

**Foundation for Active, Healthy Living:  
Physical and Health Education Curriculum**



# FOUNDATION



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Prepared by the Department of Education and Culture

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**Cataloguing-in-Publication Data**

Main entry under title.

Foundation for active, healthy living : physical and health education curriculum / Nova Scotia. Department of Education and Culture .—

Includes bibliographical references

ISBN: 0-88871-512-9

1. Curriculum planning—Nova Scotia. 2. Physical education—Nova Scotia. 3. Physical education—Curriculum —Nova Scotia. I. Nova Scotia. Department of Education and Culture.

613.70716-dc 21 1998

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# *Vision*

Nova Scotia children and youth living active, healthy lives.

Active, healthy living is shaped by the vision of learners experiencing purposeful physical activity and developing knowledge of, skills for, and attitudes towards the health benefits of a physically active lifestyle.





# Introduction

## Purpose of the Document

The document addresses two areas: physical education and health education. It offers a vision of what the learning and the teaching of physical and health education can become when well-supported by the education system and community, and when strengthened by collaboration among students, teachers, administrators, and community members.

It provides a practical framework on which educators can base decisions concerning learning experiences, instructional techniques, and assessment strategies, using learning outcomes as the reference points. This framework gives a coherent, integrated view of learning and teaching physical and health education, which reflects current research, theories, and classroom practices. It demonstrates how both subjects are interwoven, yet are unique in both nature and complexity. Each subject is presented in a similar way.

The physical education curriculum has three organizing strands:

- knowing
- doing
- valuing

Each organizing strand has general curriculum outcomes, which define what students are expected to know and be able to do upon completion of study in physical and health education, followed by key-stage outcomes, which identifying what students are expected to know and are able to do by the end of grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in physical and health education.

The health education curriculum is organized under four organizing strands:

- The Body, Growth and Development
- Strategies for Healthy Living
- Values and Practices for Healthy Living
- Strategies for Positive Personal Development and Healthy Relationships

The Foundation for Active, Healthy Living: Physical and Health Education will be followed by physical education and health curriculum guides that will elaborate on the curriculum at specific grade-level groupings: grades primary to 6, grades 7 to 9, and grades 10 to 12.

## Curriculum Focus: Active, Healthy Living

This curriculum identifies the development of active healthy living as an essential component of a balanced program of physical and health education. The concepts of active living and healthy living are inextricably interwoven, both essential in ensuring the total health and well-being of students. The curriculum recognizes that the definitions of physical and health education are constantly changing and therefore reflects current understandings of what it means to be physically active and healthy. The curriculum will continue to evolve as research enhances understandings of active healthy living in a real-life context.

In the past, physical education centred on basketball, volleyball, or sport in general. Today, physical education involves much more. It involves movement that develops motor skills, knowledge of how the body works, and how to keep it working. The emphasis is on personal fitness in which everyone experiences success. This curriculum is movement based and fitness focussed.

Similarly, in the past, health education centred on knowledge of information such as dental hygiene and diseases. Today's health education, however, enables students to develop knowledge, skills, attitudes, and

behaviours related to healthy living. It integrates the concepts of personal health management, health promotion, and health education.

Active, healthy living is experienced through participation in a quality physical education program, complemented and supported by healthy attitudes, behaviours, and skills developed in a quality school health program.

Through the connection of a healthy body to a healthy mind, physical and health education is a key component for all learning. Physical and health education provides opportunities for integrated learning and contexts to enhance learning within and across all other subject areas.

The intent of this curriculum is to focus on students' needs, interests, and aptitudes, and help students to develop the knowledge, skills, and attitudes necessary to become active, healthy, lifelong learners.

## Key Features of the Curriculum

- **This curriculum is defined in terms of outcomes.**

Curriculum outcomes are statements articulating what students are expected to know and be able to do in particular subject areas. These outcomes are statements also describe what knowledge, skills, and attitudes students are able to demonstrate at the end of certain key stages in their education as a result of their cumulative learning experiences at each grade level in the primary-to-graduation continuum. Through the achievement of curriculum outcomes, students demonstrate the essential graduation learnings.

The identification of physical and health education outcomes clarifies for students, teachers, parents, and administrators specific expectations of what students in Nova Scotia are expected to know and be able to do at key stages in the curriculum.

- **This curriculum is designed to nurture the development of personal well-being through active healthy living.**

In recognizing and valuing the diversity of students, the education system must allow for a range of learning styles, teaching styles, and instructional strategies and resources. Learning contexts should be adapted to meet the needs of students with different

backgrounds, interests, and abilities and to provide ongoing opportunities for all students to engage in new learning, based on previous successes.

- **This curriculum emphasizes the importance of students' active participation and engagement in all aspects of their learning.**

Learning experiences should immerse students in active participation in physical and health education situations both within the school and in broader contexts.

- **This curriculum is movement based.**

Since the subject matter of physical education is human movement, it is critical for teachers and students to be cognizant of the dimensions of education about movement, through movement, and in movement.

Education about movement involves the cognitive processes that are concerned with learning concepts in combination with other disciplines such as anatomy, physiology, psychology, and aesthetics. Outcomes can be achieved through student participation in games, sport, athletics, aquatics, rhythmic, dance, gymnastics, and outdoor pursuits.

Education through movement is concerned with the affective contribution of movement as a means to an end. Movement is used to achieve outcomes such as aesthetic understanding and appreciation, and social interaction.

Education in movement is concerned with the qualities that are an inherent part of movement itself. Movement provides students with opportunities to participate in activities that are holistic, culturally significant and intrinsically valuable. Education in movement is learning how to move through participating in physical activities.

- **This curriculum promotes comprehensive school health.**

The essence of the curriculum of health education is the development of positive lifelong learning, attitudes, behaviours, and living skills. Health education is basic to students' success at school. It has an impact on students' cognition, concentration, and academic achievement. The general health of learners contributes directly to their academic success.

A comprehensive school health education system includes health education support services in the school and the community, and safe, health-promoting school environments.

- **This curriculum provides a basis for assessing student achievement.**

The learning outcomes framework provides reference points for teachers to inform their instructional practice as they monitor student progress and assess what students can and cannot do, what they know, and need to know.

Assessment involves more than a judgement made about performance after learning has taken place. As a continuous, co-operative, collaborative, comprehensive process, assessment can be a powerful tool to enhance students' learning when it is an integral part of the learning process.

This curriculum requires the use of a broad range of formal and informal assessment strategies and practices to ensure that curriculum and assessment work together to support student learning.



# Outcomes

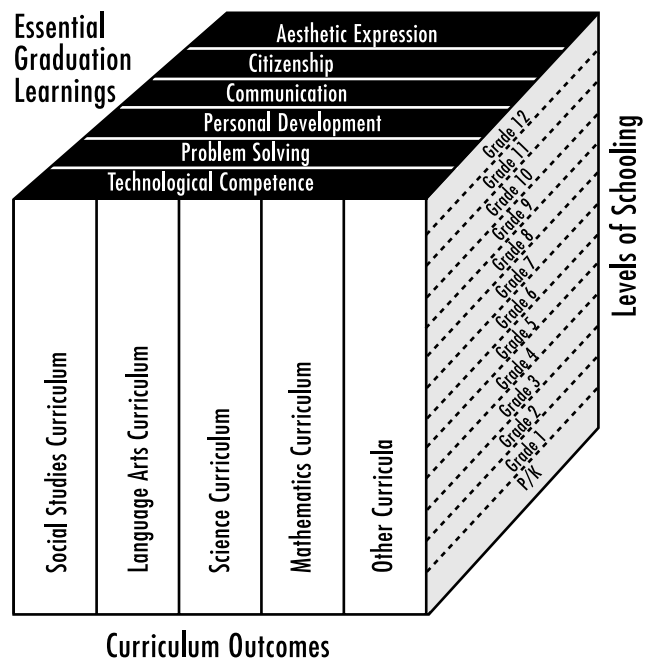
## Essential Graduation Learnings

**Essential graduation learnings** are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school.

Achievement of the essential graduation learnings will prepare students for continuous lifelong learning. These learnings describe expectations, not in terms of individual school subjects, but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work, and study today and in the future.

Essential graduation learnings are cross-curricular, and curriculum in all subject areas is focussed to enable students to achieve these learnings. Essential graduation learnings serve as a framework for the curriculum development process.

**Curriculum outcomes** are statements articulating what students know and are able to do in particular subject areas. These outcome statements also describe what knowledge, skills, and attitudes students are expected to demonstrate at the end of certain key stages in their education as a result of their cumulative learning experiences at each grade level in the entry–graduation continuum. Through the achievement of curriculum outcomes, students demonstrate the essential graduation learnings.



## **Graduates of the public schools of Nova Scotia will be expected to demonstrate knowledge, skills, and attitudes in the following essential graduation learnings:**

### **Aesthetic Expression**

Graduates will be expected to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

*Graduates will be expected to, for example,*

- use various art forms as a means of formulating and expressing ideas, perceptions, and feelings
- demonstrate an understanding of the contribution of the arts to daily life, cultural identity and diversity, and the economy
- demonstrate an understanding of the ideas, perceptions, and feelings of others as expressed in various art forms
- demonstrate an understanding of the significance of cultural resources such as theatres, museums, and galleries

For example, the study and enjoyment of drama, dance, gymnastics, and other movement forms cultivate students' aesthetic awareness and strengthen their critical thinking ability. The physical education curriculum offers students opportunities to use and respond to a range of aesthetic communication forms and to explore and describe their qualities.

### **Citizenship**

Graduates will be expected to assess social, cultural, economic, and environmental interdependence in a local and global context.

