

Physical Education P–12

Preparing for the 2020–2021 School Year



This document was developed in consultation with Nova Scotia physical educators. These recommendations have been reviewed by OCMOH (Office of the Chief Medical Officer of Health) with a public health perspective based on current epidemiology. For additional information please see the links below and please refer to the [COVID-19 guidance for schools Kindergarten to Grade 12- Government of Canada](#), the Nova Scotia Back to School Public Health Appendix. [public health guidance](#), and the [risk mitigation tool for outdoor recreation spaces and activities](#).

It is suggested that Physical Education teachers ease into the new school year through establishing new routines for their classes, and initially minimizing the use of equipment until new practices are understood and reinforced with students. It is strongly recommended that the outdoors be used as much as possible. Physical and Health Education Canada published a useful guide that aligns with our current public health recommendations for this subject area. Please see their [ideas for management](#) for additional information and supporting advice.

Additional information and updates as they emerge will be posted on the e-learning site to further support teachers.

Physical Education will be included as a subject area that requires full engagement of learners and physical education teachers in all 3 reopening scenarios in the 2020–2021 school year. Learning in Physical Education not only contributes to equitable participation in lifelong physically active experiences, it is also critical in well-being and in building a sense of community, connectedness, and belonging. Physical Education through schools enhances student well-being physically, socially, emotionally, mentally, and spiritually. When taught by physical education specialists, we ensure that learners develop the fundamental movement skills and other social emotional skills and core competencies to become physically literate individuals.

To assist physical education teachers throughout the province an online network has been established within a Google Classroom to share lesson ideas and to provide updates as new evidence is reviewed and deemed feasible for Nova Scotian teachers and students. Physical education teachers can [click here to access this Google Classroom](#) or select the [Google Classroom](#) link on the GNSPES landing page, click the + (upper right), Join Class and enter z5tyers then click JOIN (upper right).

| Subject Area | Full In-School Learning | Blended/Partial In-School | Learning from Home |
|---|--|--|---|
| What does Physical Education look like? | <p>P–12</p> <ul style="list-style-type: none"> • Taught by PE specialist • Prioritizes isolated skills practice • Minimizes use of equipment in lesson design. Little to no equipment is possible • It is recommended to move activities outdoors if possible as the best option. See below for order of recommendation for physical education classes: <ul style="list-style-type: none"> ○ Move activities outside ○ Combination of outdoor and indoor ○ Indoor • The PE curriculum is expansive and provides ample opportunity for learning to take place both indoor | <p>P–8 in school (see scenario one) and 9–12 primarily working from home see below.</p> <p>9–12 Learning from Home (in addition see Scenario 3)</p> <ul style="list-style-type: none"> • Do a needs assessment to ensure students have equipment kits needed for learning from home and loan home equipment for students if needed (e.g., yoga mats) • Teachers should use the foundational outcomes as noted on the elearning site to help guide instructional choices. • Involve students in choice for how they might address learning outcomes at home for PE (which | <p>All students learning from home: refer to expectations for instruction to support this scenario.</p> <p>P-12</p> <ul style="list-style-type: none"> • Synchronous Engagement <ul style="list-style-type: none"> ○ Demonstrations, video conferencing, small group work, phone calls, conversations, ○ instructional expectations will meet guidelines and schedules coordinated through the school. • Asynchronous Engagement <ul style="list-style-type: none"> ○ Video(s) of the teacher (or others) demonstrating a skill, game, dance, concept, etc., based on PE outcomes for students to |

