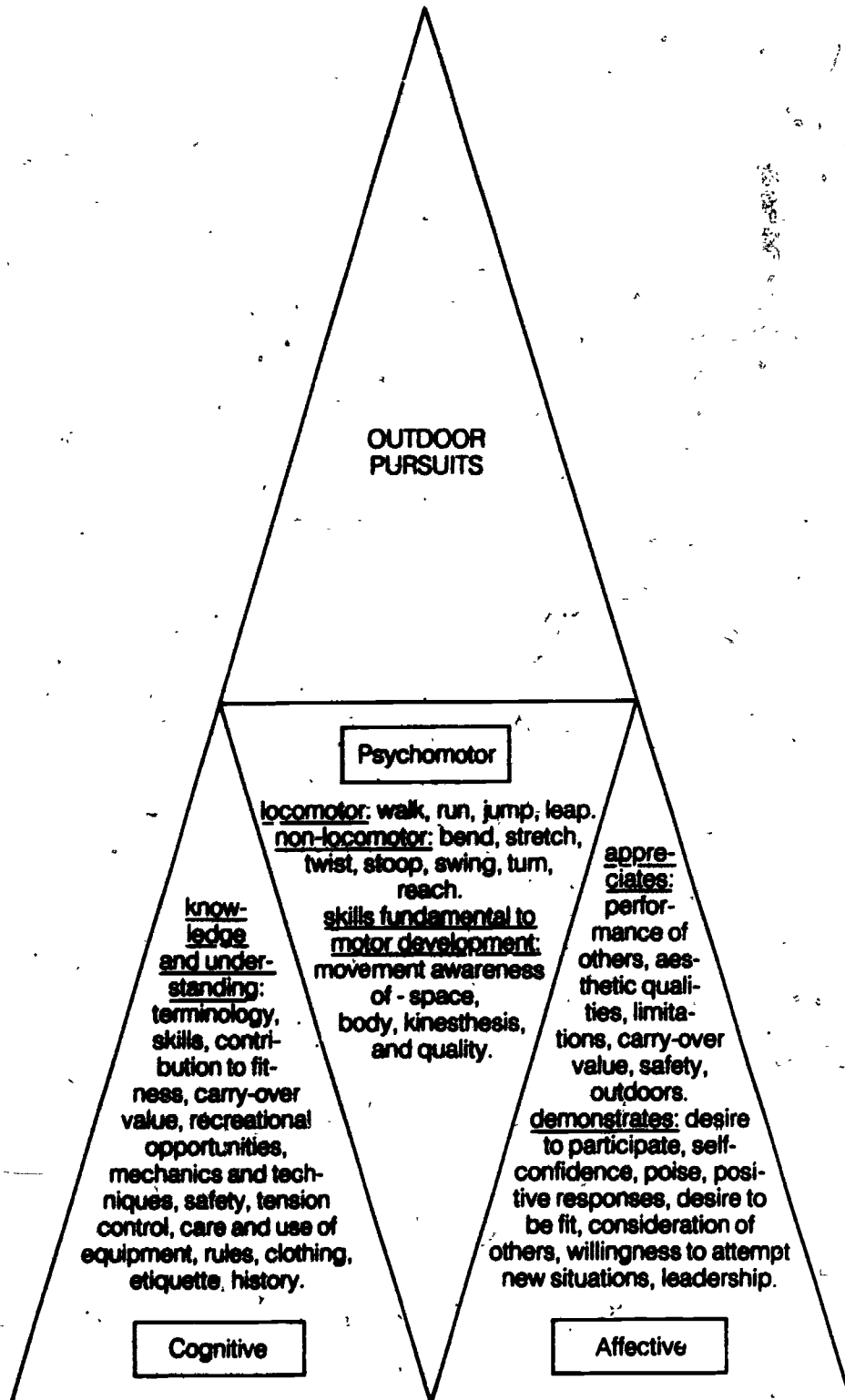
**7. Outdoor Pursuits - Activity Sequence Charts**

**Canoeing  
Cross-Country Skiing  
Orienteering  
Snow Shoeing**

**Outdoor pursuits are those activities which take the individual or class beyond the walls and grounds of the school. Those used for illustrative purposes in this section are canoeing, cross-country skiing, orienteering, and snow shoeing. Outdoor pursuits are designed to provide opportunities for the students to develop the knowledge and skills needed to appreciate, maintain and participate in an outdoor environment.**

**The following triangle illustrates, in point form, specific affective, cognitive and psychomotor outcomes which are particularly emphasized in Outdoor Pursuits.**

Figure 12 Outdoor Pursuits - Specific Outcomes





ACTIVITY SEQUENCE CHART

Canoeing

Skills	LEVEL			
	I	II	III	IV
<b>A. Introductory Canoeing</b>				
1. Three reaching assists	●			
2. Jump into deep water, tread water for 30 sec. (requirement)	●			
3. Swim 15 metres on front (requirement)	●			
4. Swim 10 metres on back (requirement)	●			
5. Pass a personal flotation device from water	●			
6. Launch from dock (tandem)	●			
7. Launch from shoreline (tandem)	●			
8. Balancing (one sitting, other standing)	●			
9. Low bracing (stem & bow)	●			
10. Forward bow stroke (tandem)	●			
11. Standing pry turn (tandem)	●			
12. Middle paddler position (three paddlers)	●			
13. Swim with a swamped canoe	●			
14. Quick execution of reaching assists		●		
15. Rescue breathing on land		●		
16. Rescue breathing in shallow water		●		
17. Swim 50 metres on front		●		
18. Swim 50 metres on back		●		
19. Tread water for 1 minute		●		
20. From canoe, jump into deep water (tandem)		●		
21. From deep water, climb into canoe (tandem)		●		
22. Stopping a canoe (tandem)	●			
23. Reverse paddling (tandem)	●			
24. Bow draw turn (tandem)		●		
25. Cross bow draw turn (tandem)		●		
26. Pry turn (tandem)		●		
27. Stem-straight course		●		
28. Outside circle (tandem, 20 metres)		●		
29. Inside circle (tandem, 20 metres)		●		
30. Balancing (solo) 180° pivot (solo)		●		
31. Straight course (solo) R (200 m) L (200 m)		●		
<b>B. Lake Water Canoeing</b>				
1. 200 metres, swim (any swimming stroke is acceptable)			●	
2. 50 metres, swim with clothes			●	
3. Towing a victim			●	
4. Jump out and climb in canoe (simultaneous and on opposite sides)			●	
5. Paddling a swamped canoe (tandem)			●	
6. Emptying at a dock (tandem)			●	
7. Emptying at a beach (tandem)			●	

ACTIVITY SEQUENCE CHART

Canoeing

Skills	LEVEL			
	I	II	III	IV
8. Canoe over, canoe rescue (tandem rescue)		●		
9. Sculling (tandem)			●	
10. Bow cut and draw turn (tandem)			●	
11. Cross bow cut and draw turn (tandem)			●	
12. Sliding pry turn (tandem)			●	
13. Draw turn (solo)			●	
14. Pry turn (solo)			●	
15. Sweep turn (solo)			●	
16. Dock landing (solo)			●	
17. Straight course (solo)			●	
18. Stern straight course in wind (tandem)			●	
19. Canoe over, canoe rescue (solo)			●	
20. Rescue breathing from canoe (solo)			●	
21. Bow 'J' turn (tandem)			●	
22. Inside circle (tandem, 5 metres circle)			●	
23. Outside circle (tandem, 5 metres circle)			●	
24. Canadian stroke (solo)			●	
25. Parallel shift			●	
26. Pivot (solo)			●	
27. Inside circle (solo) (hard 'J', 5 metre radius)			●	
28. 'C' stroke (solo)			●	
29. Stern triangular course in wind (tandem, no changing sides)			●	
30. Triangular course in wind (solo) (no changing sides)			●	
C. Canoe Camping				
1. Rigging a canoe for portaging (three different methods)			●	
2. Portaging a canoe (solo)			●	
3. Portaging a canoe (tandem)			●	
4. Tent pitching			●	
5. Canoe tripping experience			●	