*Graduates will be expected to, for example,*

- demonstrate an understanding of sustainable development and its implications for the environment
- demonstrate an understanding of Canada's political, social, and economic systems in a global context
- explain the significance of the global economy on economic renewal and the development of society
- demonstrate an understanding of the social, political, and economic forces that have shaped the past and present, and apply those understandings in planning for the future
- examine human rights and recognize forms of discrimination
- determine the principles and actions of just, pluralistic, and democratic societies
- demonstrate an understanding of their own and others' cultural heritage, cultural identity, and the contribution of multiculturalism to society

The wide range of experiences and resources in physical and health education broadens students' knowledge and appreciation of social, historical, geographical and cultural diversity, and enables students to conceive of places and conditions different from their own.

Students experience and investigate how forms of dance and games are constructed by particular social, historical, political, and economic contexts. Such activities develop students' sense of cultural identity and promote their understanding of the contribution of diverse cultures to society. Inquiry into a range of issues enables students to consider and experience viewpoints, explore their own identities and values, and reflect on the bonds they share with members of the diverse community.

Through the primary to graduation continuum, students are active members in communities, e.g., family, school, and local, provincial, national and global communities.

## Communication

Graduates will be expected to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

*Graduates will be expected to, for example,*

- explore, reflect on, and express their own ideas, learnings, perceptions, and feelings
- demonstrate an understanding of facts and relationships presented through movement, words, numbers, symbols, graphs, and charts
- present information and instructions clearly, logically, concisely, and accurately for a variety of audiences
- demonstrate a knowledge of the second official language
- access, process, evaluate, and share information
- interpret, evaluate and express data in everyday language
- reflect critically on and interpret ideas presented through a variety of media

Using movement to think, learn, and communicate is of central importance in the physical education curriculum. On a daily basis students use movement, in formal as well as informal situations, to express, extend, clarify, and reflect on their thoughts, ideas, and experiences and to consolidate their learning. The curriculum builds students' awareness of the movement skills, strategies, and processes they use to learn, and the ways they use movement to extend and demonstrate their learning in other subject areas.

The health curriculum emphasizes verbal and non-verbal communication that is precise, clear, and engaging. The curriculum offers students opportunities to use oral, written and visual language to develop and communicate their understanding and ideas on health issues in a range of contexts. The ability to communicate health issues clearly and effectively involves the correct and appropriate use of language. Communication skills are necessary to allow students to deal with health issues on a daily basis. Learning experiences enable students to express feelings, emotions, and personal opinions, and to respond to those of others.

## Personal Development

Graduates will be expected to continue to learn and to pursue an active, healthy lifestyle.

*Graduates will be expected to, for example,*

- demonstrate preparedness for the transition to work and further learning
- make appropriate decisions and take responsibility for those decisions
- work and study purposefully, both independently and in groups
- demonstrate an understanding of the relationship between health and lifestyle
- discriminate among a wide variety of career opportunities
- demonstrate coping, management, and interpersonal skills
- demonstrate intellectual curiosity, an entrepreneurial spirit, and initiative
- reflect critically on ethical issues

Physical education and active, healthy living are essential for success in life, including further education, work, and social interaction. Well-developed movement knowledge and abilities are essential for the lifelong learning required to live and work in a changing world. The physical and health education curriculum offers opportunities for experiences that foster students' growth as

collaborative and independent learners who can take responsibility for their own health and lifestyle. Physical and health education experiences help students build strong relationships, put them in touch with themselves and others, and provide opportunities to cooperate and negotiate with others.

Enjoyment of active healthy living pursuits can lead to an enriched use of leisure time. The curriculum provides students with opportunities to develop the habit of being active on a daily basis and to recognize activity as a rewarding pursuit that enhances a healthy lifestyle. Learning experiences focus on students' ability to value the importance of personal physical fitness for active, healthy living.

### **Problem Solving**

Graduates will be expected to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

*Graduates will be expected to, for example,*

- acquire, process, and interpret information critically to make informed decisions
- use a variety of strategies and perspectives with flexibility and creativity for solving problems
- formulate tentative ideas and question their own assumptions and those of others

- solve problems individually and collaboratively
- identify, describe, formulate, and reformulate problems
- frame and test hypotheses
- ask questions, observe relationships, make inferences, and draw conclusions
- identify, describe, and interpret different points of view and distinguish fact from opinion

The physical and health education curriculum builds students' awareness of a range of strategies and processes used to solve problems. Students apply critical, analytical, and creative thinking to identify and solve problems, making decisions collaboratively and independently. The curriculum invites students to think about, discuss, and solve problems both physically and intellectually, using a variety of processes, resources, and technologies.

### **Technological Competence**

Graduates will be expected to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

*Graduates will be expected to, for example,*

- locate, evaluate, adapt, create, and share information, using a variety of sources and technologies

- demonstrate an understanding of and use existing and developing technologies
- demonstrate an understanding of the impact of technology on society
- demonstrate an understanding of ethical issues related to the use of technology in a local and global context

Students use a range of technologies in the process of learning in physical and health education. They can use computer technology for fitness assessment and nutrition comparison and analysis. Students have the opportunity to explore the technology of equipment used in the fields of physical activity and health and to debate the societal issues related to the use of technology in society.

The curriculum offers students the opportunity to use computers, software, databases, electronic mail, and emerging features of telecommunication, audio, video production, and playback.



## The Nature of Active, Healthy Living

Active, healthy living provides learners with experiences that require them to take personal responsibility for their active, healthy lifestyle. The study of physical and health education makes the connection between physical activity and health. The need for students to participate in regular physical activity is one of the prerequisites for their achieving optimum health.

It is well recognized that physical activity can enhance emotional and social growth, academic achievement, and intellectual development. Opportunities are provided to help students become caring, thoughtful, responsible individuals who plan, review, and make informed decisions for their personal well-being.

An active, healthy school climate enhances learning and fosters a positive psychological and social atmosphere free from discrimination, harassment, and intimidation. It offers each learner opportunities to grow as a person who is physically educated, academically competent, socially comfortable, and empowered to make decisions and take responsibility for his/her life, now and in the future.

## The Learning Continuum

At any grade level, students are likely to be at different stages of the developmental process. The curriculum at each level, therefore, should focus on

- expanding students' knowledge base
- extending the range of strategies each student uses to construct meaning
- extending the range of movement experiences and life skills each student can interpret, respond to, and create
- providing consistent challenge and support to enable students to grow beyond their current levels of achievement as students grow in experience and maturity

The learning continuum recognizes that students learn and represent their knowledge in diverse ways, learning through intelligences such as bodily-kinesthetic intelligence, spatial intelligence, linguistic intelligence, logical-mathematical intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence.

## Unifying Ideas

The physical and health education curriculum is unified by a continuum of experiences and interaction in which students integrate physical and health education to

- assess, design, achieve, and maintain a level of personal health and fitness
- accept and appreciate the differences between self and others
- value physical activity and its impact upon their physical, intellectual, emotional, and social well-being
- understand risk, safety factors, and appropriate behaviours associated with an active, healthy lifestyle
- recognize and fulfil their human development potential
- relate to and interact with others in meaningful and healthy relationships

These purposes are best accomplished through meaningful learning experiences that balance and integrate the processes of the physical and health education curriculum.



*Curriculum Outcomes  
for Physical Education:  
Grades Primary to 12*



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## Curriculum Outcomes for Physical Education: Grades Primary to 12

### Organizing Strands for Physical Education

The general curriculum outcomes are grouped in three organizing strands: knowing, doing, and valuing. All three strands are present in key-stage curriculum outcomes (grades P–3, 4–6, 7–9, and 10–12) and specific curriculum outcomes. Physical education is holistic and embraces knowledge, activity, and values.

#### Knowing

Through active living, students will know how to make appropriate choices and set personal goals that enhance the quality of their lives. They will understand the implications of and the benefits from involvement in physical activities.

#### Doing

Movement provides a unique medium in which students can be physically active and creative. Opportunities to participate in a wide range of activities that promote well-being, will be provided. Maintaining personal fitness is an inherent part of every doing outcome.

#### Valuing

Positive personal and social behaviours and interpersonal skills will be developed through active involvement in a variety of physical activities. Students will be expected to develop respect for themselves and for others through activity, co-operation, and communication.

## General Curriculum Outcomes

The following general curriculum outcome statements identify what students are expected to know and be able to do upon completion of study in physical education.

### Knowing

*Students will be expected to*

- demonstrate an understanding of the concepts that support human movement
- demonstrate a knowledge of the components and processes needed to develop and maintain a personal level of functional fitness

### Doing

*Students will be expected to*

- demonstrate motor skills in all movement categories using efficient and effective body mechanics
- participate regularly in a variety of activities that develop and maintain personal physical fitness
- demonstrate creativity in all movement categories

### Valuing

*Students will be expected to*

- demonstrate positive personal and social behaviours and interpersonal relationships
- demonstrate positive attitudes toward an appreciation of physical activity through participation
- demonstrate awareness of career and occupational opportunities related to physical activities

## Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes are statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in physical education.

