



**EFFECTIVE: SEPTEMBER 2007**  
**CURRICULUM GUIDELINES**

A. Division: **Education**

Effective Date: **September 2007**

Revised: \_\_\_\_\_  
Date of Previous Revision: \_\_\_\_\_



- 4.9. Transferring responsibility from teacher/coach to student
- 4.10. Individualization
- 4.11. Group goal setting and planning
- 4.12. Pacing
- 4.13. Learning and performance differences
- 5. Specific applications
  - 5.1. Invasive sports
    - 5.1.1. Field
    - 5.1.2. Court
    - 5.1.3. Arena
  - 5.2. Non invasive sports
    - 5.2.1. Divided court games
    - 5.2.2. Interactive court games
    - 5.2.3. Striking games
  - 5.3. Target events
  - 5.4. Racing events
  - 5.5. Artistic events
  - 5.6. Combative sports
  - 5.7. Fitness activities
- 6. Application of mental skills
  - 6.1. Focus
  - 6.2. Goal setting
  - 6.3. Performance states
  - 6.4. Breathing and relaxation
  - 6.5. Attentional styles
- 7. Inclusion factors
  - 7.1. Integration of students with varying abilities
  - 7.2. Adaptations
  - 7.3. Modifications
- 8. Planning
  - 8.1. Activities
  - 8.2. Warm-ups activ

- b. Ethical behaviour and social responsibility  
Creating an environment where everyone can be a winner
- c. Intercultural, International and Global Perspective  
Use sample sports used in other cultures or that reflect Canada's changing mosaic

**O:** Methods of Instruction

Lecture  
Discussion groups  
Practical application  
Field observation and/or video observation  
Self-study via print or online materials  
Reading assignments  
Online discussion groups  
Experiential Learning

**P:** Textbooks and Materials to be Purchased by Students

Will be decided by course instructors. Potential resources include:

Lauder, A.G. (2001) Play Practice

