

Individualized Lifetime Activities

Individualized Lifetime Activities is a number of one-semester classes. They are designed to offer a higher level of proficiency and more in-depth instruction in up to three different lifetime activities. Activities requiring large numbers of participants, where individual participation may be limited, are not appropriate; rather, the curriculum should emphasize individual or dual activities. Team sports are not emphasized, and only those with carry-over value as lifetime activities are offered. Improved fitness is a goal of each *Individualized Lifetime Activities* course. The curriculum provides diverse offerings to meet the individual needs of all students and to develop competency in up to three lifetime activities. Competency is defined as the ability to apply basic skills, strategies, and rules using standardized guidelines or rubrics.

Examples of activities which may be included, but not limited to, are golf, archery, bowling, weight training and conditioning, aerobics, walking, jogging, climbing, social dance, disc golf, tennis, disc football with no more than six members per team, 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. Assigned reading and writing assignments, which include activity journals and/or portfolios, broaden the physical education experience and contribute to the literacy of students. Opportunities for academic service-learning are made available to students.

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.

Program to Expand Student Opportunities —With prior approval of the physical education department, lifetime activities courses may be offered and taught by individuals outside of the physical education department during the school day. Teachers of these activities must be certified specialists in the activities they teach and must have current cards for First Aid and CPR. This also applies to courses students may take in the community or at local colleges or universities during the summer months.

Individualized Lifetime Activities

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

Objective 1: Apply required techniques to be competent in a variety of sport, adventure, and fitness activities.

- a. Demonstrate basic competence and participation in a variety of areas that may include individual and group activities, leisure/lifetime activities, aquatics, and cooperative activities.
- b. Participate successfully in activities using advanced skills and strategies with increasingly more complex movement skills, while consistently following rules and regulations.

Objective 2: Demonstrate the necessary knowledge and skills to be proficient in a few movement forms.

- a. Identify the critical elements of increasingly complex game and movement forms.
- b. Demonstrate understanding of the advanced skills, strategies, and rules of activities.
- c. Use mental and physical cues in practicing activities.
- d. Detect and correct errors in personal performance and in the performance of others.
- e. Use internal and external feedback to analyze and improve performance.

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

Objective 1: Demonstrate knowledge of the relationships of movement concepts including physical, mental, and social applications.

- a. Demonstrate the importance of proper form to success in activities; the influence of strength, speed and size; and the type of equipment used.
- b. Apply biomechanical principles to analyze and improve activity performance.
- c. Understand physiological concepts as they relate to aerobic and anaerobic activities.
- d. Communicate to improve group performance and develop strategies to include others in activity settings.
- e. Use visualization to improve performance.

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

- a. Demonstrate transfer of basic manipulative skills and concepts to specific sports and activities.
- b. Analyze performance through the use of video and digital cameras and other means.
- c. Design appropriate practice sessions based on personal needs to improve performance.
- d. Identify how skill, strength, previous experience, desire to play, and other personal characteristics affect participation in specific types of activities or practice sessions

Standard 3: Students will participate regularly in physical activity.

Objective 1: Participate in activities that promote physical fitness and enjoyment.

- a. Identify the fitness benefits in a variety of activities.
- b. Identify and utilize activities and facilities in the community that meet personal participation and fitness needs.
- c. Use readily available resources and materials to engage in home fitness activities.
- d. Participate in lifetime activities that are personally rewarding.

Objective 2: Apply the knowledge to be able to develop and maintain an active lifestyle.

- a. Analyze lifelong activity participation considering age, gender, family needs, job demands, and socioeconomic status.
- b. Self-assess all components of physical fitness using a variety of assessment tools.
- c. Design short-term and long-term personal fitness programs.
- d. Analyze the nutritional aspects of developing and maintaining a healthy lifestyle.
- e. Use activity journals/portfolios to track personal progress in developing and maintaining fitness.

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

Objective 1: Participate in activities to develop a foundation of physical fitness.

- a. Participate in activities that develop muscular strength and/or endurance, flexibility and cardiovascular fitness.
- b. Recognize the importance of the balance between food intake and energy expenditure in maintaining weight, developing fitness and preventing sedentary disease.

Objective 2: Adjust and monitor fitness and the execution of movement skills using a variety of technological resources.

- a. Demonstrate familiarity with a variety of computer software programs for improving and monitoring skills and fitness levels.
- b. Create a video individually or with a partner to illustrate correct form and technique in selected activities.
- c. Use a camcorder or digital camera to identify key elements of an activity or to provide a record of improvement from the beginning to the end of an instructional period.
- d. Prepare reports on fitness and activity using Internet resources.
- e. Utilize heart-rate monitors, pulse sticks, blood pressure devices, body mass analyzers, and pedometers to assess and track fitness levels.

Standard 5: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective 1: Demonstrate responsible personal behavior in physical activity settings.

- a. Analyze potential dangers in exercise and activities and identify safe alternatives.
- b. Act independently of peer pressure in developing healthy choices.
- c. Set goals and work independently in pursuit of fitness and skill development.

- d. Recognize the meaning and importance of rules in activity participation.
- e. Practice budgeting time to complete fitness tasks.

Objective 2: Demonstrate the ability to work with others in activity settings.

- a. Self-officiate in recreational sports.
- b. Positively recognize efforts by opponents in a number of different activities.
- c. Communicate with fellow participants to solve conflict without confrontation.

Objective 3: Demonstrate responsible social behavior.

- a. Be willing to walk away to avoid verbal or physical confrontation in activity settings.
- b. Listen to all sides before taking action in solving conflict.
- c. Develop strategies to include others in activity participation.
- d. Participate in academic service-learning projects to assist people in the community.

Objective 4: Demonstrate respect and understanding of differences among people in activity settings.

- a. Report on the historical roles and values of games, sports, and dance in different cultures.
- b. Participate in games and sports with participants of varying ability levels.
- c. Recognize the effects of age on activity performance and choice in a lifelong fitness and activity plan.
- d. Adapt or modify activities to include participants of diverse backgrounds and ability levels.

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

Objective 1: Demonstrate that physical activity provides opportunities for a lifelong healthy lifestyle.

- a. Know the benefits of activity and proper nutrition and the consequences of inactivity and poor nutritional choice.
- b. Explore indoor and outdoor activities offered in the community.
- c. Utilize personal knowledge to improve fitness and skill levels throughout the life cycle.
- d. Participate in activities to prevent and relieve everyday stress.

Objective 2: Demonstrate that physical activity provides opportunities for personal challenge.

- a. Differentiate between appropriate and inappropriate risks in activity selection and participation.
- b. Develop trust through adventure-based and cooperative learning activities.
- c. Recognize abilities and limitations when setting goals and personal challenges.

Objective 3: Demonstrate that physical activity provides opportunities for self-expression and social interaction.

- a. Explore new activities individually and with others.
- b. Choose activities that contribute to self-expression and social interaction.
- c. Extend participation in activities to non-school social environments.
- d. Visualize activity participation as a means of meeting, understanding, and participating with people of diverse backgrounds.