



Course Syllabus: Techniques & Strategies of Adventure/Outdoor Education
Gordon T. & Ellen West College of Education
KNES 2433 Section
Spring 2024

Contact Information

Instructor: Dr. Sandra Shawver

Office: 321 Bridwell Hall

Office hours: Mon. 9:00 AM-10:00 AM; Tue. 10:00 AM-21:00 PM; Wed. 3:00 PM-5:00 PM; and Fri. by appointment.

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Class Meeting Information

Tue/Thur. 12:30 PM – 1:50 PM

Outdoor Recreation Center (Behind Wellness & Sikes Lake Center)

In addition, some assignments will be done in D2L and Flip.

Instructor Response Policy

During the week, I will typically respond to your emails within 36 - 48 hours. Do not expect a response during the evening hours or over the weekend. Any emails received over the weekend or after a holiday will receive a response no later than the following Tuesday by 12:00 noon.

Suggested Course Materials

Textbooks:

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

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 Flipgrid assignments.

Technology: All students must have internet access and be able to: send and receive e-mail, create, send and receive Microsoft Word, Excel, Publisher or PowerPoint documents; use Google documents, sites & slides, use Desire 2 Learn portal through MSUTexas portal, download/use Flipgrid and ZOOM meeting platform for class assignments/meetings & presentations, post to discussion boards, appropriately use internet links and online websites such as Google Docs, Sites, Slides, etc.

Course Description

An 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, tent camping, etc.). The course will examine history, philosophy, theory, professional standards, and individual skill acquisition.

Student Email Usage

- You are required to use your MSU D2L or MSUTexas email address for all correspondence during this course. Check that your MSUTexas email address is the one listed in your D2L Personal Information.
- Using your MSUTexas address ensures your privacy. If you have a different email account, you can forward your MSUTexas email to that account, but I will only send and respond to emails within the MSUTexas address.
- Please make sure to include your name and course number in any email that you send.
- You are required to check your MSUTexas email a minimum of two (2) days per week.

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.

Course Objectives/Learning Outcomes (See Addendum)

1. Display competence in the following outdoor skills: rustic camping, navigation, target shooting, and canoe paddling. Competency 002 a, b, Competency 005 b; SHAPE S1.H1.L1 & S1.H1.L2; TEKS 116.63.(c)(1)A & B, (c)(2) B; TEKS 116.64 (c)(1)a, (c)(2)a, b, c & d.
2. Demonstrate effective teaching skills for a variety of outdoor related activities. Competency 010 b & e, SHAPE S3.H2.L2 & S3.H3.L1, S3.H3.L2; TEKS 116. 63.1(c)(1)b, 2 (c); TEKS 116.64 (c)(2)c & d.
3. Identify the social, physiological and emotional needs of participant’s/students and adapt activities to meet the needs of specific groups/individuals. Competency 002 c, Competency 011 d, SHAPE S3.H3.H1 & S3.H3.L2; TEKS 116.63 (c)(3)a, (c)(4)a & b; TEKS 116.64 (c)(2)b, c & d.
4. Display understanding of incorporating administrative practices of risk management. Competency 005 c, d; SHAPE S3.H5.L1; TEKS 116.63 (c)(3)a, (c)(4)a & b, (c)(5)a & b
5. Demonstrate a basic level of ecological literacy in natural environments encountered during the curriculum. Competency 005 e, SHAPE S3.H3.L1; TEKS 116.63 (c)(1) b.

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](#)

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, MSUTexas 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 Clark Student Center, Room 168, (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](#).

Professional Conduct, Attire & Disposition

During this course you will be expected to deal with the subject area, the instructor(s), the teaching assistant(s), your classmates, and yourself in a professional manner. Attending classes, meetings, completing your tasks in a timely and well-prepared manner, communicating with the instructor and your classmates in a respectful manner is part of professional conduct. The textbooks and the notes on D2L are references to help you prepare for the assessments and exams in this course. Class sessions are not designed to paraphrase the textbooks for you. In order to understand the activities performed in this course and perform well on the assessments and exams, you will need to read the textbook and D2L material beforehand.

Professional Attire

Included in professional conduct is professional physical activity attire. Appropriate professional physical activity attire includes, but is not limited to, warm-up pants and/or jacket, shorts, collared shirts, T-shirts, tennis shoes, and socks. Pants or shorts must be appropriate in length, and both should be worn at the natural waistline and NOT below natural waistline. T-shirt must NOT have any obscenities, holes, or be unclean. In addition, hats, caps, or head covers are not to be worn during indoors class activities. For safety reason, jewelry should be limited to stud earrings within the ears and be careful of necklaces, bracelets, and watches. Take into consideration that other people might interpret exposed tattoos or body piercing other than within the ears as offensive

Disposition

Your attitude and disposition toward the activities and requirements of the course will have an affect on your overall ability to complete the course successfully. It is understood that for some many of the individual activities will be new and take you out of your comfort zone. It is expected that each

student will do their best to support and encourage their peers while attempting all skills and activities to the best of their ability as well.

