

Section 1

Front Matter

Physical Education Mission Statement

To foster personal and community wellness by empowering students to attain healthy, lifelong attitudes and behaviours through physical activity as part of the total educational experience (A Curriculum Framework for Physical Education: Adjusting the Focus)

Physical Education Vision

The mission of Physical Education sees:

teachers of physical education working collaboratively to ensure that every learner attains personal wellness through planned, culturally and environmentally sensitive, daily physical activity (A Curriculum Framework for Physical Education: Adjusting the Focus)

Rationale

It has long been recognized that physical activity plays a major role in normal growth and development of children. It improves muscular strength, flexibility, strengthens cardiovascular functioning, contributes to body weight control and nurtures the development of positive self-esteem. However, recent research evidence suggests that there is cause for concern about the levels of physical activity of children and youth in Canada. In fact, Active Healthy Kids Canada concluded that,

the proportion of children and youth meeting the physical activity guidelines has increased from 9% in 2005/2006 to 13% in 2007/2008. However, we have a long way to go. Objectively measured data indicates, "87% of children and youth are not meeting Canada's physical activity guidelines of 90 minutes of physical activity a day. (Active Healthy Kids Canada Report Card Overview 2009).

To coincide with these statistics, the Heart and Stroke Foundation (2007) reports that, "These days, many children spend more and more time sitting – in class, on a school bus, using the computer, playing video games or watching TV. As a result, more than half of Canadian children aged 5 to 17 aren't active enough for their health and development" (Heart and Stroke Foundation).

Furthermore, The Canadian Research and Lifestyle Research Institute (2002) concludes, "82% of Canadian teenagers may not be active enough to meet international guidelines for optimal growth and development" (Canadian Fitness and Lifestyle Research Institute).

One of the major health concerns among children and youth in our society is obesity and is having a drastic impact on the burden of disease in Canada. In actual fact, obesity among young Canadians during the past 25 years has increased drastically.

In 1978/79, 12% of 2 to 17 year-olds were overweight and 3% were obese—a combined overweight/obesity rate of 15%. By 2004, about 1.1 million boys and girls in this age group, or 18%, were overweight, and another half a million, or 8%, were obese. This means that more than one-quarter (26%) of these young people were overweight or obese. (Margot Shields, 2004)

A substantial body of research has linked obesity with major preventable chronic diseases including Type 2 diabetes, cardiovascular diseases, hypertension, stroke, gall bladder disease and some cancers" (Canadian Population Health Initiative, 2004).

Physical Education Guiding Principles (In, About & Through Movement)

A Curriculum Framework for Physical Education: Adjusting the Focus identifies the following principals of belief about physical education:

- Physical education contributes to solving problems of poor health and decreased quality of life by providing students with experiences *In, About and Through Movement*. Experiences *In Movement (Moving and Doing)* contribute to the development of physical fitness, physical activity skills that are necessary for an active life style and an appreciation for the intrinsic value of an active life style. Education *About Movement (Understanding and Applying)* fosters student understanding of movement and its place in the personal quest for wellness. Education *Through Movement (Cooperation and Responsibility)* provides students with opportunities to understand the social and environmental context in which they live, to develop personal strategies to live in harmony within that context and to appropriately work toward changes where necessary.
- Physical education provides students with opportunities to participate in a wide range of activities, solve individual and group problems within an active learning environment and apply their solutions to authentic situations where their problem-solving capabilities can be immediately demonstrated through activity.
- Physical education is a curriculum area which seeks to engage students in active living to improve physical well being, build knowledge of the activity requirements of the human body, and apply that knowledge in planning socially responsive activities. Through physical education, students can learn knowledge and skills to positively effect change in their personal lives and the world in which they live. As a result, students build positive self-esteem and become contributing members of society.

