

EDUCATION

320:Elementary PE

The Power of Physical Education and Health

Steve McGinley

(slides credit to Joanna Sheppard UFV)

SHAPE THE DAY

Introductions

About Me Recipe Card

Course Outline and Expectations

Assignments

Activity

Next day

ABOUT ME

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ABOUT ME



ABOUT ME RECIPE CARD:

- 1. Full name -**
- 2. Teachable(s)/Degrees -**
- 3. Comfort level/ability with PE and or Sport –**
- 4. One thing you would like to get out of this course -**
- 5. Identify anything else you'd like your me to know about you to help maximize your learning experience -**

COURSE OUTLINE

Course outline handout

Textbook

Objectives and class outcomes

Assignments

Tentative Schedule

WELCOME BACK / SHAPE OF THE DAY

- **5 minute partner teach:**
 - Voice projection, instruction, command in space, and on the spot adaptations/modifications = criteria?
 - Peer and instructor verbal feedback
- **3 – 2 -1**
- **Break**
- **Class power point – PE Today, Canada Active Report Card**
- **Class blog and Connect**
- **Movement journal**
- **Group Teach rubric = Group #1 next class (Target Games)**

NEXT DAY

\$2.00 course copy fee

5 minute teach assignment

**Equipment requests MUST emailed to halton.lin@ubc.ca at
least 24hours in advance**

NEVER TAUGHT PE BEFORE = DON'T PANIC!

Article Discussion

What are some key points and themes that are relevant in this article to help you during this class and on practicum?

What are some tools available to you?

**Let's get
right to it.....**

5 MINUTE TEACH !!!

Get the group moving and working with understanding...

Criteria used: (Developing – Emerging – Applying)

1. Voice projection

1. – loud and clear

2. Instructions given to the class

1. – clear and succinct

3. Command in space

1. – visible to students and back against the wall, providing constant feedback, eye contact with students

4. Spot adaptations/modifications

1. – game/dimension adaptations

3-2-1 ASSESSMENT

On a piece of paper write down the following, can be your journal reflection.

3 – Things you did well...

2 – Things you can improve for next time...

1 – Thing you still have questions about...

BREAK

WELCOME BACK

SHAPE OF THE DAY

- 1. \$2.00 course fee – please place in the envelope**
- 2. Class Blog- <http://blogs.ubc.ca/ubcpe/2014/>**
- 3. Movement Journal**
- 4. Connect – assignments upload here**
- 5. Physical Education continued and Physical Literacy Power Points**
- 6. Target Games and Task Progression**
- 7. Group Teaching # 1 – Target Games**
- 8. Readings – keep up!**

**When you think of
physical education
in schools, what
comes to mind?**



HOWEVER ... THE NEWS ISN'T ALWAYS POSITIVE

The Crisis

- 57% of Canadian children are not active enough for optimal growth & development
- Children spend 4 hrs/ day or more watching TV, playing video games, or being on the computer

World Health Organization: Importance of Schools

- 41% of Canadian children receive PE only 1 - 2 times per week
- during a typical PE class, children are active for only 20 - 30% of the time
- typical PE class is 40 - 45 min long
- THEREFORE, most Canadian children are active for less than 30 minutes per week as part of their PE class
- 74% of Canadian adults feel we should have daily PE in our schools
- THE TIME IS NOW FOR CHANGE!!

PHYSICAL EDUCATION TODAY:

(CHAPTER 1: PGS. 9-11)

Present day PE varies across the ten provinces and three territories in Canada.

In most cases, the design, implementation, and evaluation of curricula are completed by a committee.

BC's Physical Education curriculum is under review.

Health and Physical Education focus in B.C.