Outcomes at the four key stages reflect a continuum of learning. While there may appear to be similarities in outcomes at different key stages, teachers will recognize the increase in expectations for students at the various key stages according to

- the developmental nature of learning physical education processes
- students' independence as learners and participants
- the complexity and sophistication of ideas, skills, and tasks
- the level or depth of students' understanding of ideas, skills, and tasks
- the range of physical education experiences and the repertoire of strategies and skills students apply to those experiences

For each key stage, the ordering of outcomes is not intended to suggest any priority, hierarchy, or instructional sequence. While these outcomes provide a framework on which teachers may base decisions concerning instruction and assessment, they are not intended to limit the scope of learning experiences in any key stage. Although it is expected that most students will be expected to attain the key-stage curriculum outcomes, some students' performance will range across key stages. Teachers should take this variation into consideration as they plan learning experiences and assess student's learning. Students' experiences, knowledge, abilities, and engagement in learning will also influence their abilities to achieve the key-stage curriculum outcomes.

Curriculum guides at grades primary to 6, grades 7 to 9, and grades 10 to 12 levels contain details of the specific curriculum outcomes at each grade level. These guides elaborate on program design and components, the developmental nature of learning, grade level curriculum outcomes, learning experiences, instructional and assessment strategies, and suggestions for resources support.

The manipulation of instructional variables, such as time, classroom organization, teaching techniques, and assessment strategies, may be necessary to enable students to meet or extend their learning beyond the expected learning outcomes. When the manipulation of instructional variables is not sufficient to address student needs in the context of the prescribed curriculum, an individual program plan (IPP) should be developed within the context of the general curriculum outcomes for each core program. For further information on program adaptation and individual program plans (IPPs), refer to *Special Education Policy Manual* (Nova Scotia: Department of Education and Culture 1996).

## Knowing

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Students will be expected to demonstrate an understanding of the concepts that support human movement.

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*By the end of grade 3, students will be expected to*

- identify the parts of the human body
- identify warm-up and cool-down activities
- identify ways of moving safely and sensitively through all environments
- create and explain games that use specific skills
- select and combine activity-specific motor skills involved in individual and group activities
- identify roles in a variety of physical activities

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- describe the benefits of warm-up and cool-down activities
- identify factors to consider when planning outdoor activities and the impact of physical activities on the environment
- create and explain games in a variety of environments and movement categories
- identify the role that strategy plays in a variety of activities
- identify and factors that contribute to a safe environment for all physical activity



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## Knowing

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Students will be expected to demonstrate an understanding of the concepts that support human movement.

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*By the end of grade 9, students will be expected to have achieved the outcomes for all previous years and to*

- understand the role of body parts in movement
- plan appropriate warm-up and cool-down activities
- develop knowledge of outdoor living skills and apply it in planning activities that demonstrate sensitivity to the environment
- analyse and explain the relationship between changes in body growth and the effects on movement skills and concepts
- plan activity-specific motor skills in all movement categories and alternative environments
- identify certification opportunities in selected areas related to physical activity

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- plan age appropriate warm-up and cool-down activities for others in a variety of specific movement categories
- apply the principles of first aid
- analyse efficient and effective movement

## Knowing

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Students will be expected to demonstrate a knowledge of the components and processes needed to maintain a personal level of functional fitness.

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*By the end of grade 3, students will be expected to*

- describe the benefits of physical activity
- identify changes in personal growth and development
- describe the changes that take place in the body during physical activity
- identify good nutritional habits

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- describe how activity affects body systems and levels of fitness
- select activities that promote personal fitness and active, healthy living
- set and modify goals to develop personal fitness and motor abilities
- identify factors that affect choices of physical activity for life
- explain the relationship between nutritional habits and personal well-being
- demonstrate an understanding of the benefits that physical activity and relaxation play in stress and anger management

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## Knowing

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Students will be expected to demonstrate a knowledge of the components and processes needed to maintain a personal level of functional fitness.

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*By the end of grade 9, students will be expected to have achieved the outcomes for all previous years and to*

- identify and describe the benefits of active healthy living
- plan and assess personal fitness for active healthy living
- analyse and explain the effects that nutrition, fitness, and physical activity have on the body systems before, during, and after exercise
- identify and describe factors that affect choices of physical activity for life
- demonstrate an understanding of the concept of time and effort as it relates to the effectiveness of a personal fitness program; both physically and mentally
- identify appropriate activities for personal stress management and relaxation
- design nutrition programs for self and others

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- analyse factors that effect choices of physical activity for life
- plan and assess personal fitness and activity programs using the principles of training
- analyse and evaluate personal physiological changes to the body before, during, and after physical activity
- design, analyse, and modify nutrition programs for self and others
- design a plan for stress management and relaxation
- identify and describe the affects of performance enhancers
- demonstrate an understanding of the impact that activity has on the environment

## Doing

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Students will be expected to demonstrate motor skills in all movement categories using efficient and effective body mechanics.

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*By the end of grade 3, students will be expected to*

- perform simple movement sequences using elements of body awareness, space awareness, and qualities of speed and force
- select and perform locomotor and non-locomotor skills in simple sequences, alone and with others, with and without objects
- demonstrate basic dance steps and patterns alone and with others
- demonstrate ways to retain possession of an object
- demonstrate ways to send and receive an object using a variety of body parts and objects
- demonstrate and perform activity-specific motor skills alone and with others
- demonstrate ways to project an object using a variety of body parts and movements
- demonstrate activity-specific motor skills in at least one alternative environment

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- select and perform more complex movement sequences using elements of body awareness, space awareness, qualities and relationships
- select, combine, and perform locomotor and non-locomotor skills in movement sequences, alone and with others, with and without objects
- refine dance patterns from a variety of dance forms alone and with others
- demonstrate ways to send and receive an object with increasing accuracy alone and with others
- demonstrate basic offensive and defensive strategies
- identify and use principles of mechanics to improve performance in all movement categories
- demonstrate activity-specific motor skills in at least one alternative environment.

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## Doing

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Students will be expected to demonstrate motor skills in all movement categories using efficient and effective body mechanics.

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*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- apply movement sequence skills and concepts in a variety of activities
- select, perform, and evaluate movement sequences using a variety of small and large apparatus
- demonstrate manipulative skills with increased speed, accuracy, and distance
- apply the principles of mechanics to improve performance in all movement categories

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- apply the elements of movement in a variety of activities
- analyse and evaluate performance of movement skills of self and others in a variety of activities
- analyse and modify movement sequences skills and concepts to reflect body changes
- demonstrate competence in a selection of activity-specific motor skills from a variety of movement categories
- plan, apply, and assess activity-specific motor skills in a variety of alternative environments

## Doing

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Students will be expected to participate regularly in a variety of activities that develop and maintain personal physical fitness.

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*By the end of grade 3, students will be expected to*

- participate daily in vigorous physical activities, with frequent rest periods
- participate in warm-up and cool-down activities

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- participate in daily vigorous physical activities to develop components of fitness and motor abilities
- demonstrate warm-up and cool-down activities

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## Doing

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Students will be expected to participate regularly in a variety of activities that develop and maintain personal physical fitness.

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*By the end of grade 9, students will be expected to have achieved the outcomes for all previous years and to*

- participate in activities that develop personal physical fitness for active healthy living
- lead appropriate warm-up and cool-down activities with peers

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- apply principles of safety and survival to a variety of activities in all movement environments
- obtain certification in selected areas related to physical activity
- plan and apply activity programs to develop personal physical fitness and active, healthy living
- lead age-appropriate warm-up and cool-down activities for others in a variety of specific movement categories
- participate in activities that develop personal physical fitness for active, healthy living
- demonstrate an understanding of the role of sport, recreation, and fitness in society

## Doing

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Students will be expected to demonstrate creativity in all movement categories.

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*By the end of grade 3, students will be expected to*

- perform simple movement sequences using elements of body and space awareness
- respond to a variety of external stimuli to create movement sequences alone and with others
- using a variety of themes (e.g., shape, balance, weight transfer), create sequences using small equipment and/or large apparatus, alone and with others
- create and explain games that use specific skills

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- demonstrate ways to use the creative process to develop dances, alone and with others
- perform and evaluate sequences using small equipment and/or large apparatus, alone and with others
- perform activity-specific motor skills in creating individual, and group activities



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## Doing

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Students will be expected to demonstrate creativity in all movement categories.

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*By the end of grade 9, students will be expected to have achieved the outcomes for all previous years and to*

- perform dances alone and with others in a variety of dance forms
- research and present a dance, game, or activity from another culture to classmates and other audiences
- link cultural customs and traditions with functional fitness

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- understand the value of tradition and customs with regard to the impact of activity
- research and explore a variety of forms of movement and expression
- create, choreograph, and perform dances alone and with others in a variety of dance forms

## Valuing

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Students will be expected to demonstrate positive personal and social behaviours and interpersonal relationships.

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*By the end of grade 3, students will be expected to*

- listen to directions, follow rules and routines, and stay on task while participating in physical activity
- demonstrate safe behaviours when participating in physical activity
- demonstrate self-confidence when participating in physical activity
- display a willingness to share ideas, space, and equipment when participating co-operatively with others
- demonstrate the ability to accept responsibility for assigned roles when participating in physical activity
- display a willingness to work with others of various abilities, interests, and social and cultural backgrounds
- demonstrate effective communication with a partner and in a small group

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- follow rules, routines, and procedures of safety in a variety of activities from all movement categories
- assume responsibility for various roles while participating in physical activity
- demonstrate a willingness to participate cooperatively in physical activity with others of various abilities, interests, and social and cultural backgrounds
- identify leadership skills used when participating in physical activity
- demonstrate effective communication with a partner and in a small group

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## Valuing

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Students will be expected to demonstrate positive personal and social behaviours and interpersonal relationships.

