

Physical Education Standards

FINAL

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PHYSICAL EDUCATION STANDARDS

- Standard I.** The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
- Standard II.** The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
- Standard III.** The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.
- Standard IV.** The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.
- Standard V.** The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- Standard VI.** The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
- Standard VII.** The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts.
- Standard VIII.** The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.
- Standard IX.** The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.
- Standard X.** The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

Standard I. The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–4</i></p> <p>The beginning teacher knows and understands:</p> <p>1.1k physiological and biomechanical principles in relation to movement and sports activities;</p> <p>1.2k movement patterns and forms and their components;</p> <p>1.3k movement concepts (e.g., space, direction, level) and principles (e.g., absorption of force);</p> <p>1.4k activities that promote development of locomotor, nonlocomotor, body control, manipulative, and rhythmic skills;</p> <p>1.5k the appropriate sequencing of motor skills acquisition based on characteristics of learners;</p> <p>1.6k how physical developmental changes influence motor skill acquisition and performance;</p> <p>1.7k key elements in combinations of locomotor skills, demonstrations of agility and balance, dance steps and sequences, and movement sequences that combine traveling, rolling, balancing, and weight transfer; and</p> <p>1.8k key elements of mature movement patterns (e.g., throw, jump, catch) and various manipulative skills (e.g., volley, dribble, punt, strike).</p>	<p><i>Teachers of Students in Grades EC–4</i></p> <p>The beginning teacher is able to:</p> <p>1.1s apply physiological and biomechanical principles to movement and sports activities;</p> <p>1.2s use movement concepts and principles to develop students’ motor skills;</p> <p>1.3s demonstrate basic motor skills and movement patterns with competence;</p> <p>1.4s provide developmentally appropriate learning experiences that enhance students’ locomotor, nonlocomotor, body control, manipulative, and rhythmic skills;</p> <p>1.5s modify and adapt movement activities based on individual student needs; and</p> <p>1.6s evaluate movement patterns to help students improve performance of motor skills and to integrate and refine motor and rhythmic skills.</p>

Standard I. The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teachers Can Do</p>
<p><i>Teachers of Students in Grades 4–8</i></p> <p>The beginning teacher knows and understands:</p> <p>1.9k all content specified for teachers in grades EC–4;</p> <p>1.10k motor learning concepts (e.g., positive transfer of learning, feedback);</p> <p>1.11k similar movement concepts and elements in a variety of sports skills;</p> <p>1.12k a variety of strategies and tactics designed to improve students’ performance, teamwork, and skill combinations in games and sports; and</p> <p>1.13k rules, safety practices, and conditioning programs for individual sports, team sports, dance sequences, and outdoor pursuits.</p>	<p><i>Teachers of Students in Grades 4–8</i></p> <p>The beginning teacher is able to:</p> <p>1.7s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8;</p> <p>1.8s use movement concepts and principles to promote refinement of motor skills and acquisition of specific movement and sports skills;</p> <p>1.9s apply motor learning concepts (e.g., positive transfer of learning, feedback) to improve students’ motor skills; and</p> <p>1.10s modify activities, games, and sports to improve performance, combine skills, or practice specific sports skills in game-like situations.</p>
<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher knows and understands:</p> <p>1.14k all content specified for teachers in grades EC–8; and</p> <p>1.15k key elements of successful performance in individual and team sports.</p>	<p><i>Teachers of Students in Grades 8–12</i></p> <p>The beginning teacher is able to:</p> <p>1.11s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12;</p> <p>1.12s provide opportunities for students to pursue individual interests and refine various movement skills; and</p> <p>1.13s create and modify activities that provide practice to improve students’ performance in selected skills.</p>

Standard II. The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–4

The beginning teacher knows and understands:

- 2.1k structures and functions of major body systems and how these systems adapt to physical activity;
- 2.2k how various factors (e.g., rest; nutrition; tobacco, alcohol, and other drugs) affect physical performance and health;
- 2.3k principles and benefits of warm-up and cool-down exercise procedures;
- 2.4k key principles and concepts (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) and their significance in relation to physical activity, health, and fitness; and
- 2.5k the benefits of an active lifestyle.

Application: What Teachers Can Do

Teachers of Students in Grades EC–4

The beginning teacher is able to:

- 2.1s implement activities that promote student awareness of fitness concepts;
- 2.2s apply knowledge of anatomy, kinesiology, and physiological principles to design and modify activities that promote fitness;
- 2.3s use procedures for proper warm-up and cool-down exercises;
- 2.4s promote student understanding of how behavior choices affect personal health;
- 2.5s model and explain strategies for maintaining good health behaviors;
- 2.6s inform students and parents/caregivers about opportunities for physical activity in the school and community and the benefits of an active lifestyle; and
- 2.7s provide students with a variety of physical activities.