- For students to obtain maximum benefit from physical education, they should be exposed to a Quality Daily Physical Education (QDPE) program. A QDPE program is delivered by a physical education teacher and provides students with consistent, balanced and planned activities on a regular basis.
- Physical Education, entrenched in active living:
 - A. Promotes a way of life in which physical activity is valued, enjoyed and integrated into daily life.
 - B. Promotes the principle of individual choice by responding to learners' individual needs, interests and circumstances.
 - C. Provides a unique contribution to lifelong development of all learners, enhancing their physical, cognitive, social, emotional and spiritual well-being.
 - D. Facilitates learning processes which encourage critical thinking, thereby affecting the learners' personal wellness and the well-being of society.
 - E. Nurtures individual self-reflection and consciousness which preserve human rights and the development of supportive and sustainable environments for all citizens.
 - F. Assists in the development of a 'whole world view' and empowers the learner to become proactive within the local, regional and global contexts for active living.

Overview of the Program

In keeping with the curriculum orientation advocated in *A Curriculum Framework For Physical Education: Adjusting The Focus*, this guide takes a Personal-Global Curriculum Orientation. In this orientation, the uniqueness of each learner and his/her developmental needs as an individual are acknowledged. As well, the orientation addresses global societal issues. The need for ongoing social change is acknowledged and each individual's ability to contribute is promoted and celebrated.

The focus of the physical education program is three-fold. First, the need for individuals to develop their personal wellness through active living. Second, the need for individuals to develop and understand personal movement skills that contribute to an active lifestyle throughout life. Third, to develop critical thinking abilities and be able to apply them in solving movement and societal problems which affect opportunities to continue an active lifestyle.

To accomplish the program focus, a broad range of movement activities are employed in nine movement themes. In each theme, students are given opportunities to participate in movement activities, experiment with movement techniques,

learn rules/strategies, help others and participate in demonstrations or activities. Pettifor (1999), supports this and concludes,

a well designed Physical Education program teaches developmentally appropriate skills and concepts in a logical sequence responding to the individual needs of each student in a caring, compassionate, supportive manner (Human Kinetics).

Therefore, it is recommended that instruction be developmental, short, concise and contain bursts of activity with short rest periods.

The Learning Environment

Characteristics of the Kindergarten Learner

The pages that follow identify characteristics of a Kindergarten child with respect to cognitive, social/emotional, and physical growth and development.

While general characteristics have been identified, there is a need to recognize that changing characteristics are on a continuum with many variations and that each child is a unique individual. Any attempt to “classify” must be avoided.

The astute teacher, through experience, careful observation and on-going evaluation will recognize patterns of growth and development within each class and will adapt, modify or individualize learning experiences accordingly. If sufficient attention is given to the nature of the learner and if learning activities are carefully planned and sequenced, physical education will be a positive and joyful experience for all students.

*Cognitive Development
(Characteristics)*

The Kindergarten Student:

- Understands about 13,000 words
- Has a rapidly expanding vocabulary
- Uses 5-8 words in a sentence
- Likes to argue and reason; The words "because" is often used
- Knows basic colors like red, yellow, blue, green, orange
- Able to memorize address and phone number
- Understands that stories have a beginning, middle, and end
- Able to remember stories and repeat them
- Enjoys creating and telling stories
- Understands that books are read from left to right, top to bottom
- Enjoys riddles and jokes
- Draws pictures that represent animals, people, and objects
- Enjoys tracing or copying letters
- Can place objects in order from shortest to tallest
- Can understand and use comparative terms like big, bigger, or biggest
- Sorts objects by size
- Identifies some letters of the alphabet and a few numbers (if taught)
- Understands "more," "less," and "same"
- Counts up to 10 objects
- Recognizes categories ("These are all animals; these are all toys.")
- Understands before and after, above, and below
- Block and dramatic play is much more elaborate and complex
- Has good attention span and can concentrate well
- Is project minded - plans buildings, play scenarios, and drawings
- Interested in cause and effect
- Can understand time concepts like yesterday, today, and tomorrow
- Knows full name, address and age
- Loves to learn
- Can usually separate fact from fantasy

Source:

Arpin, Marcia (2002). *All The Daze Productions: Childhood Development*. Retrieved January 20, 2010 from the World Wide Web: <http://www.allthedaze.com/development5.html>

*Social/Emotional
Development
(Characteristics)*

The Kindergarten Student:

- Invents games with simple rules
- Organizes other children and toys for pretend play
- Still confuses fantasy with reality sometimes
- Often fears loud noises, the dark, animals, and some people
- Can take turns and share, but doesn't always want to
- Expresses anger and jealousy physically
- Likes to test muscular strength and motor skills, but is not emotionally ready for competition
- Carries on conversations with other children and adults
- Often excludes other children in play - best friends only
- Uses swear words or "bathroom words" to get attention
- Sometimes can be very bossy
- Likes to try new things and take risks
- Likes to make own decisions
- Notices when another child is angry or sad - more sensitive to feelings of others
- Prefers company of one or two children at a time; may become bossy or sulky when others join in
- Likes to feel grown up; boasts about self to younger, less capable children
- Begins to have a very basic understanding of right and wrong
- Plays contentedly and independently without constant supervision
- Takes turns and shares (sometimes)
- Understands and respects rules - often asks permission
- Understands and enjoys both giving and receiving
- Enjoys collecting things
- Sometimes needs to get away and be alone
- Can understand relationships between people and similarities and differences in other families
- Seeks adult approval
- Sometimes critical of other children and embarrassed by own mistakes
- Less fearful of the world than toddlers because understands the world better
- Has a good sense of humor, and enjoys sharing jokes and laughter with adults

Source:

Arpin, Marcia (2010). *All The Daze Productions: Childhood Development*. Retrieved January 20, 2010 from the World Wide Web: <http://www.allthedaze.com/development5.html>

*Physical Development
(Characteristics)*

The Kindergarten Student:

- Weight: 31-57 pounds
- Height: 39-48 inches
- Requires approximately 1,700 calories daily
- Sleeps 10-11 hours at night
- May begin to lose baby teeth and acquire secondary teeth
- Able to dress self with little assistance
- Learns to skip
- Throws ball overhead
- Catches bounced balls
- Rides a tricycle skillfully; may show interest in riding a bicycle with training wheels
- Balances on either foot for 5-10 seconds
- Uses a fork and knife well
- Cuts on a line with scissors
- Left or right hand dominance is established
- Walks down stairs, alternating feet without using a handrail
- Jumps over low objects
- Can run, gallop, hop and tumble
- Can skip and run on tiptoe
- Can jump rope
- Interested in performing tricks like standing on head, performing dance steps
- Capable of learning complex body coordination skills like swimming, ice or roller skating, and riding bicycles
- May be able to tie shoelaces
- May be able to copy simple designs and shapes
- Has increased poise and coordination
- Dresses and undresses with little assistance (can button and zip)
- Ascends stairs with alternating feet

Source:

Arpin, Marcia (2002). *All The Daze Productions: Childhood Development*. Retrieved January 20, 2010 from the World Wide Web:<http://www.allthedaze.com/development5.html>

Program Dimensions and Application

As briefly mentioned (p. 9), the three major dimensions that the kindergarten physical education program is based on are: *In Movement* (Moving and Doing), *About Movement* (*Understanding and Applying*) and *Through Movement* (*Cooperation and Responsibility*). There are nine activity themes presented in this program with outcomes that address each of the three dimensions (See Section 2).

- Through the outcomes of the “*Moving and Doing (Psychomotor)*” dimension, students actively participate in activity and the emphasis is on the learner as a mover. The student will gain knowledge about how to move and will be able to demonstrate correct movement techniques specific to the theme being implemented.
- Through the outcomes of the “*Understanding and Applying (Cognitive)*” dimension, the focus is on developing cognitive processes through learning rules, procedures and concepts specific to a particular theme. This dimension deals with critical and creative thinking skills used to pose and solve movement problems and the ability to assess attitudes and behaviors during participation in activity. Movement skills and concepts may be introduced, practiced, observed, analyzed and researched as to their origin or use in other cultures and games.
- Through the outcomes of the In “*Cooperation and Responsibility (Affective)*” dimension, the kindergarten physical education student is able to develop in areas related to the affective domain. These areas include social, moral and personal development. Outcomes are presented to help the student learn socially responsive behaviors, develop personal responsibility for the social, physical and natural environment and show personal development in self-esteem, leadership, decision making, cooperation and respect for others.

These three dimensions, along with the themes and outcomes for kindergarten, promote “Active Living” through physical education.