<http://www.phecanada.ca/advocacy/across-canada/british-columbia-yukon-territory>

PHYSICAL EDUCATION IN THE FUTURE:

“Imagine a future 20 years from now where physical education programs are all in a valley of despair. In fact, physical education programs have largely been eliminated from schools, because they failed the test of accountability. Children were not learning in physical education. ... Now imagine a future 20 years from now where physical education programs take center stage in the school. Every child has quality instruction provided daily by a specialist and physical activity is centrally important to children, teachers and parents...Either future is possible. (Sanders & McCrum, 1999, p. 3-4) (Teaching Physical Education Today Ch. 1)

Building on the good....

**Appreciative Inquiry vs. Deficit
Model**

The potential

- Increased physical activity levels
- Improved movement competence
- Enhanced physical fitness
- More responsible personal and social behavior
- Greater understanding of and respect for self and others

GOALS OF PHYSICAL EDUCATION

(WORLD HEALTH ORGANIZATION, 2000)



To lay the foundation for lifelong active living

To develop and enhance the health and well-being of the students

To offer enjoyment, fun, and social interaction

To help to prevent/ reduce future health problems

HOW ARE SCHOOLS ADDRESSING THE PROBLEM OF INACTIVITY?

Organizations

Specialized Programming

Legislation

Research

Linking to the Community

Extra-Curricular Activities

Health & Physical Education

Curriculum

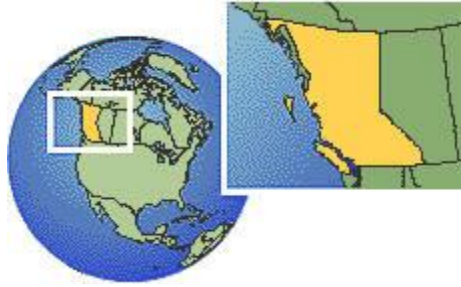
CAHPERD ACSEPLD

THE CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE
L'ASSOCIATION CANADIENNE POUR LA SANTÉ, L'ÉDUCATION PHYSIQUE, LE LOISIR ET LA DANSE



HEART
AND STROKE
FOUNDATION
OF CANADA
FONDATION
DES MALADIES
DU COEUR
DU CANADA



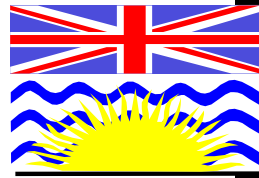


BRITISH COLUMBIA

The new physical education program emphasizes active living through participation in a balanced variety of movement experiences.

The physical education curriculum is arranged under three curriculum organizers:

- **Active Living**
- **Movement**
- **Personal and Social Responsibility**



ISSUES IMPACTING PE CURRICULUM

Issues impact the PE curriculum from the macro and micro level

Macro level: Social, political, economic dynamics influences are considered in relation to National and Provincial K-12 curricular mandates

ISSUES IMPACTING PE CURRICULUM

Issues impact the PE curriculum from the macro and micro level

Micro level: Issues related to curricular planning and implementation at the Board, School, and classroom levels.

BC's new pe curriculum

http://www.bced.gov.bc.ca/irp/course.php?lang=en&subject=Physical_Education&course=Physical_Education_K_to_7&year=2006

Curriculum is changing....

How will this impact how PE is taught and how PE is learned?

HOW CAN PE CHANGE FOR THE BETTER?

The change, “...require(s) that PE concern itself with connecting to, and having an impact on, social issues while also being linked across the curriculum and beyond the school to our society at large (kirk, 2010.”

ACTIVE LIVING

Knowledge and Participation



- benefits of regular participation in physical activity
- relationship between nutrition and physical activity
- body systems involved in physical activity

- monitoring heart rate and exertion
- goals for physical activity and skill development
- opportunities for daily participation in physical activity

MOVEMENT SKILLS



Participation in activities from the five activity categories (alternative environment activities, dance, games, gymnastics, and individual and dual activities) to develop a range of movement skills:

► **body and space awareness** (e.g., personal and general space, balance)

► **non-locomotor movement skills** (e.g., creating shapes with body)

► **locomotor movement skills** (e.g., run, jump, skip, gallop)

