

Physical Education 11

Guide

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Physical Education 11

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Prepared by the Department of Education and Early Childhood Development

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Physical Education 11

Implementation Draft
June 2010

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Introduction

Background

The Department of Education has made a commitment to provide a broad-based, quality education in the public school system and to expand the range of programming to better meet the needs of all students. The Department is working in collaboration with school boards and other partners in education, business, industry, the community, and government to develop a variety of new courses.

The Nature of Physical Education 11

[text to come]

Course Design

Features of Physical Education 11

[text to come]

Key Concepts in Physical Education 11

[text to come]

Cross-Curricular Connections

[text to come]

Organization

Outcomes

This section provides specific curriculum outcomes for the unit. While the outcomes may be clustered, they are not necessarily sequential.

Suggestions for Assessment

This section provides suggestions for assessment of achievement of the outcomes and are often linked to Suggestions for Learning and Teaching. The suggestions are only samples; for more information, read the section Assessing and Evaluating Student Learning.

Suggestions for Learning and Teaching

This section offers a range of strategies from which teachers and students may choose. Suggested learning opportunities can be used in various combinations to help students achieve an outcome or outcomes. The suggested strategies may also provide a springboard for teachers to choose other strategies that would be effective for their students. It is not necessary to use all the suggestions that are included, nor is it necessary for all students to be involved in the same learning experience.

Resources

[update this] The Resources section contains a variety of information related to the items in the other three sections, including suggested resources, elaborations on strategies, successes, cautions, and definitions.

Suggestions for Learning and Teaching and Suggestions for Assessment are meant to be part of an integrated learning experience in which assessment is a natural, authentic part of the process. For example, a suggestion that the students complete an independent project that demonstrates the elements of art and design could be located in either section. Indeed, the line between suggestions in these two sections disappears as well-planned learning experiences unfold in a dynamic classroom.

Outcomes

Essential Graduation Learnings and Physical Education 11

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Details may be found in the document *Public School Programs*.

Some examples of learning in Physical Education 11 that helps students move toward attainment of the essential graduation learnings are given below.

Essential Graduation Learnings	Physical Education 11
Aesthetic Expression Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.	By the end of Physical Education 11, students will be expected to <ul style="list-style-type: none">•
Citizenship Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.	By the end of Physical Education 11, students will be expected to <ul style="list-style-type: none">•
Communication Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.	By the end of Physical Education 11, students will be expected to <ul style="list-style-type: none">•
Personal Development Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.	By the end of Physical Education 11, students will be expected to <ul style="list-style-type: none">•
Problem Solving Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.	By the end of Physical Education 11, students will be expected to <ul style="list-style-type: none">•
Technological Competence Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.	By the end of Physical Education 11, students will be expected to <ul style="list-style-type: none">•

Specific Curriculum Outcomes for Physical Education 11

Teaching Games for Understanding (TGFU)

Students will be expected to

- PE11:1 apply effective tactics and techniques to invade an opponent's territory/space in offensive and defensive situations within an invasion/territory situation (e.g., five-versus-five soccer)
- PE11:2 apply effective tactics and techniques to send an object into open space so an opponent is unable to make a return within a net/wall situation (e.g., badminton)
- PE11:3 be able to strike a ball so it eludes defenders within a batting/fielding situation (e.g., small-sided cricket)
- PE11:4 articulate the most effective offensive and defensive tactics within invasion/territory, net/wall, and batting/fielding games environments
- PE11:5 apply progressive tactical principles (e.g., aim to target, placement relative to obstacles, and spin/turn) in target games play (e.g., disc golf, curling)
- PE11:6 articulate the most essential techniques used while aiming at a target within the target games environments
- PE11:7 identify other games (ones not covered throughout this course) where specific skills and tactics learned throughout this course are applicable and transferable

Life Skills through Sport

Students will be expected to

- PE11:8 demonstrate effective communication and interpersonal skills in TGFU settings, and effectively connect these skills to life outside of physical education
- PE11:9 demonstrate effective decision-making skills and critical thinking skills in TGFU settings, and effectively connect these skills to life outside of physical education
- PE11:10 demonstrate effective coping and self-management skills while in TGFU settings, and effectively connect these skills to life outside of physical education

Sport in Society

Students will be expected to

- PE11:11 identify social injustices in Canadian sport and articulate steps that would help offset each of the injustices they identified
- PE11:12 identify potential careers in sport and determine how to make these career possibilities a reality (e.g., through course work, volunteer opportunities)
- PE11:13 recognize the importance of using inclusive language (related to such constructs as gender, sexuality, race, and ability) in sport and throughout life

Course Description

[text to come]

Rationale

[text to come]

Teaching Games for Understanding (TGFU)

Introduction

Foreword

The Teaching Games for Understanding (TGFU) model serves as the basis for the grade 11 physical education curriculum. This module, along with the Life Skills through Sport module, makes up 90 percent of the entire curriculum. Throughout this course, modified sports games will be taught within four categories (invasion/territory, target, net/wall, and striking/field). The emphasis throughout this module is on the tactical and strategic game play whereby students make appropriate decisions in modified sports settings. Modified sports settings (i.e., typical 11 a side games are played—three versus three or five versus five) are made available to students through representation and exaggeration. Teachers use representation and exaggeration so that particular tactics may be practised more often than in an unmodified environment. The TGFU model was developed by physical educators as a means to provide students with more enjoyment as they get to play modified games (in this course, sports-related games) in conjunction with learning the skills and tactics.

The information below includes an overview of the TGFU model as well as the four category classification system. The TGFU model illustrates a student- or learner-centred environment that will enable students to practise at their skill level. This occurs through constraints that teachers place on the game (e.g., having a three versus three grid of modified soccer where students are only allowed to take one touch on the ball while using their non-dominant foot). Differentiated instruction can be further presented by putting time limits for possession, modifying equipment, modifying the rules of the game, etc.

Teachers are expected to cover all four categories of TGFU throughout this course although some categories (i.e., invasion/territory) will be more of a focus than others (e.g., target). The reason for this is that some particular categories are more common in our society. Teachers have choice within each classification system as to what sports-related games they will deliver and should include students in this process. This is to increase motivation among teachers and students, and to take into account facilities available in schools throughout the province.

There are several websites presented in the resource section of this module that will be valuable to physical educators as they implement the TGFU module within their classes. It is also strongly recommended that teachers work within professional learning communities to share lesson plans and unit plans (including corresponding assessment templates) with other physical educators within their board and throughout the province. Sample assessment templates are available in the appendices. Please adjust these templates as necessary depending on what sports-related games

are being taught. Teachers must keep in mind that aspects of these templates will not always be applicable to what is being covered in their classes and should be altered accordingly to best assess what is being taught.

Within this module is a background of TGFU, the outcomes to be taught, suggestions for learning and teaching, suggestions for assessment, references, and resources that will be helpful to the physical educator.

Background

Good afternoon, grade 11s! I'm excited about this year! We will begin this course with a flag football unit. Before we get into game scenarios we must ensure that we are competent in particular skills. When I say GO, please get in groups of two or three and begin passing the ball back and forth standing about 10 metres apart from one another. Please remember to keep your fingers on the laces of the ball. Ready ... GO.

Comments such as, "Ahhh ... can't we just play?" echoed loudly as students dispersed throughout the field. Additional grumblings such as, "We've done this drill every year since we were in grade 7," were also heard.

"Be positive everyone. We can't play until we are all successful in our passing skills," Ms. Robins responded.

There are several underlying issues within the above scenario. While it appears that Ms. Robins is an energetic physical educator, her students seem unmotivated. Perhaps it is because the entire class is bored of doing the same drill that apparently has been practised in prior years. According to the students, they just want to play. Ms. Robins is a teacher who breaks down skills, allow students to practise the skills in many forms of drills, and finally has them play a version of the game. When teachers think back to their experiences in physical education, they were likely most excited when they got to play the game. Today's students are no different, and thus a TGFU model is adopted as the main pillar in the sports-based grade 11 physical education curriculum. Although TGFU can be adopted for all types of games, for the purpose of this curriculum TGFU will include sports-related games in physical education and will allow Nova Scotia students to "play" in conjunction with their learning techniques and tactics.

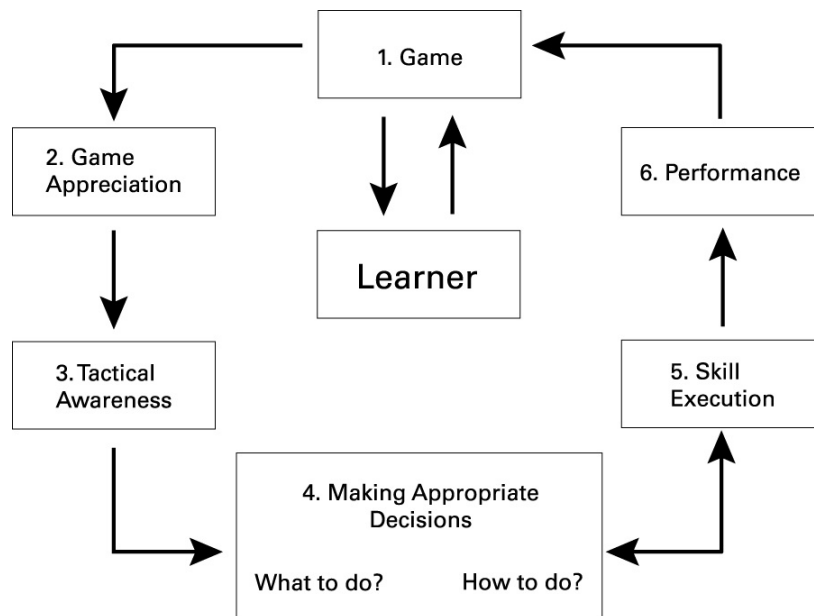
Why should we adopt a module dedicated to the TGFU model? Bunker and Thorpe's (1982) Teaching Games for Understanding (TGFU) model is a learner- and game-centred model of teaching. TGFU's approach to sports-related games learning has strong ties to a constructivist learning style (Griffin and Butler, 2005) and "puts the needs and abilities of the participants first over the importance of the game" (Mandigo, Butler, and Hopper, 2007, p. 14). As the model illustrates, tactical (time, space, risk) and strategic problems are presented in a modified game environment whereby students are situated to make appropriate decisions related to the games. This decision-making process includes students'

cognitive and affective domains in addition to their psychomotor domain. This differs from traditional teachings of sport as with a TGFU model, the drills are not taken out of the context of the game and students are not consistently told what to do. Rather, teachers probe students with higher level questions and require them to come up with options and appropriate decisions on their own. Additional benefits of using a TGFU model include its focus on student problem solving, its fostering of cognitive and affective engagement, and its inclusiveness regardless of students' skill ability.

