

# **Section 1**

## **Program Design and Components**

# Section 1: Program Design and Components

## 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*.

## Pillars of Comprehensive School Health

When We Say	We Mean
Social and Physical Environment	<p><u>The social environment is:</u></p> <ul style="list-style-type: none"> <li>• The quality of the relationships among and between staff and students in the school.</li> <li>• The emotional well-being of students.</li> <li>• Influenced by relationships with families and the wider community.</li> </ul>
	<p><u>The physical environment includes:</u></p> <ul style="list-style-type: none"> <li>• The buildings, grounds, play space, and equipment in and surrounding the school.</li> <li>• Basic amenities such as sanitation and air cleanliness.</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Healthy School Policy	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Partnerships and Services	<p><u>Partnerships are:</u></p> <ul style="list-style-type: none"> <li>• The connections between the school and students' families.</li> <li>• Supportive working relationships within schools (staff and students), between schools and between schools and other community organizations and representative groups.</li> <li>• Health, education and other sectors working together to advance school health.</li> </ul>
	<p><u>Services are:</u></p> <ul style="list-style-type: none"> <li>• Community and school based services that support and promote student and staff health and well-being.</li> </ul>

## Physical Education Strategic Plan

### Guiding Definition

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 (CFPE, page 3).

### Mission

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, page 3).

### Vision

Teachers in physical education working collaboratively to ensure that every learner attains personal wellness through planned, culturally and environmentally sensitive daily physical activity (CFPE, page 4).

### The Personal-Global Curriculum Orientation

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, page 25).

Jewett and Ennis (1990), as concluded in the CFPE on pages 26-27, describes this curriculum as having four distinguishing characteristics:

- 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 for physical education programs to 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 focuses on outcomes that will foster a greater sense of autonomy and input allowing for a heightened sense of personal meaning towards activity. The activity settings used to fulfill the outcomes 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 the Personal Meaning Model includes:

- 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
- Preparation for society and social change
- Ecological validity and the learning process.

High school teachers professionally engaged in teaching physical education from a Personal-Global perspective would be, involved with students that are in great need of activities (physical, cognitive and social) which explore and help create a stable identity. A Personal-Global orientation would direct students toward succeeding stages of self-control, involvement, self-responsibility and caring for others, as described by Hellison (1985). Students would be engaged in individual, small group and large group activities that focus on the relationships which occur between the students while physically active. Traditional (basketball, volleyball, etc.) and non-traditional (cooperative games, initiative tasks, etc.) activities would be sequenced to provide a process of self-discovery and understanding related to physical activity preferences, strengths, limitations, identity and social acceptance (personal-global awareness) (CFPE, pages 28-29).

## **Guiding Principles**

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.

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 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 (page 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.

## Curriculum Models for Physical Education

*A Curriculum Framework for Physical Education: Adjusting the focus* (pages 46-47) identifies seven education curriculum models by Jewett and Bain (1985). The models include:

- Developmental Model
- Humanistic Model
- Fitness Model
- Movement Education Model
- Kinesiological Studies Model

- Play Education Model
- Personal Meaning Model

In addition to these, there are other models that deserve to be mentioned and quite applicable to the kindergarten, primary/elementary, intermediate and high school physical education curricula. Such models include:

- Teaching Games for Understanding (TGfU) Model by Bunker and Thorpe (1982): <http://tgfu.wetpaint.com/page/The+Model>
- Canadian Sport for Life (CS4L) - Long Term Athlete Development (LTAD) Model by Sport Canada: <http://www.canadiansportforlife.ca/learn-about-canadian-sport-life>
- Interdisciplinary Education - The Connected, Shared and Partnership Models by Theresa Purcell Cone, Peter H. Werner, and Stephen L. Cone: <http://www.humankinetics.com/excerpts/excerpts/models-for-interdisciplinary-teaching-in-physical-education>

Within the Personal-Global Curriculum Orientation, teachers may adopt one or more of the models presented. Teachers are best able in determining the means to fulfilling the curriculum outcomes and are in a position to implement curriculum models which best serve the needs of the local school community.