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*By the end of grade 9, students will be expected to have achieved the outcomes for all previous years and to*

- select and apply rules, routines, and procedures of safety in a variety of activities from all movement categories
- demonstrate positive behaviours that indicate self-respect and self-confidence when participating in physical activity
- demonstrate appropriate social behaviour when working cooperatively in group activities
- demonstrate positive behaviours that indicate respect for the abilities, interests, and inter- and intra-cultural backgrounds of others
- describe and apply leadership skills related to physical activity

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- apply appropriate rules, routines, and procedures of safety to new and familiar activities
- apply positive behaviours that indicate appreciation for abilities, interests, and cultural backgrounds of self and others
- apply appropriate social behaviour while working cooperatively in group activities
- apply leadership skills related to physical activity
- initiate the planning and implementation of events and programs in the school and community

## Valuing

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Students will be expected to demonstrate positive attitudes toward and an appreciation of physical activity through participation.

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*By the end of grade 3, students will be expected to*

- demonstrate and promote fair play
- demonstrate behaviours that indicate interest in and enjoyment of physical activity
- demonstrate an appreciation of play activities in all environments

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- demonstrate and promote etiquette and fair play
- demonstrate a willingness to participate in a variety of activities from all movement categories

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## Valuing

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Students will be expected to demonstrate positive attitudes toward and an appreciation of physical activity through participation.

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*By the end of grade 9, students will be expected to have achieved the outcomes for all previous years and to*

- demonstrate and promote etiquette and fair play
- demonstrate an understanding of the value of participating in a wide range of activities
- demonstrate an understanding of the importance of personal physical fitness for active, healthy living

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- demonstrate and promote etiquette and fair play
- demonstrate an understanding of the value of the importance of personal, physical fitness for active, healthy living
- demonstrate an understanding of the value of the importance of minimizing the impact activities have on the environment

## Valuing

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Students will be expected to demonstrate an awareness of career and occupational opportunities related to physical activities.

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*By the end of grade 3, students will be expected to*

- demonstrate an appreciation of the roles of physical activity leaders within the school and community

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- identify careers related to physical activity

## Valuing

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Students will be expected to demonstrate an awareness of career and occupational opportunities related to physical activities.

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*By the end of grade 9, students will be expected to have achieved the outcomes for all previous years and to*

- identify the knowledge, skills, and personal attributes required to qualify for specific careers related to physical activity

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- select and participate in work experience and career opportunities related to physical activity





*Curriculum Outcomes  
for Health Education:  
Grades Primary to 12*

## **Curriculum Outcomes for Health Education: Grades Primary to 12**

### **General Curriculum Outcomes**

The following curriculum outcome statements identify what students will be expected to know and be able to do upon completion of study in health education.

#### **The Body Growth and Development**

- Students will be expected to demonstrate knowledge of the body, body functions, and growth and development.

#### **Values and Practices for Healthy Living**

- Students will be expected to demonstrate knowledge of factors that contribute to healthy living values and practices.

#### **Strategies for Healthy Living**

- Students will be expected to demonstrate knowledge, skills, and attitudes that contribute to active, healthy living.

#### **Strategies for Positive Personal Development and Healthy Relationships**

- Students will demonstrate the knowledge, skills, and attitudes necessary to live happily and productively as individuals, within a family, and within the community.

## Key-Stage Curriculum Outcomes

Key-stage curriculum outcomes are statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in health education.

Outcomes at the four key-stages reflect a continuum of learning. While there may appear to be similarities in outcomes at different key-stages, teachers will recognize the increase in expectations for students at the various key-stages according to

- the developmental nature of the learning process
- students' independence as learners and participants
- the complexity and sophistication of ideas, skills, and tasks
- the level or depth of students understanding of ideas, skills, and tasks
- the range of health education experiences and the repertoire of strategies and skills that students apply to those experiences

For each key stage, the ordering of outcomes is not intended to suggest any priority, hierarchy, or instructional sequence. While these outcomes provide a framework on which teachers may base decisions concerning instruction and assessment, they are not intended to limit the scope of learning experiences in any key stage. Although it is expected that most students will be expected to attain the key-stage curriculum outcomes, some students' performance will range across key stages. Teachers should take this variation into consideration as they plan learning experiences and assess students on the various outcomes. Students' experiences, knowledge, abilities, and engagement in learning will also influence their abilities to achieve the key-stage curriculum outcomes.

Curriculum guides at the primary to grade 6, grades 7 to 9, and grades 10 to 12 level contain details of the specific curriculum outcomes at each grade level. These guides elaborate on program design and components, the developmental nature of learning, grade level curriculum outcomes, learning experiences, instructional and assessment strategies, and suggestions for resource support.

## The Body, Growth, and Development

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Students will be expected to demonstrate knowledge of the body, body functions, and growth and development.

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*By the end of grade 3, students will be expected to*

- demonstrate a knowledge of external body parts
- demonstrate a knowledge of the functions of the external body parts
- demonstrate an awareness of the growth and changes that take place in the body from birth to the primary years

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- demonstrate a knowledge of body organs and body systems
- demonstrate a knowledge of the roles of the body systems and how they work together
- demonstrate an awareness of growth and development from the primary years to puberty

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## The Body, Growth, and Development

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Students will be expected to demonstrate knowledge of the body, body functions, and growth and development.

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*By the end of grade 9, students will be expected to have achieved the outcomes for all previous years and to*

- explain the inter-relationships of systems in the human body
- demonstrate a knowledge of the functions of the inter-related systems of the body
- demonstrate an understanding of the changes that develop through all life stages

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- compare and contrast mechanisms used by organisms to maintain homeostasis (*Foundation for the Atlantic Canada Science Curriculum* (Science Foundation) (Halifax: Department of Education and Culture, 1998))
- determine how cells use matter and energy to maintain organization necessary for life (Science Foundation)
- demonstrate an understanding of the structure and function of genetic material (Science Foundation)

## Strategies for Healthy Living

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Students will be expected to demonstrate knowledge, skills, and attitudes that contribute to active, healthy living.

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*By the end of grade 3, students will be expected to*

- demonstrate a knowledge of healthy eating
- identify safe and unsafe substances at home and in the community
- develop knowledge of safety rules and procedures
- demonstrate knowledge of the characteristics and prevention of common childhood diseases
- demonstrate strategies for the management of a range of feelings and emotions
- demonstrate a knowledge of hygiene
- demonstrate a knowledge of health-related fitness

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- develop an understanding of the importance of a healthy diet to physical and mental well-being
- demonstrate ways of refusing unknown and/or harmful substances
- demonstrate a range of strategies to enhance safety
- demonstrate a knowledge of the causes and prevention of disease
- demonstrate a knowledge of the appropriate strategies for sharing and expressing feelings and emotions
- demonstrate a knowledge of hygiene
- demonstrate a knowledge of health-related fitness

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## Strategies for Healthy Living

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Students will be expected to demonstrate knowledge, skills, and attitudes that contribute to active, healthy living.

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*By the end of grade 9, students will be expected to have achieved the outcomes for all previous years and to*

- demonstrate the knowledge of food science required for making responsible choices regarding diet
- develop an understanding of the effects and consequences of addictive behaviours
- demonstrate problem-solving and assertiveness skills as they apply to safety demonstrate a knowledge of healthy living practices that contribute to disease prevention
- demonstrate a knowledge of appropriate strategies for sharing and expressing feelings and emotions
- demonstrate a knowledge of hygiene
- demonstrate a knowledge of health-related fitness

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- explore Canadian food heritage and foods of other countries for the purpose of developing an appreciation of the impact of historical and cultural food choices (*Family Studies* (Halifax: Department of Education and Culture, 1993))
- demonstrate the knowledge of how lifestyle affects one's well-being and nutritional status for the purpose of monitoring their personal decisions about food choices and health, now, and in the future (*Family Studies*)
- explore nutrition-related health concerns and community support services students will understand the importance of preventive health care (*Family Studies*)
- select and participate in physical activities that will increase personal levels of physical fitness (*Physically Active Lifestyles (PAL)* (Halifax: Department of Education and Culture, 1996))
- make informed decisions regarding the physical benefits of various activities in high school and adult life and participate in a range of these activities (*PAL*)

## Values and Practices for Healthy Living

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Students will be expected to demonstrate knowledge of factors that contribute to healthy living values and practices.

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*By the end of grade 3, students will be expected to*

- demonstrate a knowledge of different family structures, the role of the family, and the individual responsibilities of family members
- demonstrate a knowledge of how people in communities do things together in informal and formal groups
- demonstrate an awareness of changes in self, nature, home, and community
- demonstrate a knowledge of factors that contribute to a healthy environment
- demonstrate recognition of people of diverse communities and people with diverse needs

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- demonstrate a knowledge of family dynamics, values, and practices that influence student development
- demonstrate a knowledge of the roles and responsibilities of informal and formal community groups
- demonstrate a knowledge of how society's values, attitudes, and behaviours change through time
- demonstrate pro-active strategies that contribute to a healthy environment
- demonstrate a knowledge of how communities accept and support people of diverse cultures and people with diverse needs



## Values and Practices for Healthy Living

Students will be expected to demonstrate knowledge of factors that contribute to healthy living values and practices.