Sports-related games (individual and team) within the TGFU model are modified games using skills and tactics followed in sport. While sometimes the games are small-sided (three versus three rather than traditional 11 versus 11), this is not always the case. For example, if a teacher is teaching students the benefits of quick passes in basketball, students may be playing five versus five stations whereby they are not allowed to dribble with the ball. The TGFU model classifies all sports-related games into four categories. Teachers are encouraged to teach sports-related games within the classification system so that students learn to transfer skills and tactics from one sport (e.g., soccer) to another (e.g., ultimate).

* Sample unit plan is located in Chapter 5 of *Teaching Games for Understanding: Theory, Research, and Practice* (Griffin and Butler, 2005).

Teaching Games for Understanding Curriculum Model (Bunker and Thorpe, 1982).



1. Game form—Consider age and experience of the player. Give careful thought to the area of playing surface, numbers to be involved, and the equipment to be used.
2. Game Appreciation—Students should understand the rules of the game to be played, no matter how simple they may be. Examples include
 - increasing height of the net to slow the game down and increase the duration of rallies
 - reduce the number of fielders in a striking game to increase the chances of scoring runs

- increase the size of a target in an invasion game to increase defenders' difficulty to protect their goal

The rules will place constraints of time and space on the game, how points are scored, etc.

3. **Tactical Awareness**—Once some involvement and an understanding of the rules occur, it is necessary to consider the tactics to be used. Ways and means of creating space and denying space must be found to overcome the opposition. This should lead to early recognition of opposition weaknesses (e.g., poor backhand, a dislike of tackling, a reluctance to catch a hard ball, etc.).
4. **Decision Making**—Proficient players only need a fraction of a second to make decisions. Students should think about what to do and how to do it.
5. **Skill Execution**—This must always be seen in context of the learner and the game! For example, a young player may successfully clear a shuttle by holding the racquet at the proper angle. However, she or he might not have the strength to get a shuttle to the back of the court. Thus, the student still performs mastery of skill execution given his or her context.
6. **Performance**—Observed outcome of the previous processes measured against criteria that are independent of the learner.

Teaching Games for Understanding Classification System: Definitions, examples, and key components for team in possession and for team without possession.

TGFU Classification System

Category	Team in Possession	Team without Possession
<p><i>Invasion/Territory</i> Players with the object score by getting the ball within the opponents' focused or open-end target, and players without the object stop the opposing players from getting the object within their own focused or open-end target.</p> <p>Examples: soccer, basketball, netball, team hockey, lacrosse, handball, touch football, rugby, ultimate frisbee, body ball</p>	<ul style="list-style-type: none"> • Use a safe pass • Move to create or receive a pass • Advance to score 	<ul style="list-style-type: none"> • Pressure the object or receiver • Track a player and object • Use zone or one-on-one defence
<p><i>Net/Wall</i> Sending an object into space so an opponent is unable to make a return. Players work to make it difficult for other players to gain possession.</p> <p>Examples: squash, racquetball, badminton, volleyball, tennis, table tennis, pickleball</p>	<ul style="list-style-type: none"> • Place object within boundaries where it cannot be returned 	<ul style="list-style-type: none"> • Return object within the boundaries

Category	Team in Possession	Team without Possession
<p><i>Striking/Fielding</i> Batters create opportunities to score by hitting balls out of an area of play, and batting players score by running between safe areas without the ball being caught on the fly by fielding players, or the ball reaching the safe area before the batting players.</p> <p>Examples: cricket, baseball, softball, rounders, kickball</p>	<ul style="list-style-type: none"> • Maximize time at bat • Maximize runs scored 	<ul style="list-style-type: none"> • Minimize time in the field • Build pressure • Minimize unnecessary scores
<p><i>Target</i> Players score by avoiding obstacles to get their objects closer than their opponents' objects to a target.</p> <p>Examples: bocce, golf, curling, archery, disc golf</p>	<ul style="list-style-type: none"> • Place object as close as possible to intended target 	<ul style="list-style-type: none"> • Prevent or protect object from being replaced as nearest to target <p>Note: This only applies in target games that involve players interrupting one another (curling, bocce, etc.).</p>

Information located in the chart above was modified and combined from the following sources:

www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/pdhpe7_10/physical_activity/games_001.htm (retrieved on April 28, 2010); Griffin et al., (1997); Sheppard and Mandigo (2003).

Aim

TGFU is intended to have students' learn how to transfer technical and tactical skills "to a variety of games and develop the motivation to continue participation" (Mandigo, Butler, and Hopper, 2007, p. 14). The aim of the module is to present the TGFU module (all four categories) within modified sports-related games that allow for differentiated instruction while maximizing higher intensities of physical activity through immediate game play. Teachers should freeze play to ask questions related to tactical and technical skills and then, once a brief discussion occurs, students should immediately begin playing again. This way, students will better understand the purposes of the skills being taught and will be more likely to transfer these skills back to the game.

Specific Curriculum Outcomes

Students will be expected to

- PE11:1 apply effective tactics and techniques to invade an opponent's territory/space in offensive and defensive situations within an invasion/territory situation (e.g., five-versus-five soccer)
- PE11:2 apply effective tactics and techniques to send an object into open space so an opponent is unable to make a return within a net/wall situation (e.g., badminton)
- PE11:3 be able to strike a ball so it eludes defenders within a batting/fielding situation (e.g., small-sided cricket)
- PE11:4 articulate the most effective offensive and defensive tactics within invasion/ territory, net/wall, and batting/fielding games environments
- PE11:5 apply progressive tactical principles (e.g., aim to target, placement relative to obstacles, and spin/turn) in target games play (e.g., disc golf, curling)
- PE11:6 articulate the most essential techniques used while aiming at a target within the target games environments
- PE11:7 identify other games (ones not covered throughout this course) where specific skills and tactics learned throughout this course are applicable and transferable

Suggestions for Assessment

Assessments should connect with the outcomes of the module. Assessment categories include:

- Psychomotor (doing): on-the-ball skills; off-the-ball skills
- Cognitive (knowing): tactical awareness; game knowledge
- Affective (valuing): game appreciation; sports citizenship / fair play

Assessments documenting student ability to perform a skill and/or tactic should not occur outside of the context of a sports (often modified to increase opportunity for practise) environment. For example, students' performing particular skills used in a volleyball game should be assessed while they are playing a modified or true game of volleyball and not by observing how close they are able to serve to a stationary hoop in a particular area on the other side of the net.

Whenever possible, students should be in an authentic environment when assessed on their proficiency to perform a task within the TGFU model. For example, when determining if a student is able to apply appropriate tactics and techniques in a modified ultimate setting, the students should be playing small-sided games with an appropriate sized grid. Sample templates are available in Appendix A.2. Keep in mind that these are just examples and you will need to adjust the tasks/tactics you are

assessing depending on what exactly is being taught to your students (specific tactics and techniques). Teachers are encouraged to keep these templates with them (once they modify them to best suit their own needs) so that they can easily give specific feedback to students on what it is they need to improve, maintain, etc., for a proficient performance.

Formative assessment should occur both individually and within group settings throughout the course. For example, during the closure of a lesson, ask students questions related to the objective(s) of the lesson. If students are unable to answer these questions with confidence, the teacher may have to revisit the objective(s) in the next class prior to moving forward. As well, teachers should ask students in one-on-one settings throughout the class similar questions for similar reasons.

Cognitive and affective assessments will help teachers determine if students know and understand what the teacher intended. As with all assessments, it is important that what teachers expect is made clear to students in advance and that they are also given notice that assessments will be occurring. It is recommended to do such assessments in a way that will take away as little physical activity time as possible. Therefore, teachers may want to have established in their class structure a routine whereby students are able to complete a sheet consisting of higher-level questions (e.g., What is the best offensive strategy in [a given situation] while playing flag football?). A sample exit slip / quiz template that can be modified to best suit the teachers' needs are included in Appendix A.3.

Suggestions for Learning and Teaching

There are many wonderful resources available to aid teachers in their delivery of a TGFU model. Please pay special attention to the Resource section of this module.

Whenever possible, teachers should focus their teaching around *why* (common concepts) and *what if* (skills and strategies for better play) in addition to traditional teachings of *how to do it* (techniques practiced).

There are common (generic) tactical problems that occur throughout the categories of the TGFU model. Appendix A.1 was modified by work conducted by Sheppard and Mandigo (2003) and is included to help teachers identify generic tactical problems and to help them offer potential solutions to their students. Teachers should use this information while students are participating in a modified sport setting to maximize students' opportunity to practise.