► **manipulative movement skills** (e.g., throw, catch, dribble, strike)

► **movement skills in combination and sequence**

SAFETY, FAIR PLAY, AND LEADERSHIP

- **safety guidelines, procedures, and behaviours**
- **safe participation in physical activities**
- **warmup and cool down**

- **fair play behaviours (e.g., encouragement, respect for diverse ability levels, appropriate expression of emotions)**
- **leadership behaviours (e.g., peer coaching, refereeing, demonstrating skills)**



DEVELOPMENTAL PHYSICAL EDUCATION

Emphasizes appropriateness in terms of

- individual appropriateness and**
- age-group appropriateness.**

Focuses on increasing motor control and movement competence by working in combination with the

- requirements of the movement task,**
- biology of the individual, and**
- conditions of the learning environment.**

IS CANADA IN THE RUNNING?

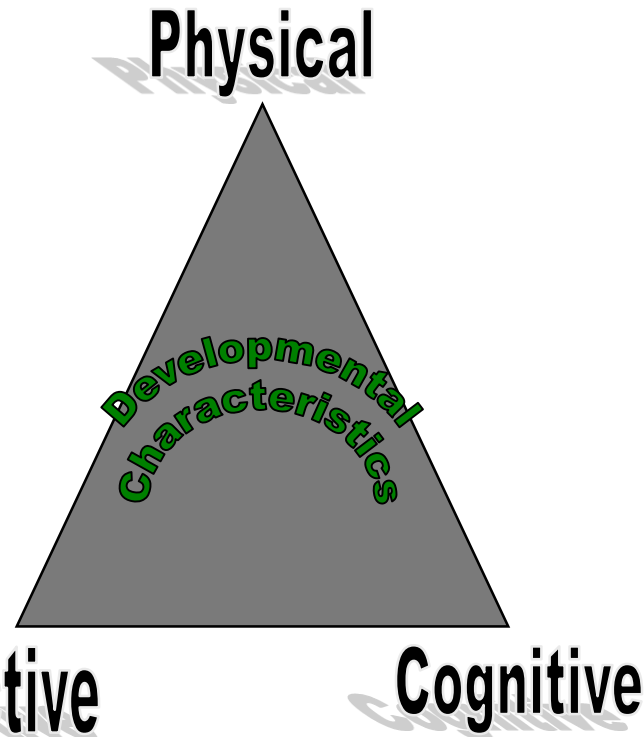
**Active Healthy Kids Canada
Annual Report Card on Active
Living 2014.....**

Daily Physical Activity Break!

The Learner

Who are we teaching?

THE “WHOLE PERSON” APPROACH



**United Nations
Educational, Scientific,
Cultural Organization
Declaration, 1984**

“Children need a balance of intellectual, physical, moral, and aesthetic development during their growing years”

DOMAINS OF PHYSICAL EDUCATION

- **Physical domain (Moving)**

- Movement skill acquisition
- Physical activity and fitness enhancement

- **Cognitive domain (Thinking)**

- Concept learning
- Perceptual-motor learning

- **Affective domain (Feeling)**

- Self-concept enhancement
- Positive socialization

PRINCIPLES FOR DEVELOPMENTAL PHYSICAL EDUCATION (BELKA)

- **Provide for maximum participation, giving everyone many, high quality opportunities**
- **Provide for safe play for everyone**
- **Focus on skills and strategies considered to be “good to learn”**
- **Meet the needs of participants with varying abilities**

PRINCIPLES FOR DEVELOPMENTAL PHYSICAL EDUCATION (BELKA)

- **Support a developmental principle**
- **Encourage efficient and effective movement**
- **Enhance social and emotional status, including humane considerations of individuals and their differing abilities**
- **Build upon and use skills, concepts, and strategies to help participants become better game players**

**What is Happening
in Our
Classes Today?**

HOLLYWOOD



HALL OF SHAME INDUCTEES (WILLIAMS 1992 & 1994)