Standard II. The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 4–8

The beginning teacher knows and understands:

- 2.6k all content specified for teachers in grades EC–4;
- 2.7k principles of training and exercises and activities appropriate for improving health-related fitness components;
- 2.8k the physiological changes that accompany moderate and vigorous physical activity;
- 2.9k the effects of stress on the body and the benefits of stress management techniques;
- 2.10k motivational strategies that promote participation in lifelong physical activities;
- 2.11k appropriate methods, including technological methods, for evaluating, monitoring, and improving fitness levels; and
- 2.12k attitudes, myths, and contraindicated practices related to physical activity and health.

Application: What Teachers Can Do

Teachers of Students in Grades 4–8

The beginning teacher is able to:

- 2.8s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8;
- 2.9s evaluate and select appropriate activities for improving cardiovascular endurance, flexibility and posture, muscular strength and endurance, and body composition;
- 2.10s assess potential health risks involved in exercising (e.g., effects of environmental conditions on circulatory and respiratory systems) and recommend prevention techniques;
- 2.11s teach students to assess their interests and capabilities in order to motivate participation in lifelong physical activities;
- 2.12s use appropriate methods for evaluating, monitoring, and improving students’ health and fitness levels; and
- 2.13s educate students about common misconceptions and faulty practices (e.g., contraindicated exercises and body positions) related to physical activity, health, exercise, and diet.

Standard II. The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 2.13k all content specified for teachers in grades EC–8;
- 2.14k the physiological effects of physical activity during and after exercise; and
- 2.15k proper nutrition and the effects of eating and exercise patterns on personal health (e.g., weight control, self-concept) and physical performance.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 2.14s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12;
- 2.15s provide students with learning opportunities that promote enjoyment of fitness activities and emphasize the benefits of an active lifestyle; and
- 2.16s apply nutrition, fitness, and wellness concepts to help students design, implement, and maintain personal fitness programs.

Standard III. The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.

<p>Teacher Knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC–4</i></p> <p>The beginning teacher knows and understands:</p>	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Students in Grades EC–4</i></p> <p>The beginning teacher is able to:</p>
<p>3.1k the importance of rules, discipline, procedures, and etiquette in physical activities and games;</p>	<p>3.1s use instructional techniques that promote student understanding and application of rules, procedures, etiquette, and fair play in games and activities;</p>
<p>3.2k appropriate skills and strategies for managing student behavior;</p>	<p>3.2s model and teach appropriate skills and strategies for maintaining responsible behavior and resolving conflicts;</p>
<p>3.3k responsible personal and social behaviors (e.g., self-control, cooperation, support of teammates) and ways to structure physical activities to develop such behaviors;</p>	<p>3.3s teach students to use positive social behaviors (e.g., turn taking, treating opponents with respect and courtesy) in games and activities;</p>
<p>3.4k personal and social benefits of participating in physical activities, games, dance, outdoor pursuits, and sports;</p>	<p>3.4s motivate students to support and participate in physical activities in school and community settings;</p>
<p>3.5k theories of motivation and educational practices that prompt students to participate in physical activity;</p>	<p>3.5s organize, allocate, and manage resources in the learning environment (e.g., time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences and to minimize management time;</p>
<p>3.6k principles, benefits, and limitations of various class management strategies in physical activity settings;</p>	<p>3.6s use effective techniques and monitoring strategies to promote on-task behavior; and</p>
<p>3.7k factors that promote intrinsic motivation and strategies for helping students become self-motivated; and</p>	<p>3.7s use effective strategies for handling logistics related both to activity organization and scheduling and to the availability and use of facilities, supplies, equipment, staff, and other resources.</p>
<p>3.8k how to organize and manage heterogeneous physical education classes to promote positive interactions and active engagement in learning for all students.</p>	

Standard III. The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 4–8

The beginning teacher knows and understands:

- 3.9k all content specified for teachers in grades EC–4;
- 3.10k the role of physical activities, games, sport, and dance in the development of social skills;
- 3.11k the importance of cooperation, competition, collaboration, teamwork, etiquette, and sport ethics in physical activity contexts; and
- 3.12k the role of physical education in the development of self-management skills.

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 3.13k all content specified for teachers in grades EC–8;
- 3.14k that character and skills (e.g., leadership, conflict management) can be developed through participation in physical activities, games, dance, outdoor pursuits, and sports; and
- 3.15k techniques and activities for promoting self-assessment, goal-setting, and self-monitoring skills in relation to physical activity and health.

Application: What Teachers Can Do

Teachers of Students in Grades 4–8

The beginning teacher is able to:

- 3.8s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8;
- 3.9s use physical activities to promote social development and positive social behaviors, including sport ethics, teamwork, leadership, compassion, consideration for others, fairness, and respect for diversity;
- 3.10s promote student understanding and acceptance of the roles and decisions of game officials; and
- 3.11s provide learning opportunities that promote self-management skills, including responsibility, self-control, perseverance, and the ability to manage success, failure, and challenge.

