Prince Edward Island
CANADA

Education, Early Learning and Culture
English Programs

Prince Edward Island Physical Education Curriculum

Physical Education

CURRICULUM

801A Physical Literacy

2016
Prince Edward Island
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Early Learning and Culture
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Acknowledgments

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Teacher Notes

Time for PED801A Physical Literacy is based on 110 hours.

Authorized Resources for PED801A Physical Literacy:

GoPro Camera - Hero 4 Silver

- 64 GB Memory Card
- Rechargeable Battery Pack
- HDMI Cable

A copy of the Prince Edward Island *Physical Education Safety Guidelines* document should be available in the gymnasium area. The intent of these guidelines is to focus the teacher's attention on safe instructional practices for all physical activity in order to minimize the inherent element of risk. The guidelines are mandatory.

There is funding to support Department approved authorized alternative environment learning experiences. Please contact the curriculum specialist for more details.

Canada's Physical Literacy Statement

"Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life."

International Physical Literacy Association,
May 2014

What does a physically literate student look like?

Physically literate individuals possess assurance and self-confidence in-tune with their movement and capabilities. They demonstrate sound coordination and control and can respond to the demands of a changing environment. They will relate well to others, demonstrating sensitivity in their verbal and non-verbal communication, and will have empathetic relationships. The physically literate student will enjoy discovering new activities, and will welcome advice and guidance, confident in the knowledge that they will experience some success. The individual will appreciate the intrinsic value of physical education, as well as its contribution to health and well-being, and will be able to look ahead through the life course with the expectation that participation in physical activity will continue to be a part of life.

Whitehead (2010)

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Introduction

Renewal of curriculum begins with the common understanding that K-12 students must engage in learning that enables them to participate in a world of rapid and complex change. This dynamically evolving environment requires that students develop multiple literacies, increase depth of knowledge, and acquire a range of skills, attitudes, and abilities that foster creativity, innovation, and problem-solving skills.

Students must also develop a desire for personal and collective achievement, and a willingness to collaborate for the well-being of themselves, others, and beyond. It is essential that educators and administrators have an in-depth understanding of curricular expectations as part of a broader learning continuum.

The purpose of this document is to provide administrators, educators, and post-secondary education institutions with a deeper level of understanding of renewed Prince Edward Island curricula, including specific curriculum outcomes and achievement indicators, and of planning for student achievement.

Goals for PED801A - Physical Literacy

Students will develop:

- the living skills needed to develop a secure identity and sense of self, through opportunities to learn adaptive, management, and coping skills; how to build relationships and interact positively with others, and how to use critical and creative thinking processes, plus practise communication skills;
- the knowledge, skills, and attitudes that will enable them to enjoy being active, healthy, and well throughout their lives, through opportunities to participate regularly and safely in physical activities, and to continue to learn how to develop and improve their own personal fitness and wellness plans;
- the movement competence and confidence needed to participate in a range of physical activities, through opportunities to develop and enhance movement skills and to apply movement tactics and strategies in games, sports, dance, and various other physical activities;
- an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health and well-being, and how living a balanced, healthy, and active life is connected with the world around them and the health and well-being of others.

The knowledge, skills, and attitudes acquired in physical education form an integrated whole that relates to the everyday experiences of students and provides them with the physical literacy and health literacy they need to lead balanced, healthy, and active lives.

The Importance of the Physical Education and Health Curricula

The health and physical education curricula includes health and physical education in Grades K-9, PED401A - Wellness course in Grade 10, PED801A - Physical Literacy, and a specialized destination course in Grade 12. This curriculum helps students develop an understanding of what they need in order to make a commitment to lifelong healthy, balanced, and active living, and develop the capacity to live satisfying, productive lives. Healthy, active living benefits both individuals and society in many ways - for example, by increasing productivity and readiness for learning, improving morale, decreasing absenteeism in the work place, reducing health-care costs, decreasing anti-social behaviour such as bullying and violence, promoting safe and healthy relationships, and heightening personal satisfaction.

Research has shown a connection between increased levels of physical activity and better academic achievement, better concentration, better classroom behaviour, and more focused learning. Other benefits include improvements in psychological well-being, physical capacity, self-concept, and the ability to cope with stress. The outcomes that make up this curriculum also provide the opportunity for students to develop social skills and psychological well-being. In health and physical education, students will learn the skills needed to be successful in life as active, healthy, and socially responsible citizens.

The health and physical education curricula promote important educational values and goals that support the development of character. These include striving to achieve one's personal best, equity and fair play, respect for diversity, sensitivity and respect for individual requirements and needs, and good health and well-being. These values are reinforced in other curriculum areas, as well as by society itself. Working together, school and communities can be powerful allies in motivating students to achieve their potential and lead healthy, active lives.

The content and the setting of learning in physical education make it unique in a student's school experience. Students are given opportunities to learn by doing. Their experiences in the program can include participating kinesthetically in activities in a gymnasium, in open spaces in the school and outdoors; working with various types of equipment; working in a variety of group contexts; and discussing topics that have deep personal relevance and meaning. Students have opportunities to learn through creative work, collaboration, and hands-on experiences.

Department of Education, Early Learning and Culture Vision, Mandate, Values, and Goals

Mandate

The mandate expresses the Department's role as an organization within the education and early childhood development system. In addition to the work that takes place within the Department, specialists collaborate with individuals, groups, and organizations outside the Department for the success of children and students.

The mandate of the Department of Education, Early Learning and Culture is to provide leadership, policy direction (including curriculum), resources, and services for the education and early childhood development system.

Vision

An education and early childhood development system that enables all children and students to thrive, achieve, and succeed as contributing citizens.

Values

Accountability – A belief that the Department of Education, Early Learning and Culture is accountable for its work and the impact it has on the success of all children and students.

Excellence – A belief that the Department of Education, Early Learning and Culture should provide the highest standard of service to those it serves.

Learning – An appreciation for learning and a belief that it is a foundation for growth and success.

Respect – Respect for all individuals and their roles in supporting education and early childhood development.

Goals

The goals of the Department of Education, Early Learning and Culture are the critical success factors to achieving the Department's vision of an education and early childhood development system that enables all children and students to thrive, achieve, and succeed as contributing citizens. The objectives of the Department are those matters that must be successfully accomplished to fulfill the Department's goals.

1. Delivery of high quality services and resources for the success of children and students.
2. Effective communication and collaborative practices.
3. Enhanced organizational effectiveness and accountability within the Department and with external partners.

Contexts for Student-Centred Learning

Prince Edward Island curriculum is student-centred, inclusive, and is designed to help all students reach their potential through a wide variety of learning experiences. The curriculum seeks to provide equal entitlements to learning opportunities for all students.

In recognizing and valuing the diversity of students, teachers must consider ways to

- provide a climate and design learning experiences for each student;
- model the use of inclusive language, attitudes, and actions supportive of each student;
- adapt classroom organization, instructional strategies, assessment strategies, time, and learning resources to address students' needs and build on their strengths by
  - › providing opportunities for students to work in a variety of learning contexts, including mixed-ability groupings;
  - › identifying and responding appropriately to diversity in students' learning styles;
  - › building upon students' individual levels of knowledge, skills, and attitudes;
  - › designing learning and assessment tasks that correspond to diverse learning styles;
  - › using students' strengths and abilities to motivate and support learning;
  - › offering multiple and varied avenues to learning.
- celebrate the achievements of students.

Equity and Inclusive Education

In a supportive learning environment, all students receive access to teachers' assistance, resources, technology, and a range of roles in group activities. It is important that the curriculum reflect the experiences and values of all students and that texts and other learning resources include and reflect the interests, achievements, and perspectives of all students.

Teachers promote equity and inclusion in their learning environments when they

- articulate high expectations for all students;
- provide equal opportunity for input and response from all students;
- model gender-fair inclusive language, and respectful listening;
- promote critical thinking and challenge discrimination.

Inclusive education is central to the achievement of high-quality education for all students and the development of more inclusive societies. Inclusion is still thought of in some countries as an approach to serving children with disabilities within general educational settings. Internationally, however, it is increasingly seen more broadly as a reform that supports and welcomes diversity amongst all students.

Meeting The Needs of All Students

An inclusive physical education environment is one which provides the opportunity for students of all abilities and interests to participate in physical education with their peers. Inclusive physical education recognizes the inherent value and strengths of each student, the right to take risks and make mistakes, the need for independence and self-determination, and the right to choice.

Inclusive physical education provides all students, including students with disabilities, the opportunity to take full advantage of opportunities to enhance personal fitness, acquire motor skills, increase knowlege and understanding of movement, and strengthen their psychosocial well-being. Teachers can provide all students with the knowledge, understandings, and skills they need to live an active life appropriate to their abilities and interests (Rizzo, Davis, & Toussaint, 1994).

All students can learn about the talents, challenges, and abilities of all classmates. Students learn to appreciate that individual differences exist between people, and they learn that participating in an activity in a different way does not lessen its value. Inclusion recognizes the inherent value, dignity, and worth of each student, and reduces perceived differences among students. The process of identifying each student's needs and accommodating them in a dignified and effective manner is the key to ensuring full and meaningful participation in physical education.

All students can benefit from adaptations to the learning environment and/or learning experiences. They will all benefit when teachers use a variety of instructional strategies. Almost all students can achieve curriculum outcomes in authentic ways when basic adaptations are made.

Teachers will need to make individualized adaptations or modifications to meet the needs of some students as these students work towards achieving the grade specific outcomes. Physical education teachers can seek support from the school services team and outside agencies to gain ideas on how best to work with students who have specific individual needs.

A few students will not be able to achieve all the grade specific physical education outcomes. These students will need an Individualized Educational Plan (IEP) that includes physical education outcomes. Physical education teachers can work with the school student services team and outside agencies to plan physical education learning experiences that meet the needs of these students.

When students are initially given the challenge and opportunity of planning physical education for a student with a disability, feelings of uncertainty are to be expected. This may be due to a lack of information and experience that will change as teachers become more familiar with each student's strengths, interests, and abilities.

The process of developing an inclusive program will involve the following steps:

- obtaining information about the disability;
- identifying support;
- determining safety concerns;
- assigning present skill level;
- contributing to the Individualized Educational Plan;
- setting realistic expectations;
- selecting activities;
- determining program modifications;
- implementing and evaluating.

Because of the importance students place on feeling confident in their abilities, Physical Education teachers should work diligently to create opportunities for all of their students to experience success.

(Humbert, 2005, p. 12)

(All schools have *Moving To Inclusion* binders and *Fundamental Movement Skills 1A: For Children with Physical Disabilities*. You can also contact the Active Living Alliance for Canadians with a Disability [ALACD] at 1-800-771-0663 or www.ala.ca) or Parasport and Recreation PEI, 40 Enman Crescent, Room 123, PO Box 841, Charlottetown, PE C1A 7L9, info@parasportpei.ca.

Nature of the Kindergarten Learner

Children come to school as active thinkers, possessing a natural curiosity and eagerness to learn.

They have a natural desire to move, explore, manipulate, and discover while learning. When they are engaged in a student-centred learning environment, children develop problem-solving abilities which aid them in becoming competent, creative, and critical thinkers.

Purposeful play is the foundation of all learning in kindergarten and is the most appropriate means by which children can engage in learning experiences through role-playing, risk-taking and problem solving. It is through play that children can exhibit a degree of self-regulation that reflects their developmental needs which builds self-confidence and security in their learning.

In any group of kindergarten students, there will be a wide range of developmental levels. While students may be chronologically the same age, they may differ greatly in their levels of social/emotional, physical, intellectual, and creative development. **The subtle differences, common characteristics, and varying rates of growth and development inherent in kindergarten students determine how the teaching and learning environment is designed.**

The kindergarten learner

- learns through, and is highly motivated during, purposeful play;
- has an inherent need to move and learns by doing;
- is full of energy, tires easily, but recovers quickly;
- begins to construct and experiment with his/her own understanding of how oral and written language and symbol-making works;
- clarifies and integrates new learning with prior knowledge, information and concepts from previous experiences;
- demonstrates a rapid growth in language development through oral language experiences;
- develops questioning skills, reflects, clarifies to meet basic needs, solves problems and collaborates with others using oral language skills;
- requires frequent opportunities to interact in authentic language situations to hear, use and learn new vocabulary and structures and to actively participate in dialogue, sharing and discussion;
- shows an eagerness to explore, think, and solve problems, which is followed by reflection to help clarify his/her thinking, reconsider ideas, and make new connections;
- spends long periods of time experimenting and creating while using a variety of learning materials;
- strives to make sense of his/her world and shows a keen interest in what makes things work;
- develops self-image, self-concept, self-expression, self-regulation, and self-confidence through social engagement and through the space in the world that they occupy;
- enters the school system with different early learning experiences;
- is beginning to extend focus beyond his/her own needs and interests;
- is learning to express his/her feelings in a socially appropriate way through the use of actions, words, and symbols;
- relies on teachers to support him/her in relating well with others and working cooperatively in a variety of group settings.

Active Start

From 0-6 years, boys and girls need to be engaged in daily active play. Through play and movement, they develop the fundamental movement skills that will provide the foundation for learning fundamental sports skills at older ages.

From ages 0-6 years, children need to be introduced to unstructured active play that incorporates a variety of body movements. Children this age need to develop the ABCs of movement - Agility, Balance, Coordination, and Speed.

The ABCs are essential for developing fundamental movement skills, and fundamental movement skills will later provide the foundation for fundamental sport skills. Together, fundamental movement skills and fundamental sport skills form the basis of physical literacy.

An early active start enhances development of brain function, physical coordination, gross motor skills, and posture and balance. An active start also helps children to build confidence, social skills, emotional control, and imagination while reducing stress and improving sleep.

Children in the Active Start stage should see physical activity as a fun and exciting part of everyday life.

Adapted from canadiansportforlife.ca

Nature of the Primary Learner (Grades 1-3)

Primary children are innately curious and eager to learn about all aspects of their world.

Primary students usually range in age from 6 to 9 years old. These children are active explorers who enjoy hands on learning and need to move. When they meet something that is unfamiliar, their curiosity is piqued and their interest is aroused. They engage with the activity, explore it, react to it, and thereby expand their knowledge, skills, and attitudes.

A wide range of interests, behaviours, readiness and ability levels is inherent in primary classrooms. However, there are many general characteristics which apply to large numbers of students at this level. It should be cautioned that these are general patterns and there are considerable individual differences.

The primary learner

- enjoys discovery, exploration, repetition and imitation;
- functions at a more concrete level intellectually;
- has a short attention span;
- has improving ability to reason;
- is curious, eager to explore, and to acquire new information and skills;
- is skillful in listening accurately and mimicking what he/she has heard;
- likes to talk;
- loves dramatics, musical and rhythmic activities;

- often asks, “Why?”;
- varies in his/her ability to concentrate;
- wants to be involved in whatever activities are happening;
- believes that he/she learns as a result of effort;
- enjoys learning through playing and participation in games with definite rules;
- enjoys receiving the approval of peers and adults;
- enjoys taking turns in games and conversation, sharing materials and working in co-operative groups;
- is learning to interact co-operatively and is less shy than older learners;
- becomes aware that his/her classmates have different levels of competence;
- demonstrates varying degrees of control over emotions;
- enjoys risk but may not recognize danger or the potential for harm as a result of his/her actions;
- is becoming less egocentric and gradually more independent;
- is ready for working in groups but not necessarily for common goals;
- may experience difficulty with waiting;
- may get discouraged when tasks are difficult to master;
- has gross motor skills more developed than fine motor skills;
- demonstrates improved spatial and pictorial understanding;
- has improving spatial judgment;
- has similar physical capabilities regardless of gender;
- is usually far-sighted (may pose difficulty with quick or accurate focusing of vision);
- is very active and learns by doing;
- varies widely in his/her stature.

Nature of the Elementary Learner (Grades 4-6)

Elementary students usually range in age from 9 to 12 years old. **Students transition from a time when concrete operations are solidifying, through a time of trouble with abstractions, to an increasing ability to abstract.**

Elementary students are interested in the natural world, in how things are put together, and in how things work. During these years they also work well in groups. They demonstrate an increased interest about places and problems in the news and want to know what caused these problems, where they occurred, and the reasons for them.

A wide range of interests, behaviours, readiness, and ability levels is inherent in elementary classrooms. However, there are many general characteristics which apply to large numbers of students at this level. It should be cautioned that these are general patterns and there are considerable individual differences.

The elementary learner

- can understand increasingly difficult concepts;
- has an increasing attention span;
- is curious and asks many questions;
- is developing personal interests;
- is increasing in ability to use language, reasoning skills, and symbol-making;
- is often still in a concrete stage of thinking (some are able to handle more abstract concepts and to apply simple problem-solving techniques);
- tends to be a collector;
- becomes aware that his/her classmates have different levels of competence in various areas;
- becomes more interested in group involvement and sociability;
- begins to judge his/her own ability and the abilities of his/her peers on the levels of performance they observe;
- continues to seek attention and approval;
- is hesitant to demonstrate affection and is often cautious and fears failure;
- may form tight social circles which exclude some peers;
- requires structure and clear limits;
- views achievements as a result of a person's ability level and not just his/her effort;
- views social comparison as more and more important in the appraisal of self and others;
- enjoys repetition of favoured activities;
- may become discouraged easily;
- has a better concept of self and place;
- may become very concerned by issues such as pollution, war, poverty and death (can become frightened and pre-occupied by these);
- may begin to display more aggression as he/she struggles to determine his/her own identity;
- may have behaviour affected by the onset of puberty;
- tends to enjoy competition but can be easily upset with losing;
- has an inherent need to move;
- has improving physical coordination and easily accomplishes activities using large muscles;
- is still developing fine motor skills;
- is developing more complex spatial understanding.

Physical Literacy in Elementary

Elementary school children need to be physically active every day. From kindergarten to intermediate school, children need quality activity programs to develop the musculoskeletal and neurological structures that will support them for a lifetime of health and activity, as well as improved cognitive function and social well being.

The elementary school years span a period of important child development - physically, mentally, and emotionally. Given that children spend most of their waking hours in school, our education system has perhaps the best opportunity to work on developing each child's physical literacy.

Many children who attend school may not have opportunities to join sport and physical activity programs outside of school. Through quality physical education programming, elementary schools can address this basic need for regular daily activity and consistent expertise in instruction. Structured and unstructured activities are equally important.

Adapted from canadiansportforlife.ca

Nature of the Intermediate Learner (Grades 7-9)

The intermediate adolescent learner (ages 12 – 15) in the intermediate grades is involved in a period of rapid and significant change with respect to physical, emotional, social, intellectual, and ethical development.

Because the nature of these changes is often intense and varied, they need to be acknowledged by the teacher. At this age, it must be noted that each student is unique and any attempt to classify must be regarded as extremely general.