Dodgeball

Duck, Duck, Goose

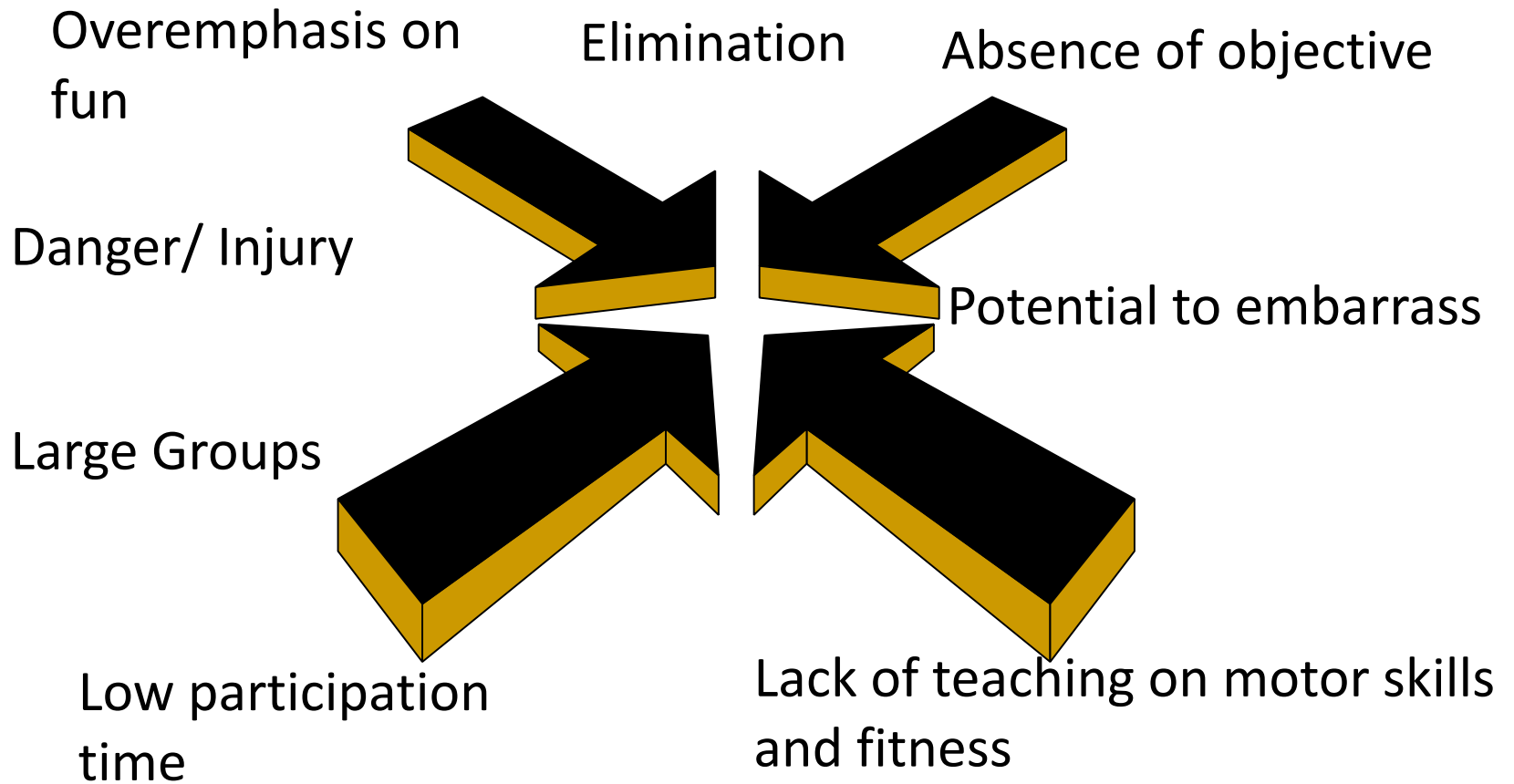
Kickball

Relay Races

Red Rover

PHYSICAL EDUCATION HALL OF SHAME

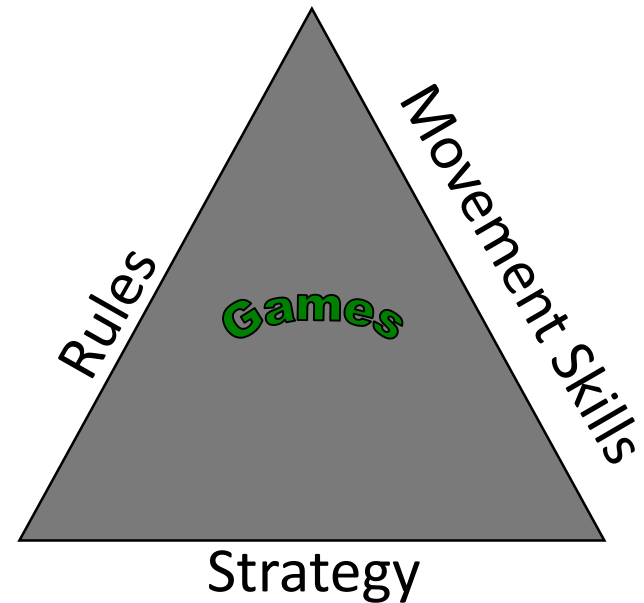
(WILLIAMS, 1992 & 1994)



Kids are Sacred ... Games Aren't!

WHAT ARE GAMES

Games: “... activities confined by implicit rules in which there is a contest between players in order to produce predictable outcomes” (Morris & Stiehl, 1999, p. 8)



80% of All PE CLASSES!

