Section 1

Program Design and Components
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.

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:

# Pillars of Comprehensive School Health

<table>
<thead>
<tr>
<th>When We Say</th>
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| **Social and Physical Environment** | The social environment is:  
  - 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.  
  
  The physical environment includes:  
  - The buildings, grounds, play space, and equipment in and surrounding the school.  
  - Basic amenities such as sanitation and air cleanliness.  |
| **Teaching and Learning** | 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** | 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** | Partnerships are:  
  - 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.  
  
  Services are:  
  - 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, page 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, page 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 (page 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, page 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 focuses 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. Intermediate 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.
Intermediate 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.

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).

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. 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).

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).
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. Kirniecik 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.

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 intermediate program is based on human movement and the following dimensions.

- 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, page 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.
Hellison's Developmental Levels

Hellison's Levels of Responsibility provide guidelines to allow students to become more responsible. Level I (Respect/Self-Control) and Level II (Participation/Involvement) address the students' responsibility for personal development. Level III (Self-direction/Responsibility) and Level IV (Caring) address the students' social and moral responsibility for their relationships with others and as a member of groups. Level V (Transfer of Responsibility) focuses on the transfer of responsibility in physical education to the lives of students in school, on the playground, at home and in the community.

The authorized teacher resource, *Teaching Responsibility Through Physical Activity* (2003), outlines how Hellison's levels of responsibility can be used in physical education programs to maximize student learning and support student responsibility for their actions and behaviour.

The intermediate physical education curriculum uses the levels of responsibility as described by Hellison (1985, 1995, 2003). Teachers are directed to incorporate Hellison's Levels of Responsibility into their practice while teaching physical education. School environments where students are taught to assume greater amounts of responsibility for their actions, behaviour and learning demonstrate much success in their learning.

The next three pages provide charts to assist with Hellison's ideas.

- Hellison's Student Learning Experiences, Page 14.
### Hellison's Levels of Responsibility for Intermediate Physical Education

The chart below outlines the Levels of Responsibility for Intermediate Physical Education.

<table>
<thead>
<tr>
<th>Level 0 - Irresponsibility:</th>
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<tbody>
<tr>
<td>• Students who operate at level 0 make excuses and blame others for their behaviour and deny personal responsibility for what they do or fail to do.</td>
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<thead>
<tr>
<th>Level I - Respect/Self-Control:</th>
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<td>• Students may not participate in the day's activities or show much mastery or improvement.</td>
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<tr>
<td>• Control their behaviour enough so that they don't interfere with the other students' right to learn or the teacher's right to teach. They do this without much prompting by the teacher and without constant supervision.</td>
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<th>Level II - Participation/Involvement:</th>
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<td>• Students at Level II show minimal respect for other, willingly participate, accept challenges, practise motor skills and train for fitness under the teacher's supervision.</td>
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<th>Level III - Self-direction/Responsibility:</th>
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<td>• Students at Level III show respect, participation and are able to work without direct supervision. They can identify their own needs and begin to plan and carry out their physical education programs.</td>
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<th>Level IV - Caring:</th>
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<tr>
<td>• Students at Level IV, in addition to respecting others, participating and being self-directed, are motivated to extend their sense of responsibility beyond themselves by cooperating, giving support, showing concern and helping.</td>
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<th>Level V - Transfer of Responsibility</th>
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<tr>
<td>• Students at Level V apply the behaviours of the previous four levels beyond the physical education setting, such as in the classroom, on the playground and in other life situations.</td>
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During a lead-up game or a specific skill development activity, a student may be able to act responsibly at Level III but when participating in a more advanced activity/game the student may be acting at Level I or Level 0. Similarly, a student may act responsibly at Level II while engaged in a team sport but at Level IV while engaged in cooperative games. The authorized teacher resource, *Teaching Responsibility Through Physical Activity* (2003), outlines how Hellison's levels of responsibility can be used in physical education programs to maximize student learning and support student responsibility for their actions and behavior.
**Hellison’s Implementation Strategies and Learning Experiences**

The intermediate physical education program follows Hellison's (2003) implementation strategies resulting in a number of learning experiences:

<table>
<thead>
<tr>
<th>Level</th>
<th>Experiences to develop student respect/self-control</th>
<th>Experiences to develop student participation/involvement</th>
<th>Experiences to develop student self-direction/responsibility</th>
<th>Experiences to develop student caring</th>
<th>Applications of the levels of responsibility outside of the P.E. setting</th>
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<tr>
<td>0</td>
<td>- Level of irresponsibility - students:</td>
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<td></td>
<td>• Do not participate</td>
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<td></td>
<td>• Interfere with others</td>
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<td></td>
<td>• Deny personal responsibility for their action or inaction</td>
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<td>1</td>
<td>- Experiences to develop student respect/self-control:</td>
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<td></td>
<td>• Exploring personal and general space</td>
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<td>• Following class rules</td>
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<td></td>
<td>• Respecting equipment</td>
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<td>• Being on time</td>
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<td>• Bringing appropriate clothing</td>
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<td>• Demonstrating appropriate change room etiquette</td>
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<td>• Self-officiating</td>
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<td>• Respecting the “talking bench”</td>
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<td>• Planning and implementing conflict resolution</td>
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<td>- Experiences to develop student participation/involvement:</td>
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<td></td>
<td>• Giving students an alternative</td>
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<td></td>
<td>• Making tournaments optional</td>
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<td>• Giving students choices</td>
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<td>• Providing challenges</td>
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<td>• Using play as motivation</td>
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<td>3</td>
<td>- Experiences to develop student self-direction/responsibility:</td>
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<tr>
<td></td>
<td>• Identifying needs and interests</td>
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<td>• Setting attainable goals</td>
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<td>• Delivering on promises</td>
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<td>• Setting and fulfilling contracts</td>
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<td>• Developing a knowledge base to carry out goals</td>
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<td>- Experiences to develop student caring:</td>
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<td></td>
<td>• Cooperative games</td>
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<td>• Reciprocal teaching</td>
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<td>• Support groups</td>
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<td>• Group challenges and projects</td>
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<td>• Cross-age teaching</td>
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<td>• Class, school and community projects</td>
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<td>• Service and leadership</td>
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<td>5</td>
<td>- Applications of the levels of responsibility outside of the P.E. setting:</td>
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<td>• Home</td>
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**Hellison’s Student Learning Experiences**

The Intermediate Physical Education program is designed to involve students, under teacher supervision, in appropriate learning experiences whereby students:

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**Develop successive strategies for respect/self-control by:**
- Working to control their own behaviour
- Practising self-discipline leading to self-responsibility
- Not interfering with other students’ right to learn

**Develop successive strategies for participation/involvement in physical activity by:**
- Accepting challenges, practising motor skills and training for fitness
- Recognizing the contribution their involvement makes to society
- Experiencing the “joy of effort”

**Develop successive strategies for self-direction/responsibility by:**
- Working independently
- Identifying their own needs and interests
- Taking responsibility for their intentions and actions
- Planning and executing their own physical activity programs through goal-setting
- Developing a strong and integrated personal identity
- Respecting the environments within which the students interact

**Develop successive strategies for caring for self and others by:**
- Developing cooperative skills
- Developing confidence and appreciation of group support
- Helping
- Encouraging students to consider the outcomes of their actions on themselves, others and the community. Thereby, encouraging responsible decisions.

**Develop successive strategies for applying the levels of responsibility outside of P.E. by:**
- Discussing the reality of “life outside the gymnasium”
- Holding awareness talks
- Convening group meetings
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, students need to be acknowledged by all those individuals who direct and foster their development and learning.

For this document, which deals with the adolescent learner in the intermediate grades, adolescence can be subdivided. Early adolescence (10-14 years) encompasses the biological changes of puberty and a new interest in sexuality. Middle adolescence (15-17 years) is a time of increasing autonomy and self-discovery leading to clear identity formation. There is considerable difference in the characteristics of the early grade seven adolescent and the late grade nine adolescent.

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

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>IMPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Young adolescents attempt to define themselves independent of the family unit. Family allegiance diminishes as peer relationships take on increased importance.</td>
<td>• Parental involvement is still crucial at this time and should be encouraged. Teachers and parents should continue to be positive role models.</td>
</tr>
<tr>
<td>• As the adolescent engages in more interactions, many involving risk-taking behaviors, there is a transference of loyalty to the peer group.</td>
<td>• Provide activities (role playing, dramas) which allow students to explore ways of dealing with various situations that may arise.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Provide opportunities for the formation of positive peer relationships.</td>
</tr>
<tr>
<td>• There is a strong desire for social acceptance and conformity to the peer group in terms of dress, speech and behavior is quite common.</td>
<td>• Provide opportunities for students to become involved in setting standards for behavior and establishing realistic goals.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Adults should provide opportunities for positive social interaction with peers and adults.</td>
</tr>
<tr>
<td></td>
<td>• Structure instructional activities to provide interaction among various groupings of students.</td>
</tr>
</tbody>
</table>
## Emotional Development · The Adolescent

