

Section 1

Program Design and Components

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Comprehensive School Health



The Government of Newfoundland and Labrador supports a "Comprehensive School Health" approach through its Healthy Students Healthy Schools initiative. Comprehensive School Health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way. It is not just about what happens in the classroom. Rather, it encompasses the whole school environment with actions addressing four distinct but inter-related pillars that provide a strong foundation for comprehensive school health:

- Social and Physical Environment
- Teaching and Learning
- Healthy School Policy
- Partnerships and Services

When actions in all four pillars are harmonized, students are supported to realize their full potential as learners and as healthy, productive members of society.

Why Do We Need Comprehensive School Health?

Health and education are interdependent. Healthy students are better learners and better educated individuals are healthier. Research has shown that Comprehensive School Health is an effective way to tap into that linkage, improving both health and educational outcomes and encouraging healthy behaviours that last a lifetime.

In the classroom, Comprehensive School Health facilitates improved academic achievement and can lead to fewer behavioural problems. In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life.

Comprehensive School Health:

- Recognizes that healthy young people learn better and achieve more
- Understands that schools can directly influence students' health and behaviours
- Encourages healthy lifestyle choices, and promotes students' health and well-being
- Incorporates health into all aspects of school and learning
- Links health and education issues and systems
- Needs the participation and support of families and the community at large

Different Terminology, Same Ideas

The term “Comprehensive School Health” is widely used in Canada. In other jurisdictions, the approach may be known as “Health Promoting School” or “Coordinated School Health” and its pillars may be expressed in different ways. However, the underlying concepts are the same; they are all based on the World Health Organization’s Ottawa Charter for Health Promotion (1986).

Effective, sustainable progress in Comprehensive School Health depends on a common vision, shared responsibilities and harmonized actions among health, education and other sectors. The challenge is to coordinate these efforts so that partners pool resources and develop action plans together with, and in support of schools.

Comprehensive School Health in Canada

In Canada, the Joint Consortium for School Health models, supports and encourages the partnerships between health and school health. It works across provincial, territorial and federal governments to better coordinate and integrate efforts that champion improved health and learning for children and youth.

Source:

Joint Consortium for School Health (2011). *Comprehensive School Health Framework*. Retrieved January 14th, 2011 from the World Wide Web: http://eng.jcsh-cces.ca/index.php?option=com_content&view=article&id=40&Itemid=62

Pillars of Comprehensive School Health

When We Say	We Mean
Social and Physical Environment	<u>The social environment is:</u> <ul style="list-style-type: none"> The quality of the relationships among and between staff and students in the school The emotional well-being of students Influenced by relationships with families and the wider community
	<u>The physical environment includes:</u> <ul style="list-style-type: none"> The buildings, grounds, play space, and equipment in and surrounding the school Basic amenities such as sanitation and air cleanliness
Teaching and Learning	<ul style="list-style-type: none"> Resources, activities and provincial/territorial curriculum where students gain age-appropriate knowledge and experiences, helping to build the skills to improve their health and well-being
Healthy School Policy	<ul style="list-style-type: none"> Management practices, decision-making processes, rules, procedures and policies at all levels that promote health and well-being and shape a respectful, welcoming and caring school environment
Partnerships and Services	<u>Partnerships are:</u> <ul style="list-style-type: none"> The connections between the school and students' families Supportive working relationships within schools (staff and students), between schools and between schools and other community organizations and representative groups Health, education and other sectors working together to advance school health
	<u>Services are:</u> <ul style="list-style-type: none"> Community and school based services that support and promote student and staff health and well-being

Physical Education Mission Statement

Physical education fosters 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, CFPE, p. 4).

Physical Education Vision

The mission of physical education is based on a vision that views teachers in physical education working collaboratively to ensure that every learner attains personal wellness through planned, culturally and environmentally sensitive daily physical activity (CFPE, p. 4).

Definition of Physical Education

CFPE defines physical education as, that part of the educational experience which provides learners with the opportunity to become aware of and engage in physical activity that is whole-bodied, intrinsically valuable and personally meaningful within the context of the learner's social and environmental setting (p. 3).

The Personal-Global Curriculum Orientation

In the CFPE document, it is made clear, that in designing physical education curriculum some basic principles should be kept in mind. A curriculum should have a strong theoretical background with the ability to be adapted into a variety of local contexts. It should be sufficiently flexible to allow teachers in different locations with different resources and traditions to create conditions whereby outcomes could be met, but in different ways.

Given the above principles, the Personal Global Curriculum Orientation would naturally meet these needs.

The personal-global curriculum orientation is based on the assumption that each individual is a unique, holistic being, continuously in the process of becoming, seeking full personal integration in a changing environment. It advocates balanced priorities between individual [personal] and global societal concerns. It acknowledges the need for social change (CFPE, p. 25).

Jewett (1994), as concluded in the CFPE on pages 26-27, further identifies this curriculum approach as having four distinguishing characteristics and curriculum goals for physical education.

- The emphasis is on the personal search for meaning.
- The assumption that individual validity (and thus personal meaning) can be achieved only by integrating the natural and social environment.

- A commitment to a balance between societal needs and individual needs that prefers neither but acknowledges the importance of subject matter in fulfilling both.
- A future orientation.