Prior to having students practise skills and tactics within modified sports situations, teachers should always ask questions prior to beginning a modified game such as

- What problems does this game present for scoring, preventing scoring, and restarting play?
- What off-the-ball movements and on-the-ball skills are necessary to solve these problems?

Modify Game Conditions

Exaggerating sports games via specific situations can develop tactical appreciation. Whenever possible, teachers should use this as an opportunity to differentiate instruction. For example, if a student happens to play soccer outside of school at a competitive level, the teacher should (without many of the others noticing, etc.) invite that student to use only his or her non-dominant foot and to limit possession to one touch when his or her team is on offence. This will not only level the playing field, it will also afford this student opportunity to practise at his or her skill level while perhaps more beginner players are permitted to use both feet and take three touches on the ball before distributing it.

Modify Rules and Equipment

By changing specific rules teachers are able to promote tactical understanding. For example, a no-contact rule during invasion/territory games to emphasize positioning for defensive players. A rule modification such as offensive players are not allowed to come into the defensive two thirds of the playing area encourages them to make runs in their offensive zone and to use communication to receive the ball from their teammates. Lightweight equipment might make skills and performing particular tactics easier for more beginner skilled students.

Change Spatial Arrangements to Vary the Difficulty of the Game or Practice

Space decreased would typically put players under pressure where increased space will give students more time. Keep in mind that if students are playing four-versus-four games, teachers may have them play in varying size grids depending on success rate of the group.

Load the Practice (offence—defence ratio)

Teachers can manipulate small-sided games by designating an extra offender and/or defender. In doing this additional pressure will be placed on one group. As well, an all-time designated offensive player will force players on both sides to defend under pressure.

Developing a Questioning Protocol

“Developing a Questioning Protocol is one of the key pedagogical principles of TGFU. In virtually every game or practice, teachers need to look at the scenario and ask students the following questions:

- What is going wrong?
- Where does the problem occur?
- When does the problem occur?
- Why does the problem occur?
- Who owns the problem?
- How can it be fixed?” (Turner, 2005, p. 83).

By times, games played throughout a TGFU model are small-sided and/or operate at high intensity for long durations of class time. When students are noticeably tiring and the teacher thinks a break is needed, they should facilitate a Debate of Ideas. There are three steps in this activity, which include:

- Observed facts. Invite players to list and describe what happened during game play. For example, a team might have lost possession because of poor communication or a bad decision to pass as an opponent was close to the teammate. Teachers should point out the global view from responses.
- Ask deeper questions so that students’ collective responses provide explanations in which actions are justified by their intentions. When effective, students will better understand game play behaviours (or non-behaviours).
- The third aspect of this technique begins with a summary of students’ reasoning of “If I respond in a certain way, then this will happen.” Thus, teachers can resume play trying to implement suggestions they make. Once several situations are practised, a brief reflection should occur so that students can determine what options are best in given situations. Without a reflection period, students are less likely to connect what they have learned to future games within this sport or other sports in the same category.

Resources

Website with Example Unit Plans in all Four TGFU Categories:

www.educ.uvic.ca/Faculty/thopper/tactic/index.htm (retrieved on April 28, 2010).

Website with Sample Lesson Plans for all Four TGFU Categories:

www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/pdhpe7_10/physical_activity/games_003.htm (retrieved on April 28, 2010).

Website with Sample Games for all Four TGFU Categories: www.playsport.net/en/activities.cfm

(retrieved on April 28, 2010).

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Life Skills through Sport

Introduction

Foreword

“Life skill learning is intended to create a more well-informed student with a deeper understanding and attitudes towards leading a healthy life physically, cognitively, and affectively” (Sheppard and Mandigo, 2009, p. 77).

The intention of the Life Skills through Sport module is that it is taught alongside the TGFU module. In other words, this should not be its own section taught independently of the physical activity and cognitive components within the TGFU module. Rather, the goal of this module is that teachers will enable students to meet the outcomes by teaching essential components of three life skills through their experiences in modified sport activities. Within this module is a background of life skills through Sport, the specific curriculum outcomes to be addressed, suggestions for learning and teaching, suggestions for assessment, references, and resources that will be helpful to the physical educator.

Background

Historically, sport was viewed as a place where individuals could “prepare or train” for later in life. Too often in today’s society, people assume that sports magically teach youth lessons that will be helpful throughout life too often. When there is intent to teach skills that will be helpful throughout life, this is known as life skills. Life skills are skills that “enable individuals to succeed in the different environments in which they live, such as school, home, and in their neighbourhoods” (Danish et al. 2004, p.5). Teaching life skills alongside sports-related activities is logical because, like times throughout life, sports can be highly emotional and interactive. Having students think and make connections from games to life outside of games provides opportunity for them to gain a deeper understanding of the importance of the life skills while they are participating in physical activity.

Sheppard and Mandigo (2009) highlight several key life skills that fit particularly well within teaching the Teaching Games for Understanding model based on the United Nation’s International Children’s Emergency Fund’s (UNICEF, 2003) recommendations.

Unicef's Recommendations for Teaching Life Skills: Categories and Learning Essentials

Communication and Interpersonal Skills	Decision-Making and Critical Thinking Skills	Coping and Self-Management Skills
Interpersonal communication skills; verbal/non-verbal communication; active listening; expressing feelings; providing feedback (without blaming); and receiving feedback.	Decision making /problem-solving skills.	Skills for increasing personal confidence and abilities to assume control, take responsibility, make a difference, or bring about change.
Negotiation and conflict management; assertiveness skills.	Information gathering skills; evaluating future consequences of present actions for self and others; determining alternative solutions to problems; and analysis skills regarding the influence of values and of attitudes about self and others on motivation.	Building self-esteem/confidence; creating self-awareness skills, including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses; setting goals; and self-evaluation/self-assessment/self-monitoring skills.
Empathy (ability to listen; understand another's needs and circumstances; and express that understanding).	Critical thinking skills.	Skills for managing feelings.
Advocacy skills (influencing skills and persuasion, networking and motivation skills).	Analyze peer and media influences; analyzing attitudes, values, social norms, beliefs, and factors affecting them; and identifying relevant information and sources of information.	Time management; positive thinking; and relaxation techniques.

This chart was summarized from UNICEF's paper on Literacy (retrieved on April 28, 2010, at: unesdoc.unesco.org/ulis/cgi-bin/ExtractPDF.pl?catno=131817&look=ed&11=1) and was presented in Sheppard and Mandigo, 2009.

Aim

The aim of this module is to aid students in learning skills that will help them to combat challenges that they face in their world ranging from peer pressure to feelings of strong anger. Unless students are taught necessary skills to be successful in a variety of situations, they will not be equipped to make positive decisions and display productive and positive behaviours. The Life Skills through Sport module's outcomes are taught alongside outcomes in the TGFU module. Teachers will provide opportunities for students to experience success within the psychomotor, cognitive, and affective domains, while maximizing opportunity for students to be physically active at moderate to vigorous intensities through modified sport experiences.

Specific Curriculum Outcomes

Students will be expected to

PE11: 8 demonstrate effective communication and interpersonal skills in TGFU settings, and effectively connect these skills to life outside of physical education

PE11:9 demonstrate effective decision-making skills and critical thinking skills in TGFU settings, and effectively connect these skills to life outside of physical education

PE11:10 demonstrate effective coping and self-management skills while in TGFU settings, and effectively connect these skills to life outside of physical education

Suggestions for Assessment

Since this module should be taught alongside the TGFU module, cognitive and affective assessments could occur alongside cognitive and affective assessments of TGFU. Likewise, students should always know what they are responsible for knowing and understanding for the assessment and be aware of when formal assessments will occur.

The first part of each outcome (i.e., students demonstrating a particular life skill) should be assessed in authentic (real-life) environments and should be ongoing. Students should know what specifically the teacher is assessing within each component. Sample templates to assess the first part of the outcomes are found in Appendix B.1. Teachers should modify this template to meet the needs of what specifically they are teaching.

Formative assessments can occur in a one-on-one setting with a student during a class or through using exit slips or questions at the end of class. By using formative assessments (e.g., asking questions such as those listed in the learning and teaching section of this module or asking questions through exit slips at the end of class), teachers are able to determine what outcomes are met and what ones need more time in future lessons. In other words, such formative assessments will aid the teacher's future instruction.

Summative assessments for the second part of this outcome should question students' understanding of the life skills practised within the TGFU model and their connection to experiences outside of sport. A sample template asking questions to determine student understanding is located at Appendix B.2.

Suggestions for Learning and Teaching

As mentioned, this module is to be taught alongside the TGFU module. Reflection periods during the TGFU sports-related games module should not only focus on tactical strategies but also make connections to experiences in life whereby similar skills would be useful. Teachers should use prompts to help students make these connections. For example, teachers could freeze play and ask what made a tactic execute so effectively? If students respond that communication was the critical factor, then the teacher could continue to ask where else in life that communication is so critical for solving problems.

Communication/Interpersonal Skills

Teachers might consider the following suggestion when teaching invasion games related to soccer. In a modified soccer game, if a player is fouled by an opponent as per international soccer play, the person who fouled the player should offer a helping hand to help him or her up. This should be taught within the modified game being played alongside the physical component (i.e., offensive possession). In the closure of the class, the teacher may ask the students, "If you could make up one rule for your sport of choice that helped to emphasize fair play or sporting behaviour, what would it be?" This module is not intended to have students physically inactive in anyway. However, it is critical that we help students think strategically, reflect on their experiences, and practice positive character and behaviour whenever possible.