Unless students are asked to use their cell phone for a specific activity, all cell phones during the class period. If at any time during this course, the instructor feels that a student is not meeting the professional conduct statement s/he will be asked to readdress his/her behavior or dress. If the student refuses to comply with the professional conduct statement the instructor reserves the right to ask the student to remove him/herself from the class until further notice and the student will lose all participation points and any other points for that class period.

Grading/Assessment

Assignment Overview and Grading Criteria

Due dates will be shared in D2L or in class. All assignments unless otherwise stated in the individual instructions are required to be submitted as a Microsoft Word document. 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 have a minimum automatic 5 point deduction for each day late. Do not wait until the last minute on any of your work!!

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 heading should have your names, the class and section number, and be right-justified on the page. No cover page is needed. Papers that do not follow this format will not be accepted or graded.

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.

Grades for each assignment will be posted in the D2L course grade book.

Course Grade

Table 1: Points allocated to each area

Quizzes (6 @ 15 pts)	90
Discussions/Flip Grids (5 @ 10 pts)	50
Skill Assessment (10 @ 10 pts)	50
Camping Trip (set up; meal plan/prep; tear down)	180
Online & in-class assignments (5 @ 20 pts)	100
Professional Conduct/Disposition	50
Final Exam	50
Total Points	570

Table 2: Total points for final grade.

Grade	Points
A = 90%	513 +
B = 80 %	456 - 512
C = 70%	399 - 455
D = 60%	342 - 398
F = 59%	Less than 342

Quizzes/Exams

These assignments are to check students understanding of knowledge on each of the chapters and information covered. The exams will be done in class or through the D2L platform, each quiz will be timed.

Final Exam

Final exam will cover all chapters and information from the semester. It will be a timed test and is scheduled for May 2023 in class.

Extra Credit

An individual introduction flipgrid submitted by the due date will be worth an additional 3 points. If there is a special event put on by the university that the professor deems as valuable to the students, she reserves the right to add attendance of the event as extra credit to the course.

Make Up Work/Tests

Unless contacted by the student a minimum of 1 week prior to an assignment or quiz due date no make-up work or test will be allowed. In the case of an unexpected emergency that incident will be evaluated and decided upon on a case by case situation by the instructor.

Important Dates

Last day for term schedule changes: : Check date on [Academic Calendar](#).

Deadline to file for graduation: Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).

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.

Online Computer Requirements

Taking this course 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 that 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](#).

Instructor Class Policies

Citation & 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.

Late Assignments

Students are expected to submit classroom 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. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

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 2022-2023](#)

College Policies

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) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

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.

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.

Tentative Course Schedule

Week	Activities/Assignments/Exams	Assignment/Due Date
Week 1: Jan. 16 18	Introduction, Knots & Environment	-
Week 2: Jan. 23 & 25	Archery	-
Week 3: Jan 30 & Feb 1	Archery	- Explore Outward Bound & Leave No Trace Websites
Week 4: Feb 6 & 8	Astronomy & Navigation	- Night Sky Assignment Due Feb 16.
Week 5: Feb 13 & 15	Geocaching & Orienteering	- Complete Leave No Trace Training for Recreational Training online
Week 6: Feb 20 & 22	Bouldering/Rock Climbing	- BBB YMCA
Week 7: Feb 27 & 29	Angling	
Week 8: Mar 5 & 7	Target Shooting	-
Week 9: Mar 12 - 14	Spring Break	-
Week 10: Mar 19 & 21	Canoeing/Kayaking Camp Site Management	-

Week	Activities/Assignments/Exams	Assignment/Due Date
Week 11: Mar 26 & 28	Shelters & Tents/ Meal Planning	-
Week 12: Apr 2 & 4	Canoeing & Kayaking	-
Week 13: Apr 11 - 13	Camping Trip (2 nights)	TBA
Week 14: Apr 16 & 18	TBA	-
Week 15: Apr 23 & 25	Skills Test: Navigation/Geocache/Orienteer & Archery	-
Week 16: Apr 30 & May 1	Skills Test Angling, & Canoe,	-

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, April 11th. We will return no later than 5:00PM on Saturday, April 13th 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.

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;