



Course Syllabus: Techniques & Strategies of Adventure/Outdoor Education

College of Education
KNES 2433 Section 101
Fall 2025: August 24 – December 10, 2026

Contact Information

Instructor: Dr. Sandra Shawver
Office: Bridwell Hall, Room 321
Office hours: Tu.10:00am -12:00pm; Wed. 2:00-3:00pm; Thu. 1:00-3:00pm
Office phone: (940) 397-4941
E-mail: Sandra.shawver@msutexas.edu

Course Description

Introduction to lifetime activities not traditionally offered in academic programs. Emphasis is placed on personal growth, leadership skills, and teamwork in outdoor recreational settings (i.e. Angling, orienteering, canoeing, archery, rock climbing, tent camping, etc.). The course will examine history, philosophy, theory, professional standards, and individual skill acquisition. We will meet in either Bridwell Hall, Room 209, the Outdoor Recreation Center, and the Bartley Branch YMCA

Textbook & Instructional Materials

Suggested:

Gilbertson, K, Ewert, A, Siklander, P, & Bates, T. (2023) Outdoor Education: Methods & Strategies (2nd Ed). Chicago, IL., Human Kinetics

Ewert, A. W & Sibthorp, J. (2014). Outdoor Adventure Education: Foundations, Theory, & Research. Chicago, IL., Human Kinetics

APA Publication Manual, 7th Edition

[Purdue Owl](#) : APA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/560/8/>

Materials: Course Materials: Quality water bottle, bug spray, appropriate attire & footwear for various outdoor activities. Access to a personal computer with Microsoft Software, high speed Internet and the ability to access D2L (the MSUTexas Online Learning System, and Smart phone, iPad or similar technology for video assignments.

Study Hours and Tutoring Assistance

TASP's Learning Center (TLC)
Located on the first floor of Moffett Library, TASP's Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Psychology, History, and Foreign Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.
[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Points allocated to each assignment

Assignments	Points
Quizzes (6 at 15 pts)	90
Discussions (5 @ 10 pts)	50
Skill Assessment (10 @ 10 pts)	100
Online & in-class assignments (5@ 20 pts)	100
Camping Trip (Set up, meal plan/prep/tear down)	180
Professional Conduct/Disposition	50
Final Exam	50
Total Points	620

Table 2: Total points for final grade.

Grade	Points
A = 91%	564+
B = 80%	496 to 563
C = 70%	434 to 495
D = 60%	372 to 433
F = <60%	Less than 372

Homework

All assignments unless otherwise stated in the individual instructions are required to be submitted as a Word document using the APA 7th Ed formatting standards. Any submissions in a different format will be returned to the student and not graded until it is submitted in the correct format. This could cause the student to incur the 5-point deduction per day for late submissions. Any assignment can be submitted before the due date. Late assignments will not be accepted (see Late Work section). Do not wait until the last minute on any of your work!! Due dates will be shared in the D@L platform and/or in class.

Grammar will be graded as a part of any course work. All work should be in your own words! Format – FOR ALL PAPERS: 12-point Times New Roman font, one (1) inch margins, and doubled spaced. The title (cover page) should include the following information (Page number, title of paper, name of author, university and department name, full course name & number, instructor name and assignment due date). *See each individual assignment for more detail. If assignments are submitted as a pdf, notes, google, etc. will not be graded until submitted in the correct format and receive the 5 point/day deduction for being late from the date returned to the student by the professor.

I will give feedback on assignments when appropriate, including, comments through “news items”, comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to drop box. Please take the time to read these comments as I am taking the time to make them.

Quizzes

There will be 6 quizzes, each worth 15 points. The due dates of each quiz will be provided in class and (if applicable) on D2L. All quizzes will have a 30-45 minute time limit. These will be announced in class at the beginning of the activity/topic.

Exams

You will only have one exam & it will be the Final Exam at the end of the semester. It will be taken on December 10th at 10:30 AM.

Projects Required

These will appear on the Course Schedule in more detail.

All projects are activity based or directly related to one of the activity units.

Angling/Fishing

Archery

Camping (inclusive of a 2-day camping trip)

Canoeing/Kayaking

Fire Making

Knot Proficiency

Navigation/Orienteering

Rock Climbing at Bill Bartley Family YMCA

Unit Overviews

Angling/Fishing: Students will learn the basic terminology and techniques for fishing with closed and open fishing reels using live and artificial bait. Specific skills to be covered include stringing a pole, attaching a hook and/or artificial bait, baiting a hook, using a bobber, casting, setting the hook, landing the fish, removing fish from the lure or hook and releasing it back to the water.

