

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:

- What parts of the movement sequence worked well?**  
The parts that worked well are ① They had solid static positions ② They had unusual movements ③ they had a good end when everyone held hands.
  - What could the group do to make their movement sequence better?**  
The group could ① have more pathways and more variety of movements ② can be more active ③ Put more levels in the static position and movements. turning.
  - What ideas do you have to help the group prepare for their audition?**  
These are the ideas that I have for the group to prepare for their audition ① Synchronize more ② DO more high, low and medium static positions ③ use more pathways than just the straight line ④ Be more active
4. Be more safer when turning around

B

**Appendix D: Student Reflection**

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

How benefits of physical activity helps me

- It helps me have a healthy heart
- It helps lung cancer and other diseases
- It gives me a longer and healthier life.
- It helps fight bad germs. (immune system)
- It gives me strong bones.
- Exercising keeps your body healthy.
- Soccer gives me healthy and stronger legs.
- It increases my endurance.
- Jogging keeps me fit.
- It increases the amount of energy you have.
- It gives me stronger muscles.
- drinking water gives you stronger skin.
- Eating keeps your lungs and other parts of your body healthy.

## Teacher’s Notes

### Understanding of Concepts

- The student shows thorough understanding of the importance of being physically active. His comments demonstrate that being physically active results in immediate, as well as long-term, benefits (e.g., [P] “It gives me strong bones”, “It gives me a longer and healthier life”). The student further describes the benefits of physical activity on the internal body systems (e.g., [P] “It helps fights bad germs” [immune system]). He identifies specific benefits of individual sports (e.g., [P] “Soccer gives me healthy and stronger legs”, “It increases my endurance”).

### Movement Skills

- The student performs the required skills of holding static positions, making transitions, and moving in a variety of ways with a high degree of proficiency. He executes a detailed movement sequence showing different static positions (e.g., [V] stork stand, squatting while holding out one leg), different ways of moving (e.g., [V] high frog jump, squat jump forward with legs in and out, spinning bridge), and smooth transitions (e.g., [V] low spinning bridge to standing up spin with arms extended).

### Active Participation

- The student shows a high degree of awareness of safety procedures. He is able to control his movements (e.g., [V] spinning bridge) in the defined space as he travels and turns throughout the performance. His awareness of space is evident in his positioning at the start of the routine (e.g., [V] adjusts space between himself and another member of the group).

### Communication

- The student provides written feedback to help and encourage others with a high degree of clarity. He gives specific examples of what another group did well (e.g., [P] “They had unusual movements”, “they had a good end when everyone held hands”). He uses appropriate physical education vocabulary (e.g., [P] “have more pathways and more variety of movements”, “Put more levels in the static position and movements”). He suggests better coordination, demonstrating an awareness of the overall group performance on an aesthetic level (e.g., [P] “Synchronize more”).

## Comments

The student performs his static positions and movements with a high degree of proficiency. He is fluid in his transitions and uses a variety of levels and contact points throughout the routine. He offers constructive feedback, identifying specific areas for improvement. His written reflections demonstrate in-depth understanding of the importance of physical activity to himself and to others.

## Next Steps

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

- proofread written responses to correct minor errors.