

Section 1: Introduction

Background

Mission and Vision Statements

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.

This mission is based on a vision that 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

Recent research evidence indicates that there is cause for grave concern about the levels of physical activity of children and youth in Canada. Evidence shows that more than 2/3 of youth and children in Canada do not get enough regular physical activity for them to achieve optimal growth and development, approximately one quarter can be classified as obese, and these trends are continuing into adulthood (CAHPERD, 1998). This leads to a fear that future health trends in Canada will lead to decreased quality of life and increased strain on the health care system.

It has long been recognized that physical activity plays a major role in normal growth and development of children. It improves muscular strength and flexibility, strengthens cardiovascular functioning, contributes to control of body weight, and nurtures development of positive self-esteem. Bailey and Martin (1994, cited in CAHPERD, 1998) found that by contributing to development of peak bone mass physical activity can contribute to reducing the risk of osteoporosis in later adult life. The Heart and Stroke Foundation of B.C. and Yukon (1997, cited in CAHPERD, 1998) indicated that there is a strong positive relationship between the amount of physical education which children receive and their reported level of physical activity each week.

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* contribute to development of physical fitness, physical activity skills necessary for an active life style, and an appreciation for the intrinsic value of an active life style. Education *about movement* fosters student understanding of movement and its place in the personal quest for wellness. Education *through movement* 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 the only 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 apply knowledge and skills to effect change in their personal life as well as in the world in which they live. This contributes to building positive self-esteem and helps them become contributing citizens.

For students to obtain maximum benefit from physical education, they should be exposed to a program of Quality Daily Physical Education (QDPE). Such a program would provide students with consistent, balanced and planned physical activity on a regular basis and would be delivered by a physical education teacher.

Guiding Principles

The following guiding principles are statements of belief about physical education.

Physical Education, entrenched in Active Living:

1. Promotes a way of life in which physical activity is valued, enjoyed and integrated into daily life;
2. Promotes the principle of individual choice by responding to learners' individual needs, interests and circumstances;
3. Provides a unique contribution to lifelong development of all learners, enhancing their physical, cognitive, social, emotional and spiritual well-being;
4. Facilitates learning processes which encourage critical thinking, thereby affecting the learners' personal wellness and the well-being of society;
5. Nurtures individual self-reflection and consciousness which preserve human rights and the development of supportive and sustainable environments for all citizens; and
6. 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.

This program takes as its basis the need 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. Developing critical thinking abilities and applying them to solving movement and societal problems which affect opportunities to continue an active lifestyle, is also a focus of this program. To accomplish this, 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, develop games, rules and strategies, help others, and plan demonstrations or activities for the benefit of others. Students will also reflect on the purpose of Active Living and evaluate the effectiveness of various activities for their intended purpose.

This primary and elementary program includes themes which provides varied movement experiences and active living opportunities. The themes are as follows:

1. Games - Space, Directions and Body Awareness (1-6)
2. Games - Locomotor Skills (1-6)
3. Games - Non-locomotor Skills (1-6)
4. Games - Manipulative Skills - Projecting and Receiving Small Objects (1-3)
5. Games - Manipulative Skills - Projecting and Receiving Large Objects (1-3)
6. Games - Manipulative Skills - Projecting and Receiving with Implements (1-3)
7. Games - Manipulative Skills - Projecting and Receiving (4-6)
8. Games - Manipulative Skills - Accompanying Apparatus (1-6)
9. Rhythmic Activities (1-6)
10. Gymnastics (1-6)
11. Sports Lead-up Activities (4-6)
12. Fitness (4-6)