The Personal Meaning Model

The Personal Meaning Model is the basis for the kindergarten physical education program and movement education. The themes presented stem from three fundamental areas: Games, Rhythmic Activities and Body Management and Orientation. These areas provide a variety of ways for students to gain personal meaning through participation in physical activity. The following, taken from “*A Curriculum Framework for Physical Education: Adjusting the Focus*”, shows how the Personal Meaning Model is used to develop the outcomes for kindergarten physical education.

Individual Development

Students will be involved in a variety of activities that provide personal meaning for them. The range of activities include games-related activities, outdoor, dance/rhythmics and individual activities. In kindergarten, the teacher will make the majority of the decisions, however, in response to a particular class, individual students and developmental levels.

The student may develop personal meaning in many ways. Some areas which may be used to design specific themes are:

- enhancing self-esteem
- feeling good, stress release, catharsis
- joy of movement, joy of effort
- excitement
- coping with risk
- adaptability
- perseverance

The Personal Meaning Model emphasizes connections between individuals and groups to integrate the needs of the individual with the needs of a group or community. Cooperating and competing in physical activities are important concepts.

Individual aspects of cooperative activities include:

- taking risks
- compromising
- contributing

Individual aspects of competitive activities include:

- respecting rules
- respecting boundaries
- spatial awareness

Social Interaction

The Personal Meaning Model will provide the opportunity for the development of group skills. Competition and cooperation require both individual and group abilities. The group skills may involve playing alongside others, playing against others in different sized groups and working with teammates against opponents. The program provides for deliberate teaching of such relationships between the individual and others, using movement as the medium.

Themes may be organized around:

- playing together in cooperative activities
- cooperating with a partner against another pair

Addressing the Needs of All Learners

Communication and listening skills are critical and include:

- giving and accepting feedback and constructive criticism
- giving and accepting responses to winning and losing
- willingness to share ideas
- care about ideas of others

Students will gain an appreciation of the differing abilities of others within society. The following activities may help students to recognize and develop acceptance of differing abilities:

- working with students of differing abilities
- adapting activities to include all students
- mixed grade activities
- participating with community members

Physical education is developed to address the needs of all learners. All children, regardless of their needs, are integrated into the physical education program, making the program inclusive. In particular, inclusion of students with special needs is based on the abilities of the particular student. Programs may have to be adjusted, modified, or changed significantly to meet the needs of all learners.

The teacher must be aware of the needs of all students and consideration must be given to the age, experience, special talents, support, health and social maturity of the student when developing a program to include everyone.

Safety is a major concern when considering the inclusion of students with special needs. Knowing the students, their abilities and limitations will help ensure safety.

The adaptability of a program is key to ensuring the outcomes of the program are met by all students. Sometimes adjustments need to be made to instructional practices, the learning environment, equipment, resources or evaluation strategies so that outcomes are met. In some cases, modified or alternate programs may have to be developed with input from the Individual Support Services Plan (ISSP) team, which includes the physical education teacher.

The basic needs of all students in a physical education program are similar. These needs include: to feel important, to receive attention, to feel confident and to improve movement skills.

All students learn from experience, respond to activity and need reassurance and encouragement no matter what their skill and ability level. Further information is provided in “*A Curriculum Framework for Physical Education: Adjusting the Focus*”.

The Personal-Global orientation attempts to make connections between local, regional and global communities. Relating the local community to the world opens the gymnasium doors for cross-curricular connections. For example:

- Multicultural activities such as games and dances from around the world can be used to make global connections.
- Cultural activities closer to home should also be explored to allow students to make connections between local communities (Labrador Winter Games and Inuit Games).
- Multicultural physical activities lend themselves to connections with other subject areas (i.e. Social Studies).
- Connections can be made between physical activities and the natural environment. Through incorporating environmental curriculum materials such as "Project Wild" students may participate in outdoor activities to create an awareness of environmental opportunities and concerns. "Project Wild" is one of the most widely used conservation and environmental education programs among educators of students in kindergarten through high school.