| Subject Area | Full In-School Learning | Blended/Partial In-School | Learning from Home |
|---|---|--|---|
| | <p>and outdoors; this can also support land-based learning</p> <ul style="list-style-type: none"> Classes should be conducted outside as possible with the gymnasium as the primary indoor classroom space <p>P-8</p> <ul style="list-style-type: none"> Have ready to go equipment kits for P-8 students; no sharing of materials should take place Equipment should be cleaned and disinfected between cohorts As scheduling allows, consider providing P-8 students with a longer block of physical education during their in-school cycle (less frequent classes but longer class periods to minimize transitions and daily use of equipment) <p>9-12</p> <ul style="list-style-type: none"> PE Departments should plan for outdoor, classroom, and gymnasium use given various course outcomes to minimize numbers in gymnasium | <p>could be personalized). Adapt curriculum to ensure learning from home is student-directed, engaging, accessible, and set up for success. Student active involvement will assist in motivation.</p> <ul style="list-style-type: none"> Familiarize students with the approved technology that they will be using to connect with you and their classmates. Designated weekly times to be built into the school schedule for synchronous classes Create synchronous and asynchronous learning experiences for engagement of students | <p>practice, Email, Individual practice/creation, at home learning materials, etc.</p> <ul style="list-style-type: none"> BOKS Canada should be considered as go to program for delivery by the physical education teacher. Promote and value student voice and choice and providing opportunities for them to speak to their strengths and challenges and preferred ways of learning in Physical Education Depending on the time of year that this scenario was implemented, PE credits may be offered differently additional information to be provided. |
| <p>What are the considerations for equipment, resources, and shared objects that require cleaning and disinfecting protocols?</p> | <p>P-12</p> <ul style="list-style-type: none"> Time should be built into classes for necessary disinfecting as per the Public Health Appendix and when sharing of equipment can not be eliminated these same guidelines should be followed Avoid activities with hand touches Develop learning experiences using less equipment Recommend that equipment not to be used by different classes in the same day; any equipment used disinfected at the end of the day or if necessary, between classes Be creative in planning for classes and grade levels throughout the day so that equipment can be used safely and intermittently in order to maximize use <p>P-8</p> <ul style="list-style-type: none"> Share equipment in small assigned groups consistent with classroom cohorts | <p>P-8 see Full In-School Learning</p> | <ul style="list-style-type: none"> Provide ready to go equipment kits for P-8 students as needed Needs assessment for 9-12 resources needed at home per course Loan equipment as needed |

| Subject Area | Full In-School Learning | Blended/Partial In-School | Learning from Home |
|---|---|---|-------------------------------|
| What are considerations around physical distancing? | <p>P-12</p> <ul style="list-style-type: none"> Physical Education classes can be taught primarily outside, in the gym and in alternate spaces as available and feasible (e.g., cafeterias, lobby areas, outside, etc.) in order to provide the recommended physical distancing of 2 metres/6 feet Physical Education teachers should take inventory of outside spaces within community, close to schools (parks, playgrounds, wooded areas etc.) Scheduling needs to reflect expectations for physical distancing Directional arrows for entry/exit and movement throughout the space recommended <p>9-12</p> <ul style="list-style-type: none"> Some yoga and dance courses are held in studio spaces—these are popular courses and will also need to address physical distancing (see additional specific advice for these courses) Consider offering an outdoor-based Physical Education course during the year 2020–2021 (many of our NS PE teachers have taken the ST. FX Outdoor Education Certificate) | <p>P-8 see Full In-School Learning</p> <p>9-12 N/A for learning from home</p> | N/A for learning from home |
| What are other considerations? | <ul style="list-style-type: none"> Have students perform hand hygiene before and after physical education classes Ensure students do not share items such as water bottles; have children/youth bring filled water bottles to school rather than having them drink directly from the mouthpiece of water fountains Locker rooms: give secondary students an opportunity to change into and out of athletic wear for PE needs to be planned to allow for physical distancing. See further advice in the Ideas for Management from PHE Canada. | <ul style="list-style-type: none"> Resources for teachers will be on the e-learning site for teachers of PE When teachers are sourcing resources they are reminded to review the elearning site for approved resources, and consider the wide variety of resources accessible on the gnspes landing page (like Learn 360 videos, EBSCO for articles, Google for Education...) | See Blended/Partial In-School |

| Subject Area | Full In-School Learning | Blended/Partial In-School | Learning from Home |
|---|---|---------------------------|--------------------|
| Evidence-based Documents for Reference and Additional Ideas to Support Drama Teachers | Back to School NS COVID-19 guidance for schools Kindergarten to Grade 12- Government of Canada Inclusive Education Policy PHE Canada Return to School Guidelines New Health Protocols in Physical and Health Education Ideas for Management PHE Canada Risk mitigation tool for outdoor recreation spaces and activities | | |