Examples of curriculum goals for physical education programs that reflect a personal-global curriculum orientation include:

- Promote the “joy of effort” in activities and provide an element of fun and enjoyment through participation in such activities.
- Develop a thorough understanding of the principles of movement and foster a greater awareness of and appreciation for the various aspects of human physical activity.
- Provide differential competitive sports opportunities that consistently challenge the most gifted while motivating and satisfying participation on the part of the least talented.
- Develop confidence and appreciation of group support by meeting the challenges of survival and of adventure sports (adventure education) in the outdoors.
- Construct group interaction in a way that reduces sexism, racism or discrimination of any kind.
- Create new games and physical recreation activities and discover new possibilities for intercultural communication through dance, sport and fitness activities.

To meet the needs of this curriculum orientation, physical education focus on outcomes that will foster a greater sense of autonomy and input allowing for a heightened sense of personal meaning towards activity. Also, the activity settings used to fulfill the outcomes of these courses will expose students to many situations which will allow them to develop personal skills such as emotional control and leadership qualities that will allow them to adjust and find meaning in society. High school physical education follows a personal meaning orientation towards curriculum which is in line with the parameters of the CFPE.

A curriculum orientation based on a Personal Meaning Model has as its characteristics:

- Movement Education as the creation of meaning
- Essential process skills
- Individual development
- Environmental coping
- Social interaction
- Potential meaning for participants
- Learning activities related to purposes and processes

- Personal meaning, preparation for society and social change
- Holistic purposeful beings
- Ecological validity and learning process.

Guiding Principles

Students are in great need of activities (physical, cognitive and social) which explore and help create a stable identity. A personal-global curriculum orientation would direct students toward succeeding stages of self-control, involvement, self-responsibility and caring as described in Hellison, 2003 (CFPE, p. 29).

CFPE identifies the following guiding principles for physical education (pages 12-13). Physical education, entrenched in active living,

- promotes a way of life in which physical activity is valued, enjoyed and integrated into daily life.
- promotes the principle of individual choice by responding to a learners' individual needs, interests and circumstances.
- provides a unique contribution to lifelong development of all learners enhancing their physical, cognitive, social, emotional and spiritual well-being.
- facilitates learning processes which encourage critical thinking, thereby, affecting the learner's personal wellness and the well-being of society.
- nurtures individual self-reflection and consciousness which preserve human rights and the development of supportive and sustainable environments for all citizens.
- 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.

Rationale

The rationale for physical education is well documented and has long been recognized. Student participation in a strong physical education curriculum is one of the key ways that overall wellness and positive attitudes towards physical activity and active living can be fostered and developed throughout life. Childhood and adolescent years are key to developing attitudes, habits, and creating body awareness. Physical education can assist in the development of strong bones, increased fitness levels and the development of various skills for lifelong activity.

The relationship between physical activity and body image, self-esteem and self-efficacy are well documented. Broadly, research has shown physical activity to be associated with improved psychological well-being, reduced depression and anxiety levels, reduced peer victimization, improved self-esteem, a decrease in chronic diseases and an increase in academic performance.

Considering such a positive impact physical activity can have, the statistics in Canada are quite alarming. In 2009, Statistics Canada conducted the Canadian Community Health Survey and reported that,

54.1 % of the population aged 12 years and older in the province of Newfoundland and Labrador (NL.) are inactive. Slightly higher than the Canadian average of 47.3%. In comparison to all Canadian provinces Newfoundland and Labrador is one of the most inactive. School aged children (12-19 years of age) revealed similar findings with 34.2 % inactive in NL. which was slightly higher than the Canadian average of 29.1% (CCHS, 2009)

In 2010, Canada reported an F grade for children and youth for physical activity levels.

No provinces or territories were meeting the past physical activity guideline of 90 minutes of daily activity. Objectively measured data indicates only 12% of children and youth were meeting Canada's guidelines.

The proportion meeting them has decreased slightly from 13% in 2009, but still registers an increase from 9% in 2007 and 10% in 2008. In Newfoundland and Labrador, only 10% of children and youth were meeting the guidelines (Active Healthy Kids Canada Report Card Overview 2010).

It is important to note that the research provided does not reflect the new physical activity guidelines but old standards. However, regardless of the change, it is important to conclude that, "physical activity plays an important role in the health, well-being and quality of life of Canadians and helps to prevent chronic diseases like cancer, type 2 diabetes and heart disease (Government of Canada, 2011).

In January 2011, the new Canadian guidelines for physical activity were released by the Canadian Society for Exercise Physiology (CSEP). The new guidelines provide basic up-to-date information about the recommended amounts, types, intensity and frequency of physical activity required to promote good health (Government of Canada, 2011). In reviewing the scientific evidence on physical activity and advances in exercise science the new guidelines provide the recommended activity levels for health benefits. Based on three years of research, the new guidelines were developed by the Canadian Society for Exercise Physiology with the support of the Public Health Agency of Canada (Government of Canada, 2011).

Physical Education in Schools

Students need to be educated as to the what, why and how of physical activity. There has been and continues to be profuse amounts of research being released outlining the benefits of physical education and active lifestyles for people of all ages. Research has found that the best predictor of exercise behaviour in students was something called *perceived competence*. Kirnecik *et. al.* (1996)

supports *perceived competence* and concludes, the teaching of skills, movement concepts and the importance of wellness and fitness in physical education classes will help students in feeling good about their fitness and movement skills abilities. These students were more likely to participate in the type of moderate-to-vigorous physical activity necessary to improve their health and fitness (p. 325).

Research also suggests that, motor skills learned in physical education classes may be the stimulus for increased activity during leisure time. Physical education programs involving various activities encourage participants to use leisure time more actively. Thus, physical education plays a major role in promoting an active and healthy lifestyle (Tremblay *et. al.*, 1996).

