

Participation Skills and Techniques

This semester class offers students instruction in lifetime activities and fulfills one P.E. requirement for high school graduation. Individual, dual, and team sports activities are included, with the emphasis on activities offering lifelong participation opportunities.

Participation Skills and Techniques is designed to develop competency in up to five different activities. Competency involves the ability to apply the basic skills, strategies, and rules using standardized guidelines or rubrics. Course activities present an extension of or newer content than that presented in previous classes, and the curriculum provides enough diverse offerings to meet the individual needs of all students. It is recommended that physical educators, grades 7-12, map the physical education curriculum offered at each level to avoid unnecessary repetition in the different physical education offerings.

Fitness testing is appropriate to provide personal information to the student and to measure improvement from the beginning to the end of a grading period. Fitness scores are never used as the primary factor in the grading process. The *FitnessGram* and *Presidential Physical Fitness Test* are two tests teachers may consider for use.

Examples of activities that may be included, but not limited to, are golf, archery, bowling, weight training, aerobics, walking, jogging, social dance, rope jumping, disc golf, disc football, in-line skating, biking, fishing, martial arts, and aquatics. Physical fitness and proper nutrition are emphasized as necessary for maintaining good health throughout life, and physical activity is taught as a means of reducing stress. Students in this class develop activity journals illustrating their participation in and out of class, and they are also introduced to opportunities in their communities for pursuing academic service-learning such as assisting senior citizens with household chores.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities offered are safe and developmentally appropriate. Enrollment numbers meet Northwest accreditation limiting standards so students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule. Students may earn credit for this course by passing the *Participation Skills and Techniques Competency Test* if offered by the district.

Participation Skills and Techniques Core Curriculum

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Attain competence in a variety of sport-specific skills by applying the required techniques.

- a. Develop proper movement skills for a variety of game, sport, and dance activities.
- b. Use combinations or sequences of movement skills in game or other activity settings.
- c. Participate in a number of individual and team activities demonstrating the basic skills, strategies, and rules.

Objective 2: Demonstrate proficiency in knowledge and skills in a few movement forms and use assessment results to improve performance.

- a. State and understand critical cues for movement skills.
- b. Demonstrate understanding of the basic skills, strategies, and rules in a variety of activities.
- c. Practice movement skills individually, with a partner, in a small group, and in regulation play.
- d. Assess skill performance of self and others using critical cues.
- e. Detect and correct errors in individual and group performance.

Standard 2: Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objective 1: Demonstrate an understanding of movement concepts that include physical, mental, and social applications.

- a. Explain and give examples of movement and developmental concepts, i.e., the sequential nature of change, the uniqueness in the rates of physiological development, the nature of movement components, and the developmental stages skill acquisition.
- b. Explain and apply biomechanical principles related to stability of the center of gravity, the production and application of force, and safe methods of lifting and carrying heavy objects.
- c. Demonstrate a knowledge of concepts regarding the physiology of warming up and cooling down, the structure and function of the human body, the influence of individual differences in activity settings, and unsafe exercises.
- d. Explain the social and psychological aspects of sport, i.e., goal setting, stress reduction, self-assessment, self-image, group interaction and cooperation, empathy, and participation according to rules.

Objective 2: Apply movement concepts to the learning and development of skills.

- a. Analyze movement performance through a variety of means such as rubrics, self and peer assessment, video and computer analyses, and teacher feedback.
- b. Design personal practice sessions according to individual needs.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Demonstrate knowledge of the requirements for a healthy lifestyle.

- a. Recognize the benefits of a healthy lifestyle and the consequences of poor nutrition and inactivity.
- b. Accurately explain the elements of physical fitness.
- c. Self-assess the elements of physical fitness, i.e., muscular and cardiovascular endurance, flexibility, and body composition, using a variety of instruments.
- d. Calculate maximum heart rate and exercise in a target heart rate zone.
- e. Develop short- and long-term goals for activity and physical fitness.

Objective 2: Participate in a variety of activities that promote individual satisfaction and physical fitness.

- a. Analyze and compare health and fitness benefits derived from a variety of activities.
- b. Participate in a number of class activities that promote strength, muscular and cardiovascular endurance, flexibility, and personal satisfaction.
- c. Adjust activities to increase fitness benefits by increasing pace and adding time and/or repetitions.
- d. Explore a variety of nontraditional physical activities for personal interest both during and outside of school hours.

Standard 4: Students will achieve and maintain health-enhancing levels of physical fitness.

Objective 1: Participate in a variety of activities in class and outside of school that develop a foundation of physical fitness.

- a. Identify and participate in a number of activities that develop muscular strength and endurance, flexibility, and cardiovascular endurance.
- b. Develop and maintain activity journals to track fitness and activity levels.
- c. Review **FITT** (Frequency, Intensity, Time, Type) guidelines as they apply to the development of physical fitness.
- d. Recognize that both proper nutrition and exercise are necessary for a lifelong healthy lifestyle.

Objective 2: Assess, adjust, and monitor physical activity using a variety of technological resources.

- a. Utilize computer software to assist in assessing and tracking fitness levels.
- b. Adjust intensity levels of various activities through monitoring pulse rates manually or by using heart-rate monitors or pulse sticks.

- c. Improve movement skills using camcorders or digital cameras to provide feedback and self-analysis.
- d. Use Internet resources to create reports on activity, nutrition, and lifelong wellness.

Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in activity settings.

Objective 1: Demonstrate responsible behavior in activity settings.

- a. Listen and consider consequences before taking action in conflict situations.
- b. Identify and address unsafe conditions and risky behaviors in activity settings
- c. Follow recommended safety precautions and procedures.
- d. Keep the importance of winning and losing in perspective relative to other positive goals of participation.
- e. Apply safe practices, rules, and etiquette in all physical activity settings.

Objective 2: Demonstrate responsible social behavior in working with others in activity settings.

- a. Recognize when to lead and follow in group activity settings.
- b. Provide positive reinforcement to peers of all ability levels in activity settings.
- c. Analyze potential causes and solutions to conflict in activity settings.
- d. Explore ways of contributing to the community through academic service projects.

Standard 6: Students will value physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

Objective 1: Demonstrate a respect for differences among people in activity settings.

- a. Work positively with others in diverse settings and groups.
- b. Explore/research sports and activities of other cultures.
- c. Value what each participant can do in an activity rather than emphasizing individual weaknesses.
- d. Recognize students who do not feel included and make a deliberate effort to involve them in activities.

Objective 2: Recognize that physical activity provides opportunities for enjoyment.

- a. Use physical activity to reduce the stress of everyday life through participation in activities that are personally rewarding.
- b. Utilize recreational facilities that are available in the community.
- c. Enjoy the satisfaction of interacting, participating, and competing with others in physical activities.