### Suggested References - Canoeing

1. American National Red Cross. Canoeing. New York: Doubleday, 1977.
2. Anderson, Luther A. A Guide to Canoe Camping. Chicago: Reilly and Lee, 1969.
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4. Canadian Red Cross Society. National Small Craft Safety Instructor Course Guide. Toronto: Canadian Red Cross Society, 1977.
5. Canoe Sport British Columbia. Instructor's Manual. Canoe Sport B.C., Vernon: Recreational Canoeing Association, 1975.
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ACTIVITY SEQUENCE CHART

Cross-Country Skiing

Skills	LEVEL			
	I	II	III	IV
<b>A. Flat Terrain</b>				
1. Lift alternative feet	●			
2. Star turn	●			
3. Felling and raising	●			
4. Walking	●			
5. Forward shuffle	●			
6. Diagonal stride: no poles	●			
7. Poles holding and use	●			
8. Diagonal stride with poles	●			
9. Kick and glide	●			
10. Double poling	●			
11. Kick turn	●			
12. Double pole stride		●		
13. Two step double pole		●		
14. Three step double pole		●		
15. Four step double pole		●		
16. Skiing with pack			●	
<b>B. Uphill Terrain</b>				
1. Diagonal stride	●			
2. Traversing	●			
3. Side stepping	●			
4. Herring-bone	●			
5. Kick turn on a hill	●			
6. Diagonal side step	●			
7. Diagonal side step and step turn		●		
<b>C. Downhill Terrain</b>				
1. Straight running	●			
2. Straight running over bumps and hollows	●			
3. Straight snow plow	●			
4. Step turn on flat	●			
5. Straight running lifting alternate feet	●			
6. Step turn on shallow gradient	●			
7. Step turn	●			
8. Snow plow turn and braking snow plow	●			
9. Straight running in telemark position	●			
10. Telemark turn			●	
11. Snow plow with up/down motion	●			
12. Stem christie		●		
13. Downhill in tracks with one foot in fresh snow		●		
14. Glide christie		●		
15. Elementary christie			●	

## ACTIVITY SEQUENCE CHART

## Cross-Country Skiing

Skills	LEVEL			
	I	II	III	IV
16. Parallel turns				●
17. Powder skiing			●	
18. Skate turn			●	
19. Skiing among the trees				●

## Suggested References - Cross-Country Skiing

1. Brady, Michael. Nordic Touring and Cross-Country Skiing. Oslo: Breyer, 1971.
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3. Lederer, W.J. and J.P. Wilson. Complete Cross-Country Skiing and Ski Touring. New York: Norton Publishing Co., 1972.
4. Lund, Morten. The Pleasures of Cross-Country Skiing. New York: Outerbridge and Lazard, 1972.
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ACTIVITY SEQUENCE CHART

Orienteering

Skills	LEVEL			
	I	II	III	IV
<b>A. Introduction</b>				
1. Definitions of the sport	●			
2. Historical development	●			
3. Running techniques: map oriented	●			
<b>B. Map</b>				
1. Types of maps	●			
2. Map characteristics	●			
3. Orienting the map	●			
4. Recognition of map symbols	●			
5. Feature identification	●			
6. Relationship between map and terrain	●			
7. Contour interval	●			
8. Map reading by thumb	●			
9. Map memory		●		
10. Rough map reading		●		
11. Magnetic declination				●
12. Precision map reading				●
<b>C. Compass</b>				
1. Identification of parts	●			
2. Function of each part	●			
3. Holding compass	●			
4. Define magnetic north	●			
5. Identify compass points	●			
6. Taking a compass bearing.	●			
7. Facing a bearing	●			
8. Orienting by needle	●			
9. Combining pacing and following compass bearing		●		
10. Rough compass		●		
11. Precision compass			●	
12. Back bearings				●
<b>D. Map and Compass</b>				
1. Taking compass bearing from map		●		
<b>E. Estimation of Distance</b>				
1. Pacing over measured distance:				
- walk	●			
- jog		●		
- run			●	
2. Measuring by eye	●			
3. Pacing across different terrains		●		
4. Pacing over varying distance		●		
5. Distance judgment on map using compass scale		●		
6. Contour interval		●		
7. Relationship between vertical height and horizontal distance			●	

ACTIVITY SEQUENCE CHART

Orienteering

Skills	LEVEL			
	I	II	III	IV
<b>F. Navigation</b>				
1. Fundamental guidelines:				
- use of open area	●			
- use of trails	●			
- use of large features	●			
2. Route selection:				
direct	●			
alternative	●			
3. Navigational techniques:				
- attack point		●		
- collecting feature		●		
- handrails		●		
4. Control simplification		●		
5. Control locations: numbered circles on map	●			
6. Independent navigation	●			
7. Mentally walk to first control	●			
8. Contouring		●		
9. Traffic light navigation			●	
<b>G. Competitive Techniques</b>				
1. Recognition of control flag	●			
2. Master map	●			
3. Control description sheet	●			
4. Start and finish symbols	●			
5. Pre-marked map	●			
6. Time interval	●			
7. Safety bearings	●			
8. Map case: folded map		●		
<b>H. Types of Competition</b>				
1. Miniature	●			
2. Distance and Direction	●			
3. Score	●			
4. Line		●		
5. Team/Relay		●		
6. Cross Country			●	
7. Night				●
8. Mountain Marathon				●
<b>I. Map Making</b>				
1. Types of maps	●			
2. Drawing simple maps		●		
<b>J. Course Setting</b>				
1. Setting simple course on school campus or local park		●		

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1. Anthony, A. Orienteering is Fun - Teaching and Resource Package. Vancouver: Lesson Plans Service, B.C.T.F., 1977.
2. Dingley, John. Your Way with Map and Compass. Willowdale, Ontario: Canadian Orienteering Services, 1975.
3. Gilchrist, James. Teaching Orienteering. Willowdale, Ontario: Canadian Orienteering Services, 1975.
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ACTIVITY SEQUENCE CHART

Snowshoeing

Skills	LEVEL			
	I	II	III	IV
A. Flat Terrain				
1. First step	●			
2. Walking	●			
3. Falling and rising without poles	●			
4. Use of poles	●			
5. Star turn	●			
6. Kick turn	●			
7. Backing up	●			
8. Jumping without poles		●		
B. Uphill Terrain				
1. Edging		●		
2. Uphill step		●		
3. Traverse step (double, single)		●		
4. Traversing uphill		●		
C. Downhill Terrain				
1. Downhill step turn		●		
2. Downhill high stop		●		
3. Jumping downhill			●	
4. Crossing creeks			●	
5. Glissade jump			●	
6. Glissade without poles			●	
7. Trail breaking			●	

Suggested References - Snowshoeing

1. Mitchell, Dick, Mountaineering First Aid. Seattle, Washington: The Mountaineers, 1975.
2. Prater, Gene. Snowshoeing. Seattle, Washington: The Mountaineers, 1974.
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### III. LEVELS APPROACH

#### 1. Introduction

The curriculum guide outlines goals and learning outcomes which reflect the Affective, Cognitive and Psychomotor domains. The levels approach illustrated in this resource guide provides one means to help attain these goals and learning outcomes. This approach emphasizes the individual nature of student learning and development.