Hellison (2003) supports Tremblay *et al.*, (1996) and concludes, "The schooling years are key to developing attitudes, habits and confidence in fitness levels/various skills that will bode well into a person's future years". Interest in activity can be lost if physical education is not a part of the school experience. Habits are a potent determinant of future behaviour, therefore, physical education programs have the potential to develop habits that will have a positive influence on adult lifestyle.

The Learning Environment

The subject matter of physical education is human movement. This content distinguishes physical education as a critical and essential component of school curricula. Physical education as a school subject is directed toward understanding human movement, including the human and environmental factors that affect and are affected by movement. The high school program is based on human movement and the following dimensions.

Program Dimension and Applications

- Education In Movement (Moving and Doing or the Psychomotor Domain) is concerned with the qualities that are an inherent as part of movement itself. In Movement has to do with knowing how to move, engaging in physical activities and having a direct, live-body experience with movement that is intrinsic to any particular activity. The actual participation in a game/activity and the movement concepts/motor skills used would be the psychomotor process (GCO 1).
- Education *About Movement* (Understanding and Applying or the Cognitive Domain) involves the cognitive process that is concerned with learning concepts, rules and procedures ranging from simple spontaneous movements to complex, structured movements. When students are provided with the opportunity to create a new game or activity the creative process involved and the students' understanding, application and demonstration of game concepts/motor skills knowledge would be the cognitive process (GCOs 2, 3).

- Education *Through Movement* (Cooperation and Responsibility or the Affective domain) is concerned with the contribution of movement as a means to an end. *Through Movement* is used to achieve outcomes such as moral values and conduct, aesthetic understanding and appreciation, social interaction and socialization or the use of leisure time that may be extrinsic to any specific activity. The social dynamics and cooperation displayed and practised would be the affective process (GCOs 4, 5, 6).

All three dimensions are interconnected to encompass the entire physical activity experience that embraces the Canadian culture trademark of active living. "Physical education, as a school subject, contributes to the promotion and building of Active Living Schools and Communities" (CFPE, p. 4).

Humanistic Model

As outlined in the CFPE, a curriculum model which has the potential to meet the needs of students of physical education is the Humanistic Model first proposed by Hellison (1973). This model has been further elaborated and developed in subsequent writings (Hellison 1978, 1985, 1995 and 2003; Hellison & Templin 1991).

Humanistic physical education is described as using physical activity to assist the student in the search for personal identity. It places student self-esteem, self-actualization, self-understanding and interpersonal relations at the centre of the physical education teaching-learning act. The Humanistic Model clearly corresponds with several general curriculum outcomes of the Personal-Global Curriculum Orientation. The development of personal decision making as it relates to lifestyle choices, the enhancement of self-esteem and the development of an outwardly moving concern for self and others closely complement the Personal-Global Orientation.

The Humanistic Model is developmentally appropriate for the student as it emphasizes individual uniqueness, while at the same time, promoting peer interaction and sharing. The model is based on the idea that feelings, knowledge and physical development are equally important and that learning activities are determined by a collaborative effort between the teacher and the student. The teacher facilitates and counsels the students involved in self, peer and teacher-directed learning. Physical activity is a vehicle to assist the student in developing a Personal-Global understanding.

The Adolescent Learner

Teaching and Learning with Young Adolescents: Celebrating Diversity (2001)

Characteristics of the Adolescent Learner

Adolescence represents a period or stage in the process of development leading to maturity or adulthood. Since educators play an important part in preparing young people for their roles in the adult world, knowledge and appreciation of adolescent characteristics and their application to learning is important.

The adolescent learner is involved in a period of rapid and significant change with respect to physical, emotional, social, intellectual and spiritual/moral development. Since the nature of these changes is often intense and varied, they need to be acknowledged by all those individuals who direct and foster their development and learning.

The CFPE outlines in detail Hellison's (1994) developmental levels for the intermediate physical education student and the experiences that flow from them. As the student enters the realm of senior high school many of these concepts remain. However, this is a time of constant change and a time when change is very personal and individual. Even though all would agree that individuality at this age level is rather high, it is also true that at this age level there are many characteristics about the senior high school learner that are relatively the same. That is, at this stage in a young person's development, given that the home and school opportunities have been the same, there are certain expectations that would be held for all.

Teaching and Learning with Young Adolescents: Celebrating Diversity (2001) highlights the characteristics of young adolescents and outlines educational implications for initiatives related to their learning. The subsections include:

- Social Development
- Emotional Development
- Physical Development
- Intellectual Development
- Spiritual and Moral Development

The developmental characteristics on the following pages should be considered as a working framework rather than as a definitive statement on the nature of the adolescent. 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 adolescent is a unique individual. Any attempt to “classify” must be avoided.

Social Development - The Adolescent

CHARACTERISTICS	IMPLICATIONS
<ul style="list-style-type: none"> • Young adolescents attempt to define themselves independent of the family unit. Family allegiance diminishes as peer relationships take on increased importance. • As the adolescent engages in more interactions, many involving risk-taking behaviors, there is a transference of loyalty to the peer group. • As interpersonal skills are being developed and parental values are explored, the adolescent appears to fluctuate between a demand for independence and a desire for guidance and direction. Authority still remains primarily with the family at this time, but, the adolescent will reserve the right to question or reject suggestions from adults. • There is a strong desire for social acceptance and conformity to the peer group in terms of dress, speech and behavior is quite common. • Adolescents benefit from opportunities to work with peers in collaborative and small group learning activities. A tremendous amount of their learning occurs in a social context. 	<ul style="list-style-type: none"> • Parental involvement is still crucial at this time and should be encouraged. Teachers and parents should continue to be positive role models. • Provide activities (role playing, dramas) which allow students to explore ways of dealing with various situations that may arise. • Provide opportunities for the formation of positive peer relationships. • Provide opportunities for students to become involved in setting standards for behavior and establishing realistic goals. • Adults should provide opportunities for positive social interaction with peers and adults. • Structure instructional activities to provide interaction among various groupings of students.