The 2010 kindergarten curriculum "**Completely Kindergarten**" is a great cross-curricular resource that links outcomes from science, math, health, music, physical education and language arts with each other. In section 2, curriculum outcomes of this guide, cross-curricular links are provided to various subject areas.

Differentiated Instruction

The aim of differentiated instruction is to maximize each student's growth by creating developmentally appropriate learning opportunities. This means meeting each student where he or she is and helping the student to progress by offering a continuum of choices within open-ended activities. Learning activities and materials may be varied by difficulty and pace to challenge students at different readiness levels, by topic in response to students' interests and by students' preferred ways of learning or expressing themselves.

Differentiated instruction, therefore, is based on the following beliefs:

- Students differ in their learning profiles.
- Curriculum needs to be varied in content, process, and product.
- Classrooms in which students are active learners, decision makers and problem solvers are more natural and effective than those in which students are served a "one-size-fits-all" curriculum and treated as passive recipients of information. The key to a differentiated physical education classroom is that all students are matched with tasks compatible with their individual learner profiles.

Implementing Differentiated Instruction in the Classroom

Differentiating Content

Content can be described as the knowledge, skills, and attitudes we want children to learn. Differentiating content requires that students are given choices in topics of interest or are pre-tested so one can identify appropriate curriculum for groups of students.

Differentiating Process

Varying learning activities or strategies provides appropriate methods for students to explore concepts. This is the most common way to differentiate process. It is important to give students alternative ways to approach concepts. Varying the complexity can very effectively facilitate differing levels of cognitive processing for students of differing ability.

Differentiating Product

Differentiating the product means varying the complexity or type of product/response that students create to demonstrate mastery of the skills and/or concepts. Allowing students to “show what they have learned” through multiple modalities allows students who struggle to demonstrate mastery. Role-plays, demonstration experiments, posters, etc. are alternatives that allow students with differing learning profiles to be successful.

Cross-Curricular Links

Many opportunities exist for integrating physical education into other areas of curriculum at the kindergarten level. Utilizing physical activity as the learning medium, the following suggestions for curriculum integration may provide additional ideas for promoting quality daily physical education and active living. See also the specific curriculum outcomes in section two for curriculum outcome links.

- **Health:** discussion and planning for fitness, nutrition, hygiene, well-being and active living.
- **Music:** background music for activity, rhythmic activity, action games and dance.
- **Science:** discussions and personal records of effects of exercise: heartbeat, pulse, perspiration, fatigue, and body temperature.
- **Mathematics:** graphs and personal records of scores, class achievements and personal achievements.
- **Social Studies:** folk dance, native games, jog across Canada (North America, Asia, etc.), interviews of sports figures, history of games and the Olympic movement. **Guidance:** peer acceptance, career opportunities, ethical behavior, leadership.

Instructional Approaches

- **English Language Arts:** terminology, vocabulary, concepts, student production of flip charts, flash cards, posters for physical education.
- **French:** folk dance, vocabulary.

Mosston and Ashworth (1986) proposed a spectrum of teaching styles which prescribes the varying relationships between teacher and learner. The styles are based on a series of decisions - pre-impact (before class), impact (during class) and post-impact (after class). Doherty (2004) identifies Mosston and Ashworth's ten styles of teaching in an article titled *Teaching Styles in Physical Education and Mosston's Spectrum*:

- **Style A: Command** - The teacher makes all the decisions.
- **Style B: Practice** - The students carry out teacher-prescribed tasks.
- **Style C: Reciprocal** - The students work in pairs: one performs while the other provides feedback.
- **Style D: Self-check** - The students assess their own performance against criteria.
- **Style E: Inclusion** - Teacher planned and the student monitors their own work.
- **Style F: Guided Discovery** - Students solve movement problems set by the teacher with assistance.
- **Style G: Divergent** - Students solve problems without any assistance from the teacher.

Movement education for kindergarten is particularly suited to the first two teaching styles:

- Command
- Task

However, care must be taken not to become entrenched in a particular mode of teaching. The many activities within physical education provide opportunities for various teaching styles to be included in the program. Students respond to various stimuli in their classes and in order to address the auditory, visual and kinesthetic-tactile preferences of students', explanation, demonstration and practice are valuable teaching methods to be used throughout the program. Also, refer to the Personal Meaning Model on page 15 - 17 in this section.