*The Levels Approach does not require: 1) being tied to grade level (i.e. Level I  $\neq$  Grade 8, Level II  $\neq$  Grade 9, etc.), 2) being tied to performance grading (i.e. Level IV  $\neq$  A, Level III  $\neq$  B, etc.), 3) that separate instructional groupings be formed according to every level identified in a class for an activity.*

While other approaches to teaching Physical Education can be employed to help achieve the goals and learning outcomes, the implementation of a levels approach may provide the teacher with an exciting opportunity to expand further upon what they may already be doing. It may also help teachers develop an instructional style that more clearly identifies individual students needs and learning levels.

One of the benefits to the teacher implementing this approach would include the professional stimulation that can come from varying one's teaching style, from using different perspectives in planning, and from exploring and incorporating different ideas into the class program.

Implementation of a levels approach will, in most cases, result in increased time spent assessing students progress, developing and maintaining records, and modifying instructional planning to capitalize upon this information. The degree to which this approach is implemented (simple to sophisticated) may vary from teacher to teacher, grade to grade, and activity to activity. It should, as well, be affected by class size, equipment and supplies, facilities, time tabling, teaching stations, co-educational classes, evaluation and recording time and the instructional assistance available.

#### 2. Benefits Derived From Using a Levels Approach

- increased motivation
- identified sequential skill progressions
- individualization
- continuous recordkeeping systems
- accountability
- aids in reporting

##### a) Benefits for the student:

- i) Motivates the student to identify needs and develop interests and abilities.
- ii) Enables the student to specialize at a higher skill level in a few activities, or to sample a variety of activities at a lower skill level.
- iii) Each year students build upon past achievement levels.
- iv) Allows students to participate within their own ability groups.
- v) Expectations of students are clearly outlined in Activity Sequence Charts.

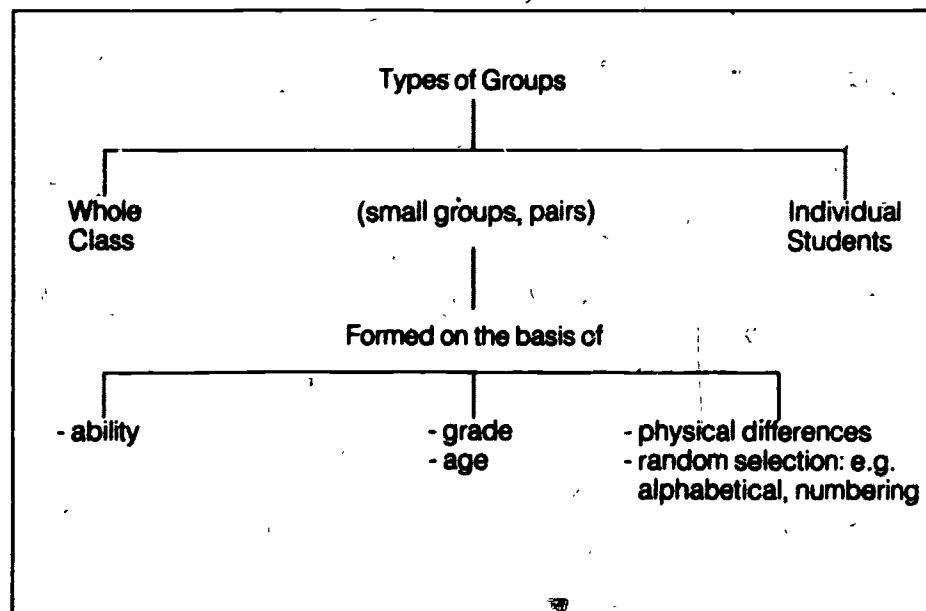
##### b) Benefits for the teacher:

- i) Provides flexibility in the choice of units from each activity category.

- ii) Teachers can broaden their expertise in less familiar areas by making use of the activity sequence charts, reference lists, and activity handbooks.
  - iii) Provides an accountable approach for attaining outlined goals and learning outcomes. It is a balanced program that:
    - provides criteria for evaluation
    - provides for continuous evaluation and feedback
    - outlines specific outcomes in affective, cognitive and psychomotor domains
    - outlines progressive recordkeeping systems
  - iv) Adapts to all teaching styles, encouraging individuality.
- c) Benefits for the school and community:
- i) Permanent records of student achievement in physical education can reduce time spent duplicating efforts previously made at lower grade levels. This applies particularly when students move from a junior secondary to a senior secondary school.
  - ii) Permanent records provide parents and students with current profiles of achievement and ability.
  - iii) Expectations of students are clarified.

### 3. Grouping and the Levels Approach

Ways in which the levels approach can be used with a variety of different class groupings are indicated below:



Groupings	Examples
Whole Class	<ul style="list-style-type: none"> <li>- Introduce a skill to a class as a whole. e.g. lecture method, teacher demonstration, films, followed by practice in groups.</li> <li>- Teach and demonstrate different levels of same skill to the class as a whole; then students practice at their level.</li> </ul>
Pairs, small groups	<p>A) Stations - designated learning areas</p> <ul style="list-style-type: none"> <li>- Stations #1-8 level I skills, stations #9-16 level II and III skills.</li> <li>- Related skill but different levels; e.g. Volleyball - level II set, level III - back set.</li> <li>- Each skill has a separate level; e.g. station 1 - level I, station 2 - level II.</li> </ul> <p>NOTE: rotation can be by time or completion of a station.</p> <p>B) Team Teaching - two or more instructors.</p> <ul style="list-style-type: none"> <li>- More than one activity unit: e.g. Group 1 - Fitness, Group 2 - Wrestling.</li> <li>- More than one level of the same activity: e.g. Group 1 - level I soccer, Group 2 - level III soccer.</li> <li>- One activity - more than one instructor; e.g. Dance.</li> </ul>
Individual students	<ul style="list-style-type: none"> <li>- Establish individual programs: contract learning</li> <li>- Individual record cards: e.g. levels activity sequence charts</li> </ul>

#### 4. Characteristics and Implications of the Levels Approach

Characteristics	Reference to Guide	Teaching Implications
1. The Levels Approach identifies a suggested continuum of psychomotor skills to be integrated with cognitive and affective components	<ul style="list-style-type: none"> <li>- Activity sequence charts.</li> <li>- Specific outcomes chart for each activity category</li> <li>- Outline of Growth and Development Characteristics in the curriculum guide.</li> </ul>	<p>There should be progression in the skills taught.</p> <p>The order and organization of these skills may be modified to suit the needs of the individual teacher.</p> <p>The integration of skills into games is left up to the teacher</p>
2. Outlines a method of grouping students according to skill level.	It is generally expected that graduates should have achieved at least a level II proficiency in a minimum of one activity from each category	The level of instruction should be specific to the needs of the individual student not to the grade level status; i.e. any grade level may include students in levels one to four.
3. A means of organizing a program that promotes accountability for Goals and Learning Outcomes from the Curriculum Guide	<p>Outlines criteria for learning progressions.</p> <ul style="list-style-type: none"> <li>- Activity Sequence chart</li> <li>- Specific Outcomes charts</li> <li>- See evaluation sections.</li> </ul>	Evaluation techniques should be employed to identify individual student needs, abilities and progress.
4. A flexible teaching approach.	The guide suggests the levels concept as one approach that could be adapted by the teacher to attain the goals and learning outcomes.	<p>It can be adapted to suit local needs, varying philosophies, various teaching styles, evaluation emphasis, and grading weighting.</p> <p>It can be successfully implemented on a class, school or district level</p> <p>It can be employed in some or all of the program.</p>