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>IMPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Emerging adolescents will display a multitude of emotions and in varying degrees in their search for independence and autonomy.</td>
<td>• Design activities that allow students to play out their emotions and develop decision-making skills.</td>
</tr>
<tr>
<td>• While their moods, temperaments and behaviors are profound and intense they are often inconsistent and unpredictable. Feelings tend to shift between superiority and inferiority.</td>
<td>• Adolescents should not be pressured to explain their emotions. Provide opportunities for releasing emotional stress.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Self-evaluation and self-responsibility should be encouraged. Provide opportunities for self-appraisal and the development of positive attitudes.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Sarcasm by adults should be avoided. Activities should be structured to enhance self-esteem and recognize student accomplishments.</td>
</tr>
<tr>
<td>• Adolescents see their problems as being unique and will often over-exaggerate simple occurrences.</td>
<td>• Plan units that revolve around student issues so that adolescents become aware that their problems are not unique.</td>
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</tbody>
</table>
Physical Development - The Adolescent

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>IMPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>• The school should provide experiences and opportunities that help students understand their own physical development.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Opportunities must be provided for constructive social interaction and the establishment of a healthy and stable classroom environment.</td>
</tr>
<tr>
<td>• Problems in the psychomotor domain should be identified and instructional strategies developed to remedy those problems while encouraging and preserving self-esteem.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• Young adolescents require physical activity to expend energy. Therefore, daily physical activity is essential.</td>
<td></td>
</tr>
<tr>
<td>• An activity-oriented approach to learning is important.</td>
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</tr>
</tbody>
</table>
### Intellectural Development - The Adolescent

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>IMPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Young adolescents should be exposed to learning situations where they can apply skills to solve real-life problems.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Students require structure and guidance in setting clear limits that involve them in the decision-making process.</td>
</tr>
<tr>
<td>• Adolescents may be unaware of the consequences of risk-taking behavior.</td>
<td>• Opportunities should be provided to affect their awareness of and attitudes about issues involving risk-taking behaviour.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Programs should provide the opportunity to question and analyse situations to develop the skills of critical analysis and decision making.</td>
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</table>
**Spiritual and Moral Development - The Adolescent**

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>IMPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>As they begin to value the benefits of cooperative group action, adolescents exhibit more concern for others.</td>
<td>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 should one do?” The <em>should</em> 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.</td>
</tr>
<tr>
<td>Young adolescents are searching for greater meaning and understanding regarding the ultimate meaning of life.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Opportunities should be provided for the consideration and resolution of dilemmas of a social and personal nature.</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>Young people should be given the opportunity to demonstrate concrete expressions of concern for others, both in the school and in the larger community.</td>
</tr>
<tr>
<td></td>
<td>Opportunities should be provided for the discussion of questions related to spiritual growth and development.</td>
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</tbody>
</table>
The intermediate physical education curriculum guide takes a Personal-Global Curriculum Orientation approach. It has been developed to meet the needs and interests of adolescent students and intermediate teachers. The intermediate program extends the range of skills and knowledge acquired in the kindergarten, primary and elementary programs and facilitates transition to the more self-directed activities of high school. It builds upon the movement concept knowledge provided in the primary and elementary programs and provides opportunity for personal achievement through group and individual activities (Nichols, 1994). This curriculum has been designed within this framework philosophy and acknowledges the wide range of schools’ expertise, available equipment and facilities. 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.

The intermediate program focus includes a broad range of movement activities employed through six 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). Since the themes allow for varied movement experiences, a wide variety and balance of activities may be chosen. However,

- Teachers must address all KSCOs by the end of grade 9.
- 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 six themes must be covered at each grade level.

The six themes and samples of the types of activities included in a theme are provided on the next page. 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.
Alternative Activities:


Court and Field Activities:

- Badminton, Baseball, Basketball, Field Hockey, Floor Hockey, Lacrosse, Netball, Paddle Badminton, Paddle Tennis, Pickle Ball, Racquetball, Ringette, Rugby, Squash, Soccer, Soccer Baseball, Softball, Table Tennis, Team Handball, Tennis, Touch/Flag Football, Ultimate Frisbee, Volleyball, etc.

Fitness Activities:

- Aerobics, Circuit Training, Cycling, Exercise Balls, Fitness Testing, Jogging, Pilates, Skating, Skipping, Swimming, Strength/Resistance Training, Swiss Balls, Tae-Bo, Walking, Water Aerobics, Weight Training, Yoga, etc.

Leadership/Cooperative Activities:

- Adventure Games, Cooperative Games, Initiative Problems, Problem Solving, Risk, Taskings, Team Building, Team Challenges, Trust, etc.

Outdoor Activities:

- Camping, Canoeing, Cross-Country Running, Cycling, Hiking, Kayaking, Kite Flying, Orienteering, Sailing, Skating, Skiing (cross country, downhill), Snowboarding, Snowshoeing, etc.

Rhythmic Activities:

- Aerobics, Cheerleading, Dance (creative, folk, line, modern, multi-cultural, Newfoundland and Labrador Traditional, Square), Rhythmic Gymnastics, Skipping, etc.