Emotional Development - The Adolescent

CHARACTERISTICS	IMPLICATIONS
<ul style="list-style-type: none"> • Emerging adolescents will display a multitude of emotions and in varying degrees in their search for independence and autonomy. • While their moods, temperaments and behaviors are profound and intense they are often inconsistent and unpredictable. Feelings tend to shift between superiority and inferiority. • Adolescents have a strong desire to establish acceptance among their peers. Appraisals of self are often overly critical and negative. They frequently make comparisons and see themselves deficient in many ways. • This age group is extremely sensitive to criticism of any kind. They are easily offended. Feelings of inadequacy, coupled with fear of rejection by their peer group contribute to low self-esteem. • Adolescents see their problems as being unique and will often over-exaggerate simple occurrences. 	<ul style="list-style-type: none"> • Design activities that allow students to play out their emotions and develop decision-making skills. • Adolescents should not be pressured to explain their emotions. Provide opportunities for releasing emotional stress. • Self-evaluation and self-responsibility should be encouraged. Provide opportunities for self-appraisal and the development of positive attitudes. • Sarcasm by adults should be avoided. Activities should be structured to enhance self-esteem and recognize student accomplishments. • Plan units that revolve around student issues so that adolescents become aware that their problems are not unique.

Physical Development - The Adolescent

CHARACTERISTICS	IMPLICATIONS
<ul style="list-style-type: none"> • Early adolescence is a period of accelerated development. This is complicated due to the fact that any group of young adolescents of similar chronological age have enormous variability in growth rates. • Strength, energy levels, stamina and sexual maturity of boys and girls increase at different times and rates. The physical changes are related to perception of self in differing ways for boys and girls. • The acceleration of growth-related physical changes make demands on the energies of early adolescents. In learning how to pace themselves to adjust to their “new body”, they have periods of over-activity and also periodic listlessness. They tend to get more tired until they learn to moderate their activity. 	<ul style="list-style-type: none"> • The school should provide experiences and opportunities that help students understand their own physical development. • Emphasis should be placed on how the teacher deals with the students within the social interaction of the school and the classroom. Classroom climate and methodology are extremely important. • Opportunities must be provided for constructive social interaction and the establishment of a healthy and stable classroom environment. • Problems in the psychomotor domain should be identified and instructional strategies developed to remedy those problems while encouraging and preserving self-esteem. • Because of the wide diversity in sexual development between boys and girls, what is taught and how it is taught should reflect the range of needs and interest of the students. • Physical activities should stress skill improvement and competition should be flexible enough to accommodate wide variations in size, weight, strength, endurance and skill. Students should be motivated rather than forced to participate in activities. • Young adolescents require physical activity to expend energy. Therefore, daily physical activity is essential. • An activity-oriented approach to learning is important.

Intellectual Development - The Adolescent

CHARACTERISTICS	IMPLICATIONS
<ul style="list-style-type: none"> • Throughout early adolescence there is cognitive awakening which is characterized by an emerging ability to handle abstract and hypothetical concepts and to apply problem-solving approaches to complex issues. However, this shift from concrete to operational thinking varies from individual to individual and from time to time. • Generally, eleven-year-old students are characterized by a predominance of concrete thinking where they think in terms of specifics. Fourteen and fifteen year olds have the ability to do more abstract thinking. They can consider possibilities and not just realities. They are able to see things from another person's viewpoint, are able to allow perceived consequences of behavior to temper the desire for immediate gratification and are also able to consider exceptions to the rule. Thirteen year olds on the other hand may fluctuate between the characteristics of both these groups. One day they may reason far beyond their years and the next day younger than their chronological age. • Adolescents have a present focus as opposed to a future orientation. During this stage, students retain a certain egocentrism which leads them to believe that they are unique, special and invulnerable to harm. • Adolescents may be unaware of the consequences of risk-taking behavior. • Young adolescents demand relevance in learning. In addition to wanting concrete information they begin to question the relevance of what is taught. As their ability to process and relate information increases, their search for structure in the information also increases. • The student's ability to process and relate information is increasing. There is a tendency to search for an understanding of rules and conventions and to question all experiences. 	<ul style="list-style-type: none"> • The development of formal thinking is a major goal for the school system. The key to success in this aspect of teaching is to match the student's level of function and to gradually raise it. The level of function will vary from topic to topic and from student to student depending on the student's familiarity with it and the ability to deal with the concepts presented. Therefore, all programs must provide for movement from concrete to abstract thinking when and where appropriate. • Young adolescents should be exposed to learning situations where they can apply skills to solve real-life problems. • Students require structure and guidance in setting clear limits that involve them in the decision-making process. • Opportunities should be provided to affect their awareness of and attitudes about issues involving risk-taking behaviour. • An experiential approach is required. The demand for relevance should be met by basing to concepts in life, by using real people as exemplars and by meaningful participation from families, the school and community. • Programs should provide the opportunity to question and analyse situations to develop the skills of critical analysis and decision making.