*By the end of grade 9, students will be expected to have achieved the outcomes for all previous years and to*

- demonstrate a knowledge of evolving roles and responsibilities of families in a changing society
- demonstrate knowledge of the nature of community living
- demonstrate knowledge of how society's values, attitudes, and behaviours change through time
- analyse local, national, and global factors that influence environmental decision making
- demonstrate acceptance and support of people of diverse cultures and people with diverse needs

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- examine the physical, economic, social, and emotional dimensions of family health for the purpose of encouraging students to adopt a preventive approach to family well-being (*Family Studies*)
- explore the meaning of families in historical, social, and cultural contexts for the purpose of enabling students to understand the nature of family problems (*Family Studies*)
- demonstrate ways to manage their finances and time (*Career and Life Management (CALM)* (Halifax: Department of Education and Culture, 1996))
- develop a perception of their position within the consumer society, and with this knowledge, form a basis for rational decisionmaking (*Family Studies*)
- show awareness of the range of facilities and services available to them in their community (PAL)
- make reasoned choices that take into account values, responsibilities, resources, and the interests of other people, including people whose culture, racial heritage, and family style are different from their own (CALM)

## Strategies for Positive Personal Development and Healthy Relationships

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Students will be expected to demonstrate the knowledge, skills, and attitudes necessary to live happily and productively as an individual, within a family, and within the community.

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*By the end of grade 3, students will be expected to*

- identify thoughtful and caring behaviours in self, friends, and family
- demonstrate an appreciation of the value of friendships
- identify the steps in the decision-making process
- demonstrate good work habits

*By the end of grade 6, students will be expected to have achieved the outcomes for all previous years and to*

- demonstrate strategies for effective self-management
- demonstrate an understanding of the factors contributing to healthy relationships
- demonstrate an awareness of the factors that influence responsible decisionmaking
- demonstrate an awareness of different occupations and changing male/female roles
- demonstrate an awareness of citizen responsibilities and volunteerism

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## Strategies for Positive Personal Development and Healthy Relationships

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Students will be expected to demonstrate the knowledge, skills, and attitudes necessary to live happily and productively as an individual, within a family, and within the community.

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*By the end of grade 9, students will be expected to have achieved the outcomes for all previous years and to*

- analyse how support systems contribute to self-development
- understand the dynamics of friendships and other relationships
- demonstrate the ability to research and analyse information for the purposes of decision-making
- understand the process of career planning
- demonstrate an understanding of citizenship, volunteerism, and service learning

*By the end of grade 12, students will be expected to have achieved the outcomes for all previous years and to*

- demonstrate an understanding of their own interests, aptitudes, and values (CALM)
- demonstrate a healthy self-esteem and an understanding of the importance of personal fitness, fair-play, and healthy lifestyle habits (PAL)
- demonstrate an understanding of lifestyle and relationships (CALM)
- appreciate the importance of the decision to become a parent and recognize the many factors and responsibilities involved (Family Studies)
- develop strategies for dealing with market forces that affect personal and family consumer decisions (Family Studies)
- demonstrate an understanding of innovative enterprising approaches to career and life choices (CALM)
- relate possible career choices to future lifestyles (CALM)



# Contexts for Learning and Teaching

## The Principles of Learning

Physical and health education curriculum is based on principles of learning that teachers should use as the basis of the experiences they plan for their students. These principles include the following:

### **Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.**

In physical and health education, teachers have a responsibility to

- find out what students already know, can do, and enjoy
- create learning environments and plan experiences that build on learners' prior knowledge and experiences
- ensure the students are able to see themselves reflected in the learning resources and experiences offered in the school
- recognize, value, and use the great diversity of experiences and activities students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identities, and varying abilities
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

### **Learning is a process of actively constructing knowledge.**

In physical and health education, teachers have a responsibility to

- create environments and plan experiences that foster a positive attitude towards active, healthy living
- provide learners with experiences which encourage personal construction of knowledge, skills, and attitudes in pursuit of active, healthy lifestyle
- provide learners with opportunities that actively involve them, and are personally meaningful in a wide variety of experiences

### **Learning is enhanced when it takes place in a social and collaborative environment.**

In physical and health education, teachers have a responsibility to

- ensure that activity, group work, discussions, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others
- structure opportunities for learners to participate in diverse social interactions with peers and adults

- help students to see themselves as members of a community of learners

### **Students need to continue to view learning as an integrated whole.**

In physical and health education, teachers have a responsibility to

- plan opportunities to help students make connections across the curriculum, and structure activities that require them to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real-life situations

### **Learners must see themselves as capable and successful.**

In physical and health education, teachers have a responsibility to

- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk taking in a safe learning environment
- ensure that all students experience genuine success on a regular basis
- value experimentation and approximation

- provide frequent opportunities for students to reflect on and describe what they know, can do, and value
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop positive self-esteem

**Learners have different ways of knowing and representing knowledge.**

In physical and health education, teachers have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways to construct meaning
- plan a wide variety of experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing, doing, and valuing as they participate in physical and health education
- structure frequent opportunities for students to use various art forms—music, marital arts, drama, visual arts, dance, movement—as a means of exploring, formulating, and expressing ideas

**Reflection is a part of learning.**

In physical and health education, teachers have a responsibility to

- challenge their own beliefs and practices based on continuous reflection
- reflect upon their own learning processes and experiences
- reflect on their own practices
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge, articulate, and demonstrate their learnings
- help students use their reflections to come to know themselves as learners, to make connections, and proceed with learning

## **Principles Underlying the Physical and Health Education Curriculum**

- Physical and health education curriculum provides students with the knowledge, skills, and attitudes fundamental to living an active, healthy lifestyle.
- The connection of a healthy mind to a healthy body makes physical and health education a key component for all learning.
- Physical and health education curriculum is an active process of gaining knowledge of the construction and function of the body.
- Students learn and gain an understanding of the significance and value of play.
- Physical and health education curriculum is developmentally appropriate and is best learned when it is integrated across the curriculum.
- Students learn best when they are aware of the strategies and processes used to understand and experience problem solving related to health and physical well-being.
- Physical and health education learning develops from students' prior experiences: physical, social and cultural.
- Physical and health education curriculum promotes a way of life in which physical activity is valued, enjoyed, and integrated into daily life.
- Physical and health education curriculum promotes the principles of choice by responding to learners' individual needs, interests, and circumstances.
- Physical and health education curriculum provides a unique contribution to lifelong development of all learners, enhancing their physical, cognitive, social, and emotional well-being.
- Physical and health education curriculum facilitates learning processes that encourage critical thinking.
- Physical and health education curriculum nurtures self-reflection and consciousness that preserve human rights and the development of supportive and sustainable environments for all citizens.
- Physical and health education curriculum provides opportunities for enjoyment, self-expression, and social interaction.

## The Learning Environment

With the principles of learning in mind, teachers and administrators must plan a supportive environment for students by interacting with them. They must also guide, facilitate, direct, and extend their learning.

### Introduction

Students need an environment rich in opportunities to use physical and health education in an ever-expanding variety of school and community contexts. At home, students begin a natural and informal process of education, which continues more formally in the school setting. The wider community offers students multiple opportunities to experience natural and alternative settings for physical activity and to network with health-related community agencies and groups.

Physical and health education provides a supportive environment where risk taking and experimentation are recognized as integral to learning. As well, an inviting environment is promoted where discussion and sharing of ideas are common and valued. These classrooms promote an active, healthy environment that immerses learners in the widest possible range of situations and physical activity. Active, healthy living learning environments are characterized by an emphasis

on inquiry, interaction, and collaboration. Balanced, challenging learning experiences are supported by a wide range of resources, including technology.

### Balance

When planning learning experiences, it is important that teachers include

- physical activities that provide the foundation for growth and development
- opportunities for students to use talk for different purposes, including the use of exploratory talk to explore and shape their ideas
- access to information on a variety of physical activity environments
- experiences appropriate to the developmental needs of the student
- physical and intellectual involvement in individual, paired, small-group and large-group activities
- experiences designed, selected, or directed by the teacher
- experiences designed, selected, or directed by the student
- assessment procedures that gather information on all areas of physical and health education

### Inclusion

The goal of inclusive schooling is to facilitate the participation and learning of all students in school programs and activities. Physical and health education, with its emphasis on an exposure to a wide variety of activities, provides excellent opportunities for the inclusion of students. All students have the right to be provided with an equal opportunity to learn about the benefits of being physically active throughout their lifetime and be educated to make wise lifestyle choices.

The goals and learning outcomes of a balanced physical education program do not differ for students with special needs. The general curriculum outcomes may be the same but the specific curriculum outcomes may differ to such an extent that an individual program plan (IPP) may be required (see *Special Education Policy Manual*, Halifax NS: Department of Education and Culture, 1996). Some students will require adaptations of instructional strategies, assessment and/or evaluation methods. Learners will benefit from a well-planned physical education program that addresses motor skill development, fitness, and social skills, and leads to an increased knowledge of the benefits of an active lifestyle.



## Safety

Physical activity, by its very nature, involves a certain element of risk and danger. Programs should not be restricted but they should be well planned for all participants, ensuring that activities are age appropriate, developmentally appropriate, and conducted in a clean, safe environment. Students should be encouraged to participate in activities when they are ready and feel comfortable. Physical activity should never be used as a punishment for poor performance or effort.

## Challenge

Experiences that challenge learners are essential to development. Students need to experiment with movement and try out new ideas. When students test their limits, they may make mistakes, but, in a supportive environment, they will take learning risks and learn without anxiety.

Within an inviting and stimulating environment, all students must be continually challenged to

- expand their knowledge base and physical skill acquisition
- develop a range of strategies for knowing, doing, and valuing to enhance their active healthy lifestyle
- respond to physical challenges from progressively more sophisticated perspectives

- develop increasing confidence with their physical well-being (including level of comfort, willingness to risk and extend, adaptability, flexibility, valuing, and appreciating)

## Inquiry

Active, healthy living environments need to be centres of inquiry where students and teachers investigate their own lifestyles, both individually and as a learning community. They should be areas where students learn to reflect, in a focussed way, on the powers and limitations of an active, healthy lifestyle.