Learning Strategies

Recent research on how the brain works and how it assimilates new information supports the use of Learning Strategies. Many of the strategies presented in Appendix F help with differentiating instruction, thus reaching more students and helping them achieve more. While most of the strategies in Appendix F can be used at anytime, they may have to be adapted to accommodate the physical education setting. For convenience, the strategies in Appendix F have been grouped under three headings. These are:

Activating Prior Knowledge. Brain research and constructivist approaches point out that all students bring prior knowledge to the classroom. By activating their prior knowledge, teachers put the new information into a familiar context for the students, which gives a context into which they can then assimilate the new information and understanding.

Active Learning Strategies. These activities are drawn from cooperative learning structures. While simply using the following structures does not constitute a true “cooperative learning” approach, these structures provide students with the opportunity to become actively engaged in their learning as well as providing opportunity for flexible group processing of the subject matter. For more information on the Cooperative Learning approach, as well as on these and other cooperative learning structures, refer to:

<http://edtech.kennesaw.edu/intech/cooperativelearning.htm>.

Summary and Synthesis. It is known that in order for new information to be retained it must be meaningful to students and assimilated into their current cognitive structures. Brain research tells us that our brain can only process so much information at a time and that “processing time” must be provided in order for new information to be assimilated. The acts of summarizing, “putting in your own words”, etc, give our brains the necessary time to move the new information from short term into longer term memory. While, most of the activities in Appendix F require less than 5 minutes to complete they pay huge dividends in terms of student engagement and achievement.

Assessment and Evaluation

Assessment and evaluation in physical education serves purposes of diagnosis, motivation, progress reporting, and program improvement. A comprehensive assessment and evaluation system is strengthened by use of a wide variety of assessment techniques. In the Personal Global Curriculum Orientation, assessment of progress is viewed as a cooperative and collaborative venture, and done for and with learners as they make meaning of the curriculum (*“A Curriculum Framework for Physical Education: Adjusting the Focus”*). Both self-referenced and criterion-referenced methods of assessment should be used in assessing student progress, participation, involvement, responsibility and caring. Criterion-referenced assessment should be based on the specific curriculum outcomes which are the targets for the class being assessed. When the assessor begins with the intended outcome in mind, achievement of that outcome is more readily recognized. It is recommended that evaluation in physical education be a continuous, on-going process based on the following:

- Evaluation assesses the process as well as the product.
- Evaluation involves feedback for active participation as well as performance.
- Evaluation involves self-management, self-assessment, and peer assessment of attitude and behaviour toward physical activity and lifelong learning.
- Self-reflection and collective-reflection about learning and the learning environment are integral components of the evaluation process.

Since the Personal-Global Curriculum Orientation to physical education seeks to develop self-managing students who have the knowledge and critical thinking skills to maintain the kind of lifestyle which promotes personal well-being, a strong element of self-reflection as individuals and in groups is an integral component of the evaluation process. Such reflection serves the purpose of having students analyze their participation, attitudes and behaviour, and deciding for themselves whether their participation and reactions are effective or appropriate.

A comprehensive assessment and evaluation system is continuous and should employ a wide range of information collecting methods. Any one method of collecting data on which to make judgements about student performance or accomplishment of intended learning outcomes cannot possibly account for the broad diversity of individual approaches and learning styles. Many sources of information should be used in making judgements about student performance.

The following represents a list of possible methods of gathering useful evaluative information:

- Careful observation using appropriate recording devices
- Individual and group projects
- Student self-evaluation (thumbs up/neutral/thumbs down)
- Teacher-student conferences
- Movement and skill rubrics/rating scales

It must be recognized that some methods of collecting data are more effective and appropriate at some age groups than others. In the primary grades, teacher observations may occupy a more prominent position in the evaluation scheme than self and peer assessments.

The goal is to help students move toward more independent assessment and as they progress through the program, these methods of gathering information should increase.