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 3.12s apply all skills specified for teachers in grades EC–8, using content and contexts appropriate for grades 8–12;
- 3.13s promote students' problem-solving and decision-making skills in physical activities by analyzing causes of problems and potential solutions; and
- 3.14s use goal-setting procedures to promote students' ability to establish realistic short- and long-range goals for improvement and monitor students' progress in achieving those goals.

Standard IV. The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.

<p>Teacher Knowledge: What Teachers Know</p> <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p>	<p>Application: What Teachers Can Do</p> <p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p>
<p>4.1k characteristics and processes of physical, cognitive, social, and emotional development in children and their influence on learning;</p> <p>4.2k the psychology of learning, including how students learn, construct knowledge, and acquire and retain skills;</p> <p>4.3k typical developmental progressions in all domains (i.e., physical, cognitive, social, emotional) and the significance of individual differences in growth and development;</p> <p>4.4k strategies that students with diverse strengths and needs can use to develop content-area vocabulary and to determine word meaning in content-related texts; and</p> <p>4.5k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts.</p>	<p>4.1s analyze how developmental factors affect learning and consider these factors when making instructional decisions;</p> <p>4.2s assess developmental needs in all domains (i.e., physical, cognitive, social, emotional) in order to design and adapt instruction;</p> <p>4.3s recognize individual differences in growth and development and apply modified instruction;</p> <p>4.4s use contemporary physical education models and best practice guidelines to plan and implement learning opportunities that are appropriate to students’ developmental needs and characteristics;</p> <p>4.5s teach students to reflect on prior knowledge, experiences, and skills and prompt them to assume responsibility for their own learning;</p> <p>4.6s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts; and</p> <p>4.7s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies and how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries.</p>

Standard V. The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 5.1k differences in approaches to learning and physical performance, as well as instruction that uses students’ strengths as the basis for growth;
- 5.2k areas of special needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning;
- 5.3k how learning may be influenced by individual experiences, talents, and prior learning, as well as by economic, cultural, family, and community background; and
- 5.4k that all students can develop motor skills successfully and enjoy physical activity.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 5.1s select and implement developmentally appropriate instruction that is responsive to students’ individual needs;
- 5.2s use appropriate strategies, services, and resources to address special and diverse learning needs;
- 5.3s create a learning environment that respects varied talents, values, and perspectives and incorporates students’ personal, family, cultural, and community experiences; and
- 5.4s create and modify games and activities to ensure that all students have an equal opportunity to participate, learn, be successful, and enjoy physical activity.

Standard VI. The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>6.1k short- and long-term instructional goals, including goals based upon the Texas Essential Knowledge and Skills (TEKS), for diverse students at different grade levels;</p> <p>6.2k various instructional resources, program models, instructional strategies, and technologies relevant to physical education;</p> <p>6.3k principles and techniques for modifying rules, games, equipment, and settings to address specific needs and objectives;</p> <p>6.4k strategies for integrating physical education concepts across the curriculum;</p> <p>6.5k principles and techniques for providing appropriate verbal and nonverbal teaching cues in physical education;</p> <p>6.6k how to provide positive, appropriate feedback to students in physical education settings;</p> <p>6.7k communication strategies to use with students to address needs, achieve goals, and advocate for physical education and lifelong activity; and</p> <p>6.8k the role of computers and other technologies in communicating, networking, and fostering inquiry about topics related to physical education.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>6.1s design and implement appropriate instruction that is based upon the Texas Essential Knowledge and Skills (TEKS);</p> <p>6.2s design and implement appropriate instruction that is safe, achieves goals, and ensures student progress, motivation, and safety;</p> <p>6.3s utilize appropriate teaching resources and curriculum materials for various purposes and objectives;</p> <p>6.4s utilize appropriate instructional strategies based on students’ developmental levels, learning needs, and program goals;</p> <p>6.5s use demonstrations and explanations to link physical education concepts to students’ experiences;</p> <p>6.6s use and adapt activities, equipment, and movement space according to the ages, learning styles, strengths, and experience levels of students;</p> <p>6.7s incorporate interdisciplinary learning experiences that allow students to integrate knowledge and skills from multiple areas;</p> <p>6.8s use appropriate verbal and nonverbal cues to promote student learning in physical activity contexts;</p> <p>6.9s apply principles of communication to help students improve movement and sports skills;</p> <p>6.10s communicate to students the importance of physical activity, health, and fitness;</p>

Standard VI. The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12 (continued)

- 6.11s publicize opportunities for physical activity in the school and community; and
- 6.12s evaluate and use various types of technologies (e.g., Internet, computer databases, videos) to communicate, network, and conduct research related to physical education.