Spiritual and Moral Development - The Adolescent

CHARACTERISTICS	IMPLICATIONS
<ul style="list-style-type: none"> • Young adolescents are moving from a morality based on convention or precept to one based on personal values. Their emerging search for values, their increased sexual awareness and their need for meaning in life are powerful forces in determining the picture or image they present to the world. • Young adolescents question values, cultural expressions, and religious teachings. They are developing a sense of person, a responsibility for their actions, their consciences are maturing and they often experience feelings of guilt. • Young adolescents have fairly rigid standards for right and wrong. As they become older their concept of justice becomes less egocentric and rigid. This is accompanied by a heightened sense of fairness. • As they begin to value the benefits of cooperative group action, adolescents exhibit more concern for others. • Young adolescents are searching for greater meaning and understanding regarding the ultimate meaning of life. 	<ul style="list-style-type: none"> • The change to “personal” rather than “imposed” values requires educator awareness of the values which permeate the educational system and the ability to deal with them appropriately. • Young people should be given the opportunity to examine values, understand the values held by society, the values they hold for themselves and how to respond to conflicts. • Examination of values requires that they be discussed in an open, inquiring atmosphere. Authoritarian approaches and judgmental statements should be avoided as they may inhibit discussion and prevent real attitudes and misunderstandings from finding expression. • In establishing one’s values, it is useful to ask “What would one do in specific circumstances?”, but the critical question to ask is “What <i>should</i> one do?” The <i>should</i> question implies a belief in certain enduring values. These are expressed in religious theology and are often generally accepted by moral people in all societies. Programs should invite consideration of such values. • Open discussion should also provide for an understanding of situations where values are in conflict. Students should be provided the time and opportunity to examine conflicting situations and to develop abilities to resolve them. • Opportunities should be provided for the consideration and resolution of dilemmas of a social and personal nature. • Through group work, opportunities should be provided to help each other to gain a better understanding of individual differences and to develop group interaction skills. • Young people should be given the opportunity to demonstrate concrete expressions of concern for others, both in the school and in the larger community. • Opportunities should be provided for the discussion of questions related to spiritual growth and development.

Overview of the High School Physical Education Program

The High School Physical Education program consists of Healthy Living 1200, Physical Education 2100/2101 and Physical Education 3100/3101. In Newfoundland and Labrador, physical education is a mandatory two credit requirement for student graduation.

The high school program is based on the importance for individuals to develop their personal wellness through active living and their need to develop and understand personal movement skills that contribute to an active lifestyle throughout life.

Physical Education 2100 & 2101

Physical Education 2100 and 2101 are two separate non-prerequisite courses each with 55 hours of instruction time. Various scheduling options may be used by schools. The senior high physical education curriculum guide has been developed to meet the needs and interests of adolescent students and high school teachers. The high school physical education program extends the range of skills and knowledge acquired in the kindergarten, primary, elementary and intermediate programs, facilitates and builds upon movement concept knowledge, provides opportunity for personal achievement through group and individual activities and acknowledges the wide range of schools' expertise, equipment and facilities.

Physical Education 2100 and 2101 will provide opportunities:

- To develop and increase physical literacy and movement competency in a variety of activities.
- For teachers and students to work together in selecting the activities in which teachers and students participate.
- For the student to learn and engage in various exercises and activities that contribute to overall wellness and fitness.
- That will contribute to the development, understanding and appreciation of the health-related components of fitness with a particular emphasis on cardiovascular fitness and flexibility.
- To establish wellness/fitness levels and work towards personal goals.
- To assume increasing levels of personal responsibility for actions and choices.
- To assume responsibility for the development, implementation and evaluation/modification of a personal wellness plan.
- To assume varying levels of participation within groups as they engage in activities that require leaders, followers, supporters, facilitators, helpers and other roles essential for harmonious, successful group function.
- To demonstrate varying levels of participation and/or leadership within the school and community.

Program Planning

Program planning should be guided by the needs and interests of students, cultural preference, the availability of a suitable environment, equipment and facilities and the expertise of the teacher. Involving students and school administration in the planning process is very important and highly recommended. There are many tools available for the teacher in the appendices for program planning.

Program Themes

The 2100/2101 program includes a broad range of movement activities employed through three 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 and supportive manner" (Human Kinetics). Themes and activities are provided in order to address a diverse student population, a range of abilities and interests and learning environments with a wide range of resources (equipment, space, facilities and personnel).

Instructional Time

Since the themes allow for varied movement experiences, a wide variety and balance of activities may be chosen. However,

- Teachers must address all SCOs of the course.
- The teacher and students must work together to achieve the curricular outcomes.
- The themes and movement concepts are the vehicles through which the outcomes are met.
- All three themes must be covered.

The three themes and samples of the types of activities included in a theme are provided on the next spread. Other activities can be added to the theme listings. A quality program will incorporate as many activities as possible to allow the students a full and enriching experience.

Graduation Requirements

Physical education is a mandatory requirement for high school graduation in Newfoundland and Labrador. The Physical Education requirement can be satisfied by completing two credits from the following courses.

- Healthy Living 1200 (2 credits: 110 hours)
- Physical Education 2100 (1 credit: 55 hours)
- Physical Education 2101 (1 credit: 55 hours)
- Physical Education 3100 (1 credit: 55 hours)
- Physical Education 3101 (1 credit: 55 hours)

**External Courses and
Awarding Credit**

One credit is awarded for successful completion of a course designed for a minimum of 55 hours of instruction. Two credits are awarded for successful completion of a course designed for a minimum of 110 hours of instruction.

An external course is a department-approved course developed and/or offered outside the Newfoundland and Labrador school system which can be used to obtain high school credits. These courses are of a senior high school standard, may have learning outcomes other than those of a department authorized/approved senior secondary courses but contribute to the Essential Graduation Learnings. See the High School Certification handbook for policies/guidelines, procedure for obtaining external credits and a list of courses/programs available for external credit recognition in physical education.

