

# **Content for Resource Management**

## **Learning Standard 3**

Standard 3 has been interpreted to mean that throughout the K-12 physical education program, students should experience physical activity and exercise in such a way as to develop a personal commitment to participating in regular physical activity and develop an understanding of the relationship between physical activity, fitness, and health. In order to become an independent participant in physical activity outside of school settings, students will need to become aware of the programs, products, services, and facilities that provide opportunity and support for physical activity, be able to access reliable information to evaluate their advantages and disadvantages, and make good decisions based on the actual individual needs. This will be assessed at the commencement level. Standard 3 also calls for students to become aware of careers related to physical activity. This content is focused at the intermediate level as part of the school's emphasis on career development.

The assessment for Learning Standard 3 can be used as an independent instructional unit and assessment, or integrated as a supplemental topic and assessment within a unit on fitness and health (Learning Standard 1B).

## Major Content Topics for Learning Standard 3 (commencement level)

These topics are included in the assessment task. Students should be familiar with these topics to succeed in the commencement level cognitive assessment for Learning Standard 3.

<p style="text-align: center;"><b>Stages of change for adopting a physically active lifestyle</b></p> <p>Precontemplators I don't exercise and I don't want to do it Have no intention of changing</p> <p>Contemplators I'm thinking about it Are generally indecisive about changing</p> <p>Preparers I'm planning to be active Want to change but don't know how</p> <p>Action Takers I'm active Have made changes in behavior in the last 6 months Have a plan of action, but can get discouraged</p> <p>Maintainers I'm a lifetime exerciser Recognize and enjoy benefits of change</p>	<p style="text-align: center;"><b>Personal Management Skills</b></p> <ul style="list-style-type: none"> <li>● Building self-confidence and motivation</li> <li>● Building knowledge and beliefs</li> <li>● Goal-setting</li> <li>● Self-assessment</li> <li>● Self-monitoring</li> <li>● Self-planning</li> </ul>
<p style="text-align: center;"><b>Barriers to a physically active lifestyle</b></p> <ul style="list-style-type: none"> <li>● Time</li> <li>● Location</li> <li>● Cost</li> <li>● Special equipment</li> <li>● Lack of support from family and friends</li> <li>● Work/School schedule</li> <li>● Weather</li> <li>● Past experience</li> <li>● Lack of skill and/or knowledge</li> </ul>	<p style="text-align: center;"><b>Supports to a physically active lifestyle</b></p> <ul style="list-style-type: none"> <li>● Activities you enjoy</li> <li>● Friends and family to exercise with</li> <li>● Achievable goals</li> <li>● Record keeping</li> <li>● Rewards</li> <li>● Success through small increments</li> <li>● Recognition and guidance from knowledgeable people</li> </ul>
<p style="text-align: center;"><b>Decision-making as a consumer of physical activity products, facilities, services, and programs</b></p> <ul style="list-style-type: none"> <li>● Identifying practical barriers and supports for participation in exercise and physical activity</li> <li>● Identifying safe venues in their community for exercise and physical activity</li> <li>● Identifying sources of reliable information about exercise and physical activity</li> <li>● Understanding the influence of media and commercialism in physical activity and exercise</li> <li>● Understanding when medical clearance for activity is necessary</li> <li>● Distinguishing advertising from reliable information</li> <li>● Evaluating expertise about physical activity and exercise</li> <li>● Determining the safety and efficacy of exercise equipment</li> <li>● Determining the quality of exercise facilities and clubs</li> <li>● Determining the quality of activity programs for health related fitness</li> </ul>	

(Corbin, et. al. 2006)

## **What are physical education programs doing about consumerism related to physical activity and fitness?**

While students receive the message that physical activity and fitness must be lifelong pursuits, it is becoming increasingly obvious that students must be educated to find ways to participate safely and effectively outside of school sponsored programs. In an era where many seek an easy and quick way to desirable appearance, fitness, and fun, the advertising media bombards the public with images, products and services that may or may not be safe, effective, or economically sound. It is difficult to escape from being influenced by the latest “no-sweat/weight-loss” exercise video, membership special for a fitness club or dance studio, the latest miracle of home exercise equipment, or opportunity for spa or adventure vacation, fad diet, nutritional supplement, or the latest in fashion in activity clothing and footwear. Being an informed consumer for lifelong physical activity and fitness means knowing how to make informed choices about products, programs, and services. Some of the fundamental questions that need to be considered include: what people need to gain the benefits of exercise and activity, why they do or don’t stay with exercise or activity regimens, how to evaluate whether the product, program or service is likely to work for a particular goal or situation, and whether the cost is worth the likely outcome.

In preparation for lifelong independent physical activity, commencement level students should be able to consider the alternatives available to them and choose safe and effective products, facilities, services, and programs. Students need to be aware that when making independent choices they are influenced by family and friends as well as by the media and commercial interests. They should be able to make informed choices based on reliable information and criteria reflecting authentic situations. Using a deliberate, decision-making process in evaluating choices for physical activity and exercise is central to understanding and managing personal resources.

The Learning Standard 3 assessment has been directed toward preparing students to make independent decisions about beginning and continuing fitness and physical activity throughout their adult lives. In this assessment, students will investigate and compare products, facilities, services, and/or programs and determine the best choice for a hypothetical person introduced in a scenario. In doing so, they will need to recognize the influences, challenges and barriers the person might encounter in the pursuit of their new goal for a physically active and fit lifestyle.

## Planning Progression for K-12 Curriculum and Assessment

The following table summarizes a general approach for a Learning Standard 3 planning progression from the primary to commencement level. Assessments for each level will be designed from this progression.

### Learning Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

#### Key Idea

Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. Students will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Commencement Level	<p><b>Content:</b> Application of a process to evaluate physical activity programs and facilities available for adults in their communities.</p> <p><b>Physical Education Profile Assessment:</b> A cognitive performance task requiring analysis and synthesis of information leading to the evaluation of community facilities, opportunities, and equipment for physical activity from a consumer's perspective.</p>
Intermediate Level	<p><b>Content:</b> Comprehension of community resources for physical activity and the potential for careers in physical activity.</p> <p><b>Assessment Strategy:</b> A cognitive performance task requiring knowledge and comprehension of careers related to physical activity.</p>
Elementary Level (upper)	<p><b>Content:</b> Understanding community opportunities for lifelong physical activity for self, friends, and family.</p> <p><b>Assessment Strategy:</b> A cognitive performance task related to identifying opportunities for physical activity.</p>
Elementary Level (primary)	<p><b>Content:</b> Awareness of community opportunities for lifelong physical activity for self, friends, and family.</p> <p><b>Assessment Strategy:</b> A cognitive performance task related to identifying opportunities for physical activity.</p>