

Active Kids at the Fair! Level 2, 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?

I think worked well was
The 6 movements

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

They can put in static
movement.

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


put less movement
and more static
movements.

B


Appendix D: Student Reflection

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


it gets you good Exercise.



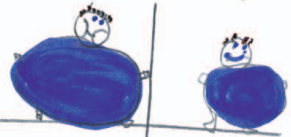

it helps your lungs hart and musls



it is fun



make you shiny

Teacher’s Notes

Understanding of Concepts

- The student shows some understanding of the importance of being physically active. In her personal reflection, she provides some evidence of the benefits of being physically active (e.g., [P] “it gevs you good Eaxsorsize [exercise]”, “it helps your lungs hart and musls”). However, the student identifies a sport (i.e., swimming) as a benefit rather than as the means of achieving the physical benefits.

Movement Skills

- The student performs the required skills of holding static positions, making transitions, and moving in a variety of ways with some proficiency. Her movement sequence contains different movements, but these are tentative and lack fluency (e.g., [V] grapevine step, crab walk). Her static positions are repetitive and wobbly (e.g., [V] stork stand), and lack correct positioning (e.g., [V] pencil stand with hands resting on head). She includes different levels and contacts, but her transitions are ragged (e.g., [V] moving from the crab walk to a pencil stand).

Active Participation

- The student shows some awareness of safety procedures. She watches the members of her group members for guidance in determining her personal space (e.g., [V] low squat jump); however, this interferes with her concentration, affecting her footing as she performs the movements.

Communication

- The student provides written feedback to help and encourage others with some clarity. She indicates what worked but does not include enough details to help the group improve their movement sequence (i.e., [P] “I think worked well was The 6 movemints”).

Comments

The student performs the movement sequence with some proficiency. She demonstrates different movements and static positions but is hesitant and wobbly during the transitions. She provides an explanation of the importance of physical activity, but her written reflection lacks detail and her feedback sheet does not include meaningful suggestions for improvement.

Next Steps

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

- memorize her movement sequence to increase fluidity throughout the routine;
- demonstrate more control in her locomotion skills;
- maintain a focal point during static positions to assist with balance;
- review grammar and spelling rules and apply them to eliminate errors.