(<http://www.ed.gov.nl.ca/edu/k12/highschool/gradreq.html>)

Movement Themes and Physical Activities Chart

Individual/Partner Activities	Alternative Activities	Games/Group Activities
<p><u><i>Fitness</i></u></p> <p>Aerobics</p> <p><input type="checkbox"/> Agility Ladders</p> <p><input type="checkbox"/> Body Weight Exercises</p> <p><input type="checkbox"/> BOSU Balls</p> <p><input type="checkbox"/> Calisthenics</p> <p><input type="checkbox"/> CPR</p> <p><input type="checkbox"/> Circuit Training</p> <p><input type="checkbox"/> Cycling</p> <p><input type="checkbox"/> Jogging</p> <p><input type="checkbox"/> Pilates</p> <p><input type="checkbox"/> Skipping</p> <p><input type="checkbox"/> Strength/Resistance Training</p> <p><input type="checkbox"/> Exercise Ball Training</p> <p><input type="checkbox"/> Tae Bo</p> <p><input type="checkbox"/> Tai chi/Yoga</p> <p><u><i>Athletics (Track and Field)</i></u></p> <p><input type="checkbox"/> Runs: sprints; mid and long distance</p> <p><input type="checkbox"/> Jumps: high; long; hurdles</p> <p><input type="checkbox"/> Throws: shot putt; discuss; hammer</p> <p><u><i>Combatives</i></u></p> <p><input type="checkbox"/> Judo</p> <p><input type="checkbox"/> Martial Arts</p> <p><input type="checkbox"/> Self-Defence</p> <p><input type="checkbox"/> Wrestling</p> <p><u><i>Creative Movement (Gymnastics)</i></u></p> <p><input type="checkbox"/> Olympic</p> <p><input type="checkbox"/> Rhythmic</p> <p><u><i>Net and Wall</i></u></p> <p><input type="checkbox"/> Badminton</p> <p><input type="checkbox"/> Handball/Racquetball/Squash</p> <p><input type="checkbox"/> Paddle Tennis/Pickle Ball</p> <p><input type="checkbox"/> Table Tennis</p> <p><input type="checkbox"/> Tennis</p> <p><u><i>Other</i></u></p> <p><input type="checkbox"/> Archery</p> <p><input type="checkbox"/> Golf</p> <p><input type="checkbox"/> Hacky Sack</p> <p><input type="checkbox"/> Juggling</p> <p><input type="checkbox"/> Skipping</p>	<p><u><i>Rhythmic</i></u></p> <p><input type="checkbox"/> Aerobics</p> <p><input type="checkbox"/> Cheerleading</p> <p><input type="checkbox"/> Skipping Rope</p> <p><input type="checkbox"/> Ballroom Dance</p> <p><input type="checkbox"/> Creative Dance</p> <p><input type="checkbox"/> Folk Dance</p> <p><input type="checkbox"/> Jazz Dance</p> <p><input type="checkbox"/> Jive Dance</p> <p><input type="checkbox"/> Line Dance</p> <p><input type="checkbox"/> Modern Dance</p> <p><input type="checkbox"/> Multicultural Dance</p> <p><input type="checkbox"/> Newfoundland and Labrador</p> <p><input type="checkbox"/> Social Dance</p> <p><input type="checkbox"/> Traditional Dance</p> <p><u><i>Alternative Setting: Outdoor</i></u></p> <p><input type="checkbox"/> Backpacking</p> <p><input type="checkbox"/> Camping</p> <p><input type="checkbox"/> Hiking</p> <p><input type="checkbox"/> Orienteering</p> <p><input type="checkbox"/> Rock Climbing</p> <p><input type="checkbox"/> Canoeing</p> <p><input type="checkbox"/> Kayaking</p> <p><input type="checkbox"/> Snowshoeing</p> <p><input type="checkbox"/> Survival techniques</p> <p><u><i>Alternative Activities: Individual Outdoor</i></u></p> <p><input type="checkbox"/> Cross Country Running</p> <p><input type="checkbox"/> In-Line Skating</p> <p><input type="checkbox"/> Mountain Biking</p> <p><input type="checkbox"/> Roller Biking</p> <p><input type="checkbox"/> Rowing</p> <p><input type="checkbox"/> Skateboarding</p> <p><input type="checkbox"/> Skiing</p> <p><input type="checkbox"/> Snowboarding</p> <p><input type="checkbox"/> Skating</p> <p><input type="checkbox"/> Swimming</p> <p><input type="checkbox"/> Water Games</p>	<p><u><i>Leadership/Cooperative Games and Activities</i></u></p> <p><input type="checkbox"/> Adventure Games</p> <p><input type="checkbox"/> Cooperative games</p> <p><input type="checkbox"/> Initiative Problems</p> <p><input type="checkbox"/> Lead-up</p> <p><input type="checkbox"/> Risk Taking</p> <p><input type="checkbox"/> Team Building/Team Challenges</p> <p><input type="checkbox"/> Multicultural Games and Activities</p> <p><u><i>Fielding</i></u></p> <p><input type="checkbox"/> Cricket</p> <p><input type="checkbox"/> Baseball/Softball/Rounders</p> <p><input type="checkbox"/> Soccer</p> <p><input type="checkbox"/> Baseball</p> <p><u><i>Line</i></u></p> <p><input type="checkbox"/> Broomball</p> <p><input type="checkbox"/> Disc Sports</p> <p><input type="checkbox"/> Rugby</p> <p><input type="checkbox"/> Touch/Flag Football</p> <p><u><i>Target</i></u></p> <p><input type="checkbox"/> Bocce</p> <p><input type="checkbox"/> Bowling</p> <p><input type="checkbox"/> Curling</p> <p><input type="checkbox"/> Croquet</p> <p><u><i>Net</i></u></p> <p><input type="checkbox"/> Sepak Takraw</p> <p><input type="checkbox"/> Volleyball</p> <p><input type="checkbox"/> Eclipse Ball</p> <p><input type="checkbox"/> Tchoukball</p> <p><u><i>Territorial</i></u></p> <p><input type="checkbox"/> Basketball</p> <p><input type="checkbox"/> Broomball</p> <p><input type="checkbox"/> Field Hockey</p> <p><input type="checkbox"/> Lacrosse</p> <p><input type="checkbox"/> Netball</p> <p><input type="checkbox"/> Ringette</p> <p><input type="checkbox"/> Soccer</p> <p><input type="checkbox"/> Team Handball</p>