Characteristics	Reference to Guide	Teaching Implications
5 An individualized approach which incorporates on-going evaluation to identify those physical, mental and social learning levels that the student has attained. This provides critical feedback to the student and teacher.	Evaluation section - Activity checklists - recording forms	Evaluative information should be continuous.  Results should be used. - to inform student of status, improvement - to plan further teaching lessons - to help students identify realistic goals - for reporting
6 Identifies grading as a separate component from achievement of levels:	See grading sections in this guide.	The levels approach is not tied with letter grading. I.e. Level IV is not necessarily an A just as Level I is not necessarily a C.  Letter grades should reflect an overall emphasis on the affective, cognitive and psychomotor domains.  Weightings for each domain are established by the individual schools using the suggested guidelines in the Evaluation Section.
7 Skills are divided into levels of progression.	Activity Sequence Charts	The levels approach is not meant to be restrictive. Students should be encouraged to complete the lower level skills before advancing to the higher levels. However, it is recognized that in certain circumstances that higher level skills may be completed before all of the lower level skills.  e.g. Gymnastics  A student might complete Level I and II Tumbling before completing Level I vaulting.
8. An effective approach for organizing program content, materials and record-keeping.	Suggested record-keeping systems are included in the Resource Guide.	Sample evaluation and record-keeping charts can be utilized or modified in accordance with local needs.  The recorded information can be used as a progressive record of student achievement.
9. Built-in motivation.	Progressions and specific learning outcomes are outlined in the Activity Sequence Charts and Specific Outcomes Figures	Students should be made aware of individual progress.  Student goal setting can be used to set achievement levels Allows for student selection of activities. Students progress at their own rate.
10. Allows for co-operative and competitive focus in activities.	The organization of skills integrated in games is left up to the individual teacher.	The teacher decides on the degree of co-operative or competitive emphasis in games.

## 5. Forms

To assist individual teachers and schools in the development of record-keeping forms, the following examples have been included:

- Figure 13 Tennis Sequence Chart Checklist
- Figure 14 Team Handball Sequence Chart Checklist
- Figure 15 Cross-Country Skiing Sequence Chart Checklist
- Figure 16 Men's Artistic Gymnastics Sequence Chart Checklist
- Figure 17 Student Fitness Record Form
- Figure 18 Student Activity Grading Form
- Figure 19 Student Permanent Record Form

**Figure 13 Tennis Sequence Chart Checklist**

	Grade 8	Grade 9	Grade 10	Grade 11
<b>LEVEL I</b>				
1. Watching the ball				
2. Eastern forehand grip				
3. Eastern backhand grip				
4. Continental grip				
5. Hand-eye coordination				
6. Racquet faces				
7. Footwork - ready position				
8. Footwork - balance				
9. Footwork - weight transfer				
10. Ball pick-up				
11. Forehand groundstroke				
- grip				
- ready position				
- preparation				
- impact				
- follow-through				
12. Backhand groundstroke				
- grip				
- ready position				
- preparation				
- impact				
- follow-through				
13. Service				
- grip				
- ready position				
- ball toss				
- preparation				
- impact				
- follow-through				
14. Rules and etiquette				
15. Officiating				
16.				
17.				
18.				
<b>TOTAL</b>				

Figure 13 (continued)

**LEVEL II**

1. Forehand and backhand volley
  - grip
  - ready position
  - preparation
  - impact
  - follow-through
  - common errors
2. Return of serve
3. Beginners singles strategy
4. Beginners doubles strategy
- 5.
- 6.
- 7.

Grade 8	Grade 9	Grade 10	Grade 11
TOTAL			

**LEVEL III**

1. Drop volley
2. Half volley
3. Lob
4. Overhead smash
5. Net play
- 6.
- 7.
- 8.

Grade 8	Grade 9	Grade 10	Grade 11
TOTAL			

**LEVEL IV**

1. Groundstroke
  - no spin
  - top spin
  - back spin
  - side spin
2. Advanced singles strategy
3. Advanced doubles strategy
- 4.
- 5.
- 6.

Grade 8	Grade 9	Grade 10	Grade 11
TOTAL			

Figure 14 Team Handball Sequence Chart Checklist

	Grade 8	Grade 9	Grade 10	Grade 11
<b>LEVEL I</b>				
1. Basic offensive stance				
2. Basic defensive stance				
3. Catching while still				
4. Catching while moving				
5. Catching from side				
6. Catching from behind				
7. Receiving at chest and above				
8. Receiving below chest				
9. Receiving out to side				
10. Receiving rolling ball				
11. Protecting the ball				
12. Pivoting with ball				
13. Overhand pass				
14. Underhand pass				
15. Two hand chest pass				
16. Two hand underhand pass				
17. Two hand overhead pass				
18. Dribbling unopposed				
19. Dribbling with opposition				
20. Marking a man				
21. Blocking shots				
22. Principles of defense				
23. Covering on defense				
24. Switching				
25. 6-0 zone defense				
26. Principles of offense				
27. Give and go				
28. Stationary offense (using pivots)				
29. Rules				
30.				
31.				
32.				
<b>TOTAL</b>				





**Figure 14 (continued)**

**LEVEL IV**

1. Behind the back pass
2. Between the legs pass
3. Jump, fallaway shot
4. Diving, fallaway shot
5. False fallaway shot
6. Behind the back shot with variations
7. Advanced zone defense
8. Combined or mixed defenses
9. Defense in special situations
10. Moving offense
11. Special situations offense
- 12.
- 13.
- 14.

Grade 8	Grade 9	Grade 10	Grade 11
<b>TOTAL</b>			











Figure 16 (continued)

**LEVEL IV**

**Floor Exercises**

1. Handstand - 1/2 turn
2. Headspring
3. Handspring
4. One arm cartwheel
5. Running dive roll
6. L support
7. Straddle press to handstand
8. Routines

**Pommel Horse**

9. Simple scissors
10. Front scissors
11. Back scissors
12. Double leg 1/2 circle
13. Routines

**Still Rings**

14. Front uprise
15. Back uprise
16. From support, 1/2 forward roll to inverted pike
17. Back straddle dismount
18. Shoulder balance (3 seconds)
19. Inlocate
20. Routines

**Vaults**

21. Squat vault - long horse
22. Stoop vault - long horse

**Parallel Bars**

23. Front uprise
24. End or drop kip from a stand
25. Glide kip
26. Routines

**Horizontal Bar**

27. Pike swing to rear support
28. Kip
29. Routines
- 30.
- 31.
- 32.

	Grade 8	Grade 9	Grade 10	Grade 11
<b>TOTAL</b>				



\_\_\_\_\_ School    September 19 \_\_\_\_ Name: \_\_\_\_\_  
 \_\_\_\_\_ surname    christian name  
 Birth Date: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Grade: \_\_\_\_ Division: \_\_\_\_\_

	Pre Test	Post Test	Pre Test	Post Test
Height	cm	cm	cm	cm
Weight	gm	gm	gm	gm
Sit-Ups	1 min.	1 min.	1 min.	1 min.
Bar Hang or Hand Grip	secs.D/ND kg	secs.D/ND kg	secs.D/ND kg	secs.D/ND kg
Vertical Jump				
Flexibility - Hip				
- Back				
- Shoulder				
12 Minute Run				
- 2nd week				
- 5th week				
- 10th week				
- 15th week				
- 20th week				

Comments: \_\_\_\_\_      Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Participation: School Team \_\_\_\_\_  
 Outside Team \_\_\_\_\_  
 Physical Activity \_\_\_\_\_  
 Medical History: \_\_\_\_\_

Figure 17 Student Fitness Record Form

## Figure 18 Student Activity Grading Form

EXAMPLE ONLY

Teacher's Name: \_\_\_\_\_

Name: \_\_\_\_\_

Block: \_\_\_\_\_

### ACTIVITY - TEAM HANDBALL

1. Psychomotor: \_\_\_\_\_/60 points  
Skill Development
2. Affective: \_\_\_\_\_/20 points  
Participation  
Leadership  
Consideration  
Co-operation
3. Cognitive: \_\_\_\_\_/20 points  
Knowledge and  
Understanding  
of history,  
skills, term-  
inology, strategy  
and rules.

