

Active Kids at the Fair! Level 1, Sample 1

A

Appendix B: Movement Sequence Feedback Sheet

WHAT DID YOU SEE? (please put your checkmark in ONE box on the right)

Frozen (Static) Positions	YES	NO
Were there <i>six</i> frozen (static) positions (different levels, shapes, number of contact points)?	✓	
Movement (Locomotion/Transition) Did they use <i>five</i> different ways of moving? (pathways, directions, levels)?	✓	
Safety Does the group move safely (aware of others)?		✓

USE THE CHART TO HELP ANSWER THESE QUESTIONS:

1. What parts of the movement sequence worked well?

the things that [redacted] did.

2. What could the group do to make their movement sequence better?

they could work on the balances

3. What ideas do you have to help the group prepare for their audition?

more sound and balances.

B

Appendix D: Student Reflection

Use words and/or pictures to show the benefits of physical activity to you.



Teacher’s Notes

Understanding of Concepts

- The student shows limited understanding of the importance of being physically active. In his reflection piece, the student provides a drawing of someone running away from bees and the sentence “Stay fit cause you never know . . .”, giving too narrow a focus to his explanation of why it is beneficial to be physically active.

Movement Skills

- The student performs the required skills of holding static positions, making transitions, and moving in a variety of ways with limited proficiency. He performs static positions with minimal contacts and very little control (e.g., [V] stork stand with foot down twice, lotus position on the floor). The student repeats the same movement skills (e.g., [V] kicking out) throughout the performance with no variations. His transitions are repetitive, moving solely from high to low levels (e.g., [V] from standing kick to lotus position).

Active Participation

- The student shows limited awareness of safety procedures. He constantly watches the members of his group and reads his written organizer for guidance, thus limiting his awareness of personal space and the movements of others.

Communication

- The student provides written feedback to help and encourage others with limited clarity. He gives only vague comments about what worked well (i.e., [P] “the things that ■■■ did”) and about what is needed to improve balances in the movement sequence (i.e., [P] “they could work on the balances”).

Comments

The student completes the movement sequence, but his use of space is limited, involving only up-and-down movements. He constantly watches the group members throughout the performance to find out what to do next. His feedback to the other group is vague. His drawing shows a physical activity, but his written statement does not mention specific benefits of being physically active.

Next Steps

In order to improve his performance, the student needs to:

- include more of the required movements and static positions;
- suggest specific improvements when providing feedback to peers;
- use the space around him during the movement sequence, including different levels and different pathways;
- proofread to correct errors in spelling and punctuation.