Each model identified represents widely differing perspectives on the place of physical education in the educational system, based on differing views of the learner, learning, educational intentions and fundamental beliefs about the role of schools in society. Decisions regarding resource allocation, instructional strategies and activity choices strongly depend on the local environment and the particular needs and priorities of the school. With this in mind, it is suggested that curriculum models be combined to provide a curriculum that suits the particular characteristics of the whole school community.

## Addressing the Needs of All Learners

### An Inclusive Culture

*Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence and opportunities to participate. (The Centre for Inclusive Education, 2009)*

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. 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 physical education curriculum is appropriate to meet individual needs, interests and abilities
- 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.
- 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 school's program planning team. Students that are on a modified, alternate or functional curriculum require documentation in the form of an Individual Education Plan (IEP), which includes input from the physical education teacher.
- Safety must be a consideration when designing an inclusive curriculum for students of varying abilities and needs. Knowing your students and understanding their capabilities will help ensure safety.

## Differentiated Instruction

*Differentiated Instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning.*  
- Carol Ann Tomlinson

Curriculum is designed and implemented to provide opportunities for all students according to abilities, needs and interests. Teachers must be aware and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning for student differences in terms of the core concepts and skills being taught, the process by which the content is delivered; the resources used; and the product that students create. The learning environment is tailored to the individual needs of the student.

Teachers continuously make decisions about selecting teaching strategies and structuring learning activities to provide all students with a safe place to grow and succeed in a dynamic and personalized space.

- *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 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.

- *Differentiating the Learning Environment*

The learning environment includes the physical and affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, and how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, spots for quiet individual work, and areas for collaboration. Teachers can divide the classroom into sections, create learning centres, or have students work both independently or in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

## **Learning Preferences**

The physical learning environment must be structured in such a way that all students can gain access to information while developing confidence and competence in applying their learning to real-life situations.

Students preferred learning styles may include many ways of knowing, understanding, and creating meaning. How they receive and process information is a function of how they interact with peers and the learning environments. Similarly, most teachers have a preferred teaching style.

## **Meeting The Needs Of Students With Exceptionalities**

All students have individual learning needs. Some students, however have exceptionalities (defined by the Department of Education) which impact on their learning. Details of these exceptionalities are available at:

<http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html>

Supports for these students range from accommodations such as adaptive equipment for students with physical exceptionalities to alternate curriculum for students with cognitive exceptionalities. Also included in this range are students who require modified or alternate programs or courses.

Teachers should adjust learning contexts to provide support and challenge for all students. If specific outcomes are not attainable or inappropriate for individual students, teachers can use statements of general curriculum outcomes, key-stage curriculum outcomes, and specific curriculum outcomes for previous and subsequent grade levels as reference points to setting learning goals. Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

## ***Students with Advanced Abilities***

Some students begin a course or topic with a great amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. Teachers should pre-assess the students in order to identify strengths or weaknesses. All students are expected to move forward from their point of entry. Some strategies for exceptionally able learners include:

- Similar-ability grouping provides the opportunity for students to work with their intellectual peers and delve deeper into a particular topic.
- Curriculum compacting allows for increased rate of content coverage commensurate with a student's ability or degree of prior knowledge.
- Independent work.
- Tiering of instruction to pursue a topic to a greater depth or to make connections between various disciplines of knowledge.

Exceptionally able students require the opportunity to do authentic investigation and become familiar with the tools and practices of the field. Authentic audiences and real world problems are vital for these learners.

## 21st Century Learning

A 21st century curriculum incorporates literacy, learning/innovation skills, and life/career skills. These three areas are addressed in the context of academic subjects and across interdisciplinary themes. A 21st century instruction employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and real world resources and contexts.

The acquisition of literacy, learning/innovation skills, and life/career skills are important across curriculum areas and should be integrated into teaching, learning and assessment strategies. Opportunities within the curriculum for integration of these skills exist and should be planned with rich, engaging, experiential activities that supports gradual release of responsibility. For example, lessons in a variety of subject areas can be infused with 21st century skills by using open-ended questioning, inquiry approaches, self-directed learning, student role rotation, internet-based technologies, student as teacher, and role plays.