Authentic assessment, in which students demonstrate their understanding and skills by applying them in situations which simulate their use in the “real world,” should be used whenever appropriate. This kind of evaluation lends itself well to student performance assessment on projects that students undertake as individuals or in small groups. Such projects may take the form of planning activity opportunities for others and actually carrying out the activity with a portion of the class or with another class in the school (Zessoules & Gardner, 1991, in Perrone, Ed.).

Another component of a comprehensive evaluation system is that of reflection on the effectiveness of the program and the delivery of program components. The teacher should engage in ongoing reflection on the program and his/her delivery in an effort to identify areas which could be strengthened.

Student reactions and observations should also be sought in this process since the viewpoint of the participant is unique and comes from a different perspective than that of the teacher. This process can also include other professionals, such as other teachers or administrators, who can make recommendations to strengthen the program. As in assessment and evaluation of students, evaluation of the appropriateness and effectiveness of the program benefits from use of a broad variety of assessment techniques.

NOTE: For a sample kindergarten evaluation breakdown see Appendix A.

Safety in Physical Education

The nature of the kindergarten child makes safety a very important issue. Young children have a present focus, rarely consider consequences or effects of current actions on the future and may be unaware of the consequences of risk-taking behaviour. It is the physical education teacher's responsibility to ensure that safety considerations are accounted for when planning activities. Specific criteria for safety in physical education include:

- Appropriate clothing allowing unrestricted movement should be worn for all physical activity. Because of the possibility of personal injury, jewellery should not be worn during physical education activities.
- Outdoor activities require special attention to climatic conditions and appropriate clothing for the type and duration of the activity.
- Protective equipment should be provided for all high-risk activities where there is potential for personal injury. It should meet required safety standards and improvised protective equipment should not be used.
- Teachers with training in physical education are preferred for the instructional component of the physical education program. In cases where teachers with training in physical education are not available, every effort should be made to develop and implement an appropriate on-going professional development program for classroom teachers.
- Sequential skill development is essential for the safety of students. Students should never be forced or even encouraged to perform beyond their capabilities. Readiness is achieved through competence in previous levels and careful ongoing evaluation is necessary particularly in high-risk activities such as artistic gymnastics.
- Safety education should be an integral part of every instructional period and should be re-emphasized in intramural and interscholastic participation. Correct spotting techniques should be taught and practised as should activity-specific behaviors and etiquette.
- Medical conditions should be reported to the physical education teacher. Temporary conditions may require modified participation in the daily program while chronic conditions may require program adaptation. The physical education teacher should be aware of the effects of physical activity on the particular medical condition of the student.
- Equipment and facilities should be of good quality and safety-tested periodically. Equipment designed to support students should be stable, secure and supplied with appropriate mats. Adequate enclosed storage should be provided for equipment. Objects that project from the wall into the gymnasium should be remedied, whenever possible.

- Floors should be clean, smooth, and free of foreign objects. Outdoor areas should have fixed boundaries. Surfaces should be free of glass, cans, loose boulders, bottles, etc. If fixed boundaries are not present, the teacher should identify the boundaries of the activity area and develop procedures for retrieving equipment that goes outside these boundaries.
- Supervision should be provided for all instructional, intramural and interscholastic programs. Students should not be permitted to use facilities or equipment without adequate teacher supervision.
- Accident reporting procedures are governed by individual districts. It is important for physical education teachers to know the policy of the school district and to ensure that accidents are duly recorded and appropriately referred.
- First aid courses should be completed by all physical education teachers. In the event of an accident, they should administer only emergency first aid. An adequately stocked first aid kit should be kept in the gymnasium in a place that is easily accessible.

Liability in Physical Education

The prudent teacher should ensure every precaution against injury to students is taken. This should include periodic inspection of equipment, due concern for good discipline and safety practices, proper supervision and competent teaching.

The physical education teacher should recognize potentially dangerous surroundings in the instructional areas. Any potential hazardous situations should be avoided and in order to reduce the possibility of injury, physical education teachers should:

- Understand the safety element involved in each activity
- Ensure a safe teaching environment
- Use safe and tested equipment with which he/she is familiar
- Understand the rules and specific safety measures of the sport or games included in the physical education programs
- Avoid the teaching of highly specialized or difficult games beyond the ability of students
- Control and organize players to avoid accident or injury