TOTAL \_\_\_\_\_/100 points

A 100 - 85  
B 84 - 75  
C+ 74 - 65  
C 64 - 55  
C- 54 - 49  
D 49 -----

## 6. Methods and Instructional Techniques

The purpose of presenting these models is to provide working examples of methods and instructional techniques which can be employed to assist in the implementation of the levels approach. The methods described can be applied to any activity in the curriculum.

- Junior Secondary Team Game (volleyball)
- Junior Secondary Individual Activity (tennis)
- Senior Secondary Team Game (volleyball)
- Senior Secondary Individual Activity (tennis)

## JUNIOR SECONDARY

The selection of a teaching approach for junior secondary students must take into consideration growth and development characteristics of students ranging in age from 12 to 15 years. See the curriculum guide for specific characteristics.

### a) Junior Secondary - Team Game (Volleyball)

#### Unit Background

Age	Grade 8
Number	30 students
Facility	Gym with 2 volleyball courts
Student Background	Unknown
Unit Length	10 - 12 hours
Potential Resource Materials	1. Levels wall chart and/or individual student copy 2. Handouts - History of Game - Basic Rules - Duties of Referee and Umpire 3. Film - a high quality game film to demonstrate final objectives to the students. e.g.: USSR vs. JAPAN 4. Film loops of basic skills (bump, volley, spike, serve, block); or VTR with basic skills demonstrated on it.
Equipment	15 volleyballs

---

#### Example Methods

Levels Allocation	The teacher must diagnose the ability of the students and determine the level for each student in the class.
Student Activity	One ball between partners Use a grid system. Ask students to demonstrate how many ways they can move a volleyball.
Possible Situations	(a) All students are at the same level (b) Students are at a variety of levels
Teaching Techniques	(a) <u>All students are at the same level</u> Each student's rate of learning will differ, therefore, time must be spent on daily evaluation. Once the difference in skill becomes apparent, an approach from the section geared to a variety of levels can be selected.

## Teaching Techniques

### (b) Students are at a variety of levels

#### i) Levels Grouping

When teaching basic skills new material can be presented to the entire group. This method allows the advanced group review and practice time, while the lesser skilled group learns and practices these skills. When teaching more advanced skills, this method puts the sequence of skills into perspective and provides a source of motivation for the lesser skilled group.

For example, the teacher may be teaching a basic volley to the level I group, an attack volley to the level II students and a back set to the level III students. All three skills may be demonstrated and explained to the entire class. Each group practices only the appropriate skill during that class, but the students can appreciate the purpose of all the skills and in this way, learn to understand and utilize the activity sequence chart.

#### ii) Team Teaching Approach

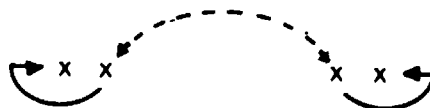
The teachers can screen the classes together and decide how many levels there are. If the grouping is two levels, the teaching approach is simplified. If there are more than two levels, then they can be grouped and the levels grouping approach can be utilized.

#### iii) Example Station Approach - 6 Stations (Task Cards Recommended)

Station 1 Student throws underhand lob to partner, who volleys it back. The thrower must observe and point out major errors (i.e. foot placement, use of legs, formations of window etc.). Upon successful completion of ten attempts, switch places.

Station 2 Student throws underhand lob to one side or the other of the partner who must slide sideways and volley it back. For both of these two stations, there is no continuous volleying. After each volley the ball should be caught.

Station 3 Students stand in two lines facing each other. The first person in one line volleys to the first person in the other line. This person volleys it back again. As soon as the students have volleyed, they run to the end of their respective line. The object of this is to keep the ball in the air as long as possible.



\_\_\_\_\_ indicates player

----- indicates ball

Station 4 Partners face each other. The student volleys to himself, then does a high volley to the partner. The partner catches the ball and then does the same thing.

**Station 5** A student volleys to himself, then does a high volley to the partner, who volleys it to himself and then back again. This is the same as Station 4, but the volleying is continuous.

**Station 6** The student volleys to himself, then does a back set to the partner. The partner volleys to himself and then does a back set return. This drill can be done first with the students catching the ball in between, and then continuously.

The utilization of this approach can be varied. The stations described here all practice the same skill. In a class with only level I, or mainly level I students in it, the teacher may use only stations I and IV and have several groups doing the same stations. With a class of four levels; the lesser skilled groups work repeatedly on stations one, two and three while the higher skilled groups work progressively through all stations.

It is possible to design a station approach utilizing different skills. For example, three stations working on the bump could be set up at one end of the gym, while two stations for serving are working at the other end.

It is up to the individual teacher to apply the station approach to the situation. There are many variations and it is a very versatile method of practice. It must be well organized and well explained to the students. It can also be used to motivate students. Completion of stations one, two and three could be standards for completion of the level I volley, and thus provide a basis for advancement to the next station.

**Culminating Activity**

Some form of modified game or activity which emphasizes skills developed during the class.

#### b) Junior Secondary - Individual Activity (Tennis)

**Unit Background**

**Age** Grade 8 students

**Number** 30 students

**Facility** 3 or 4 courts

**Student Background** Unknown

**Unit Length** 10 - 12 hours

**Potential Resource Materials**

1. Levels wall chart and/or individual student copy.
2. Handouts - History of Game
  - Rules
  - Singles strategy
  - Doubles strategy
3. Film Loops - forehand, backhand, serve, volley and lob or VTR with these basic skills demonstrated on it.
4. Programmed Instruction Packages for the basic skills.

**Equipment** 30 racquets and balls.

## Example Methods

Levels Allocation	The teacher must diagnose the ability of the students and determine the level for each student in the class.
Student Activity	Have the students assume a position opposite a partner. Instruct the students to attempt to play the ball using forehand, backhand and service strokes.
Possible Situations	(a) All students are at the same level (b) Students are at a variety of levels
Teaching Techniques	(a) <u>All students are at the same level</u> Each student's rate of learning will differ; therefore, time must be spent on daily evaluation. Once the differences in skill becomes apparent, an approach from the section geared to a variety of levels can be selected. (b) <u>Students are at a variety of levels</u> i) <u>Station Approach</u> Teach the same skills of grip, stance and footwork to the entire class. Then the class can be divided into stations according to skill level. From this point on, all groups will practice the forehand stroke, but the performance objectives will be varied by the teacher for each group to ensure maximum, meaningful practice. The following should be performed from a partner toss. <u>Station A, Level I</u> Students will be asked to simply hit the ball over the net. <u>Station B, Level II</u> Students will be asked to work on forehand lobs to the base line. <u>Station C, Level III</u> Students will be asked to stroke the ball to the base line. <u>Station D, Level IV</u> Students will be asked to impact topspin to the ball while directing their shots to a specific target. ii) <u>Team Teaching Approach</u> Each teacher offers a different level regardless of the grade being taught during that time period. The teachers can screen the class together and decide how many levels there are. If the natural grouping is two levels, the teaching approach is simplified. If there are more than two levels, then they can be grouped and the above-mentioned approach can be utilized. iii) <u>Levels Approach</u> Divide students into their specific levels. Before working with the lower skilled group, the higher skilled group can be sent off to work on their own using <u>one</u> of the following approaches. Assume that the skill you wish this higher skilled group to learn is the volley. a) Allow the group to experiment with the skill on their own before instructing them. Many of them will have some success at this and skill modification may only be required. b) First, allow this group to view the volley on either a film loop or the VTR unit. In this way, the important points to be remembered about the skill are emphasized and the students receive the necessary

introductory instruction. The teacher can supplement this knowledge and demonstrate further if necessary.

- c) Allow this group to work with a programmed instruction package designed to teach the volley.