Cultural and social influences shape adolescence in many ways. These influences must be recognized in the learning and teaching context. **Critical awareness of these influences is essential to the adolescent learner and must be developed in the learning environment in order to optimize learning.**

The intermediate learner

- appears to fluctuate between independence and dependence;
- applies problem solving approaches to complex issues;
- asks questions and questions answers;
- attempts to define self, independent of the family;
- continues to develop reasoning skills;
- displays a multitude of emotions in varying degrees;
- grows physically and cognitively at varying rates;
- is developing the ability to handle abstract and hypothetical concepts;
- is enthusiastic about sharing ideas and experiences;
- is self-conscious;
- learns to interact cooperatively;
- may become more involved in risk-taking behaviours;
- moves from decision-making based on social convention to decision-making based on personal values;
- perceives peer relationships as more important than family relationships;

- refines his/her sense of humour;
- reflects on feelings, emotions, and responsibilities;
- responds best when expectations are clear;
- uses diverse communication skills;
- continues to improve and develop his/her gross motor and fine motor skills with practice;
- uses rigid definitions for right and wrong.

Intermediate Schools Support Fitness and Provide Opportunities

The middle school and junior high school years are an important time to develop good physical activity habits that promote health and fitness in youth. Opportunities to experience and explore a broad range of physical activities and sports are vital.

If elementary schools are ideal for developing physical literacy and fundamental skills, intermediate schools provide the perfect setting to develop and maintain physical fitness of youth as they enter the growth spurt. This also is the time to continue to converting fundamental movement skills into fundamental sport skills.

Middle schools are ideal for exposing youth to a range of physical activities and sports, so they can begin to discover physical activities and sports they enjoy and build confidence in basic skills. Many may not have opportunities to join similar sport and physical activity programs outside of school.

The adolescent years are important for establishing healthy body weights. Daily routines should include regular vigorous physical activity along with a healthy dietary intake and sufficient sleep. This will contribute to positive overall physical, emotional, and psychological development.

Sadly, the middle school years are typically when most youth drop out of physical activity. With the growth of video games and other “screen time” sedentary pursuits, physical inactivity is increasing among this age group.

Through quality physical education programming, intermediate schools can address the activity needs of youth, introduce more youth to sport, and improve the overall health of Canadian society. **And Not** all programs should be overtly competitive: it’s important to introduce youth to physical activities such as yogo, cycling, and rock climbing that can be enjoyed for a lifetime.

Adapted from canadiansportforlife.ca

Nature of the High School Learner (Grades 10-12)

High school adolescent learners usually range in age from 15 – 18. While there may be some general characteristics of adolescent learners at the high school level, it is imperative that each high school learner be recognized as a unique individual. Within any group of students a range of differences in rates and ways of learning, and in experiences and interests are expected and respected. **Qualities and achievements should be celebrated and built upon.**

Late adolescence is a time of increasing autonomy and self-discovery leading to identity formation. There may still be some considerable differences in the characteristics of the entry-level high school adolescent and senior high school adolescent. **Teachers will need to consider their students' prior learning and experiences in order to meet the students' needs and interests.**

Senior high adolescents approach their world of diversity and complexity with both enthusiasm and trepidation. They encounter clashes of values, personal conflicts and social pressures in developing their sense of self. A high degree of students' learning occurs in a social context.

The opportunity for collaboration promotes critical thinking and problem solving, stimulates curiosity and imagination, and improves adaptability and analytical thinking. By providing students with a safe, contextual environment that promotes intellectual inquiry, teachers can foster the skills of critical analysis, group interaction, and decision-making.

A goal for each student is to have an equitable opportunity to experience success as he/she works toward the achievement of intended outcomes. Improving performance is more important than competition and comparisons to others. To this end, critical thinking, creativity, and innovation must be part of a student's learning experience. The adolescent learner has built a framework which includes acceptance and respect. In senior high, students will seek out questions and develop answers which incorporate more sophisticated reflective practices.

The high school learner

- seeks relevance and connection between life outside school and the curriculum;
- develops his/her own voice;
- is able to think abstractly and needs fewer concrete examples;
- is concerned about future plans;
- is developing a consciousness of the broader local and global community;
- is less likely to accept the status quo in attempting to attain his/her objectives;
- asserts his/her own ideas about his/her learning;
- enjoys questioning;
- experiences internal and external motivation;
- experiences a desire to take on leadership roles;
- has a deeper capacity for caring and sharing, and for the development of more intimate relationships;
- looks for opportunities for self-expression, and conveys them to others;
- is more autonomous in his/her decision-making;

- needs to know his/her opinions are welcomed and can be expressed without fear of ridicule;
- needs to understand the purpose and relevance of instructional activities;
- values sincere relationships with adults;
- refines and strengthens motor skills;
- experiences a varying increase in body size and proportion;
- wants to establish immediate and long-term goals.

High School Maintain Opportunities and Support Excellence

High school is an important time for teenagers to keep fit and explore opportunities in a broad range of sports and physical activities. Regular activity will help to maintain healthy body weights. It is also a chance for some to pursue excellence and achievement in sport.

Ideally, all high school students will have acquired physical literacy and fundamental skills during their elementary schooling, and they will have developed physical fitness during their middle school years. These skills and capacities are needed to participate in sport and activity at high school, and they are essential to stay active for life.

During high school, students need to have opportunities to participate in a variety of sports and physical activities for a variety of reasons:

- Regular physical activity is essential to maintain a healthy weight, regular sleep, and overall physical development (muscular and cardiovascular).
- Regular activity and healthy lifestyle habits will contribute to positive overall physical, emotional, and psychological development.
- High school may provide the only opportunity for some students to participate in structured sport and physical activity programs.
- Combined with the growth of video games and other “screen time” sedentary pursuits, the need for physical activity programs becomes even more acute.
- High school programs can help students to identify one or two favourite physical activities and encourage them to take up a lifelong pursuit.
- Some students may show talent and want to begin specializing in one particular sport.

Adapted from canadiansportforlife.ca

Valuing Social and Cultural Diversity

In order to engage in and maximize learning, all students need to see their social and cultural identities reflected and affirmed in curriculum and classroom practices.

It is important to recognize that students in Prince Edward Island come from a wide range of diverse ethnic, racial, cultural, and social backgrounds. In addition, they communicate with the wider multicultural world through technology, media, travel, and family and business connections in order to understand their own and others' customs, histories, traditions, values, beliefs, and ways of seeing and making sense of the world.

Through experiential learning or through reading, viewing, and discussing authentic texts that reflect diverse social and cultural voices, students from different social and cultural backgrounds can come to understand each other's perspectives, to realize that their own ways of seeing and knowing are not the only ones possible, and to probe the complexities of the ideas and issues they are examining.

Curriculum, teaching practices, and learning resources should reflect the diverse and multicultural nature of our society, examine issues of power and privilege, and challenge stereotypes and discrimination.

Supporting English as an Additional Language (EAL) Learners

Students from language backgrounds other than English add valuable language resources and experiences to the classroom. The language, prior knowledge, and culture of EAL students should be valued, respected, and whenever possible, incorporated into the curriculum. The different linguistic knowledge and experience of EAL students can be used to extend the understanding of linguistic diversity of all students in the class.

The learning environment and organization of the classroom should affirm cultural values to support EAL students and provide opportunities for individual and group learning. While EAL students should work toward achievement of the same curriculum outcomes as other students, they may approach the outcomes differently and may at times be working with alternate learning resources at varied levels within a different time frame than that of other students. It is important for these students to have access to a range of learning experiences, including opportunities to use language for both formal and informal purposes.

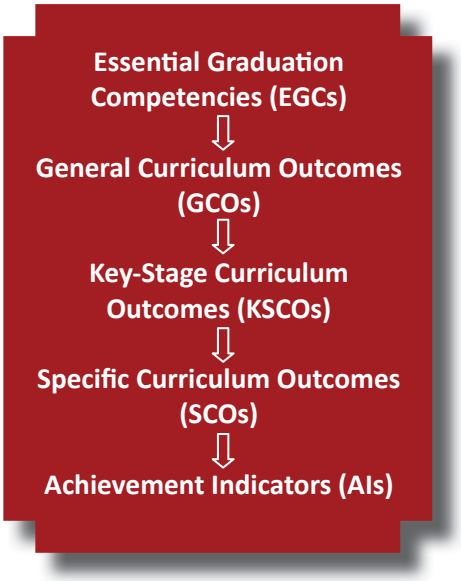
As students attend to curricular outcomes, they are developing English-language skills. It is important to provide opportunities to practise, reinforce, and extend their English language skills.

Curriculum Design

The PEI Department of Education, Early Learning and Culture designs curriculum that is based on *The Atlantic Canada Framework for Essential Graduation Competencies in Schools*.

Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school. Curriculum delivery must reflect these expectations and there must be an accurate assessment of students' performance in relation to the curriculum outcomes.

Specific curriculum outcomes are developed based on current research to ensure coherence and rigour within each area of study.



Essential Graduation Competencies (EGCs)

The Essential Graduation Competencies serve as an Atlantic framework for the curriculum development process and are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. EGCs are cross-curricular, and all curriculum is focused on enabling students to achieve these competencies.

- Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues; make decisions and judgments; solve problems; and act as stewards in a local, national, and global context.
  - › Outcome 8 - Evaluate positive and/or negative factors within the dimensions of wellness that influence an individual's nutritional choices.
- Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.
  - › Outcome 12 - Lead movement activities that enhance performance and enjoyment for lifelong movement activities.
- Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.
  - › Outcome 1 - Accomplish their wellness goals based on their personalized plan for improving well-being.
  - › Outcome 7 - Investigate potential occupations and career pathways related to health and wellness.

- Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.
  - › Outcome 10 - Create solutions to movement challenges by transferring understandings of skills, tactics, and strategies from previous movement experiences.
- Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.
  - › Outcome 3 - Elevate movement skills through intentional application of biomechanical principles.
- Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.
  - › Outcome 2 - Participate in self-selected movement activities that meet one's need for self-expression and enjoyment.

General Curriculum Outcomes (GCOs)

General curriculum outcomes are statements which identify what students are expected to know and be able to do.

GCOs are stated in broad terms to encompass a domain of student performance. These statements guide development and contribute to the attainment of the EGCs.

The PED801A physical education goals are also broad statements identifying what students are expected to know and be able to do upon completion of study in physical education. The goals of physical education are interdependent and are at equal importance.

An example from K-9 physical education

Goal K-9 PE - Active Living

Enjoying and engaging in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

Key-Stage Curriculum Outcomes (KSCOs)

Key-stage Curriculum Outcomes are statements which 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.

KSCOs for the end of Grades 3, 6, 9, and 12 reflect a continuum of learning. While there may appear to be similarities in outcomes across the key stages, teachers will recognize the increase in expectations for students according to:

Overview for Key Stage Physical Education Currriculum Outcomes
What students are able to do and know at the end of Grade 3, 6, and 9

Grade 3

Students are expected to:

- Enjoy and engage in healthy levels of participation in movement activities to support lifelong living in the context of self, family, and community. (**Active Living**)
- Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities. (**Skilful Movement**)
- Balance self through safe and respectful personal, social, cultural, and environments interactions in a wide variety of movement activities. (**Relationships**)

Health-Related Fitness:
Participate and apply strategies for developing components of health-related fitness in a variety of moderate to vigorous movement activities.

Active Living:
Evaluate the role of participation in movement activities and take responsibility for leading a physically active life.

Locomotor Skills:
Apply a variety of ways to skilfully move the body through space.

Non-Locomotor Skills:
Apply a variety of ways to skilfully move the body on the spot while participating in movement activities.

Manipulative Skills:
Apply a variety of ways to skilfully move objects while participating in movement activities.

Movement Variables:
Apply movement variables of space, effort, and experience relationships with objects and others to increasing complex movement skills and sequences while participating in body management activities.

Rhythmical Movement:
Demonstrate rhythmical movement with smooth transitions in self-created patterns, responsive patterns, and established dances.

Play Strategies and Skills:
Use effective movement skills, tactics, and strategies while participating in low-organizational, inventive and co-operative games, small-sided, and lead up target, striking/fielding, invasions/territorial games, and alternate environment activities.

Positive Interactions:
Demonstrate positive interactions with others in co-operative and competitive movement activities.

Safety:
Evaluate personal commitment to assessing risk factors and applying safe practices while participating in a variety of movement activities.

Relationships:
Demonstrate, verbally and non-verbally, considerations and respect for all others while participating in physical education activities.

Overview for Key Stage Physical Education Currriculum Outcomes
What students are able to do and know at the end of Grade 3, 6, and 9

Grade 6

Health-Related Fitness:

Create and implement, as a class, with guidance, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle, and incorporates daily moderate to vigorous movement activity.

Cardiovascular Fitness:

Create and implement a personal health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that involves setting a goal for improvement, applies the F.I.T.T. principle and incorporates daily moderate to vigorous movement activity.

Body Systems:

Demonstrate an awareness of the body systems that are directly related to and affected by the development of the health-related components of fitness.

Muscular Fitness:

Apply, with guidance, beneficial and safe strategies to improve flexibility and muscular endurance through participation in a variety of movement activities.

Body Composition:

Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect body fat composition.

Complex Skills:

Demonstrate a progression towards control in complex movement skills that combine locomotor skills with non-locomotor skills to be used in body management activities and games.

Skill Related Fitness:

Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness and how they connect with the health-related components of fitness in the development of each other.

Manipulative Skills:

Express and apply, with guidance, performance cues to enhance manipulative skills.

Performance Refinement:

Apply performance cues, movement variables, tactics, and principles of practice in complex movement activities to improve the performance of self and others.

Skilful Play:

Refine, alone and with others, selected movement skills, tactics, and strategies while participating in games and activities.

Rules:

Demonstrate an understanding of, and willingness to, accept the rules of teacher-selected games by officiating and participating in classmate-officiated competitions.

Safety and First Aid

Make decisions about how to prevent and care for common movement activity-related discomforts and injuries.

Overview for Key Stage Physical Education Currriculum Outcomes
What students are able to do and know at the end of Grade 3, 6, and 9

Grade 6 (cont'd)

Biomechanics:

Explore, apply, and communicate the biomechanical concepts and principles of force production, force absorption, and resistance as a means to enhance independence in learning motor skills involving locomotor, non-locomotor, and manipulative skills.

Movement Concepts:

Analyse and apply, with guidance, movement concepts to support skill development while paricipating in target and invasion/territorial games.

Decision Making:

Make situational decisions (individual, partner, and team) related to the selection of skills, tactics, and strategies to enhance individual and team performance while participating in target, low-organizational invasion/territorial, inventive, and co-operative games.

Alternate Environment and Body Management:

Apply controlled use of selected movement skills and variation (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of alternate environment and body management activities.

Volunteerism and Leadership:

Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a co-operatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.

Influences:

Analyse the attributes and limitations of self and others as sources of information for making decisions related to participation of self and others in movement activity as well as for possible career choices.

Safety and Rules:

Analyse and apply safety guidelines and rules that apply to the target games, invasion/territorial games, and alternate environment activities to develop an appreciation of their impact on self and others.

Relationship Skills:

While participating in movement activities, apply a personally developed plan for progressing through the five levels of a social skills continuum that begins with irresponsible behaviour and progresses through self-control, involvement, self-responsibility, and caring for others to support personal growth in making positive connections to others.

History and Culture:

Examine, evaluate, and represent the historical and present impact of our world neighbours on the development of movement activity options as a means of supporting the well-being of self and others.

Overview for Key Stage Physical Education Currriculum Outcomes
What students are able to do and know at the end of Grade 3, 6, and 9

Grade 9

Health-Related Fitness:
Examine and apply the principles of training to personal action plans that incorporate daily moderate to vigorous movement activities and focus on the improvement and/or maintenance of self-selected components of health-related fitness.

Body Composition:
Determine safe and credible publicly promoted options for managing body composition and weight, and analyse the influence of mass media on body image.

Skeleton System:
Demonstrate an understanding of the effects of exercise and inactivity on the skeleton system, and the function of the skeleton system in relation to participating in movement activities.

Muscular Fitness:
Apply an understanding of how to positively affect the major muscle groups while clarifying an understanding of the effects of exercise and inactivity on the muscular system.

Skill Related Fitness:
Implement personal plans for improvements of skill-related components of fitness to improve the weaker components and to support enjoyment in personal, social, and competitive movement activities.

Complex Skills:
Utilize, including smooth transitions, complex movement skills that combine locomotor skills, non-locomotor skills, and manipulative skills to enhance personal performance and enjoyment in a variety of movement activities.

Cross-training:
Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill while participating in movement activities.

Core Strength:
Investigate and apply safe and effective strategies for developing the strength of core muscles and joint muscles.

Biomechanics:
Explore, apply, and communicate biomechanical concepts and principles related to levers and projectiles, as well as Newton's Laws of Motion as a means to enhance independence in learning motor skills.

Games, Tactics, and Strategies:
Collaboratively, with the teacher or peers, design and implement a plan to use effective tactics and strategies to enhance performance and enjoyment for self and others.

Decision Making:
Analyse the situational decisions of self and others, while under the pressure of game play to determine the effectiveness of the decisions and to propose options for improvement.

Alternate Environment:
Collaboratively, with the teacher or peers, design and implement plans to use effective tactics and strategies to enhance performance and enjoyment of self and others, while showing respect for the environment, when participating in a variety of alternate environment activities.

Overview for Key Stage Physical Education Currriculum Outcomes
What students are able to do and know at the end of Grade 3, 6, and 9

Grade 9 (cont'd)

Movement Sequences:
Perform, both as a leader and a follower, self-created collaboratively created and established sequences of movements with smooth transitions, incorporating skills and combinations of skills from a variety of games and body management activities, (Movement Chart, pg. 55) alone and with others.

Body Management:
Express insights on the experience of participating in body management activities, including dance and gymnastics, as well as others.

Technical Influences:
Demonstrate an understanding of the impact of current and emerging technologies on fitness, fitness-related career options, and well-being.

Volunteerism and Leadership:
Plan, participate in, and lead with others, a movement activity event to engage others in movement activity.

Influences:
Identify and discuss the influences of mass media, advertising strategies, and other resources to determine their impact on promoting active living.

Safety and Rules:
Analyse and apply the safety guidelines and rules related to activities in the Movement Chart to develop an appreciation of their impact on self and others.

Prevention and Care:
Apply an understanding of how to prevent and care for a variety of movement activity-related injuries.

Respectful Behaviour:
Demonstrate an understanding of and incorporate positive social behaviours into all aspects of personal involvement in movement activities, in the context of both a participant and a spectator, after examining the positive and negative influences of organized sports, movement competitions, and mass media on the social behaviour of self and others.

History and Culture:
Analyse the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives that support personal, family, and community active living and well-being.

Contemporary Culture:
Identify and discuss personal perspectives on how to manage the contemporary opportunities and challenges that influence one's ability to develop as skilful movers, to live a balanced life, to have an active lifestyle, and to develop and maintain safe and respectful relationships.

Specific Curriculum Outcomes (SCOs)

Specific Curriculum Outcomes state the intended outcomes of instruction, and identify what students are expected to know and be able to do for a particular unit or course. **All SCOs are compulsory (Section 98(a), School Act)**.

