

Active Kids at the Fair! Level 1, Sample 2

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?

I think the first one is the dist

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

make dicer static

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

dicer statiek und difrent stuf

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. His drawing shows a physical activity (i.e., [P] children in a swimming pool), but he provides no written explanation of how swimming contributes to physical fitness.

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 repetitive static positions (e.g., [V] star-like and straddle positions) and holds them for short periods (e.g., [V] rolls only one foot over and sits with hands behind back). He executes an incomplete plié, and moves at only one level throughout his performance (e.g., [V] jumps, jogs, marches).

Active Participation

- The student shows limited awareness of safety procedures. He constantly watches the group leader during the routine to determine what he should do (e.g., [V] during the transition from jumping jacks to the seated position), and is therefore unable to monitor his own movements within the defined boundaries of the school stage.

Communication

- The student provides written feedback to help and encourage others with limited clarity. He mentions what worked well (i.e., [P] “I think The frist one is The dist [best]”) and what is needed to improve the routine; however, his suggestion for helping the group prepare for their audition is vague (i.e., [P] “deder stutick [better static] und difrent stuf”).

Comments

The student attempts to execute the movement sequence, but his repetitive movements and limited mobility indicate limited movement skills. Although the student tries to encourage others, his comments lack detail. The student's pictorial reflection is well illustrated, but he provides no written explanation regarding the benefits of physical activity.

Next Steps

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

- use more of the space around him during the movement sequence, using different levels, different pathways, and more contact points;
- use more specific terminology and give more details when describing movements and static positions for group feedback;
- proofread to eliminate spelling errors in his written work.