Archery/Target Sports: Students will learn the basic terminology and techniques for shooting archery using a recurve bow. Specific skills to be covered include bow selection, stringing and unstringing, grip, knocking of arrow, pull, anchor & release of arrow. Scoring, removing arrow from target and safety in teaching/leading a target shooting activity. Other activities utilizing equipment for target shooting may also be introduced for use during the Boosting Exercise and Activity Time camp.

Bicycling: Students will learn the basic terminology and techniques for riding an all-terrain bicycle. Specific skills and techniques to be covered include identification of the parts of the bicycle, how to correctly fit a bicycle, gearing, traversing different terrains with a day ride at Camp Fillers in Wichita Falls. Safety protocol and equipment identification and use, basic bike maintenance & repair.

Bouldering & Rock Climbing: Students will go to the Bill Bartley Branch YMCA and learn how to boulder and/or rock climb using the indoor facilities. The activity will be led by certified YMCA staff. Waivers of liability must be signed to participate. There is a weight limit for the rock climbing but all will be able to participate in the bouldering sessions.

Camping: This unit is presented in preparation of the required 2-night class camping trip. Students will learn to tie useful knots, how to set up a campsite (inclusive of ground covering, slope and other terrain concerns), set up of kitchen area and fire pit. Students will be required to plan, prepare and clean up a full meal for the class while on the camp out. Understanding weather and using navigation skills will also be a part of this unit. While on the camping trip students will participate in hiking and/or geocaching activities, team building, fire making, and nature activities. Tents will be provided for students; however, they must provide sleeping bags, an air mattress or cot, clothing and any food/drinks other than what is planned out for their specific meal they will be preparing at camp. Anyone wanting to fish may also bring their own equipment and when necessary, their fishing license.

The class will meet the morning of the ____ to assist in the loading of the trailer with equipment and supplies. The van will leave for the camp site no later than 2:30 PM on Thursday _____. We will return no later than 5:00PM on Saturday, _____back at MSU. While on the camping trip all students must park their vehicles in the wellness center lot.

Canoe/Kayak: Students will learn the basic terminology and techniques for canoeing and kayaking on flat water. Specific skills and techniques to be covered include identification of canoe/kayak parts, lifting and carrying, use of PFD's, entering/exiting vessel, forward, reverse and J-strokes, turns and switching positions while on the water. It is suggested that all students either wear clothes they don't mind getting wet or bring an extra set if they have class or work after our class.

Navigation/Geocache: Students will learn the basics of reading a compass, understanding topography and using maps and coordinates to navigate (orienteering) a short hiking trip in or out of town. Additionally, students will use a GPS to locate caches in and around campus as well as in the area of the scheduled camping trip. Students with smart phones may download the geocaching application for use during the course.

Target Sports: Student's will be introduced to target sport activities such as BB guns, and sling shots. Information covered is safety, shooting protocol, and technique, scoring and field set up.

****Slackline:** If time allows, students will learn the basics of this newer sport with the intention of performing and teaching the primary skills of setting up a line, initial skills in balance, moving forward on the line and some alternate uses for the slackline for conditioning/training purposes.

Mid-Term Exam

There will be four (4) quizzes throughout the first half of the semester in place of a Mid-Term Exam.

Final Exam

Final exam will be given as assigned by the university exam schedule. It will be comprehensive over all experiences/information throughout the semester.

Extra Credit

There will be opportunities for students to earn extra credit during the semester. Those opportunities will be announced in class.

Late Work

Students are expected to submit in-class and online assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me a minimum of 72 hours before the due date so we can discuss the situation and determine an acceptable resolution. Unless pre-approved late assignment submissions will not be accepted/graded.

Make Up Work/Tests

Unless pre-approved, students will not be allowed to make up missed assignments and tests.

Important Dates

- Last day for term schedule changes: August 27, 2026.
- Deadline to file for graduation: September 21, 2026 (December).
- Last Day to drop with a grade of "W:" November 23, 2026.
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the class in which they are enrolled. The required camping trip dates will be given to the students the first or second week of class to share with their other professors, coaches and employers. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. Attendance will be recorded each day the class meets. Students are expected to attend and engage in class activities and discussions. Class engagement is evaluated each day & worth a total of 75 points as part of your overall grade. If a student is absent, they will lose 3 points for that day. If a student has excessive absences they may be dropped from the course.

Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Instructor Class Policies

CITATION AND REFERENCE STYLE

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments

completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition. The MSU writing lab is available to all MSU students [Writing Center](#)

THREE THEN ME RULE

Before contacting me, make sure to follow the “Three then Me” rule. The “Three then Me” rule says that you search for your answer regarding the course in at least three other places before you contact me. For example, if you have a question about an assignment, you should consult your syllabus, your grading scale or rubric, or the assignment description on D2L, you can also reach out to a peer in the course for needed information.