Standard VII. The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>7.1k formal and informal assessment methods and their characteristics, advantages, limitations, and applications in physical education contexts;</p> <p>7.2k characteristics and appropriate uses of criterion-referenced and norm-referenced assessments;</p> <p>7.3k procedures for constructing, adapting, and implementing assessments for various purposes and situations in physical education; and</p> <p>7.4k how technology can be used to analyze student progress, fitness, and performance.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>7.1s utilize appropriate formal and informal assessment methods;</p> <p>7.2s use assessment data to make instructional decisions, monitor student progress, and motivate and promote student learning in physical education;</p> <p>7.3s interpret student performance and fitness data to analyze progress, provide feedback about strengths and areas needing improvement, and recommend prescriptive exercise;</p> <p>7.4s interpret assessment results and communicate results to students and parents/caregivers with sensitivity; and</p> <p>7.5s use available technology to analyze student progress, fitness, and performance.</p>

Standard VIII. The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>8.1k the purposes of self-reflection (e.g., developing and refining practices, self-assessment, problem solving) and techniques for effective self-reflection;</p> <p>8.2k resources for professional development in physical education (e.g., journals, professional associations, conferences, Internet);</p> <p>8.3k the characteristics of a good physical education program, as well as important state and national initiatives (e.g., Surgeon General’s report on physical activity and health) and their influence on physical education content and practices; and</p> <p>8.4k philosophies, trends, and issues in physical education and their effect on the goals, scope, and components of physical education programs.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>8.1s evaluate the effectiveness of program design for developing physically educated students;</p> <p>8.2s adapt or modify physical education practices or programs based on reflection, assessment data, observation of students, and program evaluation results;</p> <p>8.3s utilize professional literature, colleagues, and other resources to develop as a learner and a teacher; and</p> <p>8.4s participate actively as a member of the physical education profession and the broader educational community.</p>

Standard IX. The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher knows and understands:</p> <p>9.1k the goals and purposes of the physical education program;</p> <p>9.2k school and community resources that can aid in the development of the physical education program;</p> <p>9.3k methods and procedures for establishing and maintaining positive relations with families and community members (e.g., showing sensitivity to cultural differences, motivating the community to support physical activity and education); and</p> <p>9.4k the influence of nonschool factors (e.g., family circumstances, community settings, health and economic conditions) on learning and engagement in physical activity.</p>	<p><i>Teachers of Students in Grades EC-12</i></p> <p>The beginning teacher is able to:</p> <p>9.1s advocate for physical education and physical activity opportunities in the school and community;</p> <p>9.2s communicate the goals and objectives of the physical education program to parents/caregivers, colleagues, and community members;</p> <p>9.3s consult with counselors and other professionals in community agencies to meet student needs in the physical education program;</p> <p>9.4s use community resources to enhance physical activity opportunities;</p> <p>9.5s apply principles and procedures for consulting and collaborating with teachers, special education professionals, administrators, aides, and other colleagues to support students' learning and well-being;</p> <p>9.6s establish productive partnerships with parents/caregivers to support students' growth and well-being;</p> <p>9.7s respond sensitively to signs of student distress and seek help as needed and appropriate; and</p> <p>9.8s participate in collegial activities to make the school a productive learning environment.</p>

Standard X. The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher knows and understands:</p> <p>10.1k the legal and ethical responsibilities of a physical education teacher (e.g., in relation to confidentiality, proper supervision, standard of care);</p> <p>10.2k legal guidelines regarding student rights and teacher responsibilities (e.g., in relation to equity, inclusion, privacy, suspected child abuse);</p> <p>10.3k the inherent risks and potential liabilities associated with participation in physical activities and the methods for minimizing risk and liability;</p> <p>10.4k safety issues and procedures for physical education instruction;</p> <p>10.5k risk-management plans; and</p> <p>10.6k injury prevention, care, and management techniques.</p>	<p><i>Teachers of Students in Grades EC–12</i></p> <p>The beginning teacher is able to:</p> <p>10.1s maintain appropriate records (e.g., injury reports, emergency plans, safety rules);</p> <p>10.2s routinely inspect facilities and equipment and report potential safety hazards prior to use;</p> <p>10.3s inform students, parents/caregivers, and paraprofessionals of the risks associated with physical activities and sports;</p> <p>10.4s organize students in games and sports appropriately, according to characteristics such as age, maturity, physical size, and levels of skill and experience;</p> <p>10.5s prepare activities appropriately and monitor them to minimize risk;</p> <p>10.6s consult appropriate sources regarding legal responsibilities and risk-management issues and utilize appropriate professional development opportunities; and</p> <p>10.7s demonstrate competence in prevention techniques, first aid, CPR, and emergency procedures.</p>