SCOs provide the goals or targets of instruction in terms of measurable or observable student performance. SCOs provide a focus for instruction and provide a basis for the assessment of student achievement.

An example from PED401A

W4 - assess the impact of mental health on overall well-being of self, family, and community.

Achievement Indicators (AIs)

Achievement indicators, taken together as a set, help to support and define the depth and breadth of the corresponding SCO.

The set of achievement indicators provided for a SCO

- provides the intent (depth and breadth) of the outcome;
- tells the story, or creates a picture of the outcome;
- defines the level and types of knowledge intended by the outcome;
- is not a mandatory checklist, prioritized list of instructional activities, or prescribed assessment items.

An example from from PED401A Physical Education - W4

a. Reflect on and discuss personal and community beliefs and biases about mental health.

b. Examine common misconceptions and negative stigmas/connotations related to both the area of and the language of mental illness (e.g., misconception that an individual with a mental illness has a weak character or is inevitably dangerous).

c. Consider ways to reduce stigma, address discrimination, and eliminate structural barriers related to mental illness.

d. Describe, with information from a variety of mental health experts, the factors that contribute to positive mental health (e.g., involvement in extracurricular activities, belonging to a team/group).

e. Discuss prior understandings of how thoughts, actions, and behaviours are all connected to brain function.

f. Recognize that there is no single cause of any mental health problem or illness and no one is immune regardless of where they live, how young or old they are, or their social standing.

g. Examine evolving theories about the complex causes of mental illnesses (i.e., social, economic, psychological, biological, and genetic factors).

h. Assess the influence of mental well-being on each of the dimensions of wellness (i.e., psychological, physical, social, and environmental).

i. Investigate various personal, environmental, biological, and social influences (e.g., sports competitions, use of cannabis, support networks) on mental health and determine one's relationship to these infuences.

j. Determine why particular mental illnesses (e.g., anxiety disorders, depression, bipolar mood disorder, eating disorders, schizophrenia) are common in adolescence.

Curriculum Delivery

This document follows a "backward design" approach – that is, its SCO(s) begin with the end in mind. This means that the SCO (learning goal) and the performance indicators or tasks (evidence of achieving the SCO) are the foci before consideration is directed to activities. In this way, educators can stay focused on the learning goal, and can plan instruction and tools to reach and assess that goal. To assist in the instructional design of an SCO, teachers will also find Achievement Indicators, Inquiry or Critical Thinking Questions, an Elaboration, and Teacher Notes.

Specific Curriculum Outcomes (SCOs)

A unit may contain only one SCO or several SCOs. Each one is treated individually although there are often opportunities to integrate parts or all of more than one SCO. Specific curriculum outcomes state the intended outcomes of instruction and identify what students are expected to know and be able to do for a particular unit or course. SCOs articulate the goals or targets of instruction in terms of measurable or observable student performance and provide a basis for assessment and evaluation of learning.

SCOs are observable, assessable, and supported by achievement indicators that help to define the depth and breadth of the outcome. The SCO provides the basis for designing learning and teaching strategies. SCOs contribute to the achievement of the KSCOs and provide a continuum of learning from kindergarten through Grade 12. **In short, SCOs describe the intended outcomes of instruction in performance terms without restricting the means of achieving them.**

There is flexibility in determining the delivery of instruction and assessment for, *as*, and *of* learning. Instruction, assessment, evaluation, and reporting with respect to these SCOs are dependent on the professional judgment and experience of teachers.

Achievement Indicators (AIs)

Each SCO contains a set of achievement indicators that help to support and define the depth and breadth of an outcome. Taken together as a set, AIs define specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome. AIs help to clarify the intent and scope of the outcome. It is important to note that AIs are not a prescriptive checklist to be taught in a sequential manner. The intent of AIs is for clarity and understanding so that instructional design is aligned with the SCO. When teachers are planning for instruction, they must be aware of the set of indicators in order to fully understand the depth and breadth of the outcome. Teachers may substitute or add to the set of AIs as long as these maintain the integrity of the SCO. By constantly analysing and monitoring the needs of the students, teachers can determine which indicators are appropriate relevant to prior knowledge, developmental stages, or the continuum of the scholastic year.

Lists of achievement indicators will begin with the phrase, "Students who have achieved this outcome should be able to …"

Inquiry or Critical Thinking Questions

Inquiry-based learning is known to engage students far more than traditional transmissional (stand and deliver) instruction. The sample questions provided with each SCO are based upon established pedagogical research.

They are intended to provoke thoughtful discussion and debate and as such, there are not always necessarily "right" answers. Rather, students should be given opportunities to think deeply, gather information to construct new knowledge, and try to come to their own conclusions based upon evidence.

The questions are not intended to be assigned as homework or seatwork but could be an effective starting point for rich classroom interaction or group inquiry. Students will require time to process and respond to critical thinking questions and may have to return to the same question at several points of study. Teachers are encouraged to develop their own critical thinking questions and to assist students in developing strong questions for their own use. It is important for students to understand that not all questions are "answerable" and sometimes it is the questions that are more important than the answers.

Elaboration

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It sets the parameters of the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO.

Performance Indicators or Tasks

Performance indicators or tasks are ways to assess learning and can be either formative or summative. These tasks require students to show what they have achieved by having them complete an authentic challenge which provides evidence of their learning related to the SCO. The tasks or indicators are designed to replicate "real-world" tasks where students must provide their own responses. There are many ways to demonstrate learning using this approach – a product such as a newspaper article, photo-essay, concept map, written/oral response, demonstration of a procedure, reflection writing, peer assessment, or other means of representing acquired knowledge or skills.

A performance indicator or task can be a way of measuring where a student is currently situated on the learning continuum, thereby providing an opportunity to adjust the learning experience or differentiate instruction (formative assessment); or, it can measure a broader spectrum such as the entire SCO by way of a complex project or assignment at the end of a unit (summative assessment). It is not necessary (nor recommended) to create a performance task for every individual achievement indicator within an SCO as this counters the concept of integrated learning.

Ideally, a performance indicator or task that has been created to assess the entire SCO will encompass many, if not all, of the concepts and/or skills found in the achievement indicators. Key to the learning process is the transference of knowledge/skills to a new situation or context, not simply a recall or reconstruction of something already done in class. It is a way for students to prove that they "got it". Performance Indicators or tasks should not to be considered an afterthought – they should be carefully planned before instruction takes place. Their purpose is to provide a clear path to the learning goal or SCO.

Suggestions for Learning and Teaching

A number of ideas are presented as suggestions for building understanding and scaffolding toward the final goal of achieving the overall SCO. It is not necessary to do all (or any) of these and teachers may add, edit, revise, or modify these suggestions to best suit their students and learning styles.

Teacher Notes

The suggestions included as teacher notes may include links and/or supporting resources that may be helpful in teaching this section. It is advisable to check out links before using them in the classroom to ensure they are intact and appropriate. Teachers should vet material for any inappropriate side bars, questionable information, or redirected links.

Working with Specific Curriculum Outcomes

In order to fully understand an SCO, it is important to understand how the learning is representative of both the Cognitive and Knowledge Process Dimensions.

Cognitive Process Dimension

The cognitive process dimension represents a continuum of increasing cognitive complexity, from lower order thinking skills to higher order thinking skills. The verb that begins a specific curriculum outcome represents the cognitive process dimension.

Remember	Understand	Apply	Analyse	Evaluate	Create
Retrieve relevant knowledge from long-term memory.	Construct meaning from instructional messages, including oral, written, and graphic communication.	Carry out or use a procedure in a given situation.	Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.	Make judgments based on criteria and standards.	Put elements together to form a coherent or functional whole; generate new ideas, products, or ways of viewing; reorganize elements into a new pattern or structure.
		Participate	**Investigate** **Examine**	**Elevate** **Ensure** **Refine** **Exhibit** **Evaluate**	**Create** **Accomplish** **Lead**

Knowledge Process Dimension

The knowledge process dimension classifies four types of knowledge learners may be expected to acquire or construct, ranging from concrete to abstract. The noun included in a specific curriculum outcome represents the cognitive process dimension.

KNOWLEDGE DIMENSION	DESCRIPTION	EXAMPLE FROM COURSE
Factual *The basic elements students must know to be acquainted with a discipline of solve problems* **KNOWING THAT**	• knowledge of terminology (e.g., technical vocabulary) • knowledge of specific details and elements (e.g., major natural resources)	N/A
Conceptual *The interrelationship among the basic elements within a larger structure that enables them to function together* **KNOWING WHAT and WHY**	• knowledge of classifications and categories (e.g., periods of geological time) • knowledge of principles and generalizations (e.g., Pythagorean theorem) • knowledge of theories, models, and structures (e.g., structure of government)	Outcome 4 Outcome 7 Outcome 8
Procedural *How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods* **KNOWING HOW**	• knowledge of subject-specific skills and algorithms (e.g., skills used in painting with water-colours) • knowledge of subject-specific techniques and methods (e.g., interviewing techniques) • knowledge of criteria for determining when to use appropriate procedures (e.g., criteria used to judge the feasibility of using a particular method to estimate business costs)	Outcome 6 Outcome 10 Outcome 12
Metacognitive *Knowledge of cognition is general as well as awareness and knowledge of one's own congition* **KNOWING HOW TO KNOW**	• strategic knowledge (e.g., knowledge of outlining as a means of capturing the structure of a unit of subject matter in a textbook • knowledge about cognitive tasks, including appropriate contextual and conditional knowledge (e.g., knowledge of the cognitive demands of different tasks • self-knowledge (e.g., awareness of one's own knowledge level)	Outcome 1 Outcome 2 Outcome 3 Outcome 5 Outcome 9 Outcome 11 Outcome 13

(2005 Extended Campus -- Oregon State University)

Table of Specifications

Combining the cognitive process dimensions and the knowledge process dimensions into one table, called a table of specifications, can clarify the intended depth to which an SCO should be taught and assessed. As teachers reflect deeply and collaborate with each other to identify the types of knowledge required by the outcomes, they will be better able to visualize what the achievement of each outcome will look, sound, and feel like in the learning environment. Clear visualization of the desired results (i.e., evidence of achievement of outcomes) assists teachers in planning learning experiences that engage students in higher level thinking and learning.

Following is the table of specifications for this course.

	COURSE	FACTUAL	CONCEPTUAL	PROCEDURAL	METACOGNITIVE
LEVEL 1	REMEMBERING				
	UNDERSTANDING				
LEVEL 2	APPLYING				Outcome 2
	ANALYSING		Outcome 7 Outcome 4		
LEVEL 3	EVALUATING		Outcome 8	Outcome 6	Outcome 3 Outcome 5 Outcome 9 Outcome 11 Outcome 13
	CREATING			Outcome 10 Outcome 12	Outcome 1

The Evaluative Process

Assessment and evaluation are integral components of the teaching and learning process.

The terms "assessment" and "evaluation" are often used interchangeably which is incorrect. Although they are inherently connected, each term refers to a different stage of the overall evaluative process.

Effectively planned evaluation promotes learning, builds confidence, and develops students' understanding of themselves as learners. Effectively planned assessment and evaluation also improves and guides future instruction and learning.

Assessment and evaluation are continuous activities that are planned for and derived from SCOs and are consistent with the instructional learning strategies. The depth and breadth of each SCO, as defined by the achievement indicators, informs teachers of the skills, processes, and understandings that should be assessed.

Effective and authentic assessment involves

- designing performance tasks that align with specific curriculum outcomes;
- including students in determining how their learning will be demonstrated;
- planning for the three phases of assessment (*for*, *as*, and *of*).

Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

Whether conducting assessment for learning or assessment of learning, a teacher must have sufficient proof of a students' learning. By using a process known as triangulation, teachers can obtain data of student learning from three different sources, thereby ensuring sufficient data is collected in order to evaluate student learning. By collecting data from multiple sources, teachers are able to verify the data they collect against each other thus allowing them to gain an accurate portrayal of student progress.

Effective evaluation involves considering the totality of the assessment data and interpreting it to make informed judgments about student learning.

Assessment

Assessment is the act of gathering information on an ongoing basis in order to understand students' individual learning and needs. It is the journey of their learning.

Effective assessment improves the quality of learning and teaching. It helps students to become self-reflective and to feel in control of their own learning, and enables teachers to reflect on and adjust their instructional practices. When students are given opportunities to demonstrate what they know and what they can do with that knowledge, optimal performance can be realized.

Assessment has three interrelated purposes:

- Assessment for learning to guide and inform instruction.
- Assessment as learning to involve students in self-assessment and setting goals for their own learning.
- Assessment of learning to determine student progress relative to curriculum outcomes.

Even though each of the three purposes of assessment requires a different role and planning for teachers, the information gathered through any one purpose is beneficial and contributes to an overall picture of an individual student's achievement.

All assessment practices should respect the needs of diverse learners and should respect and appreciate learners' cultural diversity. Teachers should provide students with a variety of ways to demonstrate on an ongoing basis what they know and are able to do with many different types of assessment over time. Valuable information about students can be gained through intentional conversations, observations, processes, performance, and products. A balance among these sources ensures reliable and valid assessment of student learning.

Effective assessment strategies

- are appropriate for the purposes of instruction, the needs and experiences of the students, and learning strategies used;
- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility;
- reflect where the students are in terms of learning and help to determine the levels and types of support or instruction that will follow;
- allow for relevant, descriptive, and supportive feedback that gives students clear directions for improvement and engage students in metacognitive self-assessment and goal setting that can increase their success as learners;
- are explicit and communicated to students and parents so students know expectations and criteria to be used to determine the level of achievement;
- must be valid in that they measure what they intend to measure and reliable in that they consistently achieve the same results when used again, or similar results with a similar group of students;
- involve students in the co-construction, interpretation, and reporting of assessment by incorporating their interests, multiple intelligences, and their learning styles;
- accommodate for the diverse learning needs of students;
- are comprehensive and enable all students to have diverse and multiple opportunities to demonstrate their learning consistently, independently, and in a range of contexts in everyday instruction.

Students should know what they are expected to learn as designated by SCOs and the criteria that will be used to determine the quality of their achievement.

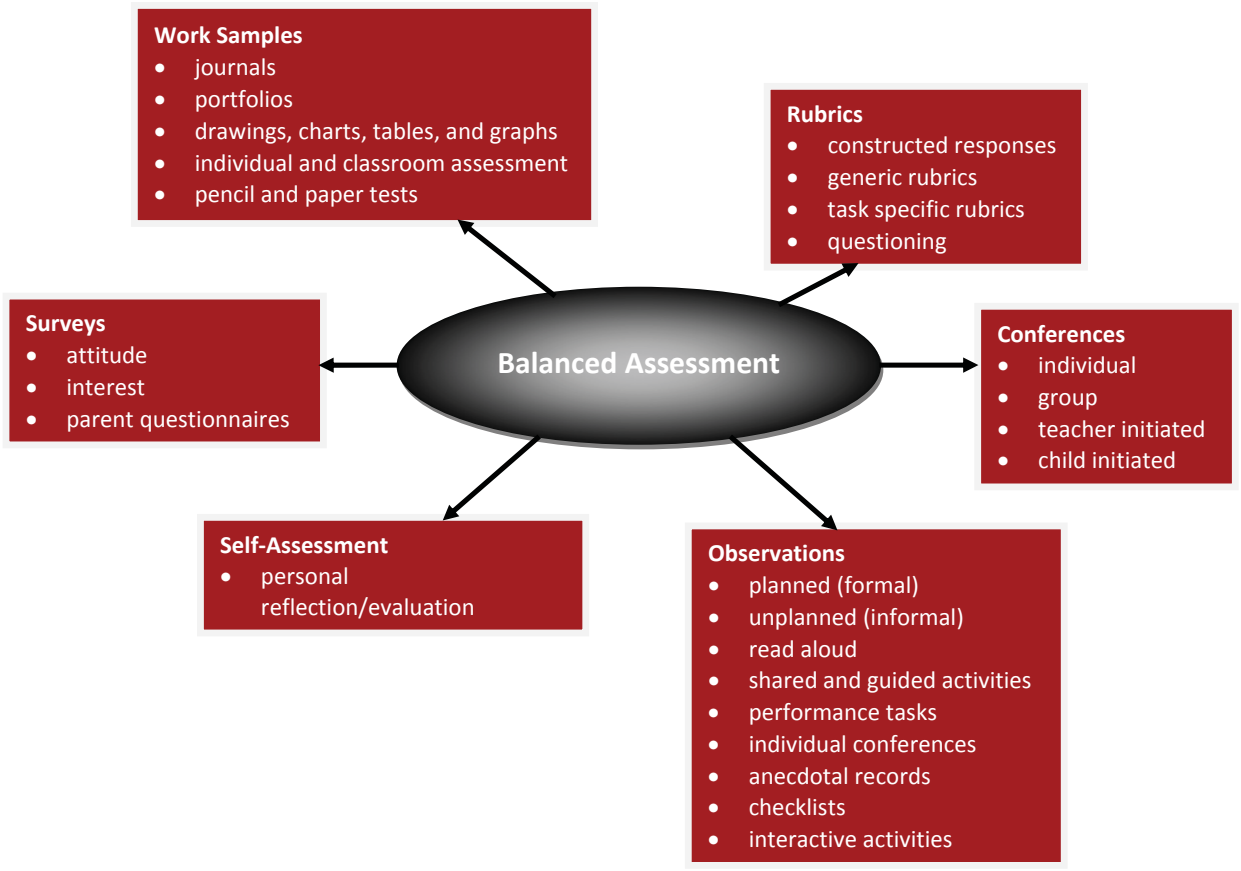
This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do. **It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgments about their own learning.** Assessment must provide opportunities for students to reflect on their progress, evaluate their learning, and set goals for future learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress.

Rather than asking teachers, "What do you want?" students should be asking themselves questions such as, 'What have I learned? What can I do now that I couldn't do before? What do I need to learn next?"

Student involvement in the assessment process can be achieved by:

- incorporating students' interests into assessment tasks (e.g., allowing students to select texts to read/view that relate to their interests);
- providing opportunities for students to self-assess their learning;
- co-creating assessment criteria with the student, working to describe how a specific skill or product is judged to be successful;
- using student exemplars to illustrate a range of skill development (i.e., practise using the assessment criteria to guide their own work).



Evaluation

Evaluation is the culminating act of interpreting the balanced information gathered through relevant and authentic assessments for the purpose of making judgments.

Inherent in the idea of evaluating is "value." **Evaluation is based on the cumulative assessments of the SCOs. The SCOs should be clearly understood by learners before instruction, assessment, and evaluation takes place.** Evaluation is informed by a quality, authentic formative and summative assessment process.

Through the entire evaluative process, the teacher reflects on the appropriateness of the assessment techniques used to evaluate student achievement of the SCOs. Such reflection assists the teacher in making decisions concerning adjustments to subsequent instruction, assessment, and evaluation.