Remember, check three sources before emailing me your question. It is very likely you’ll find the answer and not need to email me. If you don’t find the answer, and need clarification, feel free to email me

Please note: By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.”

Student Handbook-2024-2025

Cell Phone Policy

In accordance with Texas House Bill (HB) 1481, the Prohibition on Student Use of Personal Communication Devices on School Property During the School Day, I (Dr. Shawver) am instituting a prohibition on student use of cell phones during a face-to-face class that is unrelated to individual lectures, activities or assignments per the professor.

Multiple studies have documented the harmful effects of cell phone and social media use on student well-being and academic progress. As a result, Texas law requires public schools to prohibit the use of personal communication devices during the school day on school property. This policy is adopted to implement this requirement and improve the quality of the learning environment in our schools.

Hence, **(READ THIS TWICE, PLEASE)**, there are NO cell phones permitted to be out and/or in my (or your) sight in this class. This class requires your engagement, and cell phones serve to detract from that engagement. Additionally, your phone should be not only put away, but on “silent” (NOTE: vibrate is NOT silent). If your phone is out and/or in sight, you will be asked to put it away. If it is not, you will be given one warning. After that if it is still out and/or in sight, you will lose 10 points off of your FINAL grade for each infraction. Should your phone ring/vibrate during class, you are dismissed for the day. You are to silence it immediately, and quietly leave the class session. You will be counted absent for the session. Failure to adhere to this will result in more stringent disciplinary action.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

.

Week or Module	Activities/Assignments/Exams	Place/Due Date
Week 1 8/25 & 8/27	Introduction, overview, & knots Rock Climbing	Personal experience & expectations. Bartley Branch YMCA
Week 2 9/1 & 9/3	Rock Climbing	Bartley Branch YMCA
Week 3 9/8 & 9/10	Archery	ORC
Week 4 9/15 & 9/17	Archery & Target Shooting	ORC
Week 5 9/21 to 9/27	Canoeing	ORC & Sikes Lake
Week 6 9/29 & 10/1	Canoeing & Kayaking	ORC & Sikes Lake
Week 7 10/6 & 10/8	Angling & Fishing	ORC & Sikes Lake
Week 8 10/13 to 10/15	Orienteering/Navigation Geocaching	ORC Leave no Trace
Week 9 10/20 to 10/22	Shelters/Tents Fire Making	ORC
Week 10 10/27 to 10/29	Astronomy	ORC Night Sky Assignment
Week 11 11/3 to 11/5	Camping Trip	TBA
Week 12 11/10 & 11/12	TBA	TBA
Week 13 11/17 & 11/19	Bicycling & Skills Testing	ORC
Week 14 11/24 to 11/26	Skills Testing Thanksgiving	ORC

Week or Module	Activities/Assignments/Exams	Place/Due Date
Week 15 12/1 to 12/3	Skills Testing	ORC
Week 16 12/7 to 12/11	Final Exam	Thursday, December 10 10:30am – 12:30pm

ADDENDUM

TAC 149 Curriculum Alignment REAL with STR & Advanced

Domain I: Movement, Skill & Knowledge

Competency 002: The teacher understands principles & practices for developing, combining and integrating motor skills.

- A. Recognizes characteristics and elements of locomotor, nonlocomotory, body control, manipulative and rhythmic skills.
- B. Demonstrates knowledge of characteristics and elements of manipulative skills (e.g., kick, strike, dribble) and mature motor patterns (e.g., throw, jump)
- C. Demonstrates knowledge of activities, strategies, safety practices and equipment for promoting students' development of locomotor, nonlocomotory, body control, manipulative and rhythmic skills (e.g., animal walks, partner activities, chase & flee games).
- D. Knows how to select and use developmentally appropriate techniques and activities to promote students' integration and refinement of locomotor, nonlocomotory, body control, manipulative and rhythmic skills.
- E. Recognizes and analyzes key elements in combinations of motor skills, demonstrations of agility and balance and dance steps and sequences (e.g., pivot and throw; movement sequences that combine traveling, rolling, balancing and weight transfer).

Competency 005: The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.

- B. Demonstrates knowledge of strategies, techniques, skills progressions, conditioning programs and types and uses of equipment for recreational activities and outdoor pursuits (e.g., walking, jogging, aquatics, bowling, cycling, inline skating, orienteering, hiking).
- C. Analyzes the importance of rules, discipline, cooperation, etiquette and safety practices in personal performance and other activities.
- D. Applies knowledge of issues and procedures (e.g., supervision; transitions; logistics related to the use of facilities, outdoor spaces, materials, staff and technology) involved in engaging students in personal performance activities, fitness and outdoor activities and nontraditional and cooperative games.