Addressing the Needs of All Learners

An inclusive culture starts from the premise that everyone in the school should feel that they belong, realize their potential and contribute to the life of the school. Real inclusion is about actions, not just words. Creating an inclusive school culture is critical because our schools act as mirrors of the larger community. There is a great opportunity to teach students, early in their development as citizens, about the importance and value of inclusion. They will learn behaviour that will ultimately help nurture truly inclusive communities.

In an inclusive school culture diversity is embraced, learning supports are available and properly utilized and flexible learning experiences focus on the individual student. There is an innovative and creative environment and a collaborative approach is taken. At the heart of inclusion is committed leadership and a shared direction. The following suggestions will assist the school environment in promoting an inclusive culture.

- The teacher must be aware of the needs of all learners and consideration must be given to the age, experience with activity, special talents, parental/guardian support, health, social maturity and community experience when developing an inclusive program.
- A program must be adaptable to ensure that outcomes are met by all students. The provincially prescribed physical education curriculum will be appropriate to meet individual needs, interests and abilities through full participation in all activities.
- Individual students may require special additional support in order to participate in and meet provincially approved outcomes in physical education, or to be sufficiently challenged by the prescribed curriculum. Adaptations can be made to the learning resources, instruction and/or evaluation procedures. The teacher may decide to explore options that will enable physical education to meet the child's needs.
- For some individual students adjusting to learning resources, instructional/evaluation techniques and the environment will be insufficient to achieve the prescribed physical education outcomes. For such children, a modified or alternate program may be required to meet individual needs. In some cases, modified or alternate programs may have to be developed with input from the student's program planning team. Please note that Pathways 3 to 5 require documentation in the form of an Individual Education Plan (IEP), which includes input from the physical education teacher.
- Safety is a major concern when considering the inclusion of students with special needs. Knowing the students' capabilities will help ensure safety.

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 vary depending on the difficulty and pace to challenge students at different readiness levels, in response to students' interests and by a student's preferred way of learning or expressing themselves. Differentiated instruction 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 that educators 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 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 know" 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 Connections

Many opportunities exist for integrating physical education into other areas of curriculum. 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.

- **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.
- **Family Studies**: Discussion and planning nutrition (create menus).
- **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 and leadership.
- **Language Arts**: Terminology, vocabulary, concepts, student production of flip charts, flash cards and posters for physical education.
- **French**: Folk dance, vocabulary.
- **Guidance**: Career opportunities, ethical behaviour, leadership, peer acceptance, peer mediation.
- **Technology Education**: Computer searches, construction of simple equipment.

The personal-global curriculum 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; Inuit Games).
- Connections can be made between physical activities and the natural environment. By 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.
- Multicultural physical activities lend themselves to connections with other subject areas (Social Studies).

Instructional Approaches

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 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 asks.
- **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 - The teacher plans and the student monitors their own work.
- **Style F:** Guided Discovery - The students solve movement problems set by the teacher, with assistance.
- **Style G:** Divergent - The students solve problems without any assistance from the teacher.

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.

Learning Strategies

Recent research on how the brain works as it assimilates new information supports the use of learning strategies. Many of the strategies presented in Appendix H can assist teachers with DI allowing them to reach more students and help them achieve. While most of the strategies can be used at anytime they may have to be adapted to accommodate the physical education setting. The strategies in Appendix H have been grouped under three headings:

- **Activating Prior Knowledge:**
Brain research and constructivist approaches point out that all students bring prior knowledge to the classroom. When a teacher activates their prior knowledge it puts the new information into a familiar context for the students. This provides a context in which they can assimilate the new information and understanding.
- **Active Learning Strategies:**
These activities are drawn from cooperative learning structures. While simply using the structures does not constitute a true “cooperative learning” approach, these structures provide students with the opportunity to become actively engaged in their learning and provide opportunity for flexible group processing of the subject matter.

- **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 act of summarizing or putting in your own words, allows the brain the necessary time to move the new information from short term into long term memory. While most of the activities in Appendix H require less than five minutes to complete, they can greatly enhance student engagement and achievement.

Assessment and Evaluation

Assessment in physical education serves many purposes and contributes to decision-making regarding classification, diagnoses and guidance, motivation, program improvement and the reporting progress.

Assessing student performance is a process of collecting and interpreting information about the acquired knowledge, experiences, skills, attitudes and behaviors of learners as they interact in and with the curriculum. Operating within a personal-global orientation, student performance is viewed as a cooperative and collaborative venture as they make meaning of the curriculum. As students mature within a class and throughout the program, they take on more responsibility for their own assessment as part of the teacher’s on-going assessment of student performance.