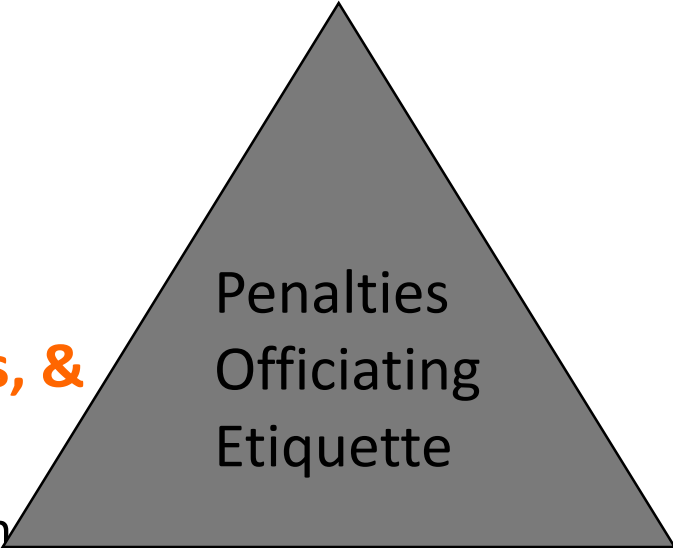
Ellis' s Games Structure

•Skills

- Locomotor
- Stability
- Manipulative

•Rules, Laws, & Etiquette

- Pre-playing
- Playing



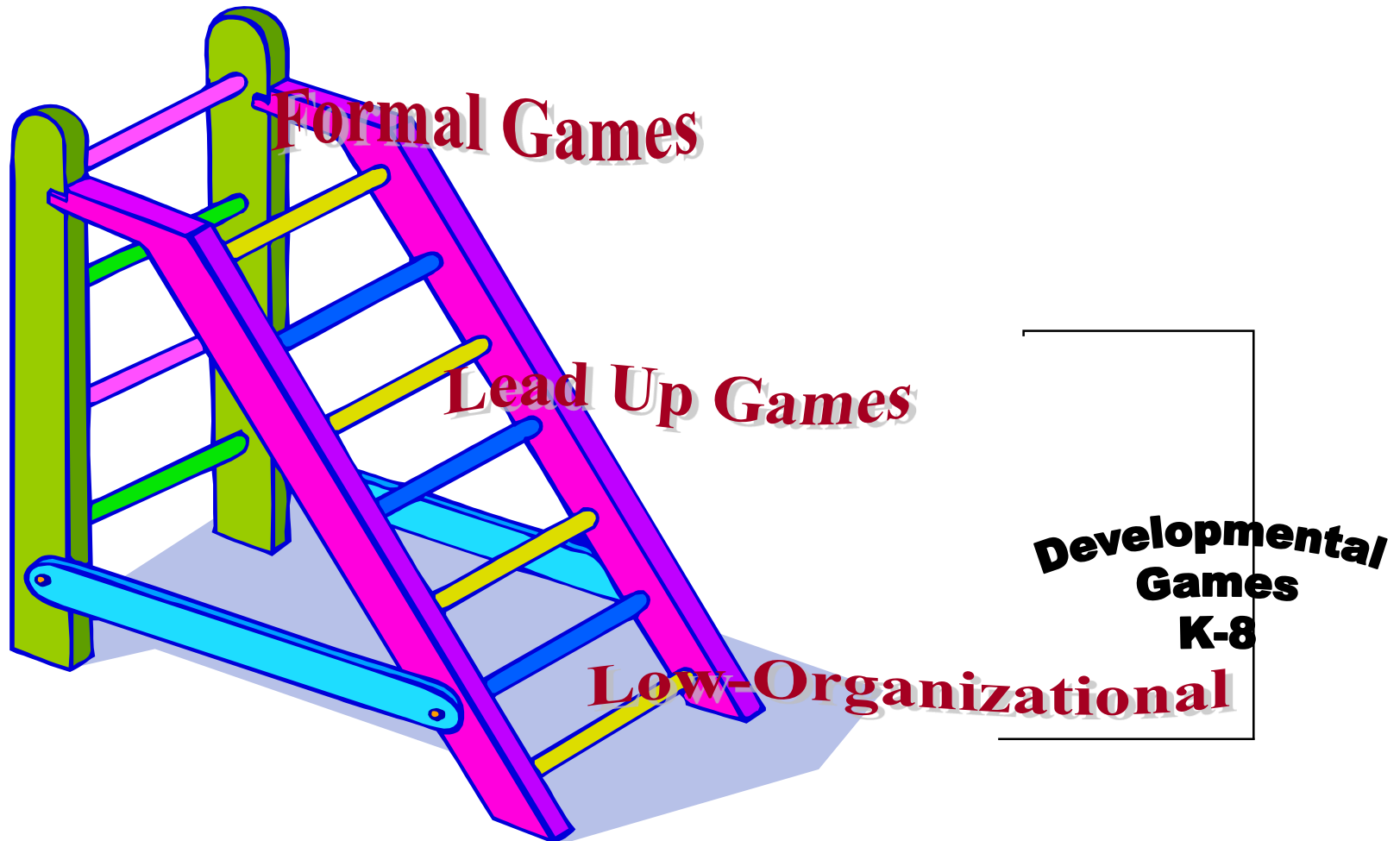
Penalties
Officiating
Etiquette

•Strategies

- Offensive/ Defensive
- Individual-Team

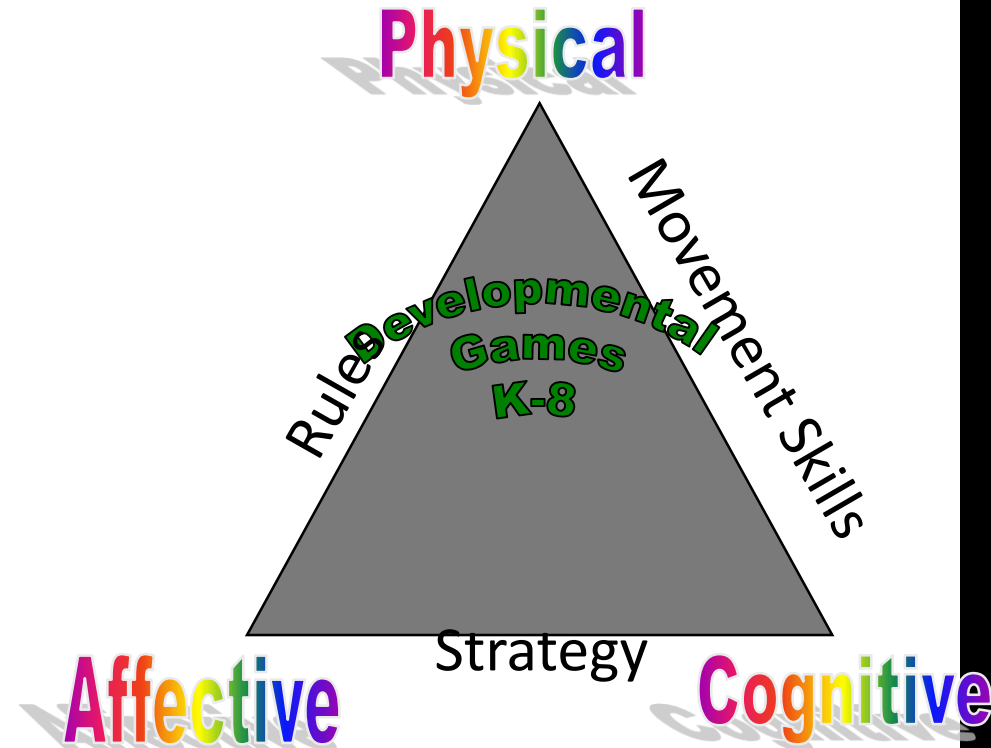
HIERARCHY OF GAMES

(WALL & MURRAY, 1994)



WHAT ARE DEVELOPMENTAL GAMES?

Developmental games integrate a child's physical, cognitive and affective developmental characteristics into its structure (i.e., rules, skill, strategies)



Goals of Physical Education

(World Health Organization, 2000)



To lay the foundation for lifelong active living

To develop and enhance the health and well-being of the students

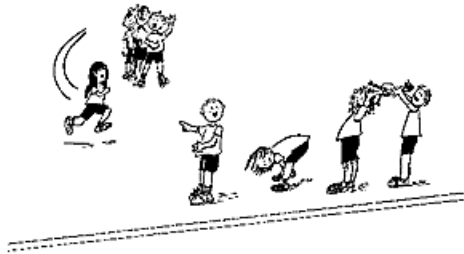
To offer enjoyment, fun, and social interaction

To help to prevent/ reduce future health problems

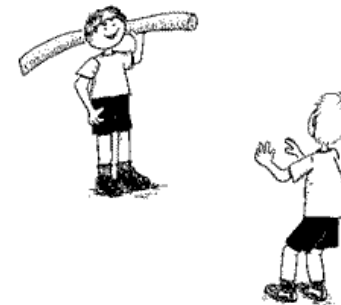
Time to Learn through Play!

<http://www.playsport.net>

Chuck the Chicken



21



Can't Touch This



Tail Chase



PHYSICAL AND HEALTH EDUCATION CANADA (PHE)

A national organization whose mandate reads, “All children and youth in Canada living healthy, physically active lives.”

