

PARTICIPATION SKILLS AND TECHNIQUES

By the end of high school, students will be college and career ready, as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in lifetime activities, describe key concepts associated with successful participation in physical activity, model responsible behavior while engaged in physical activity, and fill a need for self-expression, challenge, social interaction and enjoyment.

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

- **Standard PST.1.1** Participate in and/or refine activity-specific movement skills in five or more lifetime activities (e.g., outdoor pursuits, individual performance activities, non-traditional, aquatics, net/wall games, or target games) and/or in dance forms (e.g., cultural and social occasions, ballet, modern, hip-hop, tap).
- **Standard PST.1.2** Demonstrate individual competency through testing and participation in five or more lifetime activities and/or in dance forms used in cultural and social occasions.
- **Standard PST.1.3** Participate in aerobic and anaerobic activities that will promote health-related fitness.
- **Standard PST.1.4** Demonstrate individual competency in one or more aerobic and anaerobic skills that promote health-related fitness.
- **Standard PST.1.5** Employ offensive maneuvers to receive a pass in a game setting.
- **Standard PST.1.6** Accomplish efficient defensive understanding in a game situation by denying passing zones, or deflecting ball.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

- **Standard PST.2.1** Demonstrate appropriate use of terminology associated with exercise and participation in selected individual-performance activities (e.g., dance, net/wall games, target games, aquatics and/or outdoor pursuits).
- **Standard PST.2.2** Organize the stages of learning a motor skill or identify examples of social and technical dance forms.

- **Standard PST.2.3** Identify skill-specific cues for a variety of physical activities.
- **Standard PST.2.4** Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill or dance movement.
- **Standard PST.2.5** Participate in a number of individual and team activities, demonstrating strategies and rules.
- **Standard PST.2.6** Identify safeguards regarding warming up and cooling down, hydration, and potentially hazardous exercises.
- **Standard PST.2.7** Observe and improve movement skills, using videography and digital photography to provide feedback and self-analysis.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

- **Standard PST.3.1** Discuss the benefits of a physically active lifestyle as it relates to college/career readiness.
- **Standard PST.3.2** Determine risks associated with exercising in heat, humidity, and cold.
- **Standard PST.3.3** Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy lifestyle.
- **Standard PST.3.4** Balance the rate of exertion and pacing.
- **Standard PST.3.5** Create and maintain a journal of participation in outside self-selected activities, including duration, intensity, anticipated results, and final analysis.
- **Standard PST.3.6** Analyze and compare health and fitness benefits derived from a variety of activities.
- **Standard PST.3.7** Participate in visualization techniques to improve performance.
- **Standard PST.3.8** Correlate how physical activity affects body mass composition, including muscle and fat percentages and bone density.
- **Standard PST.3.9** Describe the elements of physical fitness and self-assess personal level.
- **Standard PST.3.10** Calculate target heart rate and apply information to a personal activity plan.
- **Standard PST.3.11** Adjust intensity levels of various activities through monitoring pulse rates manually, or by using heart-rate monitors or pulse sticks.

- **Standard PST.3.12** Review frequency, intensity, time, and type (FITT) guidelines as they apply to the development of physical fitness.
- **Standard PST.3.13** Evaluate levels of activity, and make adjustments to increase fitness benefits by increasing pace and adding time and/or repetitions.
- **Standard PST.3.14** Describe how both proper nutrition and exercise are necessary for a lifelong healthy lifestyle, and the consequences of poor nutrition and inactivity.
- **Standard PST.3.15** Create and implement a behavior modification plan that includes a healthy, active lifestyle.
- **Standard PST.3.20** Participate in activities that are personally rewarding and stress reducing.

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

- **Standard PST.4.1** Employ effective self-management skills and personal characteristics to analyze barriers and modify physical activity patterns appropriately.
- **Standard PST.4.2** Identify risks and safety factors that might affect activity preferences throughout the life cycle.
- **Standard PST.4.3** Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.
- **Standard PST.4.4** Assume a positive supportive role (e.g., spotter, providing feedback, analyzing technique, partnering, etc.).
- **Standard PST.4.5** Use communication skills and strategies that promote team/group dynamics.
- **Standard PST.4.6** Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).
- **Standard PST.4.7** Solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.
- **Standard PST.4.8** Walk away willingly to avoid verbal or physical confrontation in activity settings.
- **Standard PST.4.9** Demonstrate an understanding of how listening to all sides before taking action in solving conflict results in a more positive outcome.
- **Standard PST.4.10** Develop strategies to include others in activity participation.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

- **Standard PST.5.1** Analyze the mental, social, and psychological health benefits of a self-selected physical activity.
- **Standard PST.5.2** Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
- **Standard PST.5.3** Select and participate in physical activities or dance that meets the need for self-expression and enjoyment.
- **Standard PST.5.4** Identify the opportunity for social support in a self-selected physical activity or dance.
- **Standard PST.5.5** Research sports and activities of other cultures.