During evaluation, the teacher

- interprets all assessment information and makes judgments about student progress;
- reports on student progress;
- makes informed decisions about student learning programs based on the judgments or evaluations.

EFFECTIVE PED801A Programs	INEFFECTIVE PED801A Programs
Resource-based learning is: • Accessing and using a variety of appropriate equipment, media, and other resources. • Arranging for guests to align interactive presentations with provincial Physical Education 801A curriculum outcomes. • Using current and appropriate Prince Edward Island and Canadian data and information in relation to curriculum outcomes. • Using contemporary technologies and processes to learn and to document understanding. • Providing anti-oppressive and developmentally appropriate resources that allow all students to see themselves/others in respectful ways.	**Ineffective Resource-based learning is:** • Using only one or two resource(s) as the basis for the program. • Having a guest speaker present the same information to numerous grade levels rather than targeting grade level curriculum outcomes. • Using a packaged or canned resource as a primary resource with no perceived relation to the provincial curriculum outcomes. • Ensuring students are all on the “same page” at the “same time”. • Using resources aimed at persuading students that they must live a certain way regardless of current research or life situations.
Supportive Social Environments	**Social Environment**
A supportive social environment includes: • Providing a welcoming, caring, and inclusive environment regardless of age, ability, sexual orientation, appearance, culture, and gender. • Promoting high-quality relationships and leadership among and between staff, students, and community members. • Supporting formal practices such as policies, rules, and extra curricular opportunities that support all dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental). • Demonstrating informal positive role-models and peer support. • Offering well-balanced opportunities that engage the interest of all students. • Understanding/accepting individual differences.	**A less effective social environment includes:** • Controlling and limiting learning opportunities for students. • Promoting competition over confidence and competence. • Prioritizing large group activities over partner and solitary activities. • Limited access points for some students and for families. • Providing uncoordinated planning, implementation, and evaluation of supports. • Demonstrating unsystemic planning regarding prevention and intervention related to inappropriate social skills and related behaviours. • Ignoring opportunities for informal student and family supports.
Community Engagement and Partnerships	**Community Engagement and Partnership**
Authentic community engagement involves: • Participating, contributing, and making connections with student, family, community, and society (e.g., Home and School Association, Parent Council). • Engaging the school community to expect and support healthy behaviours as well as to create reciprocal relationships to share resources and services. • Utilizing multiple learning environments within the community. • Developing appreciation for the diversity of Prince Edward Island people. • Supporting and promoting student, staff, and community learning about health and well-being, both in and out of the school.	**Less effective community engagement includes:** • Limiting parental participation in physical education wellness to supporting efforts such as fundraising. • Lacking the development, implementation, and/or evaluation of school procedural/behavioural/instructional policies. • Allowing double standards to exist between the behaviour of adults and youth. • Lacking understanding of behaviour and learning expectations within the school.
Healthy Physical Environment	**Physical Environment**
A healthy physical environment includes: • Promoting a clean, safe, and health-enhancing environment that helps prevent injuries and enables healthier choices. • Communicating and practising safety procedures. • Communicating and monitoring hygiene standards. • Developing, implementing, and evaluating health and well-being policies (e.g., nutrition, physical activity, bully prevention, tobacco). • Planning oppportunities and supports for daily participation in movement activities. • Creating environments free from bullying and harrassment. • Making healthier choices the easier choice. • Accessing well-balanced opportunities for nutrition choices and opportunities to be physically active. • Planning school building and grounds to be conducive to inclusive physical activity opportunities before, during, and after school.	**An unhealthy physical environment includes:** • Limiting development, implementation, and/or evaluation of health and wellness policies. • Not communicating or practising safety procedures (e.g., fire drills and lockdowns). • Restricting facilities and equipment for participating in physical activity during less structured times (e.g., recess, noon hour). • Inadequately supervising students before, between, and after classes, or in locker rooms. • Supporting unhealthy choices. • Using resources/materials/equipment that are unsafe or damaged.

EFFECTIVE PED801A Programs	INEFFECTIVE PED801A Programs
High Quality Teaching and Learning	**Low Quality Teaching and Learning**
Effective instruction consists of: • Teaching for the required amount of time (i.e., 110 hours). • Addressing all dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental) through the use of personalized approaches that match the learning needs of students. • Establishing cross-curricular learning opportunities to strengthen wellness understandings and skills. • Supporting informal learning opportunities and connections to students' lives. • Providing students with choices as to how they will enhance physical literacy. • Planning to engage students in daily physically active learning experiences. • Using anti-oppressive and developmentally appropriate learning strategies to allow all students to see and be "themselves". • Infusing multi-cultural perspectives and ways of knowing. • Including all students in planning, learning, and assessing. • Allowing multiple forums for personal reflection.	**Ineffective instruction consists of:** • Treating PED801A as less important than other areas of study. • Planning and implementing a program that does not support students in achieving the provincial curriculum outcomes. • Focusing solely/primarily on the "physical" dimension. • Teaching outcomes in a sequence not based on integration of learnings from multiple outcomes. • Having 'sit in your desk' learning experiences dominate the learning time. • Teaching in isolation, without connections to students' daily lives. • Providing no choices or involvement in planning. • Allowing limited or no time for personal reflection. • Promoting only one way of knowing and being (i.e., ethnocentrism).
Deep understanding of Physical Literacy is: • Creating, critiquing, and refining knowledge and skills, not just "having it" or "doing it". • Fostering competencies such as health literacy, physical literacy, goal-setting, personal agency, and social responsibility. • Applying skills and strategies to authentic situations (alternate learning environments). • Engaging in inquiry-based decision making. • Reflecting on learning. • Emphasizing the interconnectedness of all of the dimensions of wellness and the importance of individual physical literacy. • Stressing the commonalities among, and transferability between, different movement concepts, skills, tactics, and strategies. • Supporting self and others to be physically active daily.	**Shallow knowledge of Physical Literacy is:** • Answering literal recall questions (i.e., simply having the knowledge). • Promoting formalized team sport as a necessary movement experience for all students. • Seeing the dimensions of wellness in isolation. • Memorizing a series of health-related facts. • Doing only isolated health and/or movement activities. • Providing limited or no opportunity for decision making. • Planning for limited or no time to reflect on learning. • Lacking authentic opportunities to apply understanding, skills, and confidences. • Accepting and promoting a Eurocentric view of the world.
Authentic assessment is: • Knowing and negotiating what, why, and how students are learning and how the teacher and students will know when students have achieved curriculum outcomes. • Being guided by assessment *for* learning. • Evaluating student achievement based on curricula for assessment. • Use of pre-assessments and formative assessments to demonstrate growth and learning. • Demonstrating and documenting proof of learning, well-being, and physical literacy. • Co-constructing clear expectations and criteria to help students attain the curricular outcomes. • Supporting constructive peer and self-assessment based on mutally agreed-upon criteria.	**Inauthentic assessment is:** • Having only teacher awareness of curriculum outcomes and of reasons for learning or doing something. • Evaluating all students using only one technique or tool. • Using written quizzes and tests that assess solely basic knowledge of facts. • Using assessment criteria determined solely by the teacher. • Using assessment criteria that are unknown to students. • Comparing the achievement of all students to the elite/athletic students. • Adjusting curriculum outcome marks based on behaviours such as arriving to class on time and bringing "gym" clothes.

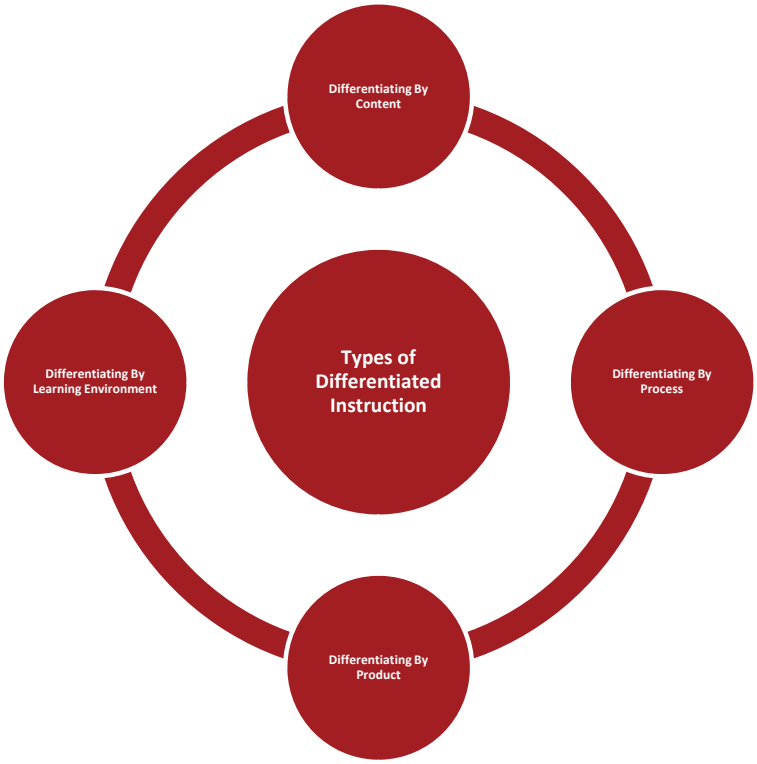
Contexts for Effective Instruction

Differentiated Instruction

Teachers must be aware and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in responding to different readiness levels, abilities, interests, and learning profiles of students. **It involves actively planning for student differences in terms of the core concepts and skills being taught, the process by which the content is delivered; the resources used; and the product that students create.**

Differentiated instruction is a teaching philosphy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lock-step, teachers should ... [adapt] ... their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning.

~Carol Ann Thomlinson (2008, p. 32)



Teachers continuously make decisions about selecting teaching strategies and structuring learning activities to provide all students with a safe place to grow and succeed in a dynamic and personalized space.

Teachers must adapt learning contexts to stimulate and extend the learning of advanced learners, using the curriculum outcomes to plan challenging experiences.

In facilitating learning tasks, teachers should consider ways students can extend their knowledge bases, thinking processes, learning strategies, self-awareness and insights.

Students also need significant opportunities to use the specific curriculum outcomes to design and/or co-construct their own learning experiences, which they may undertake individually or with community partners. Inquiry-based learning is one example of this type of opportunity.

Students need experiences working in a variety of grouping arrangements, including partnering, mixed-ability and similar-ability cooperative learning groups, and interest groups.

Differentiating By Content

Based on the SCOs, the content can be described as the knowledge, skills, and attitudes we want students to learn. Differentiating content requires teachers to pre-assess students. This will identify students who require prerequisite instruction, as well as those who have already mastered the concept and may, therefore move past the instruction and proceed to apply the concepts to problem solving. Another way to differentiate content is by working independently on projects to more deeply explore topics under consideration.

Teachers should consider the following examples of differentiating by content:

- Using a variety of texts at various levels of complexity.
- Presenting ideas through auditory, visual, and tactile means.
- Presenting ideas in an experiential way.
- Meeting with small groups to re-teach an idea or skill or to extend the thinking or skills when necessary.

Differentiating By Process

Differentiating the process means varying learning activities or strategies to provide appropriate methods for students to explore and make sense of the concepts.

A teacher might assign all students the same product (for example, giving a presentation) but the process students use to create the presentation may differ. Some students could work in groups and peer-critique while others meet with the teacher alone. The same assessment criteria can be used for all students.

Teachers should consider the following examples of differentiating by process:

- using activities in which all learners work with the same learning outcomes, but proceed with different levels of support, challenge, or complexity;
- providing activities and resources that encourage students to further explore a topic of particular interest to them;
- providing students with activities that contain work, common to the whole class, and that which addresses individual needs and interests of learners;
- offering hands-on activities or other supports for students who need them;
- varying the length of time a student may take to complete a task in order to provide additional support or to encourage an advanced learner to pursue a topic in greater depth.

Differentiating By Product

Differentiating the product means varying the complexity and/or type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned. When students have a choice in what the end-product can be, they become more engaged in the activity.

Teachers should consider the following examples of differentiating by product:

- giving students options of how to express their learning (e.g., create an online presentation, write a letter, develop a visual, or a performance);
- using rubrics that match and extend students' varied skill levels;
- allowing students to work alone or in small groups on their products;
- encouraging students to create their own product assignments as long as the assignments contain required elements.

Allowing students to choose how they demonstrate their understanding is a powerful way to engage students. It is important to offer students learning activities that are appropriate to their learning needs, readiness, and interests.

Differentiating By Learning Environment

The learning environment includes the physical and affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, and how the room is furnished and arranged.

Classrooms may include tables of different shapes and sizes, spots for quiet individual work, and areas for collaboration. Teachers can divide the classroom into sections, create learning centres, or have students work independently or in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the learning environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- ensuring there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration;
- providing materials that reflect diversity of student background, interests, and abilities;
- establishing clear guidelines for independent work that matches individual needs;
- developing routines that allow students to get help when teachers are with other students and cannot provide immediate help.

Physical Literacy Checklist for Teachers

Adapted from Physical Health Education Canada

An important component of a quality physical education program is assessing the program and evaluating how well it is supporting the development of physical literacy.

The Educating for Physical Literacy Checklist is a general assessment tool which can help to facilitate instructional improvement for the development of physical literacy in students. It is not intended to be used in the evaluation of judgment of teaching competence and must be adapted to the setting, outcomes, and the personal styles of teachers. Some of its intended uses include self or peer assessment based on observations for constructive feedback, reflection, and professional development.

The checklist is structured around four critical components of effective teaching:

- Planning
- Environment
- Instruction
- Professionalism

Planning

The planning criterion reflects a teacher's preparation for student learning. For example, prior to instruction, effective teachers perform such important functions as articulating clear and appropriate learning objectives for their students, including content and activities that are progressively and developmentally appropriate, and utilize a variety of teaching methods and assessment tools that minimize the harmful effects of public comparisons.

Questions to ask yourself (as the teacher):

- Am I using a variety of appropriate teaching methods?
- Am I implementing suitable progressions?
- Am I applying relevant concepts to the lesson content?
- Am I connecting learning to the past, present, and future?
- Am I being developmentally appropriate and minimizing public comparisons?
- Am I articulating clear and appropriate learning objectives?

Environment

The environment criterion represents the teachers' capabilities in creating an environment that accounts for the holistic development and learning of each student. The criteria includes nurturing a learning climate that is fair, engaging, respectful, and wherein quality learning time is maximized and students' misbehaviours are appropriately managed. In such environments, autonomous, competent, and supported.

Questions to ask yourself (as the teacher):

- Am I creating a fair, respectful, and holistically safe climate?
- Am I exhibiting a rapport and a caring disposition?

- Am I appropriately enthusiastic, participatory, and energetic?
- Am I fostering authentic and optimally challenging learning experiences?
- Am I maintaining consistent standards of classroom behaviour?
- Am I stimulating maximum participation and academic learning time for all?

Instruction

Physical educators apply sound teaching strategies and skills that enhance student learning and motivation. Among the teaching qualities highlighted here are maximizing student participation rates inside and outside of class time, adapting well to the dynamics of the lesson (e.g., pace, equipment, time, space, transitions, interruptions, diversity), providing critical and timely feedback to students, and utilizing a variety of ways to present information to students (e.g., technology, non-verbal aids).

Questions to ask yourself (as the teacher):

- Am I fostering students' motivation to participate in physical activity in or out of school?
- Am I managing equipment, space, transitions, and groups?
- Am I maintaining optimal pace and making necessary adaptations?
- Am I utilizing technology and non-verbal aids?
- Am I monitoring learning and providing appropriate feedback?
- Do I engage in professional growth and development?

Professionalism

A teacher's personal qualities for producing quality and motivating instruction are assessed. Some criteria for this are demonstrating quality reflective and professional development practices, appearing professional, being self-efficacious and poised when leading others, having the necessary knowledge and ability, and using appropriate language.

Questions to ask yourself (as the teacher/coach):

- Am I clear (e.g., critical cues, avoiding slang and vulgarity)?
- Do I have the necessary requisite knowledge and ability?
- Do I appear self-efficacious, poised, and confident?
- Do I appear professional (e.g., attire, hygiene, promptness)?
- Am I demonstrating mature self-reflections of my teaching?
- Am I applying valid and reliable assessments for learning?

These are only some of the many important teaching qualities for the development of physical literacy in a physical education setting. Nevertheless, these criteria should serve as a generally useful means to help physical educators assess their planning, instructional capabilities, professionalism, and ability to nurture an effective learning environment for the development of physical literacy in physical education students.

I have no special talent. I am only passionately curious.
~ Albert Einstein

Inquiry Learning

Students are innately curious and actively seek to create their own knowledge. Through the inquiry process, students conduct investigations to ask questions, seek information, and create new knowledge to satisfy this curiosity (Tompkins, Campbell, Green, and Smith, 2015). Inquiry learning allows students to explore, investigate, and construct new meaning from prior knowledge and from new information that is retrieved from other sources. It is not linear in nature, but promotes a continual looping back and forth throughout the process as students gather and process new information, redirect their inquiries, and continue through the process.

Inquiry and research are often used interchangeably within an educational context. While research often becomes the end-result of an inquiry process, it is the process itself – working with acquired information and reformulating it into newly-constructed meaning – that is emphasized.

In order for students to become fully engaged in the inquiry process, they will need to draw upon their prior knowledge, conduct preliminary research to help them define the direction of their inquiry, and ask many questions. Classroom discussions about specific issues may help them to decide where their inquiry will lead them.

Independent inquiry involves certain process skills (learned abilities), habits of mind (acquired attitudes), and responsibilities related to interaction with new information. Independent thinkers will practice multiple strategies to maneuver through an inquiry process. A typical inquiry process may follow three stages - Beginning Inquiry, Ongoing Inquiry, and Concluding Inquiry - each stage associated with specific skills and corresponding to sequential phases within the inquiry model. Note that there may be some overlap of phases.

Beginning Inquiry Stage:

- using prior and background knowledge as base for new inquiry;
- developing and refining a range of inquiry questions;
- finding, evaluating, and selecting appropriate sources in a range of formats (e.g., textual, digital, visual, other media) to pursue inquiry.

Ongoing Inquiry Stage:

- evaluating information for accuracy, validity, appropriateness, relevance, and context;
- interpreting and contextualizing information from different sources by identifying main ideas and supporting evidence, conflicting ideas, bias, and points of view;
- using technology to access and organize information;
- collaborating with others to exchange new ideas and develop new understandings.

Concluding Inquiry Stage:

- using writing, media and visual literacy, and technology skills to create a product that expresses new understandings;
- using communication skills to share new understandings in a way that others can access, view, and use;
- using information and technology ethically and responsibly by documenting sources accurately, avoiding plagiarism, and respecting the rules of intellectual property.

Instructional Strategies

Inquiry learning should be an integral component of all instructional strategies, from teacher-centred to student-centred approaches. All teacher instructional strategies should incorporate inquiry learning to foster the development of students' inherent curiosity.