At all levels students need to reflect on their own lifestyles and on the ways in which others participate in active, healthy living. They need to deal with the problems of understanding how active, healthy living works, what effects it has, and why. This sort of inquiry challenges students' thinking about active, healthy living.

Such critical and self-critical perspectives become accessible to students in environments where they know they are heard and respected and where teachers are critically aware and reflective. Under these circumstances, students can become sufficiently self-critical to improve their work and to adapt what they know to a variety of situations.

## Resource-Based Learning

As students and schools enter the twenty-first century, they find themselves in an era of rapid change and rapidly expanding knowledge. It is no longer adequate or realistic for students to acquire a select body of knowledge and expect it to meet their needs as citizens of the next century. The need for lifelong learning is shifting the emphasis from a dependence on the "what" of learning to the "how" of learning. Today's students must "learn how to learn."

Resource-based learning is a philosophy that stresses a shift from the use of a single resource in the classroom to the use of a wide variety of print and non-print resources. Multimedia, telecommunication, print, and human resources are available both in the school and in the community. This philosophy of learning is characterized by

- learning experiences based on curriculum outcomes
- students actively participating in their learning
- teachers acting as facilitators of learning, continuously guiding, monitoring, and evaluating student progress
- varying locations for learning

- learning strategies and skills identified and taught within the context of relevant and meaningful units of study
- teachers working together to facilitate resource-based learning across grade levels and subject areas

Resource-based learning has many advantages. With students at the centre of the instructional process, they will

- acquire skills and attitudes necessary for independent, lifelong learning
- learn how to learn—one of the fundamental aims of education
- interact, share, and participate in a variety of situations
- think critically and creatively, experiment, and take risks, becoming
- independent and collaborative problem-solvers and decision-makers
- make choices, accept responsibility for these choices, and make learning more relevant and personal

### **The Use of Technology**

Physical and health education provides opportunities for available and emerging technologies to be used as tools to support learning. Developments in technology have encouraged the evolution of new opportunities for physical and health education in video, film, photography, computer graphics, equipment, etc.

Film, television, and other forms of mass communication have created larger audiences for existing and traditional forms of physical and health education. Enhanced career opportunities in the fields of physical and health education are now evident through technological advances.

When given the opportunity to explore technologies in physical and health education classes, students will build their confidence and competence. Such opportunities should include

- exploring the application of CD-ROMs, computer software, Internet searches
- using multimedia, virtual reality and other emerging technologies
- using listservs, news groups, electronic bulletin boards, and web browsers
- using a word processor to create and develop pieces of writing and fitness plans
- using e-mail

### **Interactive Learning**

Learning is both personal and social. Movement and language are social in origin and in purpose. Teachers should use a variety of social interactions as instructional contexts including pairs, small group, whole class, and across-age grouping.

Growth in movement and language situations invite students to interact and collaborate with each other, teachers, and other adults. Such interaction allows students to explore their own ideas, get feedback, build on insights of others, and construct knowledge collaboratively.

This curriculum emphasizes an interactive learning environment. Physical and health education provides opportunities within and beyond the classroom for enjoyment, challenge, self-expression, and social interaction.

## Homework

Research studies show a strong correlation between homework and academic achievement.

Meaningful and positive homework experiences can

- contribute to personal growth, self-discipline, and learning responsibility
- reinforce the ideas and processes that students have learned or developed at school
- enhance students' development as lifelong learners who know how to extend their learning and apply it to other situations
- develop students' confidence in their individual ability to work independently
- provide opportunities for students to reflect on what they are learning and how well they are learning it
- help caregivers to understand what their children are learning and to participate with them in the learning experience
- clarify the role of caregivers in supporting their children's learning

Learning experiences and tasks judiciously assigned for completion outside the classroom should help students

- recognize that learning occurs in many places, not only in school
- integrate strategies and skills into their daily lives outside the school, which enhance their active, healthy lifestyles
- make decisions about when, where, and how they can attend to homework in balance with their other activities outside the school
- organize, consolidate, and reinforce their understandings of what they have learned at school
- integrate new learning with what they already know
- activate prior knowledge and provide a focus in preparation for future learning
- assess, design, achieve, and maintain a level of personal fitness and healthy living
- apply their learning to home and community contexts

It is important that teachers design positive experiences which each student understands in terms of requirements, criteria, and expectations and can approach with confidence. Activities and tasks should

- be developmentally appropriate
- provide challenges drawing on the students' abilities
- be manageable without home support or access to resources, to ensure that students retain ownership of their learning

## Equity and Diversity

The intent of this curriculum is inclusion. There is a place for the interests, values, and experiences of every student and of the many groups within our regional, national, and global communities. The region of Atlantic Canada, like all of Canada, is linguistically, racially, culturally, and socially diverse. It includes differences in gender, abilities, values, lifestyles, and languages. Schools should foster the understanding of such diversities.

Physical and health education teachers are entrusted with the physical, emotional, social, growth and development, of young learners. It is the responsibility of teachers to be aware of any barriers which may interfere with learning or growth.

In a learning community characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to have their personal experiences and their racial and ethno-cultural heritage valued within an environment that upholds the rights of each student and requires students to respect the rights of others.

To contribute to the achievement of equity and quality in education, the curriculum must

- reflect students' abilities, needs, interests, and learning styles
- expect that all students will be successful regardless of gender, racial and ethno-cultural background, social class, lifestyles or abilities
- enable students to value individual variation among members of their classroom community

Engagement in reflective practice is essential to achieving a safe learning environment for all students and is the first critical step towards changing behaviour.

As teachers, we are regularly faced with equity issues.

Reflective practice allows time to examine individual values and beliefs. Self-reflection exposes biases, societal stereotyping, and blind spots.

Teachers have a responsibility to

- examine personal values and beliefs and let self-reflection expose biases
- remove barriers that interfere with children's growth and learning
- be a role model who exemplifies fairness and justice
- set goals that focus on human needs and values as well as fitness, sport skill, etc.

- make the enhancement of self-esteem a goal of the program rather than a spin off from it
- offer programs that allow choices that are not dominated by competition
- offer programs that reflect students' abilities, needs, and interests
- include enjoyment as a program goal
- improve the ratio of positive to corrective feedback statements
- redefine success so that its focus becomes improvement and effort rather than peer comparisons
- help students make responsible choices

Students learn from their differences as well as from their similarities to peers. To enhance their abilities to appreciate diversity, students need opportunities to

- communicate with others who may differ in attitude, knowledge, point of view, and dialect
- examine critically different experiences and perspectives within social and cultural contexts
- explore how and why readers find different meanings in the same text

- learn about different kinds of writing and other ways of representing experiences, points of view, and ways of thinking
- examine ways in which language and images are able to create, reinforce, and perpetuate gender, culture, and other forms of stereotyping and biases
- use their own voices to understand, shape, and share their worlds
- understand, imagine, and appreciate realities other than their own
- challenge prejudice and discrimination

Instructional and assessment practices should

- be free of racial, ethnic, cultural, gender, and socio-economic bias
- recognize and address materials, resources, and experiences that exhibit racial, ethnic, cultural, gender and/or socio-economic biases or that students, parents, or teachers perceive to exhibit those biases

- promote equity by giving each student optimal opportunity to learn and to demonstrate what he/she knows and can do
- use inclusive language in all curriculum

Equity will play an important role in increasing the range of opportunities for young people to participate in activities of their choice. This in turn will enhance competence, and self-esteem.

Teachers are concerned with the well-being of all children and equity is an integral part of the nurturing of human social values and the preservation of human rights and freedoms.

Language is a powerful, descriptive tool reflecting attitudes and beliefs. It is important to be conscious of language and to choose respectful and appropriate terminology.

Teachers must accept the responsibility of using inclusive language in speaking and in writing. An effort must always be made to model thoughtful language consistently and sincerely, and in all types of communication (teacher to student, student to student, teacher to teacher), as well as in all resource materials.

## Roles within Education

### The Student's Role

In order for students to share responsibility for and have ownership of their learning, they must have choice as well as direction in their learning. Students should organize their learning tasks by

- making decisions about how they organize their time for physical and health education
- selecting from a range of information resources to support their learning
- generating, selecting, and making decisions about their own activities
- planning individual and group learning projects
- exploring areas of individual interest in independent research
- addressing issues and dealing with problems that are important to them
- selecting the mediums or activities in which to demonstrate their learning
- reflecting on and evaluating their learning
- identifying and expressing problems, issues, and questions that arise from the learning process

### The Caregiver's Role

Parents and other caregivers are important partners in education and have valuable contributions to make to physical and health education programs.