Coping and Self-Management Skills

There are varying sports that have fouls as part of the rules (e.g., basketball), while within others etiquette and character (e.g., golf) play more central roles to the game. When a teacher witnesses an example of positive coping and/or self-management skills or when it is the focus of the lesson, time should be given for students to brainstorm situations in life where demonstrating these skills is not always easy. Further discussion should focus on the pros of using these skills and the realities surrounding the difficulty in consistently demonstrating these behaviours.

Decision-Making and Critical Thinking Skills

In batting/fielding games, players can sometimes "steal" bases and should do so when the opportunity is presented. During reflection time for one of these classes, the teacher may ask questions about when and why players would steal a base. Additional questions such as, What type of risk is involved? and Why was this a good or bad decision in this instance? should also be asked. Students can then determine (either on individual paper or within a group discussion) situations throughout life where risk is involved and where decision-making skills are needed (e.g., deciding to participate in unhealthy behaviours such as smoking, stunting, etc.). Note: This example was modified from Sheppard and Mandigo (2009).

Students record one of the three life skills components that they are comfortable self-identifying as a personal weakness and set a target for improving this life skill. Steps for improving this skill should be included. Later, students should complete a summary determining if they were successful in improving the life skill they identified. Examples of how they practised this life skill during and outside of physical education should be included.

Students choose a story of choice from the media about a person or celebrity in sport who they determine needs improvement in one of the three life skills areas. Students could summarize why they determine this individual to need improvement for this area and offer suggestions as to how this person can behave more positively.

Resources

Website with explanation of life skills and examples of how to implement life skills into the four TGFU categories: www.playsport.net/en/lifeskills.cfm (retrieved on April 28, 2010).

Hopper, T., J. Butler, and B. Storey (Eds.). *TGFU ... Simply Good Pedagogy: Understanding a Complex Challenge*. Ottawa, ON: Physical and Health Education Canada, 2009.

References

Danish, S. "Teaching Life Skills through Sport." In M. Gatz, M. Messmer, and S. Ball-Rokeach (Eds.). *Paradoxes of Youth and Sport* (pp. 49–60). Albany, NY: State University of New York Press, 2002.

Danish, S., T. Taylor, K. Hodge, and I. Heke. "Enhancing Youth Development through Sport." *World Leisure Journal*, 46, 3, 38–19. Cedar Falls, IA: World Leisure Organization, 2004.

Holt, N., K. Tamminen, and M. Jones. *Promoting Positive Youth Development through Teaching Games in Physical Education*. Physical and Health Education Journal, 73 (3), 8–13. Ottawa, ON: Physical and Health Education Canada, 2007.

Sheppard, J., and J. Mandigo. "Chapter 6: Playsport: Teaching Life Skills for Understanding through Games." In T. Hopper, J. Butler, and B. Storey (Eds.). *TGFU ... Simply Good Pedagogy: Understanding a Complex Challenge*. Champaign, IL: Human Kinetics, 2009.

United Nations Educational, Scientific and Cultural Organization's (2003) Literacy: A UNESCO perspective. unesdoc.unesco.org/ulis/cgi-bin/ExtractPDF.pl?catno=131817&look=ed&11=1 (retrieved on April 28, 2010)

Sport in Society

Introduction

Foreword

This module represents 10 percent of the grade 11 physical education curriculum. In an attempt to maximize physical activity among students, teachers are to teach this module alongside the TGFU and Life Skills through Sport modules as much as possible. For example, when teaching students about social injustices affecting Aboriginal Canadians, traditional Aboriginal games (see resource section) could serve as the framework for the lesson. Likewise, when addressing the fact that New Canadians are documented to participate much less in sport than others, International /Traditional sports from other countries could be introduced. This way, teachers are afforded opportunity to provide students with moderate to vigorous physical activity throughout each lesson of the physical education 11 curriculum.

Within this module is a background of marginalized groups in Canadian sport, the specific curriculum outcomes to be taught, suggestions for learning and teaching, suggestions for assessment, references, and resources that will be helpful to the physical educator.

Background

Sport, when coupled with life skills teaching, helps to prepare youth to grow up to be positive contributors to their communities. For this reason, promotion of sport among all Canadian youth is viewed positively. Unfortunately there are particular groups of Canadians who are not afforded equal and/or equitable opportunity to participate in sport as other groups. Additionally, there are groups of Canadians who face daily discrimination during sport participation. The Sport in Society module will bring awareness to some of the social injustices and issues of discrimination that exist within Canadian sport. As well, students will consider opportunities (e.g., volunteer and employment) to help offset some of these injustices and to improve sport in their communities related to social justice.

There are particular groups of Canadians that are a concern when considering youth participation in sport. For example, although physical activity levels of Aboriginals were traditionally very high through their way of life, over the years these levels have decreased significantly (Hay and Shephard, 1998). Research has also concluded that females participate in sport less often than their male peers. As well, if a female does not participate in sport by the time she is 10 years old, there is only a 10 percent chance she will be physically active when she is 25 (Melpomene Institute, 1996 as cited in CAAWS, 2004). A third group of particular concern is New Canadians. Researchers found that 59 percent of youth who recently immigrated to Canada almost never participate in organized sport compared with 42 percent of youth born in Canada (Cragg et al., 1999). Within the new Canadian population, youth who spoke a language, other than English or French, were even less active in both

organized sport and unorganized sport and physical activities. Students with a disability(ies) also have less opportunity to participate in sports than others. Children and youth with physical disabilities are less likely to be included on traditional sports teams. In addition, students in rural areas, and in smaller Canadian towns and cities, are not provided with or exposed to physical activity opportunities for people living with disabilities (e.g., wheelchair basketball, goal ball, sledge hockey). Sexual minorities (Lesbian, Gay, Bisexual, Transgender, Questioning [LGBTQ]) are also discriminated against in sport and team environments and, thus, particular attention to educating students about how to stop this trend is addressed.

The purpose of this module is not to judge or blame any groups for the current status of Canadian youth participation in sport. Rather, the purpose is to simply educate grade 11 students on these particular issues in Canadian sport society. With a deeper understanding surrounding the complexities of these issues, students will be better equipped to serve their communities in areas of social justice related to sport. Although particular issues of social injustices may be easier for some students in Nova Scotia to relate to than others, it is essential that all students are made aware of these issues so that they can work together to improve sporting opportunities for all Nova Scotians.

Aim

The aim of this module is twofold. First, this module is intended to bring awareness to social injustices among Canadians related to sport. The second intent of this module is for students to identify possibilities (e.g., through careers or, volunteer experiences) for offsetting some of these injustices. Teachers will teach these topics through as much physical activity as possible.

Specific Curriculum Outcomes

Students will be expected to

- PE11:11 identify social injustices in Canadian sport and articulate steps that would help offset each of the injustices they identified
- PE11:12. identify potential careers in sport and determine how to make these career possibilities a reality (e.g., through course work, volunteer opportunities)
- PE11:13. recognize the importance of using inclusive language (related to such constructs as gender, sexuality, race, and ability) in sport and throughout life

Suggestions for Assessment

Students may complete an assessment sheet to determine if they met the first outcome of this module (see Appendix C.2). Rubrics should be developed to grade the assessment, and there should be a logical connection between the steps listed to offset the injustice and the injustice listed. As well, steps should be specific, measurable, attainable, realistic, and timely (SMART). Students' report on their potential career in sport should be assessed. Teachers should look for accurate information related to what steps are needed for students to achieve this career as well as creativity in terms of volunteer opportunities. Teachers should develop a rubric to assess this report, and the rubric should be made available to all students prior to grading the assignment.

Suggestions for Learning and Teaching

Teachers write hypothetical scenarios that could have existed among some of the previously mentioned groups in Canada (Aboriginals, new Canadians, females, sexual minorities). An example scenario can be found in Appendix C.1. Students could take a few minutes to read the scenarios and then discuss in small groups how they would feel if they were in that situation.

Students could play modified lacrosse (an invasion game) and then learn that it was invented by Canadian Aboriginals and was called bagattaway. Teachers could then talk about particular issues related to Aboriginals in sport and inform students of the Aboriginal Sport Circle (aboriginalsportcircle.ca). This could also be done with many other activities.

Invite a New Canadian to lead a class of a traditional sport in his or her country of origin OR teach some sports from around the world. Ask students to think about their favourite sports and how they might feel if they moved to another country and did not have an opportunity to play that sport anymore. Brainstorm ways that students could help promote the International sport within the school or community.

List and discuss inclusive language related to Canadians who are marginalized in sport (non-whites, sexual minorities, females, etc.). Have students give examples why it is so important to use inclusive language and encourage them to promote inclusive language with their peers.

Students keep track of the sports page in the provincial paper (online or hard copy) and identify any areas where equitable treatment of groups is lacking. Headlines, photos, etc., should be considered. Students should include a reflection about what they observed and be encouraged to write a letter to the editor to the newspaper if they were concerned with what they concluded.

Students could be responsible to lead warm-up games in physical education related to Aboriginal traditional sport (e.g., Dene Games activities) and provide a history of the sport or activity to the class.

Students could be responsible to lead warm-up games in physical education from around the world that are uncommon in Canada and provide a brief history of the sport or activity to the class.

The concept of social norms and their relation to sport could be presented. Here teachers can present statistics on both the social norms and actual amount of substance abuse existing in sport. Topics related to social norms include (but are not limited to)

- The Best Female Athletics Are Lesbian
- Only Heterosexual Males Are Competent in Athletics
- Hazing Behaviours Are Appropriate and Acceptable in Sport

A career day could be organized where locals who volunteer or work in community sport (part-time or full-time) come and set up stations where students can learn about what they do and what steps were taken for them to work in that area.