The personal-global curriculum orientation recognizes the merit of both qualitative and quantitative methods in the assessment of student progress. Assessment of personal meaning and social significance rely on qualitative methods. Assessment of student performance should rely on qualitative methods with quantitative methods supplementing or being used on occasion. Teachers may use qualitative and quantitative methods to assess the technical efficiency of the learner while performing the skill.

Teachers and students should explore assessment alternatives to supplement or replace traditional performance assessment.

Assessment based on participation and involvement will create opportunities for self-management and self-assessment.

Participation and involvement may be assessed throughout an activity, unit, school year and/or grade level. Opportunities for self-management and assessment can increase at each level of school from kindergarten through Level III. The personal-global curriculum orientation to physical education seeks to develop students who have the knowledge and critical thinking skills to maintain the kind of lifestyle which promotes personal well-being. Therefore, a strong element of self-reflection as individuals and in groups is an integral component of the evaluation process. The purpose is to teach students to analyze their participation, attitudes

and behaviors and to decide for themselves whether their participation and reactions are effective or appropriate. A comprehensive assessment and evaluation system is strengthened by a wide variety of assessment techniques. A sample of instruments which teachers and students may select from include:

- Interest inventories that survey the interest and/or awareness within specific activities or topics (inventories are used to plan level of detail and/or skill)
- Observation gathered and recorded through checklists, anecdotal records and rating scales
- Individualized task cards
- Individualized and group progress charts and files
- Self-assessment based on informal and formalized journals, activity and exercise diaries/log books and activity records
- Peer assessment in which students are guided to collectively reflect on their experiences, achievements, weaknesses and deficiencies (small and large groups may be adopted for this form of assessment)
- Teacher-student conferences based on structured and unstructured interviews
- Contracts based on the self-referenced criteria and negotiated between the student and teacher
- Discussions with reflection and time for follow up questionnaires
- Portfolios
- Tests made by the teacher based on appropriate criteria

Evaluation is the reporting of how students are progressing and is also the means through which the extent of student' attainment of learning outcomes is achieved and reported.

It is recommended that evaluation in physical education be a continuous and 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 behavior toward physical activity and lifelong learning.
- Self-reflection and collective reflection about learning and the learning environment are integral components of the evaluation process.

Safety in the Physical Education Setting

Please refer to Appendix A for a sample course description and evaluation, Appendix C for samples of assessment tools, Appendix H for strategies to support learning and Appendix I for samples of assessment strategies. Further information on curriculum and assessment is also provided in *A Curriculum Framework for Physical Education: Adjusting the Focus* and on the Department of Education's website at: <http://www.ed.gov.nl.ca/edu/index.html>

The nature of the high school curriculum is a student-directed approach, giving the student input into activity choices and a degree of governance over much planning and execution of physical endeavours. The teacher's role is to provide guidance and to facilitate the learning process by his/her experience, insight and accessibility to resources. However, it must be always present in our teaching that, in the final analysis, the teacher is ultimately responsible for the well being and safety of our students. Students at this age level are capable of higher order thinking and can understand the concepts of individual and group safety. However, juxtaposed with this is the inability to foresee danger due to a youthful feeling of invincibility. This creates a situation for teachers where they must assume the role of filling in any inadequacies students have for his/her development and/or the safety of others. Any activity that involves student planning must always be under the supervision of the teacher to be sure that all safety standards are met.

The nature of the adolescent makes safety a very important issue. Adolescents focus on the present and rarely consider the consequences or effects of current actions on the future. It is during this stage that students retain a certain egocentrism which leads them to the belief that they are unique, special and invulnerable to harm. Adolescents may be unaware of the consequences of risk-taking behavior. It is the 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. Since there is the possibility of personal injury, jewelry 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 there are teachers without training in physical education, every effort should be made to develop and implement an appropriate ongoing 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 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.
- 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 school district policy and to ensure that accidents are duly recorded and appropriately referred.
- 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 and enclosed storage should be provided for equipment. Projections 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 the boundaries.

- First-aid courses should be completed by all physical education teachers. In the event of an accident they should only administer emergency first aid. An adequately stocked first-aid kit should be kept in the gymnasium and in a place that is easily accessible. Teachers should consult with their district and administration on WorkPlace Health, Safety and Compensation Commission guidelines.

Liability in Physical Education

The prudent teacher should ensure that every precaution against injury 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 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.

Gender Issues in Physical Education

The Department of Education continues to contribute to the positive well being, health and overall wellness of youth. While there are many youth in the province of Newfoundland and Labrador who are inactive, the Department of Education is working with many partners to help reverse this trend.

A rather unfortunate trend across the country is that there is a great percentage of young females who are inactive when compared to their male counterparts. Some of the solutions that have occurred and others that are being explored include:

- Changes to existing and new curriculum development is considering the needs of all students. Physical education today is about fostering positive attitudes towards physical activity and remaining active throughout one's life. Physical education teaches the skills, movements concepts and knowledge people need to be active, stay active and lead healthy, "well" lives.
- The P.E. curriculum strives to meet the needs of all students. There is an emphasis on providing a wide range of activities and games in addition to those traditionally offered.

- As students mature and move through the school system, the P.E. curriculum encourages student input into the type of activities that are offered in P.E. class.
- Teacher professional learning and capacity building is an ongoing initiative as well. The Department of Education has been working with school districts providing professional development to teachers to heighten awareness on gender issues and how teachers can address the issues in their practice.
- Awareness and education of all teachers and administrators is another step that can help reverse this inactivity trend. School districts are engaged in partnerships to address these issues in the schools.