### Literacy

Students in the 21st century must be skilled consumers of information, critical readers, writers and creators, and critically aware of the world in which they live. Teachers have a responsibility to develop and support individual student's capacity to achieve these key goals. A person's ability to communicate with others and to manipulate texts is intimately linked with the quality of his or her life.

The range of literacies required for success in the 21st century, include, but are not limited to:

- Physical Literacy
- Artistic and Creative Literacy
- Globalization and Multicultural Literacy
- Social and Emotional Literacy
- Technology and Multimedia Literacy
- Numeracy
- Critical Literacy and Problem Solving
- Career Literacy
- Information Literacy
- Communication and Collaboration Literacy

*(CAMET: Literacy Competencies for Teachers and Administrators)*

### Physical Literacy

An important sub-component of literacy is Physical Literacy. Physical and Health Education Canada (2012) concludes that,

individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply and analyze different forms of movement. They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others and their environment.

Research has shown that being physically active later in life depends on an individual's ability to feel confident in an activity setting. That confidence most often comes from having learned fundamental movement and sport skills, or physical literacy, as a child. Research has also shown that without the development of physical literacy, many children and youth withdraw from physical activity and sport and turn to more inactive and/or unhealthy choices during their leisure time.

Quality physical education programs offer the best opportunity to foster the development of physical literacy for all children and youth given their mandate to provide equal and equitable access to the development of the skills, knowledge and attitudes needed to become physically literate.

*(Source: <http://www.phecanada.ca/programs/physical-literacy/what-physical-literacy>)*

### **Learning and Innovation Skills**

- Creativity and Innovation - Developing, implementing and communicating new ideas to others. Being open and responsive to new and diverse perspectives.
- Critical Thinking and Problem Solving - Understanding the interconnections among systems. Identifying and asking significant questions that clarify various points of view and lead to better solutions.
- Communication and Collaboration - Demonstrating ability to work effectively with diverse teams. Assuming shared responsibility for collaborative work.

### **Life and Career Skills**

- Flexibility and Adaptability – Ability to adapt to change, to continue to function in a variety of situations.
- Initiative and Self-Direction – Working without supervision, completing tasks that are not necessarily assigned but are required to be completed.

- Social and Cross-Cultural Skills – The ability to work well with others, being cognizant of cultural mores and differences
- Productivity and Accountability – Completing work assigned in time required, to the skill level required, and taking responsibility for your own actions and work.
- Leadership and Responsibility – Being able to enlist the aid of others in completion of a task, and being dependable enough to complete that task.

Consideration of the following factors will support 21st century learning:

- Physical organization within classrooms (i.e. access to resources, flexible seating arrangements for collaboration).
- Emphasis on teaching and learning strategies that include differentiated instruction.
- Inquiry-based learning
- Elements of sustainable development present in all activities.
- Professional learning opportunities for teachers.
- The integration of a variety of hardware and software technologies on a regular basis including, but not limited to:

Wikispaces	Flicker
Blogs	Vlogs
Twitter	Podcasts
Web Design	RSS
E-portfolios	Youtube

## Resource Based Learning

A resource-based learning approach is student-centered and promotes the teacher as a facilitator and guide. There is less emphasis on teacher-focused pedagogy such as lecture. Active learning experiences that emphasize independent inquiry and problem solving are prevalent. Teachers are encouraged to use a wide range of print, non-print, and human resources in their teaching in order to provide students with the knowledge and skills they need to be information literate.

## Inquiry Based Learning

With inquiry-based learning, the focus is on the development of questions by teachers and students to guide the inquiry into topics, problems and issues related to the curriculum outcomes. The questions guide student research so they can create their own knowledge and understanding.