As well as attending to the basic health and safety needs of their child/children, caregivers can

- work to establish and support school policies and goals
- be active learners by demonstrating that they themselves lead an active, healthy lifestyle
- encourage their children to take risks as learners
- assist their children to pursue their own areas of interest through investigating and participating in community activities in the areas of physical and health education
- engage their children in conversations about sport, physical activity, and issues in the world around them
- share in their children's successes
- communicate regularly with the teachers and school
- share areas of expertise, information, and materials with their children's teachers/school

- volunteer to assist with various activities in their child's classrooms and/or school as time permits
- participate in decision making by taking an active role in parent-teacher organizations and/or school advisory councils

### The Community's Role

It is important that all community groups view the education of young people as a shared responsibility. As partners, the school and community promote student growth by

- finding ways to involve the school in the community, for example, seeking the school's help with community projects and making use of school facilities
- creating ways for students to become active, productive citizens
- sharing and exchanging resources, human and physical
- providing audiences for physical and health education projects and activities
- promoting the flow and exchange of information

- volunteering in a variety of school activities
- providing opportunities for students to volunteer and to participate in community service projects
- creating opportunities for students to explore the workplace in the field of physical and health education
- encouraging students to discover and use the social, recreational, and cultural opportunities found in the community
- participating in the ongoing conversation about education

### **The Teacher's Role**

Physical and health education teachers have major responsibilities in the school community as decisionmakers, learners, facilitators, and resources. As members of the school learning community, physical and health education teachers need to be physically active, wellread on physical and health related topics, and learn along with their students, sharing their thinking as the experiences proceed. Such implicit and explicit demonstrations are essential components of student learning. Teachers are responsible for

- structuring and organizing learning tasks
- selecting teaching strategies from a wide repertory
- providing appropriate direct instruction
- providing knowledgeable guidance and support
- ensuring student access to a range of learning resources
- ensuring that students have a wide range of learning opportunities through which physical and health education are integrated and developed
- monitoring, assessing, evaluating, and reporting on student learning and activity
- providing appropriate modelling

- learning about and then using students' motivations, interests, abilities, and learning styles to improve teaching and learning
- identifying their own learning needs and seeking opportunities for professional growth

Since students use movement as a tool for learning and as a means of communicating across the curriculum, all classrooms are contexts for movement development. Teachers in all subject areas, therefore, need to understand the role played by movement in learning, and to apply that understanding in the experiences and learning environments they create and structure for their students. For example:

- Science teachers can help students understand and use the structures of scientific measurement as it applies to health and fitness.
- Math teachers can help students interpret statistics related to physical activity and well-being.
- History teachers can help students to trace the beginnings of sport and physical activities and relate its progress to the health of nations and communities.
- English language arts teachers can help students use and interpret movement as a form of communication.

### **The Principal's Role**

Principals and other school administrators can support the learning and teaching of physical and health education by

- working to ensure that physical and health education teachers have appropriate support and ongoing opportunities for professional growth
- working to ensure that physical and health education teachers use a variety of resources and experiences available to meet the needs of all learners
- working with physical and health education teachers to ensure that learning experiences, instructional techniques, assessment strategies, the learning environment, and use of resources are consistent with those described in this document
- demonstrating that they themselves lead an active healthy lifestyle
- ensuring equitable access to school facilities, technology, and other learning opportunities
- working collaboratively with physical and health education teachers to plan, facilitate, and support physical and health education experiences and related events

### **The Education System's Role**

The structure of the education system generally can be defined as including the following: universities and community colleges; the Department of Education and Culture; school boards, superintendents and their professional staff; schools and school advisory councils, and other parent organizations. These organizations, collectively and separately, have various responsibilities and make important decisions that have an impact on the teaching and learning of physical and health education. These decisions include

- allocating of personnel, time, and materials (including technology) to ensure that all students have access to learning experiences that challenge their abilities and develop aptitudes that will prepare them for their roles as responsible adults
- providing for the professional growth of teachers, administrators, and curriculum personnel at school, regional and provincial levels, in support of physical and health education

- providing a mechanism for addressing challenges in terms of controversial issues and texts
- ensuring that the program at all levels is anti-discriminatory and reflective of a commitment to redress educational inequities based on class, race, gender, ability, or geography



## Assessing and Evaluating Student Learning

**Assessment** is the systematic process of gathering information on student learning.

**Evaluation** is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered.

Assessment and evaluation are essential components of teaching and learning. Without effective assessment and evaluation it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued, what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

Teacher-developed assessments and evaluations have a wide variety of uses such as

- providing feedback to improve student learning
- determining whether curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with caregivers about their child's/ children's learning
- providing feedback on the effectiveness of their teaching, the programs, and the learning environment
- meeting the needs of guidance and administration personnel

## Assessment

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many types of assessment strategies can be used to gather such information including, but not limited to,

- formal and informal observations
- work samples
- anecdotal records
- conferences
- teacher-made and other tests
- portfolios
- learning journals
- reflections
- questioning
- performance assessment
- peer assessment and self-assessment

## Evaluation

Evaluation involves teachers and others in analysing and reflecting upon information about student learning gathered in a variety of ways. This process requires

- developing clear criteria and guidelines for assigning marks or grades to student work
- synthesizing information from multiple sources
- weighing and balancing all available information
- using a high level of professional judgement in making decisions based upon available information

## Reporting

Reporting on student learning should focus on the extent to which students have achieved the curriculum outcomes.

Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have a special responsibility to explain accurately what progress students have made in their learning and to respond to parent and student inquiries about learning.

Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and caregivers can best provide support.

Effective communication with caregivers regarding their child's/ children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, and phone calls.

## Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. (*Principles for Fair Student Assessment Practices for Education in Canada* articulates five basic assessment principles).

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored.

- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles ensure that

- the best interests of the students are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

## Assessing Student Learning in Physical and Health Education

### *Using a Variety of Assessment Strategies*

The assessment program should reflect the full range of student learning in physical and health education. It involves the use of a variety of information-gathering strategies that allow teachers to address students' diverse backgrounds, learning styles, and needs, and allow students a variety of opportunities to demonstrate their learning.

This variety of assessment strategies should

- enable teachers to assess student performance on specific tasks
- provide information about how students learn as well as what they learn
- take into consideration students' abilities both to learn and to apply their learning
- enable teachers to observe overall performance
- provide multiple indicators of student performance
- reflect curriculum emphases
- reflect that experimentation, risk-taking, and creativity are valued

- enable students to discover their own interests, strengths and weaknesses
- engage students in assessing, reflecting upon and improving their own learning
- engage students in assessing their own and others' skills in co-operative and collaborative projects

Consistent feedback is particularly important to successfully develop of good motor skills, as well as develop a positive and enthusiastic attitude towards lifelong active, healthy living. Helping students to set goals and objectives for their own physical development and healthy lifestyle choices, and working with them to monitor their progress, are important responsibilities of all physical and health education teachers.

Assessment should be carried out in a variety of ways. Students particularly benefit when they participate in developing the assessment criteria.

## Assessment Activities and Strategies

### *Performance Assessment*

By using performance assessment, teachers are able to observe directly the students' application of knowledge and skills. Performance assessment in physical and health education focuses on the process as well as the product. It involves

- presenting students with an activity-based task, problem, project, or investigation
- observing what students do and say, watching for selected/particular characteristics, and making anecdotal records
- interviewing students during or after the task, problem, project, or investigation
- developing and applying criteria to assess student performance (using scoring tools such as rubrics, rating scales, task-specific guides, checklists)
- developing criteria for product assessment to provide students with a clear focus on requirements and expectations to guide their work
- examining what students produce and applying criteria to assess what they actually know and can do
- identifying future instructional and learning needs

Observations of students' performance and completion of tasks, together with student-teacher reflection on the learning involved, can provide specific information that will allow student progress to be assessed. This can be used by teachers to design and revise instructional approaches and by students to improve, reinforce, and extend their learning.

Performance assessment gives information about a student's ability to

- use active, healthy living concepts, skills, and language
- raise questions
- reason logically
- think flexibly, changing strategies when a particular approach does not work
- actively accomplish complex and significant tasks
- use prior knowledge, recent learning, and relevant skills
- design and conduct activity-based investigations
- persist, concentrate, and work independently, with partners, small groups, or large groups
- solve realistic or authentic problems
- take responsibility for personal health habits, attendance, and participation

### *Problem Solving*

Projects and investigations involve explorations of active, healthy living questions that help students make connections to other curricula areas, and to pose and solve real-world problems. Projects and investigations give information about a student's ability to

- identify and define a problem
- create, test, and revise a plan
- collect, record, and organize needed information
- discuss, review, revise, explain, and report solutions

Projects and investigations allow students to demonstrate their

- creativity and initiative
- group participation, leadership, and co-operation
- flexibility and open-mindedness
- willingness to go beyond the problem/task at hand

### *Listening and Observing*

Listening to and observing students in a variety of physical and health education environments will provide daily opportunities for informal assessment.

Systematic listening and observation of students provide information about their

- thinking processes
- preferred learning styles
- persistence

- attitudes toward a physically active lifestyle
- feelings about themselves as learners
- specific areas of strength and weakness
- development and understandings of concepts, procedures, and routines
- independent problem-solving abilities
- work habits
- social development (e.g., ability to work collaboratively and co-operatively)

Similarly, interviews and conferences with students are valuable sources of such information. Teachers may find it helpful over time to use checklists, questions, and/or learning logs to focus and guide observation, interviews, conferences, and record keeping.

### *Oral and Written Communication Tasks*

Oral and written communication are important aspects of assessment in physical and health education, involving students in talking and writing both for self-clarification and for communication with others.

Oral communication tasks may require students to

- define problems and tasks
- describe and explain procedures or strategies
- articulate their thought processes

- synthesize and summarize their own or their group's thinking
- reflect on their learning processes and experiences

Focussed writing tasks should address a range of purposes and audiences and include a variety of forms. Such tasks may include

- participation logs/journals
- a variety of ways to organize and record information (e.g., note-taking, generating charts, outlining, semantic mapping, creating summaries)
- reports of investigations
- explanations of the steps/processes used in solving a problem
- responses to open-ended questions
- written argument that requires thoughtful inquiry about active, healthy living

Students should be provided with the opportunity to use computers for

- participation log entries and journal entries
- research
- fitness assessments
- skill analysis
- facility and service access and evaluation
- statistical analysis

In responding to and assessing student writing, teachers should consider appropriate comments and assessment criteria in terms of the nature and requirements of the writing task, its purpose, and its intended audience.