Students present a report (e.g., through wikis, paper, poster) on a potential career in sport and articulate what courses and/or volunteer work is needed in order to achieve opportunity in this career.

If possible, provide opportunity for students to play a game of sledge hockey or wheelchair basketball. If this is not possible, show clips of these sports to students and have them determine ways that funds could be raised to help promote sports for people with disabilities.

Resources

Aboriginal Sport Circle:

aboriginalsportcircle.ca (retrieved on April 28, 2010)

Active Living Alliance for Canadians with a Disability (ALACD):

www.ala.ca/Content/About_ALA/Overview.asp (retrieved on April 28, 2010)

Canadian Association for the Advancement of Women and Sport and Physical Activity:

www.caaws.ca (retrieved on April 28, 2010)

Canadian Association for the Advancement of Women and Sport and Physical Activity: Homophobia in Sport resources. www.caaws.ca/homophobia/e/resources/index.cfm (retrieved on April 28, 2010)

Dene Games (A website with games played at the Dene games, traditions, messages from Elders, etc.): www.denegames.ca (retrieved on April 28, 2010)

References

Canadian Association for the Advancement of Women and Sport and Physical Activity (2004). *On the Move: Increasing Participation of Girls and Women in Recreational Sport and Physical Activity*. www.caaws.ca/onthemove/pdfs/stats_2004.pdf (retrieved on April 28, 2010)

Cragg, S., C. Cameron, C. Craig, and S. Russell. *Canada's Children and Youth: A Physical Activity Profile*. Ottawa, ON: Canadian Fitness and Lifestyle Research Institute, 1999.

Hay, J., and R. J. Shephard. "Perceptions and Patterns of Physical Activity: A Comparison of Mohawk/Cayuga and Non-native Adolescents." *American Journal of Human Biology*, Volume 10, Issue 5, pp. 629–635. Malden, MA: Wiley-Liss, Inc., A Wiley Company, 1998.

Contexts for Learning and Teaching

Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

1. Learning is a process of actively constructing knowledge.

Therefore, teachers and administrators have a responsibility to

- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn
- provide learners with experiences that actively involve them and are personally meaningful

2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.

Therefore, teachers and administrators have a responsibility to

- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identity
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

3. Learning is enhanced when it takes place in a social and collaborative environment.

Therefore, teachers and administrators have a responsibility to

- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others

- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

4. Students need to continue to view learning as an integrated whole.

Therefore, teachers and administrators have a responsibility to

- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

5. Learners must see themselves as capable and successful.

Therefore, teachers and administrators have a responsibility to

- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk-taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

6. Learners have different ways of knowing and representing knowledge.

Therefore, teachers and administrators have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

7. Reflection is an integral part of learning.

Therefore, teachers and administrators have a responsibility to

- challenge their beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learnings

- help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

A Variety of Learning Styles and Needs

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into links between learning styles and preferences and the physiology and function of the brain has provided educators with a number of helpful concepts of and models for learning. Howard Gardner, for example, identifies eight broad frames of mind or intelligences. In *Frames of Mind* (1983), Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas, but that the intelligences can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' ability to learn is also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, nutrition, proximity to others, opportunities to move around, and time of day.

How students receive and process information and the ways they interact with peers and their environment, in specific contexts, are both indicators and shapers of their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type and form of information the student is dealing with, just as most teachers have a preferred teaching style, depending on the context. By reflecting on their own styles and preferences as learners and as teachers in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness of and expertise in a number of learning and teaching styles and preferences
- identify differences in student learning styles and preferences
- organize learning experiences to accommodate the range of ways in which students learn, especially for whom the range of ways of learning is limited

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and that others may learn differently
- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking
- opportunities to return to preferred learning styles at critical stages in their learning

- opportunities to reflect on other factors that affect their learning, for example, environmental, emotional, sociological, cultural, and physical factors
- a time line appropriate for their individual learning needs within which to complete their work

The Senior High School Learning Environment

Creating Community

To establish the supportive environment that characterizes a community of learners, teachers need to demonstrate a valuing of all learners, illustrating how diversity enhances the learning experiences of all students. For example, by emphasizing courtesy in the classroom through greeting students by name, thanking them for answers, and inviting, rather than demanding participation. Students could also be encouraged to share interests, experiences, and expertise with one another.

Students must know one another in order to take learning risks, make good decisions about their learning, and build peer partnerships for tutoring, sharing, co-operative learning, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modeling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying learners' strengths and needs for future conferences on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities. Whether students are working as a whole class, in small groups, in triads, in pairs, or individually, teachers can

- encourage comments from all students during whole class discussion, demonstrating confidence in and respect for their ideas
- guide students to direct questions evenly to members of the group
- encourage students to discover and work from the prior knowledge in their own social, racial, or cultural experiences
- encourage questions, probing but never assuming prior knowledge
- select partners or encourage students to select different partners for specific purposes
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and conference with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes

Engaging All Students

A supportive environment is important for all learners and is especially important in encouraging disengaged or underachieving learners.

Sociology provides opportunities to engage students who lack confidence in themselves as learners, who have a potential that has not yet been realized, or whose learning has been interrupted, for example refugees. These students may need substantial support in gaining essential knowledge and skills and in interacting with others.

Students need to engage fully in learning experiences that

- are perceived as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirming their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities for teachers and others to provide individuals with clarification and elaboration
- are not threatening or intimidating
- focus on successes rather than failures
- are organized into clear, structured segments

Acting as facilitators to encourage students to take more responsibility for their own learning, teachers can provide opportunities for students to decide how intensively to focus on particular areas. Within the Physical Education 11 curriculum outcomes framework, teachers can work with individual students to identify learning outcomes that reflect the student's interests and career plans.

It is important that teachers design learning experiences that provide a balance between challenge and success, and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. An effective instructional design provides a balance of the following grouping strategies:

- large-group or whole-class learning
- teacher-directed small-group learning
- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning

- peer or cross-age tutoring
- mentoring

Health and Safety

Activities in shop, laboratory, or workplace settings should include an element of safety education. Teachers should plan learning experiences with a specific safety focus, and also embed safe practices in classroom procedures and routines in order that students may acquire

- a strong orientation toward both personal and group safety
- an awareness of potential safety hazards at school and in the workplace
- a knowledge of safety procedures and safe work habits
- a knowledge of emergency procedures
- the ability to design and maintain safe work areas

Learning beyond the Classroom

Physical Education 11 offers many opportunities for students to extend learning beyond the classroom. Alternative settings provide students with opportunities to connect their learning to tangible, practical purposes; their future education and career plans; and the world beyond the high school setting. Teachers may choose to organize learning experiences that include workplace settings for some or all students. Learning experiences may include

- practices and procedures to encourage students to use technology properly and with care
- activities with mentors
- classroom visits from workplace experts
- field trips to local business, industry, and community sites
- a focus on career exploration through job shadowing
- work placements that extend and reinforce learning
- entrepreneurship-related projects
- community and service learning projects
- use of Internet listserv, newsgroup, bulletin board, and on-line conversations

It is important that administrators and teachers work to establish mutually beneficial relationships with businesses, organization, and industries in the community. Class or group field trips are an effective way to initiate the contact. In organizing field trips teachers should

- visit the facility beforehand to identify potential safety issues, establish a relationship with personnel and clarify the purposes of the trip
- establish class practices and procedures that promote positive and ongoing community relationships
- work with students to articulate clear expectations for learning during the field trip experience
- schedule field trips to complement preceding and subsequent classroom learning experiences
- ensure that the field trip complies with their Board's guidelines and policies

Meeting the Needs of All Students

Learners require inclusive classrooms, where a wide variety of learning experiences ensure that all students have equitable opportunities to reach their potential.

In designing learning experiences, teachers must accommodate the learning needs of individuals, and consider the abilities, experiences, interests, and values that they bring to the classroom.

In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- give consideration to the social and economic situations of all learners
- model the use of inclusive language, attitudes, and actions supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and utilize strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available. All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping.

Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with sociology in the classroom, in the community, and in the media.

Teachers should look for opportunities to

- promote critical thinking
- recognize knowledge as socially constructed
- model gender-fair language and respectful listening in all their interactions with students

- articulate high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choice in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping
- include the experiences and perceptions of all students in all aspects of their learning
- recognize the contributions of men and women of all social, cultural, linguistic, and racial backgrounds to all disciplines throughout history

Social and cultural diversity in student populations expands and enriches the learning experiences of all students. Students can learn much from the backgrounds, experiences, and perspectives of their classmates. In a community of learners, participants explore the diversity of their own and others' customs, histories, values, beliefs, languages, and ways of seeing and making sense of the world.

When learning experiences are structured to allow for a range of perspectives, students from varied social and cultural backgrounds realize that their ways of seeing and knowing are not the only ones possible. They can come to examine more carefully the complexity of ideas and issues arising from the differences in their perspectives and understand how cultural and social diversity enrich their lives and their culture.

The curriculum outcomes designed for Physical Education 11 provide a framework for a range of learning experiences for all students.

Teachers must adapt learning contexts, including environment, strategies for learning, and strategies for assessment, to provide support and challenge for all students, using curriculum outcomes to plan learning experiences appropriate to students' individual learning needs. When these changes are not sufficient for a student to meet designated outcomes, an individual program plan is required. For more detailed information, see *Special Education Policy, Policy 2.6*.