With the lower level group, demonstrate the volley, explain its purpose, and show them a specific practice method; then let them experiment. Leave the lower level group on their own to practice while assisting the next level group. At this stage, both groups are working at their own individual rate. The instructor can stop any of the groups to add helpful teaching hints to improve their skill development.

**Culminating Activity**

Some form of modified game or activity which emphasizes skills developed during the class.

### Senior Secondary

The range in competency levels between students is potentially much greater with the senior secondary age group. In addition, because there may be new students in the school, the teacher will initially be unaware of the skill level of all the students. This creates a more difficult situation for the teacher in lesson preparation and in individualizing instruction. However, because of the maturity of the students, a teaching approach utilizing some independent work on the student's part could be very successful.

#### c) Senior Secondary - Team Game (Volleyball)

<b>Unit Background</b>	
<b>Age</b>	Grade 11 students
<b>Number</b>	30 students
<b>Facility</b>	Gym (2 courts)
<b>Student Background</b>	Unknown (unless Permanent Record Cards accompany students - see example pp. 176)
<b>Unit Length</b>	10 - 12 hours
<b>Potential Resource Materials</b>	1. Levels wall chart and/or individual student copy. 2. Handouts - History of Game - Rules - Duties of Referee and Umpire - Duties of Scorekeepers and Linesmen - Offensive and Defensive Strategy 3. Film loops of basic and advanced skills; or VTR with basic and advanced skills filmed on it. 4. Programmed instructional handouts.
<b>Equipment</b>	15 volleyballs

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#### **Example Methods**

<b>Levels Allocation</b>	As before, the purpose of this lesson is to diagnose the present ability of each student in the class. If a Physical Education Record Card has been used by the present or previous school, then the teacher's task is easier. Tentative
--------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	groupings can be made on this basis and this can save some time.
Student Activity	If the students' backgrounds are unknown, then use the same procedure to screen as with the junior secondary students. If their backgrounds are estimated from the Physical Education Record Cards, then select an appropriate teaching approach and continue.
Possible Situations	(a) All students are at the same level (b) Students are at a variety of levels
Teaching Techniques	(a) <u>All students are at the same level</u> Each student's rate of learning will differ; therefore, time must be spent on daily evaluation. Once the differences in skill become apparent, an approach from the section geared to a variety of levels can be selected.  (b) <u>Students are at a variety of levels</u> <ul style="list-style-type: none"> <li>i) <u>Variation of the station approach</u> This would involve a group of students working at their own level at a station. Four stations could be set up, each at a different skill level with the teacher indicating the skill to be practiced at each station.</li> <li>ii) <u>Teaching two levels within a class</u> One advantage of this approach is that the time for practice for the lower level group is not lessened by the instruction of a skill that the student is unable to perform. Also, if there is a wide division between the two levels in the class, this method may be best suited to the situation. For example, one group may be working on very basic skills such as the bump and the volley, while the other group, being already very proficient in these skills, is ready to work on offensive and defensive strategy.</li> <li>iii) <u>Peer group instruction</u> It is possible to use a highly skilled group to teach a specific skill. For example, a handout could be prepared listing the lead-up drills for learning a spike. The students who are going to be teaching this skill could experience the progression themselves the day prior to their teaching. A series of drills could be demonstrated, taking the students through this progression. Students first practice hitting the ball against the wall; then they practice a two foot take-off; then practice hitting a held ball over the net; then a thrown ball over the net; and then a set ball over the net. One advantage of this approach is that the teacher/pupil ratio is drastically reduced.</li> </ul>
Culminating Activity	Some form of modified game or activity which emphasizes skills developed during the class.

d) Senior Secondary - Individual Activity (Tennis)

Unit Background	
Age	Grade 11 students
Number	30 students
Facility	3 - 4 courts



Student Background	Unknown unless Permanent Record Cards accompany students.
Unit Length	10 - 12 hours
Potential Resource Materials	<ol style="list-style-type: none"> <li>1. Levels wall chart and/or individual student copy.</li> <li>2. Handouts - History of Game <ul style="list-style-type: none"> <li>- Rules</li> <li>- Singles and doubles strategy</li> </ul> </li> <li>3. Film Loops - forehand, backhand, serve, volley and lob; or VTR with these basic skills demonstrated on it.</li> <li>4. Programmed instruction packages for the basic skills.</li> <li>5. Scheduled demonstrations by professional or para-professional players.</li> </ol>
Equipment	30 racquets and balls

### Example Methods

Levels Allocation	Use the first lesson to diagnose the skill level of each student. If a Physical Education Record Card has been used previously, then tentative groupings can be made on this basis.
Student Activity	If the students' backgrounds are unknown, then use a skill screening procedure as described in the junior secondary section. If their backgrounds are estimated from the Physical Education Record Cards, then select an appropriate teaching approach and continue.
Possible Situations	<ol style="list-style-type: none"> <li>(a) Students are at a variety of levels</li> <li>(b) All students are at the same level</li> </ol>
Teaching Techniques	<p>(a) <u>All students are at the same level</u> Each student's rate of learning will differ; therefore, time must be spent on daily evaluation. Once the differences in skill becomes apparent, an approach from the section geared to a variety of levels can be selected.</p> <p>(b) <u>Students are at a variety of levels</u> Any of the approaches described for the junior secondary students may be used.</p> <p>i) Peer Group Instruction The use of student assistants allows for greater individualized instruction. Initially, the teacher must spend time with the student assistants, making sure they learn the psychomotor skills and levels concepts. The basic preliminary instruction would be done by the teacher; then the students assistants could move throughout the class, adding instruction and correction to the skills of the students. For example, when teaching the forehand in tennis, the student assistant could point out errors such as: incorrect grip, overreaching on the backswing, looping on the backswing, not standing sideways to the net, foot placement, weight transfer, not looking at the ball, and follow-through. Another application would be to have one student assistant responsible for pointing out only two specific errors and another responsible for two more.</p> <p>ii) Levels Grouping A situation may arise where you have a class equally divided into four levels. Here teachers would have great demands placed on instructional time if they attempted</p>

to teach all four of these. With this in mind, the teacher may want to group the levels together (e.g. I and II together; III and IV together). Although you are only teaching two groups, this does not limit the progress of the individuals. These students could still practice the skill at their own level.

To the level I/II combined group, the teacher could teach the service and return of service. Similarly, in the level III/IV combined group, the teacher could teach net play and top spin.

### iii) Teaching Packages

The teacher could use Programmed Instruction Units, continuous film loop cartridges, or segments recorded on a VTR Unit to teach the level III and IV group.

This would free the teacher to spend time with groups I and II, and then check on the progress of both groups as the lesson continues. The VTR Unit could also be used as a source of feedback for the students, and also for evaluation purposes.

### Culminating Activity

Some form of modified game or activity which emphasizes skills developed during the class.

**Figure 19 Permanent P.E. Record Card**

Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Class: \_\_\_\_\_

Block: \_\_\_\_\_

Birthday: \_\_\_\_\_ Home Phone: \_\_\_\_\_

P.E. 8: Year \_\_\_\_\_ Final Grade \_\_\_\_\_ P.E. 10: Year \_\_\_\_\_ Final Grade \_\_\_\_\_

P.E. 9: Year \_\_\_\_\_ Final Grade \_\_\_\_\_ P.E. 11: Year \_\_\_\_\_ Final Grade \_\_\_\_\_

Interim Reports: \_\_\_\_\_

Activities.	Date			Date			Date			Date		
	Grade 8			Grade 9			Grade 10			Grade 11		
	lev.	gr.	com.	lev.	gr.	com.	lev.	gr.	com.	lev.	gr.	com.
<b>Team</b>												
- basketball												
- field hockey												
- flag football												
- lacrosse												
- rugby												
- soccer												
- softball												
- team handball												
- volleyball												
<b>Individual and Dual</b>												
- badminton												
- tennis												
- track & field												
- wrestling												
<b>Gymnastics</b>												
- artistic												
- rhythmic												
- trampolined												
<b>Dance</b>												
- folk												
- social												
- square												
<b>Aquatics</b>												
- swimming												
<b>Active Health</b>												
- fitness												
- flexibility												
- nutrition												
- posture												
<b>Outdoor Pursuits</b>												
- orienteering												

Comments: \_\_\_\_\_



## IV. Evaluation and Grading

### 1. Introduction

During evaluation, the goals, learning outcomes and program content should be taken into consideration.