Students take more responsibility for:

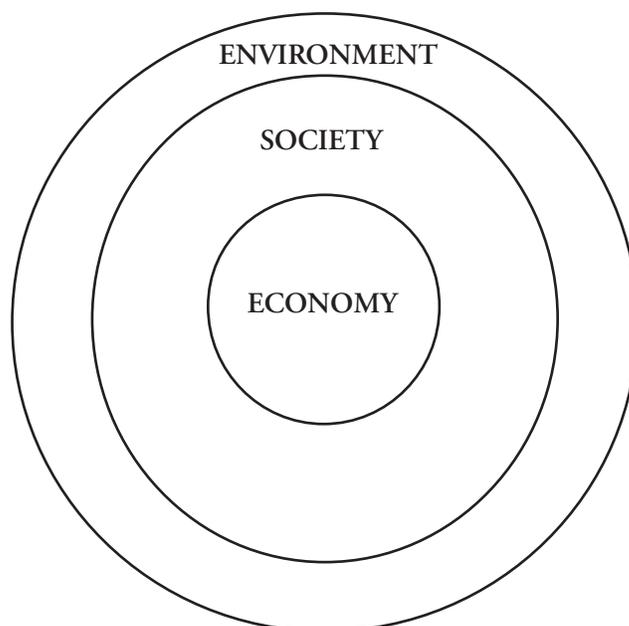
- Determining what they need to learn.
- Identifying resources and how to best to learn from them.

- Using resources and reporting their learning.
- Assessing their progress in learning.

The process is cyclical rather than step-by-step. Student self-reflection of their learning and their documentation of the inquiry process are important components of this learning. When there are common elements, concepts, processes, and skills among the disciplines, students begin to sense a new meaning for the word integration. Cooperation, collaboration and community building is enhanced when students and teachers work together. The challenge in effective integration is to ensure that the skills, strategies, and knowledge components of each discipline are respected.

## Education for Sustainable Development (ESD)

*Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development).*



Education for Sustainable Development (ESD) is not teaching about sustainable development. Rather, ESD involves teaching for sustainable development – helping students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans such things as understanding the inter-connectedness of our political, economic, environmental and social worlds, to the role of science/technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask the right questions and problem solve. The values and perspectives include an appreciation for the interdependence of all life forms and the importance of individual responsibility and action. ESD values and perspectives also include an understanding of global issues as well as local issues in a global context, the fact that every issue has a history, and that many global issues are linked.

## 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.
- Multicultural physical activities lend themselves to connections with other subject areas (Social Studies).
- 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.

## Learning Strategies

Recent research on how the brain works as it assimilates new information supports the use of a variety of learning strategies. Many of the strategies presented in Appendix F can assist teachers with differentiating instruction 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. For convenience, the strategies in Appendix F 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 F require less than five minutes to complete, they pay huge dividends in terms of student engagement and achievement.

## Assessment and Evaluation

Assessment and evaluation are fundamental components of teaching and learning. Assessment is the process of collecting and documenting information on individual student learning, while evaluation is the process of analyzing, reflecting, summarizing and making decisions based on this information. The purpose of assessment is to inform teaching and improve learning. The learning that is assessed and evaluated, the way it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued - what is worth learning, how it should be learned and what elements or qualities are considered important.

Assessment techniques are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs and guides future instructional approaches. Practices must meet the needs of diverse learners in classrooms and should accept and appreciate learners' linguistic and cultural diversity.

Teachers are encouraged to be flexible in assessing the learning success of all students and to seek diverse ways in which students might demonstrate what they know and are able to do. Assessment criteria and the methods of demonstrating achievement may vary from student to student depending on strengths, interests and learning styles.

Evaluation involves the weighing of the assessment information against a standard in order to make an evaluation or judgment about student achievement. Assessment that is ongoing and differentiated is essential in the evaluation process and it is the key to student success.

## Assessing Student Learning

Teachers recognize that many factors influence learning and achievement. A student's success in demonstrating what he/she knows or is able to do may vary. His/her level of success may depend on such factors as the time of day, the situation, the type of questions asked, familiarity with the content and the student's willingness to perform at any one time. Students require ample time to demonstrate their achievements through varied learning opportunities that are developmentally appropriate and within the range of things that they can do independently. The rate and depth which individual students will engage in the curriculum will vary from the beginning to the end of the school year.