It is the ‘voice’ for PE in Canada

www.phecanada.ca

BECOMING A TEACHER OF PHYSICAL EDUCATION

- 1. Developing a professional identity**
- 2. Putting theory to practice**
- 3. Becoming a reflective practitioner**
- 4. Constructing Knowledge for Teaching Physical Education: Experiences, Content, and Pedagogy**
- 5. What is Important to Teach in Physical Education?
Forming a Vision for Teaching**
- 6. This is just the beginning: Becoming a Lifelong Learner**

DEVELOPING A PROFESSIONAL IDENTITY

- **"Identity is not a thing but a process of being or becoming, because identity is processual, it is just as apt to think of identification as it is to think of identity. How we identify other and ourselves allows us to think about “who’s who” and “what's what” and think about who we are , and how we see ourselves “fitting in” to the human world ” (Richard Jenkins 2008)**
- **Focus on your thoughts towards defining and refining your identity as a physical education teacher, not as a coach**
- **“good teaching” differs substantial from person to person**

PUTTING THEORY TO PRACTICE

- **Many ways for growth during the teacher education program.**
 - Opportunity to define and refine beliefs and professional identity
- **Many ways when growth might be inhibited**
 - You may feel that you are being “formed” in a teacher that you are comfortable with and challenging during your practicum

BECOMING A REFLECTIVE PRACTITIONER

- “all learning involves transfer from previous experiences” (US-based National Research Council. 2000)
- Its important to reflect on your lessons and ask yourself, what worked? What didn't? what would you modify/adapt?
- Reflection-in-Action – taking a few minutes while you teach to pause and reflect
- Reflection-on-Action – write down or audio record your thoughts after each class, and log these in a journal

CONSTRUCTING KNOWLEDGE FOR TEACHING PHYSICAL EDUCATION: EXPERIENCES, CONTENT, AND PEDAGOGY

- There is no one “best way” to properly teach physical education but
- Experiences: personal experiences in PE (positive or negative) is important to understand what is meaningful and valuable in PE
- Content Knowledge: what you are teaching
- Pedagogy Knowledge: how you deliver and teach the content
- You need to understand the contexts in which you are teaching, who you are teaching, what it is you are teaching, in what contexts you are teaching and in which material can best be presented to students in a variety of ages, abilities and backgrounds

WHAT IS IMPORTANT TO TEACH IN PHYSICAL EDUCATION? FORMING A VISION FOR TEACHING

- **Your vision should reflect the main beliefs, ideas, and principles that you believe are important personally and professionally**
- **Articulate why you are teaching what you are teaching**
- **Not just lip service**
- **Keeps you aware of the wide range of goals and processes of teaching**
- **Helps you explain to your students the purpose of learning activities**
- **helps you explain your teaching approach to your students, parents, principal, colleagues, friends, relatives, and hiring committees**

THIS IS JUST THE BEGINNING: BECOMING A LIFELONG LEARNER

- **Reflection on practice**
- **Life experiences with PE**
- **You Vision for teaching PE will no doubt shift and evolve as you progress in your career and as you continue your lifelong journey as a teacher, learner, and as a passionate advocate for children and youth**
- **Professional Development – Douglas College QDPE**
- **Build a community of learning with your colleagues and grow together to improve PE and tear down silos**

ARTICLE DISCUSSION

**Teaching Health and Physical Education
(H&PE) for the first time? Don't Panic!
Help is close at Hand!**

KEY TERMS

1. **Professional Identity**
2. **Reflective Practitioner**
3. **Reflection-in- Action**
4. **Reflection-on- Action**
5. **Experimental Knowledge**
6. **Apprenticeship of Observation**
7. **Pedagogical Content Knowledge**
8. **Vision for Teaching**

REVIEW THE SHAPE OF THE DAY (SEC 102)

- 1. \$5.00 course fee – please place in the envelope**
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Power Points**
- 6. Target Games and Task Progression**
- 7. Group Teaching # 1 – Target Games**
- 8. Readings – keep up!**

NEXT CLASS...(SEC102)

- 1. Movement Journal**
- 2. Class Blog**
- 3. Group Teaching # 2 – Net/Wall or Striking Games**
- 4. Teaching Games for Understanding (TGfU)**
- 5. Readings – keep up!**

Add Becoming a Teacher of Physical Educator

Physical Literacy / Health Literacy * Will continue this next day too