

**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)?	✓	
<b>Movement (Locomotion/Transition)</b> Did they use <i>five</i> different ways of moving? (pathways, directions, levels)?	✓	
<b>Safety</b> Does the group move safely (aware of others)?	✓	

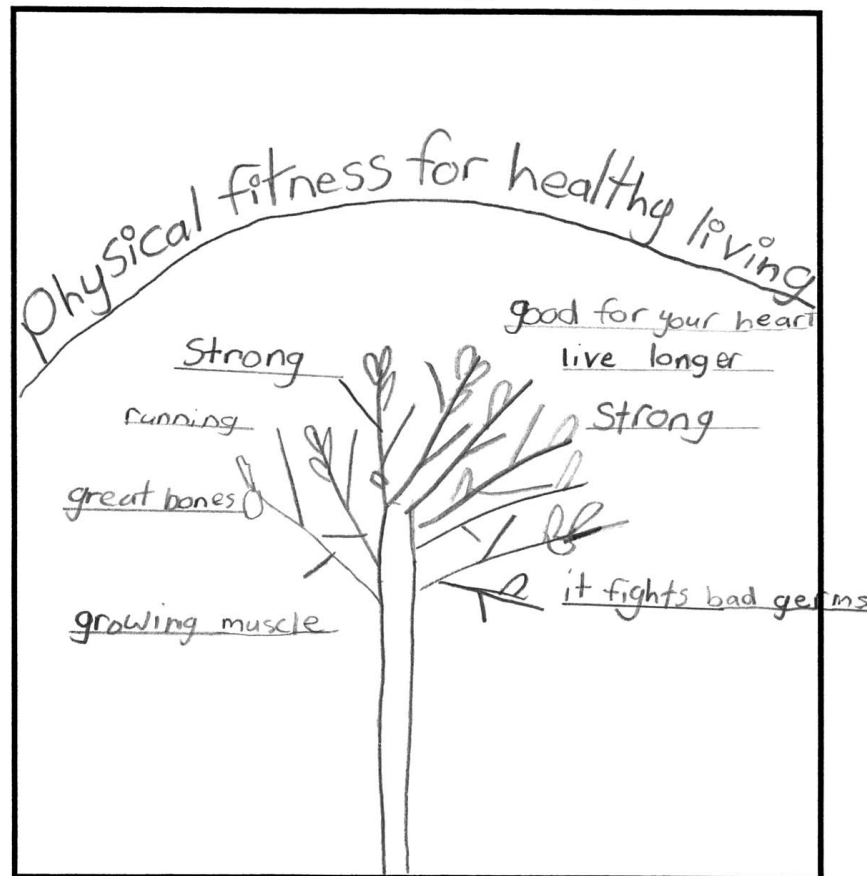
USE THE CHART TO HELP ANSWER THESE QUESTIONS:

1. What parts of the movement sequence worked well?  
The parts of the movement that were good was different levels, contact points, the group was safe
2. What could the group do to make their movement sequence better?  
The group could make up more pathways and the group could make up more shapes.
3. What ideas do you have to help the group prepare for their audition?  
I could help them by talking to them about holding there movement longer.

**B**

**Appendix D: Student Reflection**

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



*Note:* The performance on video is the work of one student, while the written work is that of a different student.

### Teacher’s Notes

#### Understanding of Concepts

- The student shows considerable understanding of the importance of being physically active. His or her written reflections include a variety of examples that demonstrate the importance of physical activity (e.g., [P] “great bones”, “growing muscle”, “good for your heart”, “strong”, “it fights bad germs”).

#### Movement Skills

- The student performs the required skills of holding static positions, making transitions, and moving in a variety of ways with considerable proficiency. His performance includes a variety of movements (e.g., [V] rolls, jumping jacks, turns) with transitions from and to static positions (e.g., [V] side balance with arm extended, group star and scale position, pencil stand, knee bends). The student’s performance shows a number of levels and contact points (e.g., [V] group star with three contact points, prone position with arms at side, flamingo stand with one point of contact). The student demonstrates a wide base of support during his landing phase (e.g., [V] 360-degree turn). However, he does not always ensure that his head is in the proper position (e.g., [V] chin is not tucked in).

#### Active Participation

- The student shows considerable awareness of safety procedures. He is aware of the area and its boundaries, and does not infringe on the space required by others when performing his movements (e.g., [V] cartwheel and front roll).

#### Communication

- The student provides written feedback to help and encourage others with considerable clarity. He or she specifies when the movement sequence worked well (i.e., [P] “The parts of the movement that were good was different levels, contact points, the group was safe”), and gives specific suggestions for improvement (e.g., [P] “I could help them by talking to them about holding there movement longer”).

### Comments

Throughout the movement sequence, the student uses contact points at different levels, assumes different frozen positions, and moves in different directions.

In the sample of written work, the student makes good use of a graphic organizer and communicates the benefits of physical activity with considerable effectiveness. In addition, he or she uses appropriate vocabulary to offer constructive feedback to improve group performance.

### Next Steps

In order to improve his performance of the movement sequence, the student needs to:

- practise control of all body parts (e.g., chin tuck and head position).

In order to improve his or her performance on written work, the student needs to:

- proofread to correct minor errors.