These instructional strategies include (Keesee, 2014):

- **Direct Instruction** – highly teacher-directed and is among the most commonly used strategy; effective for providing information, developing step-by-step skills, introducing other teaching methods, or actively involving students in knowledge construction; includes lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations
- **Indirect Instruction** – mainly student-centred and complements direct instruction; often called inquiry, induction, problem solving, decision making, and discovery; examples include reflective discussion, concept formation, concept attainment, cloze procedure, problem solving, and guided inquiry
- **Interactive Instruction** – relies heavily on discussion and sharing among learners; allows for a range of groupings and interactive methods; includes total class discussions, small group discussions or projects, or student pairs or triads working on assignments together
- **Experiential Learning** – inductive, learner-centred, and activity-oriented; emphasis is on the process of learning and not on the product; greatly increases understanding and retention in comparison to methods that solely involve listening, reading, or even viewing (McNeil & Wiles, 1990)
- **Independent Study** – range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement; can include learning in partnership with another individual or as part of a small group; very flexible

Education for Sustainable Development (ESD)

Education for sustainable development (ESD) involves incorporating the key themes of sustainable development - such as poverty alleviation, human rights, health and wellness, environmental protection, and climate change - into the education system. ESD is a complex and evolving concept and requires learning about these key themes from a social, cultural, environmental, and economic perspective, and exploring how those factors are interrelated and interdependent. With this in mind, it is important that all teachers attempt to incorporate these key themes in their subject areas.

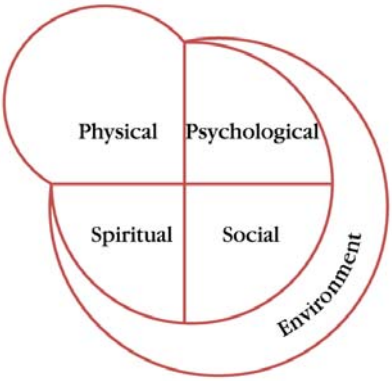
Dimensions of Wellness

Wellness is the pursuit of balance and continued growth within the five dimensions. Multiple definitions and models relating to wellness have been developed yet a number of recurrent assumptions are evident in the literature:

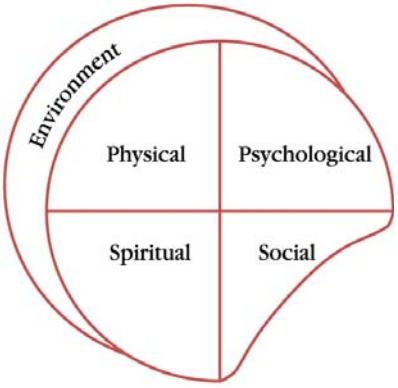
- Wellness is a multidimensional construct.
- Balance and integration are essential to overall wellness.
- Wellness is dynamic and incremental for each person.

People of all ages frequently make decisions and then do not put them into practice, or only practise them temporarily. People who are successful at making and sustaining lifestyle changes take time to identify personal goals and a plan of action. As goals or benchmarks are achieved, and as life circumstances change, the plan evolves.

In this curriculum, the dimensions of wellness (i.e., physical, social, psychological, spiritual, environmental) can also be thought of as the dimensions of one's being. These dimensions are interconnected, interdependent, and constantly interacting with each other. Maintaining or improving one's wellness - one's quality of life - requires continuous balancing and rebalancing of the dimensions of wellness.



We cannot attain or maintain optimal wellness without taking care of ourselves, reaching out to others, and investing in meaningful causes beyond ourselves. The concept of wellness extends beyond our personal wellness. To attain and maintain harmony and balance in our lives, we must pay attention to each of the five dimensions of wellness (i.e., physical, psychological, social, spiritual, environmental) and ask questions for deeper understanding, such as "What am I going to do with my wellness?" and "Why are some communities healthier than others?" In PED801A, students demonstrate increasing responsibility for personal wellness by designing, implementing, and evaluating a comprehensive Personal Plan for Wellness (PPW) throughout the course. The repeated practice of action planning at the Intermediate Level (Grades 7-9) and in PED401A enables PED801A students to improve their abilities to transfer personal understanding of wellness and physical literacy into responsible action.



Each dimension contributes to our own sense of wellness or quality of life, and each affects and overlaps the others. At times one may be more prominent than others, but neglect of any one dimension for any length of time will adversely effect overall well-being. Conversely, improvements in one dimension will have a positive influence on the others.

Physical Dimension

The physical dimension of wellness encompasses the functional operation of the body. The physical dimension requires regular participation in a variety of movement activities and it encourages the development of both the confidence and the competence to engage in activity for a lifetime. Physical wellness also involves accessing self-care, using appropriate health and medical systems, making wise food choices, and encouraging safe behaviours.

Actions to improve physical wellness include but are not limited to:

- Engaging in daily moderate to vigorous physical movement
- Planning to achieve and maintain health-related fitness
- Seeking appropriate health and medical care
- Embracing healthy eating
- Using safe sex practices
- Managing stress
- Avoiding harmful behaviours
- Detecting illness
- Attaining realistic body image/awareness
- Developing the confidence and competence to be active

Spiritual Dimension

This dimension refers to the values, beliefs, and commitments at the core of one's being. The key aspects of spiritual wellness are the creation of personal values and beliefs toward life purpose and oneself in relation to others, the community, the environment, and the universe. Spiritual well-being is the journey of contemplating and accepting one's place in the complex and interrelated universe. For spiritual growth to occur, opportunities must be provided for students to reflect on their inner lives, to ask questions for deeper understanding. For example:

- What gives meaning to my existence?
- Where do I come from? (culture, heritage)
- Why am I here?
- Who am I?

This dimension of wellness might include:

- A sense of belonging to a scheme or existence greater than the personal
- A sense of purpose
- A realization that all humanity is somehow interrelated
- An understanding that true happiness involves more than the accumulation of wealth or "stuff"
- A desire to comfort and help others
- The ability to show gratitude and generosity
- A desire to contribute to society
- An attempt to reduce conflict and maintain harmony
- A sense of wonder and awe related to the beauty, power, and mysteries of Mother Earth
- A potential to engage in thinking about larger purposes (e.g., social justice, ecological sustainability)

Psychological Dimension

The psychological dimension involes one's mental, emotional, and intellutual capacities. Intellectual stimulation is closely tied to emotional well-being, as cognitive functioning is part of the psychological aspect of wellness - especially in making positive/health changes in behaviour. The weaving of one's knowledge, skills, creativity for problem solving, and learning is characteristic of someone who is mentally "fit". Metacognition is important and the resulting ability to think critically and creatively about what one knows, believes, and values is necessary to overall well-being. The emotional aspect is the "feeling" part and includes one's emotional intelligence as well as the identification, regulation, and expression of emotions.

Actions to improve psychological wellness include but are not limited to:

- Reacting to difficulties and adversity optimistically
- Managing and expressing feelings/emotions appropriately
- Laughing and being able to stimulate laughter in others
- Being curious
- Engaging in daily moderate to vigorous movement
- Engaging in critical and creative thinking

Social Dimension

The social dimension of wellness is broad in scope because it has to do with self and others, including the degree and quality of interactions with others, the community, and the environment. The social dimension encompasses personal and social responsbility (Hellison, 2011), effective communication skills, a comfort level for interacting with others in a variety of contexts, a sense of belonging, and a satisfaction with societal roles which directly influence our overall well-being. The more individuals have a supportive social network (e.g., family, friends, community), the better their health (Public Health Agency of Canada, 2011).

This dimension of wellness might include:

- Resolving conflicts and reaching consensus
- Getting along with others who have differing perspectives
- Feeling connected to a person, group, or cause
- Caring for others and their well-being
- Promoting social relationships through participation in movement activities
- Nurturing relationships that enhance well-being of self and others

Environmental Dimension

We may not consider the impact of environmental wellness on our overall wellness plan, but our environment can have a huge impact on psychological, physical, social, and spiritual well-being. Environmental well-being includes our cultural environments, our natural environments, and our constructed environments. Factors in each of these environments influence our wellness and how we care for/about the environment can have a huge impact on the way we feel. Environmental wellness encompasses not just our relationship with Mother Earth but our relationship with our personal surroundings as well. It involves respecting possessions and our places of work and play. Environmental wellness also involves caring for and appreciating nature, eating locally grown foods, using public transportation, recycling, conserving water, printing less, and being aware of one's surroundings.

Safety

Students and teachers need to feel safe, both physically and emotionally, in the school setting. In a learning environment where cooperative, active, and collaborative teaching strategies are utilized, students must become knowledgeable of their role in enabling a safe environment to exist.

Being empowered to take ownership for their safety and that of their peers is an essential component of learning. Teachers can provide students with the knowledge required to prevent unnecessary risks in their learning environment. By being educated about the risk factors involved in the classroom setting, students can become active participants in the ownership of their own safety. In all learning situations, the teacher needs to encourage a positive, responsible student attitude toward safety.

While physical safety is of utmost importance in the learning environment, emotional safety is equally important. Students need to know what constitutes acceptable and unacceptable behaviour, and should be encouraged to be active learners without being intimidated by others or engaging in intimidating behaviour themselves.

Risk is involved in everything a person does. To minimize risk, students must become conscious participants in ensuring a healthy, safe learning environment and must avoid complacent attitudes with regards to safety.

Intent of the Physical Education Safety Guidelines

The primary responsibility for the care and safety of students rests with schools and its employees. An important aspect in fullfilling this role is to recognize that there is an element of risk in all physical activity and to take action accordingly. To this end, foreseeable risks have been identified and analysed. These guidelines include procedures that help minimize, to the greatest extent possible, the risk of a preventable accident or injury. A guideline alone does not eliminate risk regardless of how well it is written or how effectively it is implemented. Safety awareness, practised by the teacher, based on up-to-date information, common sense observation, action, and foresight, is the key to safe programming.

The intent of the Curricular Safety Guidelines is to focus the teacher's attention on safe instructional practices for each class activity in order to minimize the inherent element of risk. By implementing safe instructional practices, such as use of logical teaching progressions, as well as inclusion of age-appropriate activities in program preparations, planning, and daily teaching, the educator will guard against foreseeable risks. It is hoped that through this implementation process, this document will assist educators in fulfilling their obligation to provide the safest possible environment in which all students, regardless of physical, mental, emotional abilities/challenges, or cultural background, can be physically active.

Live link: http://www.gov.pe.ca/photos/original/eecd_phyeduguid.pdf

Creativity and Innovation - Personal Plan for Wellness (PPW)

All students have the ability to be creative and innovative. The fundamental purpose of creativity and innovation (CI) is to develop a mindset within our students, in which creative problem solving is simply a way of approaching life – the way they think. Students are expected to learn and use the creative process to help them acquire and apply knowledge and skills throughout their learning. Use of the creative process is to be integrated with the use of the critical analysis process in all facets of their learning.

Creativity embodies the qualities of inquisitiveness, persistence, imagination, collaboration, and discipline. Inspiration and innovative thinking spring from this awareness and provide us with new answers and solutions, and new questions to pursue. Through creation and presentation of their work, students express and communicate their creative insights in a range of forms and with varying degrees of concreteness and abstraction.

Creativity involves the invention and the assimilation of new thinking and its integration with exisiting knowledge.

Sometimes the creative process is more about asking the right questions than it is about finding the right answer. It is paradoxical in that it involves both spontaneity and deliberate, focused effort. Creativity does not occur in a vacuum. Creating is a process requiring both creativity and skill. Creativity can be cultivated by establishing conditions that encourage and promote its development. Teachers need to be aware that the learning atmosphere they create affects the nature of the learning itself. A setting that is conducive to creativity is one in which students are not afraid to suggest alternative ideas and take risks.

The creative process is intended to be followed in a flexible, fluid, and cyclical manner. As students and teachers become increasingly familiar with the creative process, they are able to move deliberately and consciously between the stages and to vary their order as appropriate. For example, students may benefit from exploring and experimenting before planning and focusing, or in some instances, the process may begin with reflecting. Feedback and reflection can happen throughout the creative process. A student's response/reflection to their work will include the statement, "I created/invented this ... and it is not like anyone else's because ...." The purpose of this statement is to promote and support a student's uniqueness and creativity.

The creative process will sometimes take students through the complete cycle, beginning with a contextualized challenge or inspiration and resulting in a final product to be evaluated and/or reflected upon. At other times, the process may only be followed through the exploration and experimentation phase. Research clearly shows that the exploration and experimentation phase is a critical phase in the creative process. Students should be encouraged to experiment with a wide range of materials, tools, techniques, and conventions and should be given numerous opportunities to explore and manipulate the ideas, concepts, materials, and tools within creation/innovation in all subject areas.

The Creative Process

The creative process (see figure above) comprises several stages:

- Challenging and Inspiring
  - › uses creative ideas inspired by a stimulus
  - › uses research, takes inventory, makes choices
  - › participates in the development of a plan or description of criteria for evaluating success
- Imagining and Generating
  - › uses ideas inspired by the stimulus (e.g., brainstorms, “bodystorms”, lists, sketches, discusses, poses questions, draws on prior knowledge and experience)
  - › defines the problem in a unique way
- Planning and Focusing
  - › gathers information, storyboards ideas, discusses, determines a focus for exploration, uses a variety of tools for recording plans (e.g., inquiry, research)
  - › states what he or she is trying to do, or articulates the idea to be developed
  - › makes choices about the formal concepts, tools, strategies, and products
- Exploring and Experimenting
  - › uses a range of techniques, conventions, and elements or principles in response to the challenge, stimulus, or inspiration
  - › may allow the process to guide further discoveries

- Producing Preliminary Work
  - commits to choices and process, and works to make his or her purpose clear for an intended audience
  - creates the template, prototype, or product (i.e., the embodiment of the idea)
- Revising and Refining
  - shares preliminary work with peers; invites outside opinions; develops and refines the formal concepts
  - reworks the product, building on strengths and incorporating feedback
  - develops and modifies initial idea; makes choices, adapts, and shapes
- Exhibiting, Presenting, Performing, and Sharing
  - identifies an audience (e.g., teacher, parents, peers, community) and prepares a strategy and space for sharing the work; finalizes his or her production/presentation
- Reflecting and Evaluating
  - reflects on the process and the degree of success, and identifies further learning goals and opportunities and next steps

Personal Plan for Wellness (PPW)

In PED801A students will have the opportunity to accomplish their wellness goals based on their plan for improving well-being. This personal plan for wellness will enable students to engage in the creative process.

The concept of wellness focuses on self, extends to investments in people, and causes beyond one's self. We cannot atain or maintain optimal wellness without taking care of ourselves, reaching out to others, and investing in meaningful causes beyond ourselves. To achieve optimal wellness, we need to ask questions for deeper understanding, such as, "What do I need to do to sustain my wellness?", "How does my wellness impact my friends and family and vice versa?", and "How do we live with the consequences of our decision making?"

One of the primary purposes of PED801A is to facilitate opportunities for students to take responsibility for **monitoring**, **enhancing**, and **evaluating** their own physical literacy and wellness. It is important at the secondary level that students become more independent and able to take charge of their physical literacy and wellness outside of the school environment. Having students make informed decisions, and **create** and **implement** wellness plans shifts some of the responsibility for physical literacy and wellness away from the teacher and to the students.

In this course, students demonstrate increasing responsibility for their own physical literacy and wellness by **designing**, **implementing**, **revising**, and **evaluating** one comprehensive multi-dimensional (i.e., physical, psychological, social, spiritual, environmental) Personal Plan for Wellness for the entire course.

People who are successful at making lifestyle changes take time to identify specific goals and a plan of action. Throughout PED801A, each student will regularly assess and revise his or her ongoing Personal Plan for Wellness to reflect his or her achievement of identified goals. Revisions to personal plans also reflect the new learnings and understanding as they related to all of the dimensions of wellness.

Comprehensive School Health

The framework for Comprehensive School Health (CSH) is internationally recognized for supporting improvements in students' educational outcomes while addressing school and community well-being in a planned, integrated, and holistic way. CSH enhances what already happens in the teaching and learning environments and motivates the whole school community through actions that encompass four integrated components providing a strong foundation for school community well-being:

- Teaching and Learning
- Social and Physical Environment
- Healthy School Policy
- Partnerships and Services

Why is CSH foundational to PED801A?

Comprehensive School Health

- recognizes that healthy, active children and youth learn better and achieve more;
- understands that schools can directly influence students' health, fitness levels, motivations, and behaviours;
- encourages healthy lifestyle choices, and promotes students' health and well-being;
- incorporates health and wellness into all aspects of school and learning;
- links and aligns health, wellness, and education issues and opportunities;
- thrives with the participation, support, and engagement of families and the whole community.

In the school, CSH facilitates improved student achievement and positive behaviours. CSH encourages and supports the development of children and youth in becoming physically, psychologically, socially, spiritually, and environmentally healthy for life.

Comprehensive School Community Health

Career Development Through Health and Physical Education Curriculum

Career development will happen whether it is managed or not. The question is the extent to which students want to influence their career direction versus leaving it to chance. Students begin to develop practices, knowledge, and skills related to career development through the health and physical education curricula, and this process is lifelong.

Outcome 7 in the PED801A curriculum contains indicators and elaborations to assist teachers in supporting students in making intentional, informed choices about career pathways following high school graduation.

To support students in their career development, the resource My Plan enables high school graduates to leave the public school system with:

- a personal life and career plan;
- the graduation requirements to access post secondary programs that meet career goals;
- a personal financial plan to support these goals; and
- identified support networks and resources for the future.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning:

Physical educators can support students in career development by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self directed planners.

The expectations in health and physical education courses, particularly the life learning choices outcomes in health, provide opportunities to relate classroom learning to career development that will prepare students for success in school, work, and life.

Developing self-awareness as part of PED801A links closely to the question “Who am I?”, a spiritual dimension reflection question that relates to critical and creative thinking that supports decision making, goal setting, and planning for transitions – all important aspects of career development and life purpose.

Students begin by recognizing the interests, values and beliefs, skills, and personality traits of self and others as a basis for understanding that opportunities and possibilities for learning are ever present and lifelong. Community-based learning experiences and explorations provide students with opportunities to learn, practise, and refine skills while making meaningful contributions to their families, schools, and communities. Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Course Description

Physical Education: Physical Literacy (PED801A)

Course Description

This course represents a unique journey for each student, can be enjoyed through a range of movement activities and environments, and contributes to the present and future development of their whole self.

The learning outcomes of this course are inclusive to all students and will provide opportunities for them to explore and elevate their physical literacy by developing essential and interconnected elements whose importance may change throughout life:

- Motivation and confidence
- Physical competence
- Knowledge and understanding
- Engagement in movement activities for life

Physical literacy is an elective course credit for students in their second or third year of senior high school. This course is sequential with PED401A and is intended to promote the value of physical literacy and physical activities for life.