- E. Applies knowledge of principles and procedures for selecting, adapting and modifying activities and games based on student characteristics, instructional goals, skill levels, range of individual variation and exceptional needs.

Domain III- The Physical Education Program

Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

- B. Knows how to design and implement instruction that is based on the Texas Essential Knowledge and Skills (TEKS) for physical education and that is safe, achieves goals and ensures student progress, motivation and safety.
- E. Knows how to create, modify and adapt physical education activities, games, rules, equipment and settings to ensure that all students have an equal opportunity to participate, learn, be successful and enjoy physical activity.

Competency 011- The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

- C. Identifies principles, benefits and limitations of various classroom management approaches in physical activity settings and knows techniques for organizing, allocating, scheduling and managing resources in the physical education environment to provide active and equitable learning experiences.

SHAPE Secondary Outcomes

Standard 1- The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

S1.H1- Lifetime Activities:

- Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).24 (S1.H1.L1)
- Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).25 (S1.H1.L2)

S1.H3 – Fitness Activities

- Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

S2.H1 – Movement concepts, principles and knowledge

- Applies the terminology associated with exercise and participation in selected individual-

performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits

appropriately. (S2.H1.L1)

S2.H2- *Movement concepts, principles and knowledge*

-Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve

performance of self, and/or others in a selected skill.²⁷ (S2.H2.L1)

Standard 3 – The physically literate individual demonstrated the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

S3.H2- *Physical activity knowledge*

- Analyzes and applies technology and social media as tools for supporting a healthy, active

lifestyle.³⁰ (S3.H2.L2)

S3.H3- *Physical activity knowledge*

- Identifies issues associated with exercising in heat, humidity and cold.³¹ (S3.H3.L1)

-Applies rates of perceived exertion and pacing.³² (S3.H3.L2)

S3.H5- *Physical activity knowledge*

- Evaluates risks and safety factors that might affect physical activity preferences throughout

the life cycle. (S3.H5.L1)

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Chapter 116. Texas Essential Knowledge and Skills for Physical Education

Subchapter C. High School

§116.63. Lifetime Recreation and Outdoor Pursuits

(c) Knowledge and skills.

(1) Movement patterns and movement skills. The student demonstrates competency in five or

more lifetime recreational and outdoor pursuits such as backpacking, camping, hiking,

navigation, water sports, paddle sports, boater education, water safety education, angler

education, hunter education, archery, outdoor survival and safety, climbing, adventure

activities, challenge course or team building, lawn games, skating, skiing, cycling, and disc

sports. The student is expected to:

(A) demonstrate execution of basic skills in lifetime recreation and outdoor pursuits.

(B) apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.

(2) Performance strategies. The physically literate student applies movement concepts and

principles to the learning, development, and execution of motor skills applicable to the selected

lifetime recreational and outdoor pursuits. The student is expected to:

(A) modify movement during performance using appropriate internal and external feedback.

(B) identify critical elements for a successful performance during a specific activity.

(3) Health, physical activity, and fitness. The physically literate student exhibits a physically

active lifestyle that improves health and provides opportunities for enjoyment and challenge.

The student is expected to:

(A) participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.

(4) Social and emotional health. The physically literate student articulates the benefit of time

spent in recreation or outdoor pursuits to promote mental, social, and emotional health. The

student is expected to:

(A) demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected

lifetime recreation and outdoor pursuits.

(B) demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities.

(5) Lifetime wellness. The physically literate student recognizes the relationship between lifetime

recreation or outdoor pursuits and health. The student is expected to:

(A) list and describe safety equipment used in selected lifetime recreation and outdoor pursuits;

(B) explain and follow safety procedures during selected lifetime recreation and outdoor pursuits;

§116.64. Skill-Based Lifetime Activities

(c) Knowledge and skills.

(1) Movement patterns and movement skills. The physically literate student applies movement skills while participating in a minimum of five lifelong activities, including one from each of the following categories: target, striking and fielding, fitness, rhythmic, and innovative games and activities with international significance. The student is expected to:

(A) exhibit a level of competency in one or more target activities such as archery, disc golf, backyard target games, bowling, and golf.

(2) Performance strategies. The physically literate student applies tactics and strategies to be

successful in skill-based lifetime activities. The student is expected to:

(A) perform skills and strategies consistently;

(B) modify movement during performance using appropriate internal and external feedback; (C) describe appropriate practice procedures to improve skill and strategy in a sport;

(D) identify the critical elements for successful performance;