In the Department of Education’s Program of Studies, it is recommended that 6% of the instructional time be allocated to intermediate physical education. It is important to note that the Department of Education’s Program of Studies is a guideline for school districts and programming is a shared responsibility between school districts and their schools.
Based on a 7 day cycle, a total of approximately 120 minutes per cycle is the minimum recommended time to be dedicated to physical education. Based on 36 school weeks per year and a 7 day cycle, students should receive approximately 3000 minutes or 50 hours of physical education in a school year. Some schools may exceed this time allocation.

The means through which time is scheduled in a timetable often varies from district to district and school to school. Some schools provide each student with two 55 minute instruction periods per cycle, while others may offer 4 or 5 periods per 14 day cycle (or double 7 day cycle).

Two common scenarios based approximately on a 36 week school year:

A. (2 periods of P.E. per 7 day cycle)
- 36 weeks per school year
- A seven day cycle gives approximately twenty-six school cycles for scheduling purposes
- In a school that devotes two periods per seven day cycle to physical education, a minimum of 50 periods are available for instructional purposes
- This will vary from district to district and possibly school to school
- 2 periods of P.E. x 26 (seven day cycles a year) = 50 - 55 classes of P.E. a year.

B. (5 periods of P.E. per 14 day cycle)
- 36 weeks per school year
- A 14 day cycle give approximately thirteen school cycles for scheduling purposes
- In a school that devotes five periods per fourteen day cycle to physical education, a minimum 62 periods are available for instructional purposes
- Again, this will vary from district to district and possibly school to school
- 5 periods of P.E. x 13 (fourteen day cycles a year) = 60 - 65 periods of P.E. a year
To ensure a balance of experiences, at least one activity from each theme must be provided in each year of the intermediate program. This activity cannot be used to fulfill the requirements of a second theme in the same grade and year. As an example, if lacrosse is used to meet the court and field theme requirement, it cannot be used to also meet the outdoor activity requirement for the same grade in the same year. However, lacrosse can be used to meet the court and field theme requirement in grade 7 and then the outdoor activity theme in grade 8.

The core program is represented in the following table. The minimum and maximum guidelines must be followed when implementing the yearly plan. The yearly plan for each grade must cover all six themes (See the sample teacher planning tools in Appendix B).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative</td>
<td>1/2 unit = 4 classes</td>
<td>2 units = 16 classes</td>
</tr>
<tr>
<td>Court and Field</td>
<td>1/2 unit = 4 classes</td>
<td>2.5 units = 20 classes</td>
</tr>
<tr>
<td>Fitness</td>
<td>1/2 unit = 4 classes</td>
<td>2 units = 16 classes</td>
</tr>
<tr>
<td>Leadership</td>
<td>1/2 unit = 4 classes</td>
<td>2 units = 16 classes</td>
</tr>
<tr>
<td>Outdoor</td>
<td>1/2 unit = 4 classes</td>
<td>2 units = 16 classes</td>
</tr>
<tr>
<td>Rhythmic</td>
<td>1/2 unit = 4 classes</td>
<td>2 units = 16 classes</td>
</tr>
</tbody>
</table>

The differences in activity choices within themes will vary from school to school and year to year. Each school will have a different capacity for activities, games and sports based on resources, teacher expertise and student/teacher choice.
Addressing the Needs of All Learners

Physical education is developed to address the needs of all learners. Adolescents with special needs are a part of the physical education program making the program inclusive. Inclusion of students with special needs is based upon the ability of the student(s) and programs may have to be adjusted, modified or changed significantly to meet the needs of all learners.

- The teacher must be aware of the needs of all 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.

**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.

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.
• **Social Studies**: Folk dance, native games, jog across Canada (North America, Asia, etc.), interviews with 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.

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 examples:

• 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).

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

• 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.

### 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 tasks.

• **Style C**: Reciprocal - the students work in pairs. One performs while the other provides feedback.

• **Style D**: Self-check - the students assess their own performance against criteria.
• **Style E:** Inclusion - 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 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 5 minutes to complete, they pay huge dividends in terms of 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 of such is having students analyze their participation, attitudes and behaviors and deciding 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.

Please refer to Appendix A for a sample course description and evaluation, Appendix C for samples of assessment tools, Appendix D for suggested assessment strategies 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 and on the Department of Education’s website at: http://www.ed.gov.nl.ca/edu/index.html

Safety in the Physical Education Setting

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.

- 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.

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.

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:

Gender Issues in Physical Education

Liability in Physical Education
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 that is being developed is a curriculum that will appeal to more students and is one that 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. While sports and sport like games are still part of P.E. curricula, other activities that may appeal to others are now part of P.E. curricula as well.

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. This is especially prominent in the new P.E. curricula that is being developed for the senior high school.

Teacher professional development and capacity building within the teacher ranks 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 gym and practice.

Awareness and education of all teachers and administrators is another step that can help reverse this inactivity trend. School districts need to be engaged in a partnership to address these issues in the schools.