In the physical education curriculum, learning occurs in three domains - *In Movement*, *About Movement* and *Through Movement*. Assessing the process of learning is critical and it should occur while the learning is happening rather than assessing the final product. Ongoing assessment informs the approach needed to design and deliver developmentally appropriate instructional activities.

The best opportunities to assess student learning occur within natural classroom instructional encounters with students working individually and in small and whole groups during their engagement in the various games/activities. Assessment, therefore, must be frequent, well planned and well organized so that teachers are able to assist each child towards meeting the required curriculum outcomes.

## **Purpose of Assessment**

Assessment for, as and of learning are integral parts of the teaching and learning process. According to research, assessment has three interrelated purposes:

- Assessment for Learning: To guide and inform instruction.
- Assessment as Learning: To involve students in self-assessment and setting goals for their own learning.
- Assessment of Learning: To make judgments about student performance in relation to curriculum outcomes.

The interpretation and use of information gathered for its intended purpose is the most important part of assessment. Even though each of the three purposes of assessment (for, as, of) requires a different role for teachers and different planning, the information gathered through any one purpose is beneficial and contributes to an overall picture of an individual student's achievement.

## ***Assessment for Learning***

Assessment for Learning involves frequent, interactive assessments designed to make student understanding visible to enable teachers to identify learning needs and adjust teaching accordingly. It is teacher-driven and an ongoing process of teaching and learning.

### **Assessment for Learning:**

- Integrates strategies with instructional planning.
- Requires the collection of data from a range of assessments as investigative tools to find out as much as possible about what students know.
- Allows for judgments to be made about students' progress for reporting purposes.
- Uses curriculum outcomes as reference points along with exemplars and achievement standards that differentiate quality.
- Provides descriptive, specific and instructive feedback to students and parents regarding their achievement of the intended outcomes.
- Actively engages students in their own learning as they assess themselves and understand how to improve performance.

- Provides information on student performance that can be shared with parents/guardians, school and district staff and other educational professionals for the purposes of curriculum development.

This type of assessment provides ways to engage and encourage students to acquire the skills of thoughtful self-assessment and to take ownership of their own achievement. Students' achievement is compared to established criteria rather than on the performance of other students.

### ***Assessment as Learning***

Assessment as Learning actively involves students' reflection on their learning and monitoring of their own progress. It focuses on developing and supporting metacognition in students with teacher guidance.

**Assessment as Learning is ongoing, varied in the classroom and:**

- Integrates strategies with instructional planning.
- Focuses on students as they monitor what they are learning, and use the information they discover to make adjustments, adaptations or changes in their thinking to achieve deeper understanding.
- Supports students in critically analyzing their learning related to learning outcomes.
- Prompts students to consider how they can continue to improve their learning.
- Enables students to use information gathered to make adaptations to their learning processes and to develop new understandings.

The goal in assessment as learning is for students to acquire the skills to be metacognitively aware of their increasing independence. They take responsibility for their own learning and construct meaning for themselves with support and teacher guidance. Through self-assessment, students think about what they have learned and what they have not yet learned,. They decide how to best improve their achievement by setting personal goals.

### ***Assessment of Learning***

Assessment of Learning involves strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized learning plans, or to certify proficiency and make decisions about students' future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results. When used in conjunction with the other assessment processes previously outlined, assessment of learning is strengthened.

**Assessment of Learning:**

- Provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/guardians, school and district staff and other educational professionals for the purposes of curriculum development.
- Confirms what students know and can do.
- Occurs at the end of a learning experience using a variety of tools.
- May be either criterion-referenced (based on specific curriculum outcomes) or norm-referenced (comparing student achievement to that of others).
- Provides the foundation for discussions on student placement or promotion.

Since the consequences of assessment of learning are often far-reaching and affect students seriously, teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications.

**The Role of the Teacher  
in Assessing Student  
Learning**

The chart on the next page provides information concerning the role of the teacher in assessing student learning throughout each of the assessment processes mentioned above.

