

Active Kids at the Fair! Level 2, 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 all the movements sequences worked well.

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

I think they could hold the static for longer.

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

I think they should always be confident and do your best and have fun.

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 some understanding of the importance of being physically active. His picture shows two types of sports (i.e., [P] hockey and soccer), and the accompanying text shows some understanding of the benefits of physical activity (e.g., [P] “Keeps Heart Healthy”, “Feel Way Better”, “Make Body Strong”).

Movement Skills

- The student performs the required skills of holding static positions, making transitions, and moving in a variety of ways with some proficiency. The student's movement sequence includes static positions (e.g., [V] position on all fours, frog position); however, most of them are at floor level (e.g., [V] crouching in a low position). He does a series of frog jumps but has to raise his body in an upward motion to gain enough control to repeat the movements. Although he makes some transitions throughout his performance, they are slow and uncertain (e.g., [V] he looks to a fellow group member for direction to help him complete leaps).

Active Participation

- The student shows some awareness of safety procedures. He watches the other group members for guidance in determining his personal space (e.g., [V] frog jump from one side of the gym to the other), but he does not always monitor his own movements (e.g., [V] his head is down during the performance).

Communication

- The student provides written feedback to help and encourage others with some clarity. The student comments on what worked well (i.e., [P] “I think all the movemets sequences worked well”), but does not provide clear suggestions for group improvement (i.e., [P] “I think they should always be confodent and do your best and have fun”).

Comments

The student completes the movement sequence with some degree of proficiency, demonstrating some static positions and locomotion skills. On his feedback sheet, he includes some details for improving the group performance. His drawing illustrating the importance of physical activity is somewhat effective, but his explanations are not detailed or specific enough.

Next Steps

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

- memorize his movement sequence;
- hold his static positions for longer periods of time;
- keep his head up during the movement sequence;
- provide more detail and more specific explanations;
- refer to classroom resources to correct spelling.