Bloom's Taxonomy Verb List for PED801A

Outcomes at this level require students...	Blooms Level	Verbs (bold verb is used as an Outcome; others appear as achievement indicators)
...retrieve, recall, and/or recognize *specific information or knowledge from memory.*	***Remembering***	
...construct meaning *from different sources and types of information, and explaining ideas and concepts.*	***Understanding***	describe, identify, explain, understand, discuss, research
*...**implement or apply** information to complete a task, to carry out a procedure through executing or implementing knowledge.*	***Applying***	**Participate** demonstrate, use, apply, participate, implement, practice, display, utilize, execute, prepare
...break information into component parts *and determine how the parts relate or interrelate to one another or to an overall structure or purpose.*	***Analysing***	**Investigate, Examine** examine, analyse, investigage, relate, predict, compare, differentiate, produce, distinguish, explore, develop, experiment, *compare and contrast*
...justify a decision or course of action, problem solve, or select materials and/or methods *based on criteria and standards through checking and critiquing.*	***Evaluating***	**Ensure, Exhibit, Evaluate, Refine, Elevate** assess, evaluate, exhibit, critique, reflect, model, compose, incorporate, contribute, ensure, revise (and implement/apply), refine
...form a coherent functional whole *by skillfully combining elements together; generating new knowledge for themselves to guide their personal wellness plan.*	***Creating***	**Accomplish, Create, Lead** adapt, create, set, build, *create and implement*, design, create and perform

PED801A - Physical Literacy	Verb/Bloom's Level	Cognitive Level	Sample Value
Outcome 1: Personal Plan for Wellness	Accomplish/Create	Metacognitive	10%
Outcome 2: Self-selected participation	Participate/Apply	Metacognitive	5%
Outcome 3: Biomechanics	Elevate/Evaluate	Metacognitive	5%
Outcome 4: Role of Education and Activity in the lives of Canadians	Examine/Analyse	Conceptual	5%
Outcome 5: Personal and Social Responsibility	Exhibit/Evaluate	Metacognitive	10%
Outcome 6: Safety	Ensure/Evaluate	Procedural	5%
Outcome 7: Health and Wellness Career Path-ways	Investigate/Analyse	Conceptual	5%
Outcome 8: Nutritional Choices	Elevate/Evaluate	Conceptual	7%
Outcome 9: Alternative Environment Activities	Elevate/Evaluate	Metacognitive	10%
Outcome 10: Creating Solutions to Movement Challenges	Create/Create	Procedural	5%
Outcome 11: Refine Tactics and Strategies	Refine/Evaluate	Metacognitive	10%
Outcome 12: Leading Movement Activities	Lead/Create	Procedural	8%
Outcome 13: Personal Fitness	Ensure/Evaluate	Metacognitive	15%

Total Number of Outcomes	13
Bloom Level: Creating	3
Bloom Level: Evaluating	7
Bloom Level: Analysing	2
Bloom Level: Applying	1
Bloom Level: Understanding	0
Bloom Level: Remembering	0

Organization of Movement Activities

The chart below clarifies which games and activities fit into the categories that have been used as the organizing structure within the physical education outcomes and indicators (Griffin & Butler, 2005). This chart does not dictate which games or activities must be included in a year plan. Teachers need to make choices that provide students with a wide range of experiences, while following school division policies related to safety guidelines.

Authentic skill evaluations should occur in the following categories:

Target Games	Invasion/ Territorial Games	Net/Wall Games	Striking/ Fielding-Games	Low-organizational and Inventive Games	Body Managment Activities	Alternate Environment Activities
• bowling • curling • golf • bocce ball • archery • pin guard • wheel-chair bocce	• basketball • touch/flag football • soft lacrosse • soccer • floor hockey • team handball • ultimate frisbee • speedball • rugby • field hockey • goal ball	• badmin-ton • table ten-nis • tennis • volleyball • pickleball • Takraw Sepak • squash	• softball • longball • cricket • kickball • baseball	• king's court • capture the flag • cooperative games • environmen-tal games	• dance • education-al gymnas-tics • yoga • track and field • aerobics • pilates • wrestling • skipping • fitness • circuit training	• aquatics • cross-country skiing • downhill skiing • snow-shoeing • cycling • hiking • skating • orienteer-ing • skate boarding • wall climb-ing • canoeing • kayaking • roping

Students should participate in movement activities from the following game categories:

- **Target games** - the performer propels an object, with great accuracy, toward a target. Players must avoid obstacles to get an object closer than the opponents' object to the target.
  - › emphasize accuracy and control
  - › challenge can be modified by changing target size and distance and equipment, by using stationary or mobile targets, and by having the players send objects while stationary or mobile
  - › can be played individually or in small teams
- **Invasion/territorial games** - the goal is to invade an opponent's territory while controlling an object and move it into a scoring position.
  - › can involve controlling an object, keeping it away from opponents, and moving it into a position to score on a target
  - › can be modified to be simple running games or to use a specified skill (kicking, throwing)
  - › games are challenging because of the continuous action and decision making needed to switch between offensive and defensive roles, the numbers of people involved, and the movement in the playing area
- **Net/wall games** - involves propelling an object into space, over a net, or against a wall so it lands in bounds more frequently than the opponent's or so an opponent is unable to make a return.
  - › can involve moving and striking an object and hitting it within a specified space
  - › players work to make it difficult for opponents to send the object back to the wall or across the net
  - › small numbers of players are usually involved
- **Striking/fielding games** - the goal is to strike an object, so that it eludes defenders in order to run the bases/wickets and score more runs/points than the opponents before getting out.
  - › can involve running, striking, batting, throwing, kicking, and catching
  - › runners hit, kick, or throw an object, then score runs by running to designated areas
  - › fielders retrieve the object and get it to a specified place to stop runs from being scored and to get opponents out
- **Low-organizational and Inventive Games**
  - › maximize game play and participation of all players
  - › can create an environment that encourage(s) fair play
  - › games emphasize fitness, teamwork, and fun
  - › can develop at least one game and body management skill
  - › characterized by many locomotor and stability skills and body management concepts
  - › used to set the stage for more complex games
  - › players should experience little demand on roles, strategies, and rules

- **Body Management**
  - › requires one to control the body
  - › emphasizes agility coordination, balance, and flexibility
  - › can involve controlling the body on an apparatus
- **Alternate environment activities**
  - › involving students in a variety of skills needed for enjoyable and safe participation in a variety of alternative environments such as hiking and orienteering

* **Please refer to the Prince Edward Island *Physical Education Safety Guidelines* when considering activities.**

Physical Education PED801A

1	Factual	Conceptual	Procedural	Metacognitive
Remembering				
Understanding				
Applying			1.3	
Analysing				1.4, 1.5
Evaluating				1.6, 1.7
Creating				**1.1, 1.2, 1.8**

Outcome 1:

Students will be expected to ...

accomplish their wellness goals based on their personalized plan for improving well-being.

- **Physical** ✓
- **Social** ✓
- **Psychological** ✓
- **Spiritual** ✓
- **Environmental** ✓

Achievement Indicators

Students who have achieved this outcome should be able to

1.1 create a multi-dimensional plan based on physical, social, psychological, spiritual, and environmental dimensions through active participation in PED801A (and beyond)

1.2 set personal wellness goals (i.e., SMART goals)

1.3 implement the principles of frequency, intensity, type of exercise, and time/duration (F.I.T.T.) when planning for health-related and skill-related activities

1.4 produce evidence of their wellness development at regular intervals to support their personal plan for wellness

1.5 analyse the positive and negative benefits gained from a personalized plan for wellness (PPW)

1.6 compose personal reflections regarding the progress

1.7 incorporate feedback from others related to their PPW

1.8 adapt their wellness goals to continue to improve their PPW

Elaboration

This outcome should be addressed early in the course to allow students to plan, implement, and reflect upon their wellness goals. All other outcomes in the course underpin Outcome 1.

Critical Characteristics of a Specific Curriculum Outcome

The outcomes are a description of what students will know and be able to do as a result of their learning; and thinking. The key point about language of valid learning outcomes is that all verbs appropriate for use in learning outcomes describe simultaneously two critically important features of learning: the kind of thinking that students do and, by extension, their ability to use that thinking in a visible performance.

The achievement indicators help to define the breadth and depth of the outcomes. The achievement indicators taken together as a set define the specific level of attitude demonstrated, skills applied, or knowledge acquired by the student in relation to the corresponding learning outcome. Achievement indicators clarify instructional intent.

Every outcome in this course has a 'dimension' box on the right hand side. This box illustrates the main dimension(s) that the outcome addresses.

The student's wellness goals should balance and compliment all the dimensions of wellness. While achieving this outcome, students learn that achieving a balance between all dimensions of wellness and setting their goals requires planning. They see how important it is to have a well-rounded life that involves healthy behaviours, various movement activities, and learning opportunities.

Student's Personal Plan for Wellness (PPW) should be based on and not limited to:

- An organized and maintained personal plan that could include applying knowledge, skills, attitudes, justifying time-frames for improvement, dimensions of wellness, personal needs and goals, and the evidence to show participation in a variety of specific activities several times a week in self-selected or course provided movement activities (e.g., inside or outside of the school) to achieve these goals;
- Increasing competency in complex skills and enhancing participation in movement activities that support sustainable wellness;
- Healthy eating practices;
- The culture of safety/norms and injury prevention;
- Enhancing relationships and overall well-being;
- The selection of the components of health and skill related fitness;
- Results of ongoing, gender, and age specific criterion and assessment scores, plans for improvement based on comprehensive analysis of personal well-being, health, and skill related evidence (e.g., calculating their heart rate to target their heart rate zone during moderate to vigorous movement activities);
- Meaningful personal reflection on progress, adaptations, and modifications to reach these goals.

Students could accomplish this outcome by:

- Applying range of health and wellness sources to personally plan decisions (technology, specialized and non-specialized equipment);
- Applying psychological, social, physical, spiritual, and environmental skills and knowledge to pursue their well being;
- Participating in activities of personal preference that support enjoyment/self-expression, increased skill and health related fitness and support overall physical literacy;
- Using community (including school community) facilities when implementing their goals (e.g., Rails to Trails, go!PEI events);
- Implementing strength and conditioning programs that develops balance in opposing muscle groups (e.g., agonist/antagonist);
- Employing self-management skills to move through barriers and modify goals;
- Utilizing the principles of training (e.g., overload, progressive resistance, specificity, and adaptation);
- Examining factors that have an impact on the development, implementation, and adherence to a personal plan for improving one's wellness;
- Presenting their learning through creative modes (e.g., final exam, video, sportfolio).

The PPW allows students to be central in their learning process. It also allows students to make informed decisions about their personal wellness and provides a long-term record of their wellness growth and learning. Students will be well equipped to move toward achievement of their goals and confident in their ability to revise or adapt their PPW as necessary as they and the world around them change. Creating and implementing a personal plan starts in Grade 5 physical education and is embedded throughout the physical education curricula.

Physical Education PED801A

2	Factual	Conceptual	Procedural	Metacognitive
Remembering				
Understanding		2.1., 2.2		
Applying				**2.3, 2.4, 2.5**
Analysing				
Evaluating				2.6
Creating				

Outcome 2:

Students will be expected to ...

participate in self-selected movement activities that meet one's need for self-expression and enjoyment.

- **Physical** ☑
- **Social** ☑
- **Psychological** ☐
- **Spiritual** ☑
- **Environmental** ☑

Achievement Indicators

Students who have achieved this outcome should be able to

2.1 discuss the intrinsic benefits derived through participation in various movement activities (e.g., well being, enjoyment, challenge, meaningful, social)

2.2 discuss the uniqueness of a physical activity as a means of self-expression (e.g., creative dance routine, creative basketball lay-up, snow board 'move')

2.3 explore which movement activities may serve as a vehicle to provide opportunities for their self-expression and enjoyment

2.4 participate in a variety of movement activities inside and outside the school setting that contribute to their self-expression and personal enjoyment

2.5 display how their self-selected movement activities sustain self-expression and enjoyment (e.g., delight, challenge, being outdoors, social interactions)

2.6 revise and continue to implement a personal plan for wellness to reflect one's self-expression and enjoyment of movement activities that support sustainable wellness

** Please refer to the *Prince Edward Island Physical Education Safety Guidelines* when considering activities.

Elaboration

Since the development of movement skills can also enhance students' interpersonal, cognitive, and emotional development, it is critical that the health and physical education program be inclusive, fully engaging all students irrespective of sex, gender identity, background, or ability. Without the development of fundamental skills, many youth choose to withdraw from activity due to fear of failure, self-consciousness, or lack of ability to move efficiently. Learning fundamental movement skills and applying movement concepts and principles help students increase their comfort, confidence, competence, and proficiency with movement, thereby increasing their rates of overall physical activity and improving their health. When fun and enjoyment are part of skill development and physical activity, students are more likely to develop positive attitudes towards lifelong healthy, active living.

"There is no question that health and happiness are closely connected", (Kretchmar, 2006, p. 6) therefore this outcome allows students to dig deeper into their personal physical literacy journey, joy, and self-expression. Motivation and confidence refers to a student's excitement for, enjoyment of, and self-assurance in adopting physical activity as a valued part of life. By participating in self-selected movement activities, students will become more motivated and confident, and therefore take more responsibility for their own engagement in physical activities for life. Teachers can have conversations with and observe students to tap into what individual students love to do as a movement activity and support each student who needs help discovering what they may love to do but does not quite know yet. Students have been 'told' socially and educationally what success looks like during sport, recreation, and physical education but now it is their turn to share what and how they feel about what is meaningful for them. Students will make meaning and will perhaps redefine what an 'athlete' does or looks like.

When anyone asks why quality physical education is important this is what can be added to the long list of health benefits (Kretchmar, 2006):

1. Physical activity is fun. Fun is a fundamental asset to a well-run physical education program.
2. It is also delightful. Delight is typically more durable than fun. We feel delight when we get carried away, enthralled, captivated, or in the 'flow'.
3. It is personally meaningful (i.e., students transition from moving for someone else's reasons to moving because they want to).
4. It is a primary source of identity, of who one is.
5. It offers a refreshing playground, a respite, something to look forward to.

Physical activity also helps a person develop five foundamental human freedoms (Kretchmar, 2006):

- The freedom to express
- The freedom to explore
- The freedom to discover
- The freedom to invent
- The freedom to create

"One of the greatest things about physical activity and play is that they make our lives go better, not just longer. It is the quality of life, the joy of being alive, the things we do with our good health that matter to us as much or more than health itself" (Kretchmar, 2006, p. 6).

" …personally meaningful physical education experience, more often than not, lies in the direction of social interaction, challenge, increased motor competence, fun, and delight" (Kretchmar, 2006, p.7).

Physical Education PED801A

3	Factual	Conceptual	Procedural	Metacognitive
Remembering				
Understanding	3.1, 3.3, 3.6	3.2, 3.5, 3.7, 3.8		
Applying		3.9		
Analysing		3.4		
Evaluating				**3.10, 3.11, 3.12**
Creating				

Outcome 3:

Students will be expected to ...

elevate movement skills through the intentional application of biomechanical principles.

Physical ☑
Social ☐
Psychological ☑
Spiritual ☐
Environmental ☐

Achievement Indicators

Students who have achieved this outcome should be able to

3.1 research biomechanical language, concepts, and principles

3.2 describe scientific laws and concepts that inform biomechanical principles (e.g., Newton's Laws, simple machines, levers, force, motion)

3.3 identify major bones and muscle groups of the body

3.4 relate how the different skeletal joints, muscles, and tendons are configured (e.g., pivot, hinge, ball and socket) and how they function to support scientific laws and concepts (e.g., Newton's Laws, simple machines, force, motion)

3.5 describe the seven biomechanical movement principles (i.e., stability, maximum force, maximum velocity, applied impulse, applied force, angular motion, and angular momentum)

3.6 describe the factors that affect trajectory (i.e., gravity, air resistance, speed of release, angle of release, height of release, and spin)

3.7 discuss biomechanical principles while observing movement skills

3.8 discuss how the application of biomechanical principles can prevent injuries

3.9 experiment with the manipulation of biomechanical principles while engaged in movement activities

3.10 critique movement skills of self and others by applying biomechanical principles

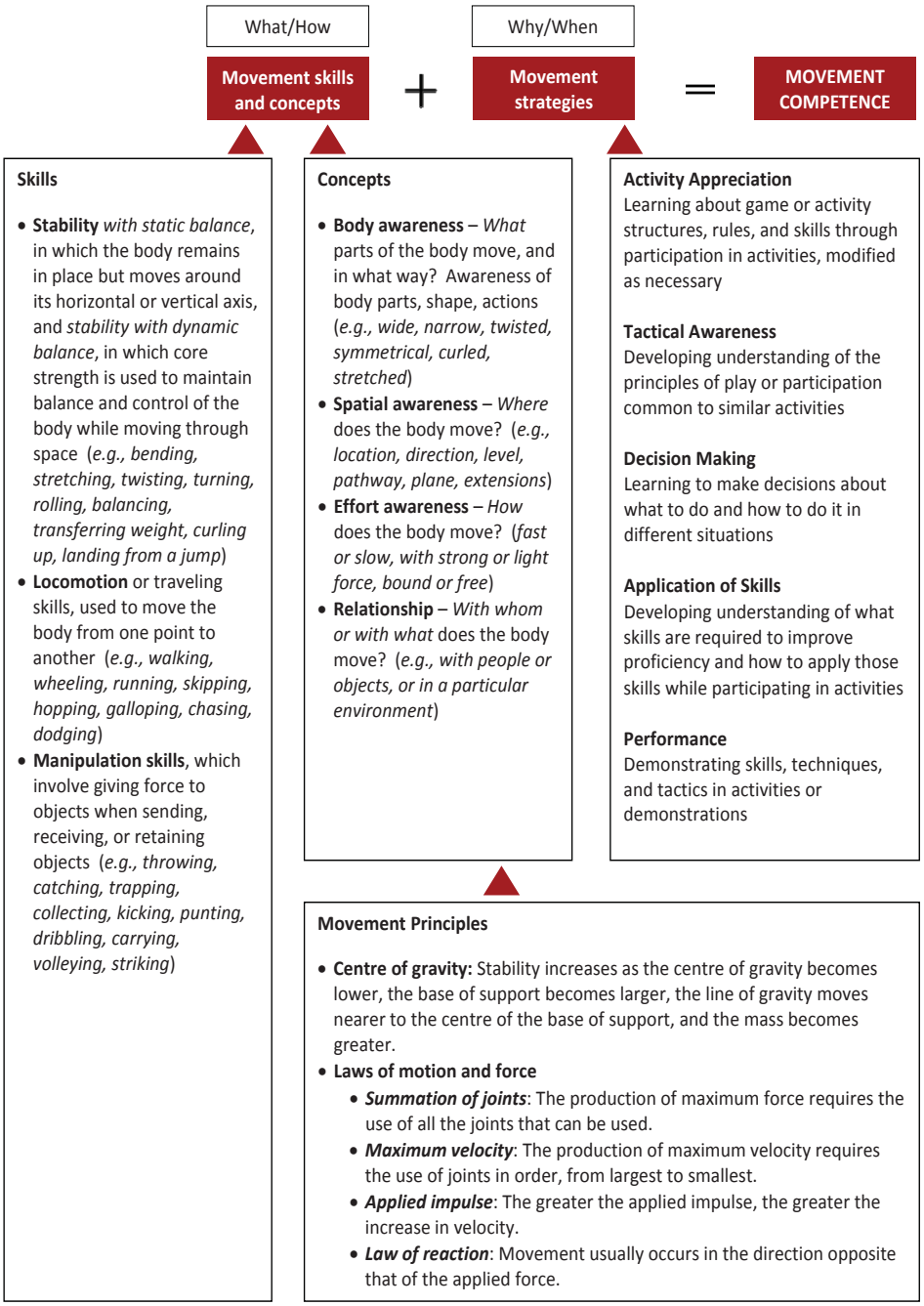
3.11 incorporate constructive feedback based on biomechanical principles to enhance movement skills and prevent injury to self and others

3.12 revise and continue to implement a personal plan for wellness to increase the competency in movement skills, injury prevention, and enhance participation in movement activities that support sustainable wellness

Elaboration

Movement Skills. The fundamental movement skills relate to stability, locomotion, and manipulation:

- **Stability skills** include stability with static balance, in which the body maintains a desired shape in a stationary position, and stability with dynamic balance, in which students use core strength to maintain balance and control of the body while moving through space (e.g., bending, stretching, twisting, turning, rolling, balancing, transferring weight, curling, landing from a jump).
- **Locomotion** or travelling skills are those used to move the body from one point to another in various ways (e.g., walking, wheeling, running, chasing, dodging, sliding, rolling, jumping, leaping).
- **Manipulation** skills involve giving force to objects or receiving force from objects as one sends, receives, or retains objects (e.g., *sending*: throwing, kicking, punting, striking, volleying; *receiving*: catching, trapping, collecting; *retaining*: carrying, dribbling, cradling).