The Role of the Teacher in Assessing Student Learning		
Assessment for Learning	Assessment as Learning	Assessment of Learning
<p>Assessment for learning occurs throughout the learning process. It is interactive, with teachers:</p> <ul style="list-style-type: none"> <li>Aligning instruction with the learning outcomes.</li> <li>Identifying particular learning needs of students or groups.</li> <li>Selecting and adapting materials and resources to meet the needs of students.</li> <li>Creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning.</li> <li>Providing immediate feedback that is descriptive, specific and instructive to students.</li> </ul>	<p>Assessment as learning promotes the development of independent learners. Teachers:</p> <ul style="list-style-type: none"> <li>Model and teach the skills of self-assessment through opportunities to practice.</li> <li>Guide students in setting goals, and monitoring progress toward them.</li> <li>Provide exemplars that reflect curriculum outcomes.</li> <li>Work with students to develop clear criteria of good practice.</li> <li>Guide students in developing internal feedback or self-monitoring mechanisms.</li> <li>Monitor students' metacognitive processes as well as their learning; provide descriptive feedback.</li> <li>Create an environment where it is safe for students to take chances and where support is readily available.</li> </ul>	<p>Assessment of learning provides evidence of achievement. Teachers provide:</p> <ul style="list-style-type: none"> <li>A rationale for undertaking a particular assessment of learning at a particular point in time.</li> <li>Clear descriptions of intended student learning processes that make it possible for students to demonstrate their competence and skill.</li> <li>A range of alternative mechanisms for assessing the same outcomes.</li> <li>Transparent approaches to interpretation.</li> <li>Descriptions of the assessment process.</li> </ul>

A comprehensive assessment and evaluation system is strengthened by a wide variety of assessment techniques. A sample of instruments to 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
- Teacher-student conferences based on structured and unstructured interviews

- 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)
- 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

Please refer to Appendix A for a Sample Course Descriptor and Evaluation, Appendix C for Sample Assessment Tools, and Appendix F for Strategies to Support Learning. Further information on curriculum and assessment is also provided in *A Curriculum Framework for Physical Education: Adjusting the Focus*.

## **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 social, emotional, physical, intellectual and spiritual/moral development. It is important for those who direct and foster their development and learning to understand the nature of these changes. For this document, which deals with the adolescent learner in high school, the period of middle adolescence (15-17 years) is a time of increasing autonomy and self-discovery leading to clear identity formation.

### **Characteristics of the Adolescent Learner**

*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 developmental characteristics on the following pages should be considered as a working framework rather than 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.

***Physical Development - The Adolescent***

CHARACTERISTICS	IMPLICATIONS
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• The school should provide experiences and opportunities that help students understand their own physical development.</li> <li>• 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.</li> <li>• Opportunities must be provided for constructive social interaction and the establishment of a healthy and stable classroom environment.</li> <li>• Problems in the psychomotor domain should be identified and instructional strategies developed to remedy those problems while encouraging and preserving self-esteem.</li> <li>• 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.</li> <li>• 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.</li> <li>• Young adolescents require physical activity to expend energy. Therefore, daily physical activity is essential.</li> <li>• An activity-oriented approach to learning is important.</li> </ul>

***Social Development - The Adolescent***

CHARACTERISTICS	IMPLICATIONS
<ul style="list-style-type: none"> <li>• Young adolescents attempt to define themselves independent of the family unit. Family allegiance diminishes as peer relationships take on increased importance.</li> <li>• As the adolescent engages in more interactions, many involving risk-taking behaviors, there is a transference of loyalty to the peer group.</li> <li>• 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.</li> <li>• There is a strong desire for social acceptance and conformity to the peer group in terms of dress, speech and behavior is quite common.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental involvement is still crucial at this time and should be encouraged. Teachers and parents should continue to be positive role models.</li> <li>• Provide activities (role playing, dramas) which allow students to explore ways of dealing with various situations that may arise.</li> <li>• Provide opportunities for the formation of positive peer relationships.</li> <li>• Provide opportunities for students to become involved in setting standards for behavior and establishing realistic goals.</li> <li>• Adults should provide opportunities for positive social interaction with peers and adults.</li> <li>• Structure instructional activities to provide interaction among various groupings of students.</li> </ul>