A range of learning experiences, teaching and learning strategies, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

In order to provide a range of learning experiences to challenge all students, teachers may adapt learning contexts to stimulate and extend learning. Teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Some learners can benefit from opportunities to negotiate their own challenges, design their own learning experiences, set their own schedules, and work individually or with learning partners.

Some students' learning needs may be met by opportunities for them to focus on learning contexts that emphasize experimentation, inquiry, and critical and personal perspectives; in these contexts, teachers should work with students to identify and obtain access to appropriate resources.

The Role of Technologies

Vision for the Integration of Information Technologies

The Nova Scotia Department of Education has articulated five components to the learning outcomes framework for the integration of IT within curriculum programs:

BASIC OPERATIONS AND CONCEPTS

- concepts and skills associated with the safe, efficient operation of a range of information technologies

PRODUCTIVITY TOOLS AND SOFTWARE

- the efficient selection and use of IT to perform tasks such as
 - the exploration of ideas
 - data collection
 - data manipulation, including the discovery of patterns and relationships
 - problem solving
 - the representation of learning

COMMUNICATIONS TECHNOLOGY

- the use of specific, interactive technologies, which support collaboration and sharing through communication

RESEARCH, PROBLEM SOLVING, AND DECISION MAKING

- the organization, reasoning, and evaluation by which students rationalize their use of IT

SOCIAL, ETHICAL, AND HUMAN ISSUES

- that understanding associated with the use of IT, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning

Integrating Information and Communication Technologies within Physical Education 11

As information technologies shift the ways in which society accesses, communicates, and transfers information and ideas, they inevitably change the ways in which students learn.

Students must be prepared to deal with an information and communications environment characterized by continuous, rapid change, an exponential growth of information, and expanding opportunities to interact and interconnect with others in a global context.

Because technologies are constantly and rapidly evolving, it is important that teachers make careful decisions about applications, always in relation to the extent to which technology applications help students to achieve the curriculum outcomes.

Technology can support learning for the following specific purposes.

INQUIRY

Theory Building: Students can develop ideas, plan projects, track the results of growth in their understanding, develop dynamic, detailed outlines, and develop models to test their understanding, using software and hardware for modelling, simulation, representation, integration, and planning.

Data Access: Students can search for and access documents, multimedia events, simulations, and conversations through hypertext/hypermedia software; digital, CD-ROM, Internet libraries, and databases.

Data Collection: Students can create, obtain, and organize information in a range of forms, using sensing, scanning, image and sound recording and editing technology, databases, spreadsheets, survey software, and Internet search software.

Data Analysis: Students can organize, transform, analyse, and synthesize information and ideas using spreadsheets, simulation, statistical analysis or graphing software, and image processing technology.

COMMUNICATION

Media Communication: Students can create, edit, and publish, present, or post documents, presentations, multi-media events, Web pages, simulations, models, and interactive learning programs, using word processing, publishing, presentation, Web page development, and hypertext software.

Interaction/collaboration: Students can share information, ideas, interests, concerns, and questions with others through e-mail; Internet audio, video, and print conferences; information servers; Internet news groups and listservs; and student-created hypertext environments.

Teaching and Learning: Students can acquire, refine, and communicate ideas, information, and skills using tutoring systems and software, instructional simulations, drill and practice software, and telementoring systems.

CONSTRUCTION

Students can explore ideas and create simulations, models, and products using sensor and control systems, robotics, computer-aided design, artificial intelligence, mathematical and scientific modelling, and graphing and charting software.

EXPRESSION

Students can shape the creative expression of their ideas, feelings, insights, and understandings using graphic software, music making, composing, editing and synthesizing technology; interactive video and hyper media, animation software; multimedia composing technology; sound and light control systems and software; and video and audio recording and editing technology.

The Role of Technology in Physical Education 11

This curriculum guide makes extensive use of Internet-based resources, providing teachers and students with access to contemporary and relevant information on a variety of sociology-related topics and concepts. Extensive use is also made of the EBSCO online periodicals database as a source of information for both teacher and student use.

Teachers are encouraged to use technology in presenting sociology-related media to students. For example, this curriculum guide integrates the use of a variety of web-based video resources to enhance instruction. Students are also encouraged to use presentation and multimedia software in constructing representations of their knowledge and communicating research results to their teacher and/or classmates.

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based upon the information gathered.

The Principles of Assessment and Evaluation articulated in the document *Public School Programs* should be used as the basis of assessment and evaluation, policies, procedures, and practices.

Assessment “of” Learning

Assessment of learning is what teachers associate with summative assessment, that is, tending to be mark-driven, used to accumulate numerical data for the purpose of assigning grades. Tests, exams, and assignments given for the purpose of attaining marks fall in this group.

Assessment “for” Learning

Assessment for learning, on the other hand, works to provide students with ongoing checks of how they are doing, what kind of progress they are making, what they need to learn next in order to be successful. Student self-assessment is an important factor in assessment for learning. Anecdotal feedback, rubrics, scales, and checklists are all important ways for teachers and students to learn more about how they are doing and what they are having difficulty with.

Effective Assessment and Evaluation Practices

Effective assessment improves the quality of learning and teaching. It can help students to become more reflective and to have control of their own learning, and it can help teachers to monitor and focus their instructional programs.

Assessment and evaluation of student learning should accommodate the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the full range of learning outcomes towards which students have been working during the reporting period, be proportionate to the learning experiences related to each outcome, and focus on patterns of achievement as well as specific achievement.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices

- are fair in terms of the student's background or circumstances
- are integrated with learning
- provide opportunities for authentic learning
- focus on what students can do rather than on what they cannot do
- provide students with relevant, supportive feedback that helps them to shape their learning
- describe students' progress toward learning outcomes
- help them to make decisions about revising, supporting, or extending learning experiences
- support learning risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate their achievement
- accommodate multiple responses and a range of tasks and resources
- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcomes
- encourage students to reflect on their learning and to articulate personal learning plans
- help them to make decisions about teaching strategies, learning experiences and environments, student grouping, and resources
- include students in developing, interpreting, and reporting on assessment

Involving Students in the Assessment Process

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate they know, are able to do, and value.

It is important that students participate actively in the assessment and evaluation of their learning, developing their own criteria and learning to judge a range of qualities in their work. Students should have access to models in the form of scoring criteria, rubrics, and work samples.

As lifelong learners, students assess their own progress, rather than relying on external measures, for example marks, to tell them how well they are doing. Students who are empowered to assess their own progress are more likely to perceive their learning as its own reward. Rather than asking What does the teacher want? students need to ask questions such as What have I learned? What can I do now that I couldn't do before? What do I need to learn next?

Effective assessment practices provide opportunities for students to

- reflect on their progress toward achievement of learning outcomes
- assess and evaluate their learning
- set goals for future learning

Diverse Learning Styles and Needs

Teachers should develop assessment practices that affirm and accommodate students' cultural and linguistic diversity. Teachers should consider patterns of social interaction, diverse learning styles, and the multiple ways oral, written, and visual language are used in different cultures for a range of purposes. Student performance takes place not only in a learning context, but in a social and cultural context as well.

Assessment practices must be fair, equitable, and without bias, providing a range of opportunities for students to demonstrate their learning. Teachers should be flexible in evaluating the learning success of students and seek diverse ways for students to demonstrate their personal best. In inclusive classrooms, students with special needs have opportunities to demonstrate their learning in their own way, using media that accommodates their needs, and at their own pace.

Using a Variety of Assessment Strategies

When teachers make decisions about what learning to assess and evaluate, how to assess and evaluate, and how to communicate the results, they send clear messages to students and others about what learning they value; for example, teachers can communicate that they value risk taking or lateral thinking by including these elements in determining marks.

Assessment involves the use of a variety of methods to gather information about a wide range of student learning and to develop a valid and reliable snapshot of what students know and are able to do that is clear, comprehensive, and balanced. The assessment process provides information about each student's progress toward achievement of learning outcomes that teachers can use to assign marks, to initiate conversations with students, or to make decisions in planning subsequent learning experiences.

Teachers align evaluation and assessment practices with student-centred learning practices when they

- design assessment and evaluation tasks that help students make judgements about their own learning and performance
- provide assessment and evaluation tasks that allow for a variety of learning styles and preferences
- individualize assessment and evaluation tasks to accommodate specific learning needs
- work with students to describe and clarify what will be assessed and evaluated and how it will be assessed and evaluated
- provide students with regular and specific feedback on their learning

Assessment activities, tasks, and strategies include, for example,

- anecdotal records
- artifacts
- audiotapes
- checklists
- conferences
- certifications
- demonstrations
- dramatizations
- exhibitions
- rating scales
- interviews (structured or informal)
- inventories
- investigations
- learning logs or journals
- media products
- observations (structured or informal)
- peer assessments
- performance tasks
- presentations
- portfolios
- reports
- presentations
- projects
- questioning
- questionnaires
- quizzes, tests, examinations
- reviews of performance
- sorting scales (rubrics)
- self-assessments
- surveys
- videotapes
- work samples
- written assignments

Portfolios

A major feature of assessment and evaluation in sociology is the use of portfolios. A portfolio is a purposeful selection of a student's work that tells the story of the student's efforts, progress, and achievement. The portfolio documents sociology-related activities.

Portfolios engage students in the assessment process and allow them to participate in the evaluation of their learning. Portfolios are most effective when they provide opportunities for students to reflect on and make decisions about their learning. The students and teacher should collaborate to make decisions about the contents of the portfolio and to develop the criteria for evaluating the portfolio.

Portfolios should include

- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially helpful for the student who needs significant support. Teachers should place notes and work samples from informal assessment in the portfolio and use the portfolio to collaborate with the student in identifying strengths and needs, selecting learning experiences, and selecting work that best reflects the student's progress toward achievement of learning outcomes.