Elaboration

Movement Concepts. Students will learn to apply the following movement concepts as they develop movement skills:

Body awareness - *What body parts move and in what way?*

- body parts (e.g., arms, legs, elbows, knees, head, shoulders, back)
- body shape (e.g., round, wide, narrow, curled, stretched, twisted, symmetrical, asymmetrical)
- body actions (e.g., support, lead, receive weight, flex, extend, rotate, swing, push, pull)

Spatial awareness - *Where does the body move?*

- location (e.g., personal, general space, restricted space)
- direction (e.g., forward, backwards, sideways, diagonal, up, down, left, right)
- level (e.g., high, medium, low)
- pathway (e.g., zigzag, straight, curved, wavy)
- plane (e.g., frontal, horizontal, vertical, sagittal)
- extensions (e.g., near, far)

Effort awareness - *How does the body move?*

- time (e.g., fast, medium, slow, sustained, sudden)
- force (e.g., strong, light)
- flow (e.g., bound, free, continous, interrupted)

Relationship - *With whom or with what does the body move?*

- people (e.g., meet, match, contrast, follow, lead, mirror, shadow, move in unison, move towards or away from others, echo with a partner or group)
- objects (e.g., over, under, beside, in front, on, off, near, far, through, above, below)
- elements in an environment (e.g., music, wind, temperature, terrain)

Movement principles can be introduced in simple, age-appropriate ways to help students improve the efficiency and effectiveness of their movements. Application of these principles becomes more refined as movement competence improves. Some movement principles include:

Centre of gravity: Stability increases as the centre of gravity becomes lower, the base of support becomes larger, the line of gravity moves nearer to the centre of the base of support, and the mass becomes greater. (For example, a static balance will be most stable when it forms a wide shape, is low to the ground, and has many widely spread contact points on the ground.)

Laws of motion and force

- *Summation of joints:* The production of maximum force requires the use of all the joints that can be used. (For example, when throwing a ball, begin by bending the knees and then incorporate the full body, and not just the arm, in the throwing motion.)

Elaboration

- *Maximum velocity:* The production of maximum velocity requires the use of joints in order, from leargest to smallest. (For example, when jumping, start by pushing off with the large muscles in the legs and then stretch the fingers and toes in the air after pushing off.)
- *Applied impulse:* The greater the applied impulse, the greater the increase in velocity. (For example, the harder a swing is pushed, the higher it will rise. A ball that is struck harder will go farther and faster.)
- *Law of reaction:* Movement usually occurs in the direction opposite that of the applied force. (For example, on a sled in sledge hockey, pushing off to the right with the pick at the end of the stick will cause the sled to turn to the left. When swimming, pushing the water behind causes the body to move forward. When jumping, pushing down causes the body to move up.)

The development of fundamental movement skills in association with the application of movement concepts and principles provides the basic foundation for physical literacy. An understanding of fundamental skills and concepts is essential both to an individual's development of effective motor skills and to the application of these skills in a wide variety of physical activities. Because the development of movement skills is age-related but not age-dependent and because students' skill levels depend on a variety of factors, including their experiences outside of school, the opportunities they have for practice, their rate of growth and maturation, and their abilities and interests, the range of skills in a typical class will vary widely. Consequently, it is very important to provide choice and flexibility within activities and to ensure that learning experiences are designed to reflect individual students' developmental levels and adapted to suit learners of all abilities. Modifications should be made as needed to allow students to develop and work towards their own personal level of movement competence.

In previous outcomes, students learn about the factors that can influence our ability to perform such as the foods they eat, the equipment they use, and the plans they create. In this outcome, students take a look at an area that they have already explored in the Grades 7-9 physical education curriculum, namely biomechanics. Biomechanics affect human performance and is a very broad field of health and physical education. Biomechanics play a vital role in isolating the physical causes and corrective actions required for serious physical injuries. Biomechanics practitioners are also prominent in the design of sport and office equipment as well as prosthetic devices.

Students have already started exploring and applying Sir Isaac Newton's three Laws of Motion (Grade 8 physical education). His model explained the workings of physical forces in the universe and laid the basis for modern physics and thereby biomechanics as well.

Students can gain insight into movement dynamics, injury prevention, and begin to apply biomechanical analysis for themselves and others by utilizing the seven principles of biomechanics; the building blocks of exercise.

Physical Education PED801A

4	Factual	Conceptual	Procedural	Metacognitive
Remembering	4.11			
Understanding		4.5, 4.7		
Applying			4.1	
Analysing	4.8, 4.9	**4.3, 4.4, 4.6, 4.10, 4.13**		4.2
Evaluating				
Creating				

Outcome 4:

Students will be expected to ...

examine the role that physical education, recreation, physical activity, and sport play in the lives of Canadians over a lifetime.

- **Physical** ☑
- **Social** ☑
- **Psychological** ☑
- **Spiritual** ☑
- **Environmental** ☑

Achievement Indicators

Students who have achieved this outcome should be able to

4.1 participate in a range of lifetime recreation, physical activity, and sport (e.g., Tài Chi, tennis, dance, swimming, walking), and explore their importance to one's lifelong wellness

4.2 predict lifetime recreation, physical activity, and sport that meet the personal needs over a lifetime (e.g., timeline activity)

4.3 investigate the trends in the participation in physical education, recreation, physical activity, and sport, and predict the future trends and directions that Canadians may take over a lifetime

4.4 explore the impact of media messages associated with physical education, recreation, physical activity, and sport in Canada, and how these messages play a role over the decisions one might make over a lifetime

4.5 discuss the benefits of physical education, recreation, physical activity, and sport in the development of wellness and in the prevention of disease over a lifetime

4.6 analyse the significant contributions different cultures, past and future, make to physical education, recreation, physical activity, and sport in Canada

4.7 describe the impact of life changes for recreation, physical activity, and sport adherence and participation over a lifetime (e.g., economics, motivation, age, family commitments, injury, opportunities, and accessibility)

4.8 examine the access of possible supports that could assist the physical education, recreation, physical activity, and sport needs of Canadians over a lifetime (e.g., community, technology)

4.9 examine health-related problems associated with inadequate levels of health and skill-related fitness over a lifetime

4.10 examine the 'asset building approach' that physical education, recreation, physical activity, and sport plays in the lives of Canadians (e.g., Why is it important to build health-related fitness and healthy habits at an early age?)

4.11 identify risks and safety factors that might affect physical education, recreation, physical activity, and sport preferences throughout a lifetime

4.12 compare the role of physical education, physical activity, recreation, and sport in the lives of Canadians to the sustainability of health and skill- related fitness

4.13 relate the components of health and skill-related fitness to their personal life, wellness, and career goals

Elaboration

"The Grades K-12 aim of the Prince Edward Island Physical Education curricula is to support students in becoming physically educated individuals who have the understanding and skills to engage in movement activity, and the confidence and disposition to live a healthy, balanced, and active lifestyle." Further to this, PED401A has the purpose to "develop confident and competent students who understand, appreciate, engage, and sustain a balanced, healthy, and active lifestyle."

Prince Edward Island PED401A Curriculum Guide

In supporting this aim and purpose, this outcome focuses attention on a life of learning and active living over the span of one's lifetime, not only in one dimension but recognizing that movement activities have a supporting role in relation to all the dimensions of wellness. Wellness is a pursuit of balance and continued growth within the five dimensions and is ongoing for all students and responsive to their ever changing life circumstances, needs, interests, and vision of the future. Students will unpack this challenging issue of the role of physical education, recreation, physical activity, and sport as they explore a multi-dimensional and multi-activity future.

Lifelong physical activity can be looked at as having four categories:

- Functional physical activity – demands of everyday work and home life
- Recreational physical activity – can be socially oriented or leisure activities
- Health-related physical activity – concerned with fitness, well-being, and/or rehabilitation
- Performance-related physical activity – concerned with self-improvement and/or success in performance environments.

Penney & Jess, 2010

All of these categories may overlap and can involve different activity demands, needs, and interests at different times in Canadian lives–as students prepare for and then progress through school years, enter into adult and working life. For example, of the categories and overlap: walking a dog may be seen as an essential functional activity; an everyday task to some but in some people's lives it will also represent a valuable 'health-related' activity and may be seen as this and not just a chore.

Students may be asked inquiry/reflective questions such as:

- To what extent does the role of physical education, recreation, physical activity, and sport provide a solid foundation for lifelong physical activity?
- Where else has support and education for changing activity demands, needs, and interests come from during life?
- To what extent has ongoing education effectively addressed the relationship between physical, social, psychological, spiritual, and environmental dimensions and the activity demands, needs and interests related to personal well being?
- Are you looking to the future, confident that you either have, or can access, new skills and knowledge relevant to changing activity patterns, demands, interests, and opportunities?
- Where, how, and in what ways have you supported others' participation in physical activity? How may you do so in the future? And, has education prepared you for these roles?
- What is the role or linkages of physical education, recreation, physical activity to living active and/or healthy lives?

It is a belief that physical education, recreation, physical activity, and sport have key roles to play in encouraging and enabling more people to continue to participate in a wide array of movement activities throughout their lives for whatever reason they choose–personal health, general lifestyle, social interests, workplace, and in some cases the desire to personally improve or excel in an activity thus increase their physical literacy. This outcome will help teach and guide students towards healthy active lifestyles or to be healthy active citizens.

(Kilborn, Lorusso & Francis, 2015)

The outcomes in this course can provide a good foundation that can enhance Canadians' activity needs and interests as our whole lives progress, and life circumstances, and interests change.

Physical Education PED801A

5	Factual	Conceptual	Procedural	Metacognitive
Remembering				
Understanding				
Applying		5.3		5.7, 5.9
Analysing				
Evaluating		5.8, 5.10		**5.1, 5.2, 5.4, 5.5, 5.6**
Creating				5.11

Outcome 5:

Students will be expected to:

exhibit positive personal and social responsibility that respects self and others while participating in movement activities.

- **Physical** ☑
- **Social** ☑
- **Psychological** ☑
- **Spiritual** ☑
- **Environmental** ☐

Achievement Indicators

Students who have achieved this outcome should be able to

5.1 exhibit caring, helping, and compassionate behaviours while participating in physical activities (e.g., as a participant, spectator, coach, official)

5.2 assess one's self-awareness and self-management that respects self and others while participating in movement activities

5.3 model respect for everyone's right to participate

5.4 assess the role of effort for self-improvement and self-motivation when performing movement activities (e.g., student chooses an appropriate level of challenge to experience success and a desire to participate in self-selected movement activities)

5.5 exhibit independent and self-directed participation

5.6 contribute to the well-being of the community through a service and/or volunteer role and do so without expectations of extrinsic rewards (e.g., be a contributing member of school society)

5.7 display and refine leadership skills for self and in others

5.8 ensure the acceptance of others (e.g., gender identity, varying abilities and exceptions, diverse cultures and ethnicity, body compositions, and sexual orientation)

5.9 model personal and social responsibility in one's life outside of PED801A (e.g., being a positive role model for others, especially younger children)

5.10 assess personal opinions on current ethical controversies that have influence on societal thinking regarding social behaviours related to movement activities and sports (e.g., discuss various issues related to participation in sport that reflect individual standards for acceptable behaviours)

5.11 create a goal setting plan for personal and social responsibility within physical education, the school, and/or the community that can be a support for their personal wellness plan

Elaboration

This outcome deepens the learnings for healthy relationships/respectful behaviour and builds on the strengths that students possess (goals for both the Grades 1-10 physical education and Grades 1-9 health curricula). This outcome is putting students first and promotes "human decency and positive relationships" (Hellison, 2011, p. 18) and helps them become better people.

> "Teaching personal and social responsibility (TPSR) involves embedding its values and principles in the course content. Teachers need to know the knowledge and pedagogy of specific movement activities, and then integrate the two."
>
> (Hellison, 2011, p. 28).

TPSR encompasses more than observable behaviours. It also includes attitudes, beliefs, values, intentions, and holistic development which can be evaluated by students' reflections. By the time students are in high school, they should be enhancing their higher levels of responsibility (found in Hellison, 2011, p. 21). The levels are not linear but fluid for everyone as we seek to exhibit positive personal and social behaviours.

Self-awareness (Achievement Indicator 5.2) is one's ability to perceive one's own emotions and tendencies. Self awareness is a way for students to explore individual personalities, value systems, beliefs, natural inclinations, and tendencies. People are unique in the way they react to things, learn, and synthesize information; it is helpful to spend time in self-reflection to gain a better insight into ourselves.

Self-awareness is important because when one has a better understanding of oneself, one is empowered to make changes and to build on areas of strength as well as identify areas for improvement.

Students become self-conscious as objective evaluators of themselves. Other definitions of self-awareness can include a conscious knowledge of one's own character, feelings, motives, and desires, or having a good knowledge and judgment of one's self.

Self-management (indicator 5.2) can be defined by one's ability to stay flexible and positively direct personal behaviour.

Once students evaluate their own knowledge of self-awareness they can practise the skill of managing one's self.

Resource in all schools: Hellison, D. 2011 *Teaching Personal and Social Responsibility Through Physical Activity 3rd ed.* Champaign, IL.; Human Kinetics.

Physical Education PED801A

6	Factual	Conceptual	**Procedural**	Metacognitive
Remembering				
Understanding	6.9			
Applying				6.11
Analysing		6.2, 6.3 6.5		
Evaluating		6.1, 6.4, 6.8, 6.10	**6.7**	6.6
Creating				

Outcome 6:

Students will be expected to ...

ensure safety and injury prevention procedures for self and others.

- **Physical** ☑
- **Social** ☑
- **Psychological** ☑
- **Spiritual** ☑
- **Environmental** ☑

Achievement Indicators

Students who have achieved this outcome should be able to

6.1 exhibit respect, responsibility, and caring for one's own safety and the safety of others by applying understandings related to the identification, prevention (e.g., investigating facts, preparing basic first-aid kit, taking time outs), and management of common safety risks (e.g., wearing personal protective equipment, following recommended guidelines and receiving instruction for use of equipment)

6.2 examine factors that influence safety norms (e.g., communicating with safety experts in the community)

6.3 analyse the local culture of safety (e.g., What can be the long term impact of continuing to be physically active while injured? Are all injuries predictable and preventable? Are there occasions when an injured player should still be 'in the game'? How do you know if a risk is worth the potential consequences? What are personal responsibilities regarding safety in each dimension?)

6.4 evaluate risks and safety factors (i.e., physical, social, psychological, spiritual, and environmental safety) that may affect activity choices and preferences (e.g., What are some physical activity options that are safe to participate in when one has a broken arm?)

6.5 distinguish common safety risks for youth in the local and global community and determine injury prevention opportunities (e.g., driving a motorized vehicle, participating in high-contact sports)

6.6 evaluate the impact of personal injuries on their personal plan for wellness that may occur as a result of actively participating in the community (e.g., head injury from high jumping, motor vehicle accidents, and work related injuries)

6.7 evaluate the related impact of safety and injury prevention procedures on the overall well-being of self and others

6.8 exhibit moral and ethical conduct in movement activities and sport, and their impact on the safety and well-being of self and others (e.g., cheating, intentional fouls, performance-enhancing drugs, fair play)

6.9 explain legal rights and responsibilities concerning one's personal safety and the safety of others

6.10 assess emergency situations to determine an appropriate response and/or course of action (e.g., administering first aid, calling for help, keeping yourself safe)

6.11 revise and continue to implement a personal plan for wellness to address safety and injury prevention procedures for self and others

Elaboration

This outcome should occur throughout the duration of the course. Safety in all dimensions is an integral part of the physical education curriculum.

This outcome provides an opportunity for students to not only model local and global safe practices and injury prevention but to judge, ask, and respond to compelling questions regarding safety and injury criteria and standards through checking and critiquing their skills, techniques, and strategies. Not only does this outcome evaluate safe (personal and social) behaviours and prevention, students should deepen their knowledge and skills of basic first aid techniques which could be applied to a variety injuries and injury prevention.

In the context of physical, social, psychological, spiritual, and environmental safety, students should recognize the value of safety and ensure safe practices for themselves and others. To this end, establishing and maintaining an emotionally safe setting for learning is fundamental to the implementation of this curriculum. An emotionally safe setting is created in the context of a positive school climate – a safe, accepting, and inclusive environment in which students of all backgrounds, abilities, and experiences feel comfortable and welcome.

Although teachers have responsibility for following Department safety guidelines in matters related to supervision, clothing and footwear, equipment, and facilities, and for applying special rules and instructions, students must also begin to take responsibility from a young age for their own safety and the safety of others around them at school, at home, and in the community. Following procedures, using equipment as instructed, wearing appropriate attire, and using thinking skills to assess risk and take appropriate precautions are some ways in which students can contribute to their own safety and the safety of others while participating in physical activity. Students must fulfill each expectation for safety and responsibly without putting themselves and others at risk.

The Grades K-10 physical education curriculum includes outcomes related to safety, rules, first aid, as well as prevention and care.

In the Grades 1-9 health curriculum, students focus on safety, injury prevention, and develop strategies to assess risk, reduce potential harm, and identify support systems for self and others.

