

Healthy Active Living Education

Open (PPL40)

A Sports Camp Program

The Task

Students were presented with the following scenario:

Congratulations! You have just been hired as an instructor at the Sports-for-Life Camp. You will be responsible for instructing a group of 15 to 20 co-ed campers, ages 15 to 17. The philosophy of the camp is to provide individuals of varying abilities with rewarding activities that promote lifelong learning and participation in recreation. This camp operates year-round, offering a wide range of facilities enabling you to teach the activity of your choice (e.g., cross-country skiing, rock-climbing, water polo). You will demonstrate your leadership skills by developing three progressive lessons for one physical or one recreational activity. You are also responsible for preparing a welcoming letter that will be sent to your campers prior to their arrival, outlining the lifelong benefits of participation in your program.

Final Product

Each student was to submit the following:

- three *progressive* 75-minute lesson plans that include:
 - equipment required;
 - a warm-up;
 - highlights from the lesson of the previous day (applies to second and third lessons only);
 - safety considerations;
 - rules and guidelines;
 - a new lesson (including the role of the instructor);
 - application (skills/drills);
 - a cool-down;
 - a time frame for each component of the lesson;

- a one-page welcome letter to the campers that provides information about the lifelong benefits of participation in the chosen activity.

Expectations Addressed in the Exemplar Task

This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Physical Activity and Active Living strands.

Students will:

1. apply the specific rules and guidelines for participation in recreational and sports activities, including team, group, dual, and individual activities;
2. analyse the benefits of lifelong participation in different physical activities (e.g., social interaction, enjoyment, relaxation, self-esteem);
3. explain factors (e.g., the equipment used, specific preparations such as warm-up or cool-down activities, specific safety issues, features peculiar to specific activities) that affect performance and participation in recreational and sports activities;
4. demonstrate leadership in creating a positive climate that promotes participation and safety (e.g., by officiating, mentoring, organizing, coaching, convening);
5. apply appropriate guidelines and procedures for safe participation in physical activity (e.g., using appropriate equipment and facilities, wearing appropriate attire, meeting expectations regarding supervision, understanding the importance of proper posture in minimizing injury).

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 79–82 of this document.