### Questioning

Effective questioning allows teachers to identify what the student knows and what the student needs to learn. Effective high-level, open-ended questions challenge students to use cognitively complex skills—to think.

The sorts of questions teachers ask send powerful messages about what they really value. Questions and tasks that demand higher-level thinking demonstrate to students that teachers value this type of thinking. Questions and tasks that require students to apply their skills and knowledge to new situations develop higher-order thinking.

Open-ended questions require students to respond to questions for which a variety of successful responses are possible. Open-ended questions give information about a student's ability to

- organize and interpret information
- make generalizations
- clarify and express their own thinking
- understand concepts
- demonstrate originality/creativity

### Questionnaires, Inventories, and Surveys

Well-designed questionnaires, inventories, and surveys reveal students' feelings and attitudes toward different aspects of physical and health education. Information gathered through well-designed surveys can help teachers

- tap into students' habits, interests, and attitudes
- build on students' strengths and expand their interests
- elicit students' perceptions about their learning

### Tests

Testing is only one means of collecting assessment data: a test measures achievement at a specific point in time. Tests play a minor role in the total assessment program and should be used in appropriate balance with other assessment practices. This is to ensure that students have frequent and varied opportunities to demonstrate their levels of performance in relation to the stated outcomes of physical and health education.

Tests should be designed to encourage thinking and problem solving rather than memorization and recall of factual information. Test items signal what the teacher considers to be important.

Questions on tests should be framed so that they are relevant, clear, and specific. As with other assessment procedures, teachers should refer to physical and health education outcomes in developing test items. Selected-response formats (multiple choice, true-false, matching) have limitations in measuring learning outcomes in physical and health education. Selected-response items tend to assess knowledge of factual information and the application of basic skills in isolated, decontextualized ways, instead of assessing the application of knowledge and higher-order skills in meaningful, real-world situations.

### *Fitness Testing*

Fitness testing should be a component of a total program with the goal of turning students on to exercise, fitness, and physical activity as a part of healthy lifestyle. To ensure developmentally appropriate practices, fitness tests should be administered for a purpose and to

- teach
- focus an individual's progress
- create a humanistic testing environment
- limit testing time
- teach safety precautions
- encourage self-testing
- provide feedback
- reward effort and achievement

### *Self-Assessment*

In the process of learning, students need various forms of feedback about their work from their teachers and their peers; however, students learn best when they have frequent opportunities to assess their own learning and performance.

Student self-assessment promotes the development of

- metacognitive ability (the ability to reflect critically on one's own reasoning)
- ownership of learning
- independence of thought and action

Enhancing students' abilities to assess their own progress is an important goal of the assessment program in physical and health education. Students need frequent opportunities to reflect on what they know and can do and what they need to learn. When students are engaged in applying criteria for self-assessments (and for peer-assessments), they begin to internalize elements of quality and performance standards that can lead to significant improvements in the quality of their work and learning.

Self-assessment activities include the use of

- questionnaires (e.g., following a collaborative activity or project to determine how well the group functioned as a team and how well the individual student participated and contributed to the effectiveness of the process/product)

- learning logs/journals
- periodic reflective writing or group discussion to identify ways in which students have demonstrated progress toward achievement of learning outcomes
- peer feedback: giving constructive comments on one another's work helps students standards for their own performance
- student-teacher interviews and conferences
- collaborative course planning involving students in identifying their own strengths and weaknesses, forming options for future learning experiences, and making decisions about what they will do to meet the learning outcomes

Teachers can use student self-assessments to determine

- whether there is change and growth in the students' attitudes, understanding, and achievements
- whether students' beliefs about their performances correspond to the actual performances
- whether the students and the teacher have similar views of expectations and criteria for assessment

### *Student Folders and Portfolios*

Collections and selections of student work represent rich sources of authentic information on

- what strategies the student uses
- the level of skill development
- the best work the student can produce
- the student's growth as a learner

The process of selecting samples of student work and achievement, (e.g., certification in refereeing, coaching, life guarding) to assemble portfolios for various purposes and audiences is a valuable educational activity.

The portfolio is a selection of student work that might include pieces of writing, drawings, journal and log samples, media products and other productions, or records that establish what the student has been doing. Portfolios could include

- learning logs (e.g., what I did, what I learned, what questions I still have)
- nutrition and activity logs
- personal background inventory (health status, growth and development)
- responses to learning experiences
- a variety of ways to organize and record information (e.g., notes, charts, outlines, semantic maps, summaries)

- explanations of the steps/ processes used in performing a physical activity
- responses to open-ended questions
- a video of a dance or a game created
- contracts for physical activity
- checklists
- self-evaluations
- graphs of fitness scores
- individual fitness programs

Schools and teachers may do many different things with portfolios, depending on their purposes and the co-ordination of portfolios with other activities for learning, assessment, and evaluation. Portfolios may, for example, be very selective and contain only one kind of work or only certain samples of work. A portfolio may contain items that the students and the teacher consider representative of the best the students can produce. The process of selection of a student's best efforts can in itself be a very valuable experience. This process should involve students in reflecting on their progress and achievement in reference to specific learning outcomes.

## Resources

### Introduction

This curriculum envisages a network of resource material. Physical and human resources extend throughout the school, into the community and beyond. No single resource can provide sufficient material to nurture the development of any one learner or group of learners for any extended period of time. The range of resources must

- reflect the diversity of learners' interests, needs, abilities, and experiences
- support the achievement of the curriculum outcomes
- be available to all learners

This curriculum emphasizes the importance of human resources because of the social nature of physical and health education learning.

### Criteria For Selecting Resources

While not all resources will meet all the selection criteria, the range of resources used at any given level should be balanced to reflect specific guidelines. Resources should

- prove to be motivating and challenging experiences suitable for the learner's age, ability, and social maturity
- elicit personal, thoughtful, and critical responses
- offer a variety of experiences and values that reflect the diversity of learners' interests, needs, and competencies
- broaden students' understanding of social and cultural diversity in a physical and health education context
- develop a sensitivity to and an understanding that reflects individual differences

### The Range of Resources

Physical and health education classrooms, activity facilities, and school resource centres/libraries need a wide array of learning resources for student choice and use. Many of the learning experiences described in this curriculum, for example, do not require class sets of the same text but rather single copies or a few copies each of different texts. In order to meet the differing instructional needs of students, resources should provide flexibility. Resources include:

- print, computer software, audio, visual texts (illustrations, photographs, film, video), interactive multimedia
- basic communication technologies (Internet connections, bulletin boards)
- texts at different levels of difficulty and from different cultural and social perspectives
- reading material such as books, magazines, instructions, brochures, and posters
- resources for the professional development of teachers
- resources from across the range of school subjects
- resources that reflect the culture of the Atlantic region
- activity-related equipment such as mats, bats, and balls etc., that are appropriate for a wide range of activities
- community resources



## Controversial Texts and Issues

Teachers of physical and health education are sometimes challenged regarding the texts and the issues they and/or their students select for study.

Challenges may be based on the ideas in the texts. Maturity may be required for understanding the ideas or the language used to express those ideas. Resources that support the physical and health education curriculum represent various points of view and allow students to explore the points of view that are within their understanding.

Teachers should exercise particular care in selecting or recommending texts for classroom study and discussion, considering such factors as

- the differing instructional needs of their students
- the contribution that the text or issue may make to each student's education
- the readability and appeal of the text for the particular group of students, and for individual students
- the role the text or issue plays in influencing students' cultural/social/personal experiences outside the classroom

- the purpose(s) for which the text or discussion of issues will be used
- the sensitivities of the students, and for individual students
- community sensitivities

When the teacher's selection of a text or discussion of an issue is challenged by a caregiver, the teacher must acknowledge every caregiver's right to restrict his/her own child's reading/viewing/listening. However, the rights of other caregivers to have the selected resource available to their children should also be respected.

Teachers may find it helpful to consider the following arguments for using texts which address issues and themes or contain context that may be sensitive or controversial in some communities:

- The text may demonstrate that society has evolved in understanding and tolerance over the years since it was written/produced.
- Attitudes and opinions that were both current and socially acceptable in the writer's/producer's day may now be unacceptable and vice versa.

- It is important that students understand the value systems of their own culture and time, and of other cultures and other times. Different value systems that may now seem deplorable were nonetheless facts of life in different times and places and are legitimate subjects for study and discussion.
- Given the diverse nature and maturity of students, it is important to confront important issues and bring them into the open for discussion. It is also important for students to recognize that they have accumulated a variety of experiences and opinions shaped by family, community, economics, politics, and the media.

Despite all these arguments, respect for the students and concern for their feelings are paramount in text selection. The teacher's own abilities, growing awareness, and sensitivity should shape the presentation of controversial material so that it will promote critical awareness, further understanding, and empathy rather than give or cause offence.

## **Community Resources**

This curriculum removes the isolation of the teacher and the students in the self-contained classroom and exposes them as active, healthy learners to people and places in the broader community.

Students can draw on a variety of community resources to support and enhance their learning including

- family members
- peers, athletes, coaches, and volunteers
- performers and cultural organizations in the community
- guest speakers who offer a range of perspectives
- community members involved in active, healthy living practices
- parents, seniors, older students, student teachers, and other adults
- teacher assistants and tutors
- individuals, groups, or classes with whom students can share performances, activities, and ideas in the areas of physical and health education
- municipal parks and recreation departments
- health professionals
- students and classes contacted through computer networks that provide communication venues and exchanges
- experts and other sources who can be consulted through traditional and electronic means
- listservs and news groups
- local, national, and international audiences with whom to share their products via mounted multimedia or hypertext on the World Wide Web

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