It is important that students share their portfolios with other students so that all students may see exemplars that represent a range of strategies for expression and levels of complexity in ideas and understanding.

Outlines and other evidence of planning, allow students to examine their progress and demonstrate achievement to teachers, parents, and others.

Students should be encouraged to develop a portfolio that demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs, for example, as well as written documents. A portfolio can be very helpful when students need to demonstrate their achievements to potential employers or admission offices of post-secondary institutions.

Tests and Examinations

Traditional tests and examinations are not, by themselves, adequate to assess student learning. The format of tests and examinations can be revised and adapted to reflect key aspects of the curriculum. Some teachers, for example, have designed tests and examinations based on collaborative or small-group learning, projects, or portfolio learning. Creating opportunities for students to collaborate on a test or examination is an effective practice in the interactive classroom, to assess learning of a higher order than recall of information, for example, learning that requires synthesis, analysis, or evaluation.

In learning activities that involve solving a sociological problem, for example, students might work collaboratively to clarify and define the task, and then work either collaboratively or individually to develop a solution. Students might be given a range of questions, issues, or problems, and work collaboratively to clarify their understanding of the assignments and plan responses in preparation for the examination for which only one of the questions, issues, or problems will be assigned.

The initial list of questions, issues, or problems can be developed by the teacher, negotiated by the teacher with students, or developed by students and screened by the teacher.

Process-based tests and examinations allow students to demonstrate knowledge and skills and apply strategies at multiple stages in learning processes, for example, in identifying problems, challenges, and opportunities; gathering, evaluating, and synthesizing information; generating options; and developing and evaluating solutions.

Traditional tests and examinations may present a number of problems in scheduling and resource allocation. Process-based tests and examinations may be undertaken in steps during several class periods over a number of days. Students have opportunities to revise, reflect on, and extend their knowledge and understanding. Teachers have opportunities to develop comprehensive assessments, to monitor and evaluate learning at multiple points in a process, and to use time flexibly.

Certification

In some courses, students will need to prepare to demonstrate their learning through entrance tests and examinations, or to obtain or upgrade a certification. Replicating this type of assessment in the classroom can help students prepare for the conditions and assessment formats they may encounter in workplace and post-secondary situations.

To make this kind of assessment an effective learning experience, teachers should define a specific context and purpose, for example, the operation of a device, the identification of materials labels, or the demonstration of a technique or procedure.

Appendices

Appendix A.1: Tactical Problems and Solutions

Progression of Tactical Problems and Solutions by Game Categories

Simple	→	Moderately Complex	→	Complex
Target Games				
The student ...				
<p>Close Proximity to Target (offensive)</p> <ol style="list-style-type: none"> sends and aim for accuracy towards a target of appropriate size and distance communicates with others to share information for success 		<p>Close Proximity to Target (offensive)</p> <ol style="list-style-type: none"> is able to place object according to a pathway required to gain advantage (e.g., draw, lie) <p>Avoiding Obstacles (offensive)</p> <ol style="list-style-type: none"> is able to manipulate object with spins or turns to avoid obstacles <p>Defending Space (defensive)</p> <ol style="list-style-type: none"> defends space with take outs or guards to maintain advantage 		<p>Avoiding Obstacles (offensive)</p> <ol style="list-style-type: none"> uses other objects to get around obstacles for offensive advantage (e.g., bank shot) <p>Creating a Dynamic Reaction (offensive)</p> <ol style="list-style-type: none"> is able to create a dynamic reaction to objects to gain offensive advantage (e.g., raise) <p>Getting the Last Shot (offensive)</p> <ol style="list-style-type: none"> executes offensive tactics to get the last shot (e.g. Blank an End)
Net/Wall Games				
The student ...				
<p>Consistency (offensive and defensive)</p> <ol style="list-style-type: none"> focuses on consistent accuracy and positioning to maintain success <p>Setting up for Attack (offensive)</p> <ol style="list-style-type: none"> executes shot placement away from opponent (e.g., corners, front, back) to gain offensive advantage <p>Defend Space (defensive)</p> <ol style="list-style-type: none"> demonstrates recovery position to defend space 		<p>Setting up for Attack (offensive)</p> <ol style="list-style-type: none"> communicates with teammate to ensure success (doubles) <p>Defend Space (defensive)</p> <ol style="list-style-type: none"> executes defensive formation to defend space (doubles +) <p>Win the Point</p> <ol style="list-style-type: none"> can apply force, spin fakes, etc., in shot selection to win point <p>Defending against Attack</p> <ol style="list-style-type: none"> uses formation and structure with teammates to defend against an offensive attack 		<p>Win the Point</p> <ol style="list-style-type: none"> understands the importance of the location of serve to gain advantage and win the point <p>Defending against attack</p> <ol style="list-style-type: none"> uses many tactics such as type of shot, proximity to net, and positioning to cover teammate in defending against an offensive attack can block and dig to prevent offensive attack

Simple	→	Moderately Complex	→	Complex
Batting/Fielding Games				
The student ...				
<p>Accurately Hit Ball 18. can accurately hit the ball away from fielders or in between to advance a base and facilitate scoring</p> <p>Stop Scoring Runs 19. can position to cover space in the field and field fly balls and grounds to prevent opposition from scoring runs</p> <p>Avoid Getting Out 20. uses speed and good decision making to run quickly between bases to avoid getting out</p>		<p>Stop Scoring Runs 21. communicates with teammates by signaling intent to intercept the ball</p> <p>Make Hitting the Ball Difficult 22. implements variable pitching techniques to make hitting the ball difficult for the offensive team</p> <p>Avoid Getting Out 23. avoids getting out by protecting the strike zone and hitting the ball to specific areas such as over fielders or avoiding a catch by hitting grounders</p> <p>24. uses sliding techniques to get to a base</p> <p>Score Runs 25. advances the base runner by choosing an area to hit the ball to facilitate scoring runs</p>		<p>Stop Scoring Runs 26. prevents opposition from scoring runs by covering bases and backing up teammates in fielding coverage</p> <p>27. creates forceouts and rundowns to stop scoring runs</p> <p>Avoid Getting Out 28. can hit away from base or behind the runner to avoid getting out and advance a runner to the next base</p> <p>29. activate smart base-running (e.g., when to run and when not to run)</p> <p>Score Runs 30. can score runs by stealing bases, tagging up, and creating sacrifice plays (e.g., sacrifice fly, swing at pitch to make it possible for teammate to steal a base)</p>

Simple	→	Moderately Complex	→	Complex
Territorial Games				
The student ...				
<p>Maintain Possession (Offensive) 31. can maintain offensive possession through communicating with teammates and making short passes</p> <p>Maintain Possession (Offensive) 32. communicates with team to maintain possession and retain object</p> <p>Regain Possession (Defensive) 33. demonstrates defensive tactics by anticipating opponents' decisions to regain possession</p> <p>Defend Space (Defensive) 34. can match an opponent by marking their movements and defend space</p>		<p>Regain Possession (Defensive) 35. can regain possession through tackling on defense</p> <p>Create Space (Offensive) 36. demonstrates offensive tactics of creating space through "give and go's" and expanding positioning across playing surface</p> <p>Defend Space (Defensive) 37. can defend space by clearing the object or setting a zone defense</p> <p>Attack the Goal (Offensive) 38. places shot to attack offensively or targets player close to the goal</p> <p>Defend the Goal (Defensive) 39. can defend the goal by goaltending or covering the area around the goal area</p>		<p>Create Space (Offensive) 40. creates offensive space by placing ball away from defenders and using the full playing surface</p> <p>41. execute formations that create depth and/or width on the field of play</p> <p>Attack the Goal (Offensive) 42. offensively rebounds an object by attacking the goal to maintain possession</p> <p>Set Plays (Offensive and Defensive) 43. organizes and implements offensive and defensive plays to gain advantage</p>

Source developed by Dr. James Mandigo and adapted from:

Griffin, L. L., and J. Butler. *Teaching Games for Understanding: Theory, Research, and Practice*. Champaign, IL: Human Kinetics, 2005.

Mandigo, J. L., J. Butler, and T. Hopper. "What Is Teaching Games for Understanding?: A Canadian Perspective." *Health and Physical Education Journal*, 73(2), 14–20. Ottawa, ON: Physical and Health Education Canada, 2007.

Mitchell, S., J. L. Oslin, and L. L. Griffin. *Teaching Sport Concepts and Skills* (2nd Ed.). Champaign, IL: Human Kinetics, 2006.

Appendix A.2: Authentic Assessment for TGFU, Sample Template

Note: The following templates are provided as examples. You may need to omit headings or add headings depending on the sport skills and tactics you are covering with your students. Students should always be made aware of the assessment criteria to reinforce their practising of the techniques and tactics throughout the classes.