***Emotional Development - The Adolescent***

CHARACTERISTICS	IMPLICATIONS
<ul style="list-style-type: none"> <li>• Emerging adolescents will display a multitude of emotions and in varying degrees in their search for independence and autonomy.</li> <li>• While their moods, temperaments and behaviors are profound and intense they are often inconsistent and unpredictable. Feelings tend to shift between superiority and inferiority.</li> <li>• Adolescents have a strong desire to establish acceptance among their peers. Appraisals of one-self are often overly critical and negative. They frequently make comparisons and see themselves deficient in many ways.</li> <li>• 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.</li> <li>• Adolescents see their problems as being unique and will often over-exaggerate simple occurrences.</li> </ul>	<ul style="list-style-type: none"> <li>• Design activities that allow students to play out their emotions and develop decision-making skills.</li> <li>• Adolescents should not be pressured to explain their emotions. Provide opportunities for releasing emotional stress.</li> <li>• Self-evaluation and self-responsibility should be encouraged. Provide opportunities for self-appraisal and the development of positive attitudes.</li> <li>• 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.</li> </ul>

***Intellectual Development - The Adolescent***

CHARACTERISTICS	IMPLICATIONS
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Adolescents may be unaware of the consequences of risk-taking behavior.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Young adolescents should be exposed to learning situations where they can apply skills to solve real-life problems.</li> <li>• Students require structure and guidance in setting clear limits that involve them in the decision-making process.</li> <li>• Opportunities should be provided to affect their awareness of and attitudes about issues involving risk-taking behaviour.</li> <li>• 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.</li> <li>• Programs should provide the opportunity to question and analyse situations to develop the skills of critical analysis and decision making.</li> </ul>

### ***Spiritual and Moral Development - The Adolescent***

CHARACTERISTICS	IMPLICATIONS
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• As they begin to value the benefits of cooperative group action, adolescents exhibit more concern for others.</li> <li>• Young adolescents are searching for greater meaning and understanding regarding the ultimate meaning of life.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Opportunities should be provided for the consideration and resolution of dilemmas of a social and personal nature.</li> <li>• 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.</li> </ul>

## Overview of Physical Education 3100 & 3101

The high school physical education 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 3100 and 3101 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 3100 and 3101 will provide opportunities:

- For teachers and students to work together in selecting the activities in which teachers and students participate. A quality program will incorporate as many activities as possible to provide the students with a full and enriching experience. Depending on the nature of the activity and level of safety required, teachers may wish to consult with administration and/or school district personnel when selecting activities.
- To develop and increase physical literacy, movement competency and strategies in a variety of activities.
- For students to learn and engage in various exercises and activities that contribute to overall wellness/fitness and to maintain an active lifestyle for life.
- To establish wellness/fitness levels and work towards personal goals.
- To assume increasing levels of personal responsibility for actions and choices.
- To assume varying levels of participation within groups 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.
- To learn to provide and receive constructive feedback and critically reflect on performance.
- To assess risk and make decisions that minimize hazards to self and others.

## Program Dimensions and Application

- To assume responsibility for the development, implementation and evaluation/modification of a personal wellness plan. This includes showing an understanding and appreciation of the health-related components of fitness.
- For students to develop an appreciation for nature and the outdoors through participation in outdoor/adventure activities.

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 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.

- Education *In Movement* (Moving and Doing 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 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.

## Movement Themes

The 3100/3101 program includes a broad range of movement activities employed through three movement themes: Fitness Pursuits; Innovative Games and Activities, and Team/Group Games and Activities. 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).

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

- teachers must address KSCOs required by the end of Grade 12.
- 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.

The program themes, sample activities, outcomes, elaborations: strategies for teaching and learning, suggested assessment strategies, and resources/notes are presented in the four column spread in Section 2: Curriculum Outcomes.

## 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 teacher's expertise. Involving the students and school administration in the planning process is very important and highly recommended. In the appendices section of the guide there are many tools available to assist with program planning.

## Safety and Liability

The nature of the adolescent makes safety a very important issue. Adolescents focus on the present and rarely consider 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.
- 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.
- 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.

- 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.

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.