

purpose **Curriculum Models**
 attitudes transforming skills active
 lifelong

motivation
 concepts



INTRODUCTION:

- The purpose of PE has continued to reflect the perceived and changing needs of society
- A common mission for PE curricula across Canada is the concept of lifelong physical activity: students learning the knowledge, skills and attitudes to be physically active for life

<p style="text-align: center;">MULTI-ACTIVITY MODEL</p> <ul style="list-style-type: none"> - Learning of motor skills through a diversity of activities, sport and movement - Most common model in North America - Sport season approach; pick a category approach; the no-organization approach <p>Limitations: too much game play so it shouldn't be used as the only curriculum</p>	<p style="text-align: center;">PERSONAL AND SOCIAL RESPONSIBILITY MODEL</p> <ul style="list-style-type: none"> - Teaching life skills and social values. - <i>5 Levels of responsibility:</i> Respecting the rights and feelings of others, participation and effort, self-direction, helping others and leadership, outside the gym. - <i>6 Part Format:</i> Counselling Time, Awareness Talks, The Lesson, Group Meetings, Reflection Time, Counselling Time <p>Limitations: Time required working with each student.</p>
<p style="text-align: center;">COMPETENCIES - EMERGING DESIGN</p> <ul style="list-style-type: none"> -Using knowledge, technical skills, and interpersonal skills to solve problems - As PE is intricately related to health, this model is steadily gaining credence as provinces revise the PE curriculum <p>Limitations: competencies are complex; the process to implement it will take time & some trial& error to develop</p>	<p style="text-align: center;">SPORT EDUCATION MODEL</p> <ul style="list-style-type: none"> - Concept that sport is a form of play/play is for all - Intensive in-depth learning of sports - Students will become knowledgeable players who understand and value sport <p>Limitations: can become a form of "elitist sport" if educators misunderstand/poorly implement the principles</p>
<p style="text-align: center;">FITNESS FOR LIFE</p> <ul style="list-style-type: none"> - Improving a student's fitness levels and developing healthy behaviours - Lectures, lab experiments and exercise programs (i.e. measuring heart rate, managing weight control, flexibility, strength) - Educator guides students to make positive decisions and students learn to assess their physical bodies, well-being, and decision making skills. <p>Limitations: Very personal and educator must have full knowledge.</p>	<p style="text-align: center;">TGfU / SPORT MODEL</p> <ul style="list-style-type: none"> - Provides learners with technical and tactical skills - Fosters understanding of categorized games through modified versions - Students are able to apply the primary rules, fundamental skills, and tactical problem solving that they learn in one game to a variety of others <p>Limitations: too much game-play so this shouldn't be used as the only curriculum</p>

DISCUSSION QUESTIONS

1. *Thinking back to your own experiences in PE class, can you identify which models were used?*
2. *Which model are you most unfamiliar with or want to know more about?*
3. *If you were in charge of your provincial curriculum which model would you use?*