Invasion/Territory Games

Student Name	Tasks/Tactics within Invasion/Territory Games						
	Maintain Possession	Regain Possession	Create Space	Defend Space	Attack the Goal	Defend the Goal	Set Plays

ASSESSMENT KEY

- 1 Seldom Evident
- 2 Emerging
- 3 Proficient

ASSESSMENT CRITERIA FOR PROFICIENT LEVEL

Maintain Possession:

- Short passes
- Effective and appropriate communication
- Support ball carrier

Create Space (offensive)

- Give and go
- Move into space (width)
- Place object into open space

Attack the Goal (offensive):

- Get object to target player/teammate
- Rebound

Regain Possession:

- Anticipate play
- Appropriate tackling
- Effective positioning

Create Space (defensive):

- Consistent guarding/markings
- Zone defense (when appropriate)
- Clear the object

Defend the Goal (defensive):

- Effective movement near goal
- Move to offensive player

Net/Wall Games

Student Name	Tasks/ Tactics within Net / Wall Games				
	Consistency	Setting up for Attack	Defend Space	Win the Point	Defend against the Attack

ASSESSMENT KEY

- 1 Seldom Evident
- 2 Emerging
- 3 Proficient

ASSESSMENT CRITERIA FOR PROFICIENT LEVEL

Consistency:

- Body positioning
- Footwork
- Skill mechanics
- Accuracy

Defend Space:

- Recover to position
- Formations (doubles +)
- Shot selection

Defend against the Attack:

- Shot return
- Block
- Dig
- Close to net
- Cover

Setting up for Attack (offensive):

- Shot placement to create space
- Corners
- Sides
- Communication (doubles and team)

Win the Point:

- Shot location
- Body fakes
- Service placement
- Attacking the shots

Batting/Fielding Games

Student Name	Tasks/Tactics within Batting/Fielding Games				
	Accuracy	Makes Hitting the Ball Difficult	Avoid Getting Out	Score Runs	Stop Scoring of Runs

ASSESSMENT KEY

- 1 Seldom Evident
- 2 Emerging
- 3 Proficient

ASSESSMENT CRITERIA FOR PROFICIENT LEVEL

Accuracy:

- Hit ball between defenders
- Appropriate height and force on ball
- Effective placement of hitting

Avoid Getting Out:

- Hit away from "base"
- Protect "strike zones"
- Hit ball over fielders
- Hit ball around / behind runner
- Runs quickly at appropriate time

Stop Scoring Runs:

- Fielding fly balls and grounders
- Accurate throws to cut-off person and/or base
- Relay throws
- Create force out
- Positioning to cover space

Makes Hitting the Ball Difficult:

- Pitching or bowling effectiveness
- Throws, pitches, etc., with spin

Score Runs:

- Sneak or steal bases if allowed
- Advance base runner
- Tags up effectively
- Draws a throw

Target Games

Student Name	Tasks/Tactics within Target Games				
	Proximity to Target	Avoiding Obstacles	Creating a Dynamic Reaction	Preventing Scoring	Getting off the Last Shot

ASSESSMENT KEY

- 1 Seldom Evident
- 2 Emerging
- 3 Proficient

ASSESSMENT CRITERIA FOR PROFICIENT LEVEL

Close Proximity to Target:

Demonstrates aim and accuracy

Effective placement of object

Creates a Dynamic Reaction:

Placement of contact

Getting the Last Shot:

Uses strategies to get off the last shot

Avoids Obstacles:

Uses effective spins, turns, and pivots

Utilizes other objects (hit off a stone)

Prevents Scoring:

Defends space well through take outs

**This appendix modified and included with permission (AuCoin et al., 2008).

Appendix A.3: Sample Assessment Sheet for TGFU

Note: These are only a few examples of questions that could be asked to assess students' knowledge and understanding within the Net/Wall Games category of TGFU. By asking questions throughout a unit, grading responsibilities will not be overwhelming for teachers, and students will be encouraged to make constant connections.

Category of Sport Game: Net/Wall Games

SPECIFIC CURRICULUM OUTCOME

PE11:4 The student will articulate the most effective offensive and defensive tactics within invasion/territory, net/wall, and batting/fielding games environments.

Note: Only one component of this outcome is assessed in the following example.

Name: _____

Date: _____

INSTRUCTIONS

Neatly answer each question in the space provided. (You may use space on the back of the page, if necessary.)

1. When would you use a forehand drive in badminton? Where would you try to aim the drive and why did you choose this location on your opponent's side?
2. Describe the ready position in badminton and when you should be in this position. Why should you be in the ready position at this time(s)? Please list any other sports where you think a ready position similar to this would be beneficial.
3. List two ways you can attempt to "fake" your opponent when you are on offence in a game of badminton.
 - a.
 - b.

Appendix B.1: Authentic Assessment for Life Skills through Sport, Sample Template

Note: This is just an example. Teachers may choose to focus on particular skills pending the needs of their students. Students should always be made aware of the assessment criteria to reinforce their knowing and demonstrating these behaviours throughout the classes. Please adjust the scale as you wish (e.g., maybe you prefer a four-point scale and would like to add a criteria for students exceeding all expectations).

Life Skills: Communication and Interpersonal Skills

Student Name	Essential Learning Aspects of Communication and Interpersonal Skills			
	Interpersonal Communication Skills	Negotiation and Conflict	Empathy	Advocacy Skills

ASSESSMENT KEY

- 1 Seldom Evident
- 2 Emerging
- 3 Proficient

ASSESSMENT CRITERIA FOR PROFICIENT LEVEL

Interpersonal Skills:

Verbal and non-verbal communication
Active listening
Expressing feelings
Providing feedback (without blaming)
Receiving feedback

Empathy:

Ability to listen
Understand another's needs
Understand another's circumstances

Negotiation and Conflict:

Negotiation and conflict management
Assertiveness skills

Advocacy Skills:

Influencing skills and persuasion
Networking and motivation skills

Appendix B.2: Sample Assessment Sheet for Life Skills through Sport

Life Skills: Coping and Self-Management Skills

Note: These are only a few examples of questions that could be asked to assess students' knowledge and understanding of coping and self-management life skills.

SPECIFIC CURRICULUM OUTCOME

PE11: 10 Students will be expected to demonstrate effective coping and self-management skills while in TGFU settings, and effectively connect these skills to life outside of physical education.

Note: only one component of this outcome is assessed in the following example.

Name: _____

Date: _____

INSTRUCTIONS

Neatly answer each question in the space provided. (You may use space on the back of the page, if necessary).

1. Briefly describe a setting throughout this class whereby you observed or performed poor coping and/or self-management skills (no names please).

2. Explain a situation in your life outside of physical education class where positive coping skills and/or self-management served you well. Was it difficult for you to exhibit these positive behaviours? Please list two examples that might occur whereby you could display similar behaviours related to coping skills that will help you in life outside of physical education.

Appendix C.1: Sample Scenario: Respecting Sexual Diversities in Sport

Julia is a grade 11 student who has been nervous all through the tryouts for the volleyball team. She wasn't nervous about making the team; after all, Julia has been a standout since she entered high school. Rather, Julia knows that she is a lesbian but has not yet told her parents, friends, and/or classmates. Not wanting her teammates or her coach to feel uncomfortable, Julia has decided that perhaps she should keep her sexual orientation to herself. The only people who know are a few girls she met the past summer while participating in a development team program for provincial volleyball team, and they do not live close to Julia. Julia believes some of the girls are talking about her sexual orientation as she overheard some suspicious whispering when she entered the locker room before practice. She has tried to be first in the locker room to change and to get out as fast as possible. However, Julia's last period chemistry class is located on the other side of the school, and this sometimes makes it difficult to be changed for practice before the rest of the girls show up in the locker room. Julia did change in a bathroom stall one day, but when she came out changed, a few girls looked at her oddly and asked her why she just did that.

Today, Julie had a great time during practice. It was clear to her that her teammates respected her skills and her knowledge of the sport, and her coach complimented her repeatedly on how she has refined her skills since last season. Perhaps she should inform them of her sexual orientation. Maybe this would be a supportive community for her. After practice, Julia was doing some extra drills waiting for the court to clear out when she heard some teammates talking about an assignment in math that was coming up. Sally proclaimed, "It's so gay that we have to do this stupid assignment." Looking around, Julia noticed everyone was laughing at Sally's comment—even her coach. Her face reddened and her shoulders sagged as she left the gym to walk to her locker. Julia thought if she took her time packing up her school bag at her locker that the locker room may be cleared out by the time she returns. This way, she would not have to face the reality of sharing a space with people who appear homophobic.

Note: This scenario could be taught during the closure of a net/wall sport category day (TGFU module) and when communication is being addressed through the Life Skills through Sport module. After playing, the teacher could sit down and have students stretch while reading them this scenario. The following questions might be used to generate class discussion.

Sample Discussion Items and Questions

1. List and describe all the feelings that Julia experienced during the season thus far.
2. What could her teammates do on a daily basis to make sure that Julia would not have to experience the negative feelings discussed?
3. How can teammates/classmates behave to make sure that those they share locker room space with will always feel included and not discriminated against?

4. If you hear a comment such as That is so gay!, what could you say as a peer to help the person realize the harm in his or her words?
5. What are the politically correct terms for varying sexual orientations, and why is it essential that these terms be used on a daily basis?
6. What team or class rules could be developed so that hurtful and discriminatory language is not welcome.

Appendix C.2: Sample Assessment Sheet for Sport in Society

Social Injustices in Canadian Sport

Note: These are only a few examples of questions that could be asked to assess students' knowledge and understanding of coping and self-management life skills.

SPECIFIC CURRICULUM OUTCOME

PE11:11 Students will be expected to identify social injustices in Canadian sport and articulate steps that would help offset each of the injustices they identified.

Name: _____

Date: _____

INSTRUCTIONS

Neatly answer each question in the space provided. (You may use space on the back of the page, if necessary).

- List two social injustices in Canadian sport and articulate two steps that you would take to help offset these injustices.

A. _____

i. _____

ii. _____

B. _____

i. _____

ii. _____

- What steps have you taken since taking this course to be supportive of people who are in marginalized in our community (in sport settings or other settings)? Please discuss areas you feel you need to improve, related to providing inclusive communities for all Canadians in sport settings and throughout life and how this course has impacted your desire to do so (if it has).

Resources

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