#### SAMPLE EVALUATION PROCEDURE

Figure 20 outlines an example of the relationship between the planning of and evaluation for a unit on tennis

One General Goal of Physical Education	One Sample Specific Program Learning Outcome	Sample Tennis Unit Learning Outcomes	Sample Tennis Unit	Sample Tennis Lesson	Unit Evaluation
<p>The secondary Physical Education program should assist students in developing and maintaining positive personal attributes and interpersonal relationships as well as a positive attitude towards participation in physical activity</p>	<p>By the end of the secondary school Physical Education program, the student should be able to demonstrate a positive attitude towards the achievement of personal competence in physical activities</p>	<p>At the end of the unit the student will</p> <ol style="list-style-type: none"> <li>I Psychomotor           <ul style="list-style-type: none"> <li>Develop basic skills to such a degree that they can be used in a game of tennis</li> <li>Learn to do appropriate warm-up exercises</li> <li>Improve individual overall fitness through increased physical activity involved in learning the game</li> </ul> </li> <li>II Cognitive           <ul style="list-style-type: none"> <li>Have a working knowledge of the playing rules, scoring system, and rules of court conduct</li> <li>Be able to analyze his/her own strokes with the purpose of stroke correction (at an advanced level)</li> </ul> </li> <li>III Affective           <ul style="list-style-type: none"> <li>Develop a positive attitude towards tennis and be aware of the physical and mental benefits it provides</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1 Essential Background Material           <ol style="list-style-type: none"> <li>a) Reasons for playing tennis</li> <li>b) Equipment</li> <li>c) Terminology</li> </ol> </li> <li>2 Determine student ability and appropriate levels</li> <li>3 Fundamental Skills           <ol style="list-style-type: none"> <li>a) Ball control and racquet skills</li> <li>b) Footwork</li> <li>c) Forehand Groundstroke</li> <li>d) Backhand Groundstroke</li> <li>e) Service               <ol style="list-style-type: none"> <li>f) Volley</li> <li>g) Drop Volley</li> <li>h) Half Volley</li> <li>i) Lob</li> <li>j) Overhead Smash</li> <li>k) Return of Serve</li> <li>l) Net Play</li> </ol> </li> <li>m) Advanced variations for groundstrokes</li> </ol> </li> <li>4 Game Strategy           <ol style="list-style-type: none"> <li>a) Beginners - singles &amp; doubles</li> <li>b) Advanced - singles &amp; doubles</li> </ol> </li> <li>5 Court Conduct</li> <li>6 Rules</li> <li>7 Scoring</li> </ol>	<ol style="list-style-type: none"> <li>1 Introduction</li> <li>2 Learning Outcome - The student will know how to hit a forehand groundstroke, by drop hitting</li> <li>3 Warm-up - regular routine of stretching exercises and grip isometrics</li> <li>4 Review - Class in shadowing formation           <ol style="list-style-type: none"> <li>a) Repeat 3 ball sense drills, stress forehand grip</li> <li>b) Rehearse ready position</li> </ol> </li> <li>5 New Material - Class in shadowing formation, Demonstrate and explain entire forehand stroke, class shadows           <ol style="list-style-type: none"> <li>a) Ready position</li> <li>b) Preparation - done before ball bounces</li> <li>c) Impact - knees lift or lower</li> <li>d) Follow through - gives depth and direction</li> </ol> </li> <li>6 Culmination Activity - Arrange class for drop hit drill (i.e. 1/2 on wall, 1/2 on courts at baselines, switch every 10 min.)</li> <li>7 Evaluation           <ol style="list-style-type: none"> <li>a) self-evaluation (student, teacher)</li> <li>b) Lesson evaluation</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>I Psychomotor           <ul style="list-style-type: none"> <li>Does the student have sufficient skill to play a game of tennis, including service placement and sustained rally</li> </ul> </li> <li>II Cognitive           <ul style="list-style-type: none"> <li>Is the student able to officiate a game of tennis?</li> <li>Is the advanced student able to analyze his/her strokes and correct them?</li> </ul> </li> <li>III Affective           <ul style="list-style-type: none"> <li>Does the student have a positive attitude towards tennis and want to play in his/her free time?</li> <li>Is the student aware of the physical and mental benefits of tennis?</li> </ul> </li> </ol>

Figure 20 Relationship Between Evaluation and Program

## 2. Aspects of Evaluation

### a) Individual Student Evaluation

- i) Readiness for entry into program. An initial assessment should be made to determine where a student should enter into the program.
- ii) Progress during the program. Physical Education Learning Outcomes are classified within the affective, cognitive and psychomotor domains. Progress within these areas should be assessed during the program to determine student progress and advancement through the levels.
- iii) Achievement of Goals and Learning Outcomes. The students' goals and learning outcomes established at the beginning of the Physical Education program should be re-examined at the conclusion of the program to determine the extent to which they were achieved.

### b) Program Evaluation

- i) Progress of students. The assessment of student progress before, during, and at the end of the Physical Education program will serve as a central measure for evaluating the present program. This data will also serve as a basis for planning subsequent instruction and program development.
- ii) Logical sequencing of skills. The sequence in which Physical Education skills are presented should be examined throughout the program.
- iii) Flexibility in meeting needs of a variety of learners. The Physical Education program must be planned to meet the broad spectrum of the learners' needs. This type of planning is characterized by flexibility which encompasses not only instruction planned for the class as a whole but also a small group and individualized instruction.
- iv) Management and recordkeeping. It is necessary to assess the extent to which various management activities, including recordkeeping, contribute to the overall program effectiveness. (See implementation section for recordkeeping details).
- v) Environmental setting and conditions. The setting and conditions in which the Physical Education program is staged are an integral part of the learning situation and should be assessed as part of the total evaluation design.
- vi) Impact on the total school and district program. The Physical Education program should be evaluated in terms of its contribution to the total education of students.
- vii) Impact on the community. The Physical Education program should be assessed relative to its impact upon the community.

## 3. Grading

### a) Guidelines for Grading

Grading is the process of reporting the status of the student relative to program learning outcomes. Grading should reflect learnings of the affective, cognitive and psychomotor domains. In determining grades, the following should be considered:

- i) The reporting of student progress should be informative, carry specific suggestions for improvement, and serve as a positive motivator
- ii) The reporting should reflect development in the direction of established goals and learning outcomes.
- iii) The appraisal should reflect student status clearly and indicate the means by which progress is being assessed.
- iv) The appraisal should be based on both achievement and improvement and adequately reflect the ability and effort exhibited by the student.

- v) Grading in Physical Education should be consistent with the general grading policies of the school.
- vi) The appraisal should include both subjective and objective measurements. Numerous evaluative techniques and tools should be used in establishing the grade. Objective measurements should be valid and reliable.
- vii) The appraisal should be the result of a continual day-to-day process of observation and analysis.

**b) Types of Grading and Reporting Systems**

A variety of report cards, written reports, conferences (or some combination of these) may be used in reporting students' progress. In all instances, however, it is essential that students and parents know what the objectives of the program are; what skills, knowledges and attitudes are involved; and how to interpret the results.

While many different methods of grading are available, most fall into the following categories.

