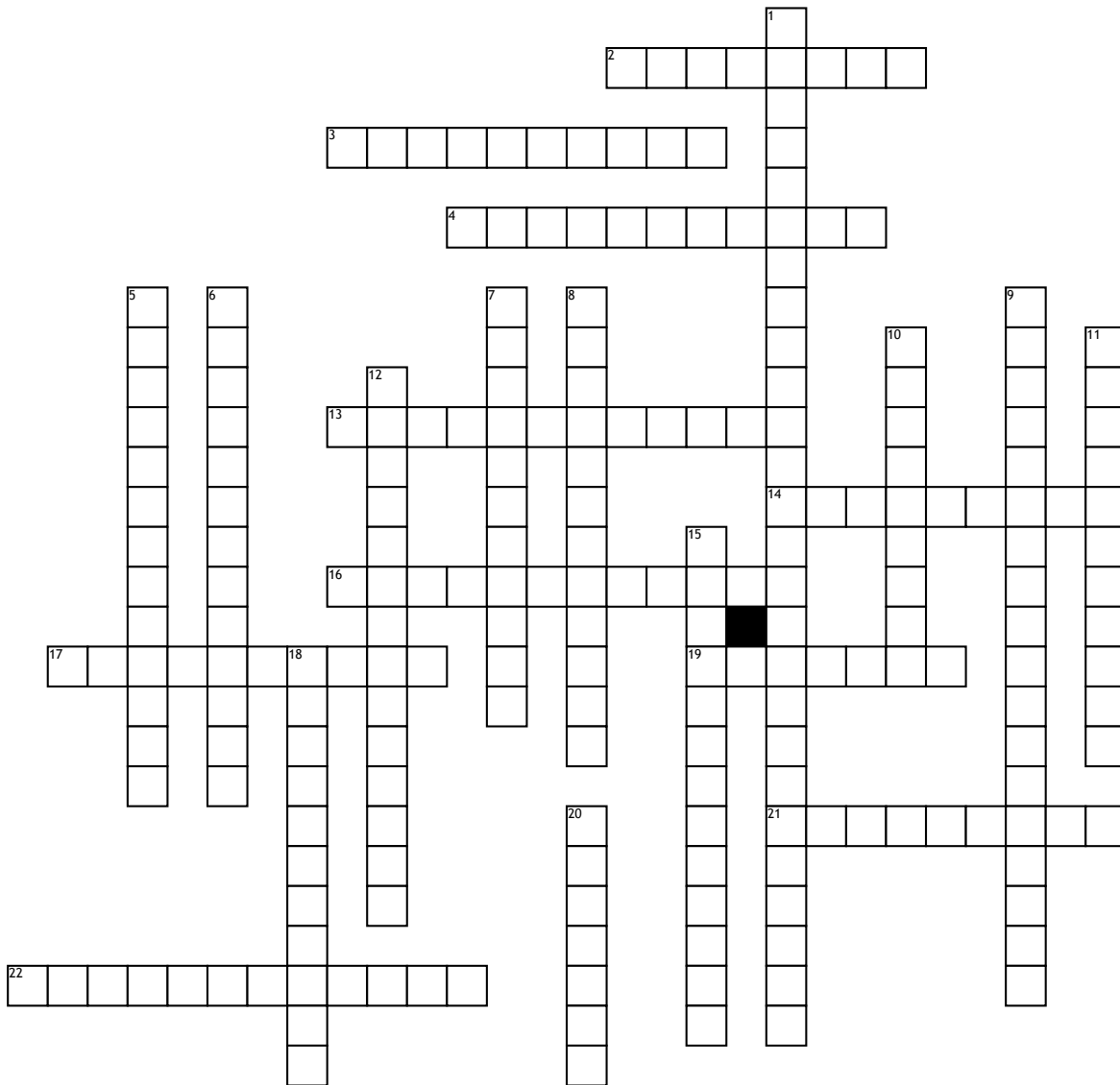


# Learning Experiences and Task Presentation



**Across**

- 2. good cues have 4 characteristics: (blank), critical to the task being presented, few in number, appropriate to the learner's age and stage of learning
- 3. the skill is performed in changing environments
- 4. the environment conditions surrounding performance of the skill stay the same during performance
- 13. the learning experience must provide maximal activity or practice time for all students at an appropriate level of ability
- 14. the best task presentation in the world is worthless unless the teacher has the (blank) of the students
- 16. teachers must initially define the area of the field or gymnasium that will be considered the (blank)
- 17. the three words that are used to describe what it's meant to be skillful; effectiveness, efficiency, (blank)

- 19. laws that offer compensation to individuals harmed by the unreasonable actions of others
- 21. You can group students by; gender, (blank), interest, social compatibility, size, and chance.
- 22. the learning experience must have the potential to improve the motor performance/activity skills of students

**Down**

- 1. instructional arrangements for people, time, space and equipment
- 5. the specific movement experiences that constitute learning experiences in physical education
- 6. For younger children, what is the best way to check for understanding?
- 7. summary cues can serve as (blank) cues for the teacher and establish a common language for teacher feedback
- 8. Teachers begin their class by informing their students what they will be doing that day

- 9. is defined as a set of instructional conditions and events that gives structure to student experience and is related to a particular set of teacher objectives
- 10. for beginner learners, you teach them the (blank) rather than refining motor skills
- 11. a phrase that identifies and communicates to a performer the critical features of a movement skill or task
- 12. the learning experiences must be appropriate for the experiential level of all students
- 15. the learning experience should have the potential to integrate psychomotor, affective, and cognitive educational goals whenever possible
- 18. one of the biggest time wasters in physical education classes is the inefficient (blank)
- 20. tasks that provide for little student choice