

## Learning Snapshots

### STANDARD I

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

This standard asks students to demonstrate the proper form for 11 motor skill patterns. The teacher demonstrates each skill, pointing out critical features. Students practice each skill repeatedly in a variety of closed situations (i.e., with no variables) and open situations (i.e., with variables) throughout the school year. During practice opportunities, students work

in groups of three. Two of the students practice the skill, while the third provides feedback using a checklist of key elements.<sup>3</sup> Each student has the opportunity to both practice a skill and provide feedback. A video camera may also be used so that the students can receive visual feedback on their own performances. Their teacher circulates throughout the class, providing specific positive or specific corrective feedback to the students on their performances. This standard links with Standard 2.1, which asks students to identify and describe the key elements in the mature performance of these 11 motor skills.

## STANDARD 2

### 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.

To explain and demonstrate these principles, students must first be taught the biomechanics related to spin and rebound.

- Force applied below the center of gravity causes backward rotation (back spin), which results in a ball staying in the air longer, bouncing higher off the ground, then having a smaller forward velocity and a shorter roll.
- Force applied above the center of gravity causes forward rotation (top spin), which results in a ball having a quick drop, leaving the ground with a lower but longer bounce, and then having a larger forward velocity and a longer roll.
- Force to the left of the center of gravity results in counterclockwise spin (as seen from above), and force to the right of the center of gravity results in clockwise spin.
- Bouncing an object with no spin causes it to rebound at an angle from the surface equal to that at which it strikes.

Once students have learned these four concepts, they are provided with basketballs or rubber playground balls. Students demonstrate the result of spin and rebound and explain why it occurs.

## STANDARD 3

### 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.

Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity. Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for

<sup>3</sup> Feedback is most effective when it is specific and positive or specific and corrective.

example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and respiration rate. Although these activities can and do occur during physical education, the focus of this standard is making physical activity a regular part of an individual's daily activities. Therefore, students are encouraged to participate in physical activity on their own and to monitor their activity time and intensity.

#### STANDARD 4

##### 4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.

This standard asks students to match physical activities to the health-related physical fitness component that it develops. Students have been performing exercises for each of the fitness components since early elementary school, so a brief reinforcement activity is appropriate. The teacher makes a series of cards, each with the name and a picture of an exercise. The teacher displays five posters with the following labels: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. Students are asked to match each exercise to one of those health-related physical fitness components. In future lessons, during the warm-up and cool-down phases, the teacher asks individual students the purpose of each exercise they perform. Standard 4.3 supports this standard as the teacher follows up with questions regarding which of the exercises students prefer to do for each component.

#### STANDARD 5

##### 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.

Appropriate risks are those that offer a challenge to the student but have a low risk of injury. Inappropriate risks are those with a high risk of injury. It is important for students to differentiate between the two types of risks. Appropriate risks require a personal challenge, but inappropriate risks are simply dangerous. The teacher can explain the two types of risks and then provide, or ask students for, examples of each. During follow-up lessons, the teacher provides students with a list of activities and asks them to categorize the risk level of the activities as appropriate or inappropriate. Or, the teacher can ask students to create a graphic organizer and use it to represent appropriate and inappropriate activities related to risk.