

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS
PE 290

THE NATURE AND STRUCTURE OF PHYSICAL ACTIVITY
(1-3)UT - U. of A. First year of program; First term

GENERAL

Instructor: Leigh Goldie Office: 235, 539-2978

Lecture Times: Mondays, 2:00 - 3:00 p.m.

Lab Times: Tuesday and Thursday, 3:00 - 4:20 p.m.

PURPOSES

1. To introduce the students to the multi-dimensionality of physical activity and sport as it currently exists in our society.
2. To expand each student's understanding of the nature and structure of physical activity.
3. To provide a conceptual framework as a means to understanding the scope, nature and structure of physical activity.

COURSE OBJECTIVES

1. To provide an exposure to, and experience in, activities representing the wide scope of physical activity.
2. To increase the repertoire of activities with which the students have some familiarity and for which an appreciation is developed.
3. To examine physical activity taxonomies and investigate the underlying criterion and logic of each.
4. To increase the students' ability to critically assess the potential role of any given physical activity in a variety of program situations and with a range of participants.

5. To develop the ability to modify existing activities and to structure new activities to meet the needs of the participants within given situations.

COURSE CONTENT

The content of this course will be presented in the form of lectures, discussions, activity labs, audiovisual presentations and readings. Theory and activity will be integrated throughout the course; the students will be expected to continually transfer principles from representative physical experiences to relevant types of physical activity discussed in theory sessions.

This course will, of necessity, complement (and preferably precede) the Leadership and Instruction course. It will focus on the content of physical activity while L. and I. will focus on the process of instruction.

- I. The Scope of Physical Activity.
 1. The distinguishing characteristics of the field of knowledge. (physical activity, dance, sport.)
 2. The breadth of the field.
 - a) introduction to a variety of activities, especially those that are less well known.
 - b) recognition of the similarities and differences in these activities.
 - c) reflection on the experiences encountered, including the demands made on the participant.
 3. The depth of the field.
 - a) introduction to or observation of the different levels of participation.
 - b) appreciation of what is required to understand the nature and structure of activities.
- II. Development and Organization of Classification Systems.
 1. The development of classification systems based on students' present knowledge.
 2. Investigation of existing classification systems.
 3. Advantages and disadvantages of each system based on selected criterion.
 4. The use of classification systems for organizing activities.

- III. The Role of Physical Activity in the Physical Experience.
1. The potential meaning to the participants of participation in certain physical activities.
 2. The demands of activities and how these can be changed through altering their structure.
 3. The structuring and modification of activities to achieve specific outcomes, meet needs and interests of participants and take advantage of environmental conditions.
- IV. Influences on Physical Activity Selection.
1. Cultural, social and environmental influences.
 2. Trends in physical activity choice.

PRACTICAL EXPERIENCES

The activities chosen to develop the concepts will be determined to a large extent by the facilities and equipment available and by the specific knowledges of the instructors.

The nature of the course will require short exposures to a wide variety of activities and while introducing students to some new or unfamiliar activities there will not be time to develop any depth of skill. Well known (to the students) activities will be used where concepts to be developed need to be based on considerable experience.

Breadth: From archery, beam routine and cycling to volleyball, wind surfing to yo yo. Examples may be:

- "new" game
- dance routine
- self-testing skill
- jump rope pattern
- relay
- calisthenics
- hula hoop
- shot put.

Depth: An investigation into the structure of several activities and how this changes with ability level of participant.

a skill	}	simple---complex.
a dance	}	beginner---expert.
a game	}	recreational---competitive.

Selection of activities to represent different classification systems. At least two different examples for each will be used.

- by environment: indoor, outdoor.
land, water, air, ice/snow.
- by participant number: individual, dual, group.
- by stimuli environment: open, closed.
- by structure: body management, manipulation, equipment management.
- by competitive status: solitary, co-operative, competitive, direct, indirect.
- by physiological demand: fitness oriented, non-fitness.
- by objectives/psychological outcomes: fun, fitness, social interaction.

READINGS

Readings will be assigned according to topic and are available in the library.

COURSE EVALUATION

Mid-Term Test	20%
Labs/Lab presentation/Term work	55%
Final Exam	25%
	<u>100%</u>