- i) Pass-Fail
- ii) Letter grade
- iii) Percentile
- iv) Anecdotal

Suggested weightings for the domains involved in student grading include:

- |                                           |                                                                                                                                                                                            |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Affective:</b><br/>(15 - 30%)</p>   | <p>Leadership, cooperation, sportsmanship, effort, personal hygiene, safety practices, and appreciation of performance capabilities.</p>                                                   |
| <p><b>Cognitive:</b><br/>(15 - 30%)</p>   | <p>Knowledge of rules, techniques, and strategies.</p>                                                                                                                                     |
| <p><b>Psychomotor:</b><br/>(40 - 70%)</p> | <p>a) Skill Development - difficulty, standard of performance, application to game situation.<br/>b) Fitness - cardiovascular endurance, muscular endurance, strength and flexibility.</p> |

## V. Implementation Outline

This outline is provided to assist schools in implementing the provincial curriculum at the local level.

In the program development process the following criteria should be examined very carefully.

1. Goals and Learning Outcomes

Teachers should examine the goals and learning outcomes thoroughly in order to provide a sound basis for curricular decision-making.

2. Program Considerations

Program considerations may influence decisions regarding content and time allocations.

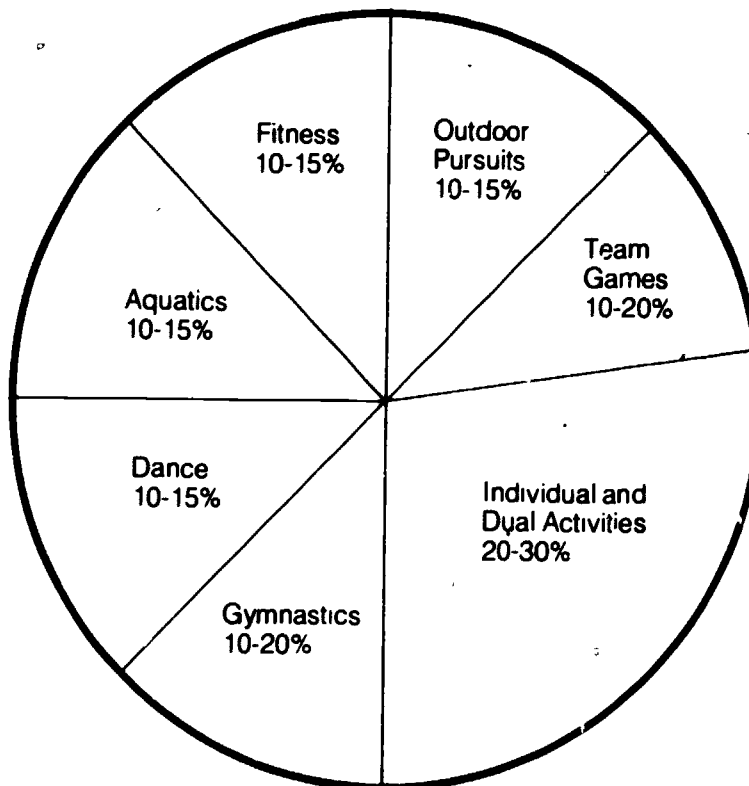
3. Program Content

A program should include activities from all seven major activity categories. It is realized, however, that the number of specific activities within each category may vary according to local conditions.

4. Activity Time Allocations

It is important to note that a balanced program should be offered and that "balanced" does not infer equal time in all dimensions. It is also important to keep in mind that the percentages illustrated below are not ideal but fall into general rules as indicated in the curriculum guide (p. 7).

Figure 21 Grade 10 Example





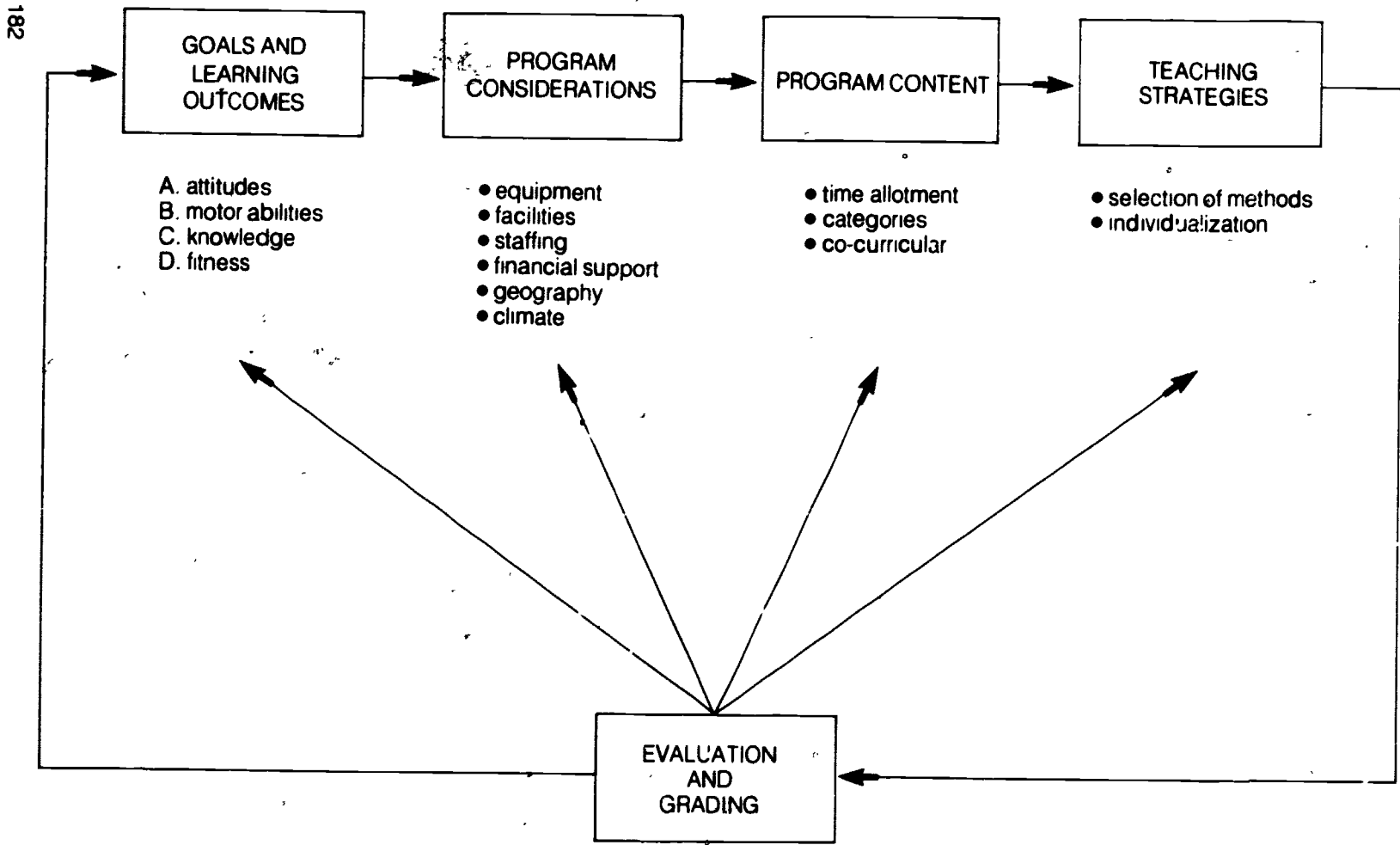


Figure 22 Implementation Flow Chart

5 Teaching Strategies

Instruction should be as individualized as possible. One way this can be done is by using the levels approach outlined in this guide. In the selection of teaching strategies a variety of methods may be used.

6. Evaluation and Grading

Physical Education departments should develop evaluation and grading procedures that will be consistent with general school policies.