Teachers should refer to the *Physical Education Safety Guidelines K-12* document at http://www.gov.pe.ca/photos/original/eecd_phyeduguid.pdf

Physical Education PED801A

7

	Factual	Conceptual	Procedural	Metacognitive
Remembering				
Understanding	7.1	7.3		
Applying		7.6		
Analysing	7.2	**7.4, 7.5**		7.7
Evaluating				
Creating				

Outcome 7:

Students will be expected to ...

investigate potential occupations and career pathways related to health and wellness.

Physical ☐
Social ☐
Psychological ☑
Spiritual ☑
Environmental ☐

Achievement Indicators

Students who have achieved this outcome should be able to

7.1 describe occupations related to wellness (e.g., kinesiology, recreation and leisure, physical and health education)

7.2 investigate labour market information (LMI) facts to locate occupational profiles, identify occupational and industry trends, and education and certificate requirements to make career decisions related to health and wellness (e.g., informational interview)

7.3 understand how a variety of factors impact upon health and wellness occupations, and career pathway opportunities (e.g., supply and demand for workers, demographic changes, environmental conditions, geographic location)

7.4 compare and contrast a variety of work opportunities in the area of health and wellness (e.g., volunteering, full-time/part-time employment, self-employment, contracting, consulting, and entrepreneurship)

7.5 examine community-based learning opportunities within your school and school community that supports exploration of occupations and career pathways related to health and wellness

7.6 use financial planners to investigate the cost of post-secondary pathways related to health and wellness (e.g., myBlueprint)

7.7 examine career and labour market information in terms of timeliness, reliability, and relevance as it relates to their personal plan for wellness (e.g., informational interview, PHE Canada, myBlueprint, sector counsels, trainers, PEITF, PEIPEA)

Elaboration

The intent of this outcome is for students to broaden and deepen their knowledge of what health and wellness related opportunities may be available to them in the labour market as they transition from high school to life after high school.

Career development is about helping students see the connections between their learning in school and their lives beyond school. Efforts that expose students to the community and seek to connect in - school learning with the world beyond the classroom are critical to students understanding of both their present and future life roles.

Career development can support students to be intentional, strategic, motivated learners and workers, who can make meaning by connecting what they are learning to their lives beyond school. It can make a difference in young people's lives and is a valuable element of physical education and of every school's mission.

Student's PPW is a plan that is clear, meaningful, realistic, achievable, and can support evidence of investigating potential occupations and career pathways. This is not an add on but should be done as a priority as students explore their interests in school and in the community. Creating, maintaining, reviewing, and sharing a coherent PPW that incorporates students' investigation of potential occupations and career pathways related to health and wellness will help students make meaning of what they are learning in school and how this will support their preferred future. The vision is that graduates will be prepared for their next step, confident that their PPW reflects intentionality and awareness of what possibilities exist or could exist in health and wellness occupations.

In their PPW, students can:

- Record relevant in-school and out-of-school experiences (e.g., CBL, volunteering);
- Further explore and reflect on their interests, strengths, skills, aptitudes, achievements;
- Access post-secondary training, education, and career options;
- Document their growth, personal development, experiential learning, and transferable skills;
- Conduct an informational interview with a professional in the field of health and wellness to seek information regarding their occupation and their own career pathway (http://www.roadtoemployment.ca/#!get-interviews/c1u77)

In Grade 9 health and Grade 10 CEO401A, students have been engaged in answering key questions through their career development process (www.myplan.pei.ca):

1. **Who am I?** - What am I good at? What do I care about? What do I like to do?
2. **What are my opportunities?** – What high school courses, programs, and extra-curricular activities allow me to explore my interests in school and in the community? What kind of jobs or occupations interests me?
3. **What are my next steps?** – Do my goals line up with my interests, skill, values, and personality traits? What courses and learning experiences will help me reach my goals?
4. **What is my action plan?** – What can I do now to plan for my future? What resources will I use to achieve my goals?

Through this outcome, students will explore these questions, extend their knowledge, reflect, and intentionally plan their next steps.

Even though students may discover that occupations related to health and wellness may not be a good fit for them right now, it is important for students to realize that in any occupation their personal health and wellness will play a part and can be a part of any occupation they may choose (e.g., forest fire fighter, office worker, physical education teacher).

Physical Education PED801A

8

	Factual	Conceptual	Procedural	Metacognitive
Remembering				
Understanding	8.12			
Applying				
Analysing	8.2	8.5, 8.6, 8.7, 8.9, 8.10		
Evaluating		**8.1, 8.3, 8.4, 8.8, 8.11**		8.13
Creating				

Outcome 8:

Students will be expected to ...

evaluate positive and/or negative factors within the dimensions of wellness that influence an individual's nutritional choices.

- **Physical** ☑
- **Social** ☑
- **Psychological** ☑
- **Spiritual** ☑
- **Environmental** ☑

Achievement Indicators

Students who have achieved this outcome should be able to

8.1 examine food and nutrition myths and misconceptions as factors that can influence an individual's food choices (e.g., cost, food preparation time, food safety, cooking skills, health claims)

8.2 examine food advertising and marketing strategies, and their impact on an individual's food choices

8.3 assess decision making strategies for making positive and negative food choices

8.4 examine the impact of mental health (e.g., stress, mood, eating disorders/disordered eating, depression anxiety) on an individual's food choices

8.5 critique a variety of age appropriate factors that affect positive or negative performances during movement activities and sports (e.g., hydration, pre- and post-activity meal(s)/snack(s), sustainable eating practices, eating for particular movement activities, food and liquid intake, nutritional programs, vegetarianism, supplements, vitamins)

8.6 critique health conditions (e.g., allergies, celiac disease, mental or physical disabilities) and how these factors would influence an individual's food choices

8.7 analyse a variety of values and beliefs regarding ethnic and cultural food choices and practices (e.g., nutritional choices surrounding holidays and celebrations, traditional ways of preparing food, exclusion of meat)

8.8 evaluate local food security and how it affects society (e.g., costs, accessibility, social class)

8.9 relate how biological determinants influence an individual's nutritional choices (e.g., hunger, satiety [satisfaction of appetite, state of hunger between two eating occasions], palatability, taste)

8.10 investigate healthy eating practices in a variety of social settings and determine their influence on an individual's nutritional choices (e.g., home (family), schools (peers), restaurants, at work (co-workers), or moving to a new country)

8.11 assess the factors in the natural or built environments that influence an individual's nutrition choices (e.g., animal welfare, pesticide use, school nutrition policy, sport facilities, fast food proximity, convenience foods, eating local)

8.12 discuss how an individual's nutrition status may impact society (e.g., health care costs)

8.13 revise and continue to implement a personal plan for wellness to incorporate healthy eating practices that enhance personal wellness

Elaboration

This outcome deepens the learnings from PED401A and Grades 1-9 health curriculum, and supports the School Nutrition Policy.

The intent of this outcome is for students who are learning about living a healthy, active life to critique and make judgments on the wellness dimensional factors that influence an individual's nutritional choices. Students may examine their own nutritional choices or the nutritional choices of people in the community while differentiating between the dimensions of wellness (physical, social, psychological, spiritual, and environmental).

Given the priority for population dietary change, there is a need for a greater understanding of the determinants that affect food choices as they help provide a foundation to maximize well-being. Knowledge of how the food we eat is associated with mood, behaviour, and cognition is fundamental to understanding how the body and mind are intricately related.

Hunger is the main reason for eating but there are other factors that influence individual's choice of food which isn't solely determined by one dimension or nutritional need. The determinants that affect our food choices within the dimensions of wellness include:

Physical:

- The balance of evidence suggests that fat has the lowest satiety power, carbohydrates have an intermediate effect and protein has been found to be the most satiating (feeling of 'fullness').
- Palatability is proportional to the pleasure someone experiences when eating a particular food. There is an increase in food intake as palatability increases.
- Taste is the sum of all sensory stimulation that is produced by the ingestion of food.
- Changes in physical activity can cause changes in nutritional choices.
- A variety of nutrition programs can positively or negatively influence performance in physical activities (e.g., high protein/low carbohydrate, carbohydrate loading).
- The positive and/or negative effects of snacking/meal patterns and snack/meal composition and portions may be important aspects in the ability of individuals to adjust intake to meet energy needs.
- Other physical determinants of food choice can include: (a) cost and access (quantity and quality) (b) education and knowledge (c) skills (d) time.

Social:

- Social influences on food intake refer to the impact that one or more persons have on the eating behaviour of others. Even when eating alone, food choice is influenced by social factors such as attitudes and habits developed through the interactions with others.
- The family is widely recognized as being significant in food decisions. Others, such as peers and co-workers can also have a positive and/or negative effect on food choices, consumption, and dietary change etc.
- What people eat is formed and constrained by circumstances that are essentially social, cultural, and religious. Many social functions (e.g., funerals, wedding, family gatherings) may be structured around food.
- There are clear differences in social classes with regard to cost, access, and nutrient intakes (i.e., food [in]security).
- Cultural influences lead to the differences in the habitual consumption of certain foods and in traditions of preparation, and in certain cases can lead to restrictions.

Elaboration

Psychological:

- Good nutrition and nutritional literacy are integral to mental health. Optimal food choices support the mental health of Canadians (Promoting Mental Health through Healthy Eating and Nutritional Care, 2012).
- Many nutrition initiatives support mental health by enhancing social inclusion, self-reliance, self-determination, food security, healthy body image, and reduce health and social inequities.
- One of nutrition's most important contributions to mental health is the maintenance of the structure and function of the neurons and brain centres. The support and maintenance of the brain's functions rely on the interplay between the major and minor nutrients.
- Stress, mood, guilt, mental health, and consumer optimism are common psychological determinants of nutritional choices.
- Stress can modify behaviours that affect health, such as physical activity and/or food choice. The influence of stress on food choice is complex and depends on the individual, the stressor, and circumstances.
- Food influences our mood, and mood has a strong influence over our food choices (e.g., eating when bored or sad).
- Our food choices may be determined by the personal meanings and/or how they make us feel. Certain foods or practices may trigger emotions, such as chicken soup when we feel ill (e.g., comfort food).
- Students, in particular some girls/women report feeling guilty because of not eating what they think they should.
- Eating disorders are usually caused by a combination of factors including biological, psychological, familial, and socio-cultural. The occurrence of eating disorders is often associated with a distorted self-image, low-self-esteem, non-specific anxiety, obsession, stress, and unhappiness (MacEvilly & Kelly, 2001). Please visit: www.nedic.ca (National Eating Disorder Information Centre, a Canadian non-profit providing resources on eating disorders and weight preoccupation.)
- The lack of need to make dietary changes suggest a high level of optimistic bias, where people believe that they are at less risk from a hazard compared to others. This false optimism may cause people to believe that their diets are already healthy so making a change to healthy eating may be difficult.

Spiritual:

- Our food choices and dietary practices are influenced by a variety of personal factors, such as our core values and beliefs.
- Our identity in relation to food may also influence our behaviours (e.g., students may see themselves as health conscious, an athlete, brown bag luncher vs. eating off campus).
- Students may have specific culturally related health beliefs that influence what they eat and when they eat it (e.g., vegetarianism, veganism, religious).
- Students may value some aspects of food over others (e.g., taste, convenience, cost compared to quality/freshness/quantity, food preparation methods, nutritional value, and family preferences).
- Students may consider their values and beliefs when considering foods that are labeled: certified organic vs inorganic food, free range vs factory farmed, processed food, and GMO (genetically modified organisms).
- Students may choose not to eat meat as a testament to their value of the animal life.

Elaboration

- Students may consider investigating local food movements, farmer's markets, and planting their own garden when evaluating factors that influence an individual's nutritional choices.
- Students may critique the use of a variety of nutritional supplements that can have impact physical performance and how this choice aligns with their values and beliefs.

Environmental:

Our environment can have a huge impact on physical, social, psychological, and spiritual well-being. Environmental well-being includes our cultural, natural, and constructed (e.g., home, work, community, and nature) environments in addition to the policies. Positive and/or negative factors within these environments can influence an individual's nutritional choices. Environmental wellness influences all other dimensions.

The environment we live in may influence our eating habits and physical activity. The present-day food environment in Canada is characterized by abundant (almost anywhere and anytime), available and accessible energy-dense/energy-rich foods. These foods strongly appeal to our preferences for sweet, fat, and salty. This, combined with a natural human tendency to eat when food is available and eat more when more is on offer, may lead to overeating and consequently to weight gain, being overweight, and obesity, as well as high intakes of saturated fat, refined sugars, and salt.

This focus on environmental determinants of eating habits asks for a health protection approach to the promotion of healthy eating, (i.e., changing the environment to protect the population against exposure to foods and eating patterns that contribute to chronic disease risk). The School Nutrition Policy requires that food provided within Prince Edward Island schools meets criteria related to fat, salt, sugar, and fiber. www.gov.pe.ca/edu/elsb/files/2013/03/adg.pdf.

Some facts to consider:

- The venue in which food is prepared and eaten can affect food choices and proportions. These settings can include home, restaurants, recreation/sport facilities, schools, and work.
- Policies within various settings attempt to address what is sold and served to the public (e.g., sodium/sugar reduction, banning trans fats, School Nutrition Policy).
- Neighborhood environments and proximity to supermarkets have a positive association on diet patterns and weight status.
- Eating away from home is associated with a decrease in nutrient intake, diet quality, weight gain, increased BMI, and energy intake.
- Access to healthy foods can be affected by seasonal growing patterns.

For students to successfully complete this outcome they should examine health information from sources (e.g., Internet, *Canada's Food Guide* and other literature, peers, and professionals) and assess their usefulness for food choices through the dimensions of wellness.

Physical Education PED801A

9	Factual	Conceptual	Procedural	Metacognitive
Remembering				
Understanding				
Applying		9.5, 9.6, 9.7, 9.8		9.9
Analysing		9.4		
Evaluating	9.2			**9.3, 9.10**
Creating				

Outcome 9:

Students will be expected to ...

elevate one's physical literacy through participation in alternate environment activities.

- **Physical** ☑
- **Social** ☐
- **Psychological** ☑
- **Spiritual** ☐
- **Environmental** ☑

Achievement Indicators

Students who have achieved this outcome should be able to

9.1 build success criteria (theory) to elevate one's motivation, confidence, physical competence, knowledge, and understanding (physical literacy) to sustain involvement in alternate environment activities

9.2 evaluate a variety of barriers and suggest solutions to participating in community alternative environments (e.g., costs, time, accessibility, safety considerations, special requirements, certifications)

9.3 reflect on one's own perceived and actual physical literacy to determine the practice required for enhancing participation in alternate environment activities

9.4 analyse concepts that affect optimal participation in alternate environment activities and impact on one's physical literacy (e.g., nutrition, commitment to practice, available technology, audience)

9.5 use concepts designed to elevate one's physical literacy while participating in alternate environment activities (e.g., terminology, rules, safety, people, visualization, mental preparation, biomechanical principles)

9.6 demonstrate responsible behaviours that reflect personal application of effective strategies to support the enjoyment of, and sustained involvement in, community spaces (e.g., dressing appropriately, sunscreen)

9.7 demonstrate respectful treatment of community spaces at all times when participating in a physical activity(ies) (e.g., preserving the natural environment)

9.8 participate in diverse lifelong alternate environment activities in all seasons, as environmentally conscious participants to elevate one's physical literacy

9.9 participate in diverse lifelong alternate environment activities, structured or unstructured, available in the community which complements and supports their personal plan for wellness (e.g., organized sport, walking trail, skate park)

9.10 revise and continue to implement a personal plan for wellness to elevate one's physical literacy and participation in movement activities that support sustainable wellness

Elaboration

Alternative environment activities: involving students in a variety of skills needed fo enjoyable and safe participation activities such as hiking, orienteering, aquatics, skiing, skating, and skate boarding, etc.

Physical Literacy
Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

- Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyse different forms of movement.
- They are able to demonstrate a variety of movements confidently, competently, creatively, and strategically across a wide range of health-related physical activities.
- These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

Physical and Health Education Canada, "What Is Physical Literacy?", www.phecanada.ca/programs/physical-literacy/what-physical-literacy

Physical literacy includes four essential elements and interconnected elements whose relative importance may change throughout life:

Motivation and confidence: Motivation and confidence refers to a student's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life.

Physical competence: Physical competence refers to a student's ability to develop movement skills and patterns, and the capacity to experience a variety of movement intensities and durations. Enhanced physical competence enables an individual to participate in a wide range of physical activities and settings.

Knowledge and understanding: Knowledge and understanding includes the ability to identify and express the essential qualities that influence movement, understand the health benefits of an active lifestyle, and appreciate appropriate safety features associated with physical activity in a variety of settings and physical environments.

Engagement in physical activities for life: Engagement in physical activities for life refers to a student taking personal responsibility for physical literacy by freely choosing to be active on a regular basis. This involves prioritizing and sustaining involvement in a range of meaningful and personally challenging activities, as an integral part of one's lifestyle.

For students to successfully complete this outcome they co-construct success criteria or assessment for learning (formative assessment) which includes the deep involvement of students in the assessment process. When teachers use assessment in support of learning, they find out what students know, are able to do, and can articulate. As teachers consider the evidence in relation to this outcome (and all others) they plan learning experiences to help students improve their physical literacy in alternative environments. Going one step further by involving students in assessment increases their learning. This process of co-constructing success criteria, that is uncovering together what quality looks like, can be used with and for student to elevate their physical literacy in alternate environment activities.

Elaboration

A four-step process for setting success criteria with students (Gregory, Cameron, Davies, 2011):

1. **Brainstorm** - Pose a question: "What counts when respectfully treating community spaces?" What am I looking for when I mark or grade your participation at the golf course?"
   - Record all ideas in students' words, on chart paper. Contribute your own ideas so the essential features of the outcome are reflected in the criteria for the student work.
2. **Sort and Categorize** - Limit the criteria list to three to five, and use language and terms those students understand. Ask students to look at the brainstormed list to find any ideas that fit together. Ask, "Do you see patterns where certain ideas fit together?"
   - Show how the ideas fit together by using different coloured pens to code them.
   - Talk to students about how similar ideas can fit under different headings.
3. **Make and post a T-chart** - Post a visual reminder of what counts (criteria), along with the details of what you are looking for. Draw a huge T-chart, label big ideas from the brainstorming list (criteria). Transfer these onto the left-hand side of the T-chart. Put specific ideas for the brainstormed list on the right-hand side of the T-chart, opposite the criteria they fit. Ask: "Do you need any more ideas or details to understand any of the criteria?" Post the T-chart and Ask: "What else could help you remember the criteria?"
4. **Add, revise, and refine** - Developing criteria is never finished – we re-examine, add, change, and delete throughout the year. Have students review the criteria periodically. After learning a new skill ask students: "Are there any new criteria we need to add? Is there anything we've listed that someone doesn't understand? Have we included any criteria that are not significant?" If so, make changes on the chart and date the changes is signifying that setting criteria is ongoing.

There is funding to support authorized alternative learning experiences that are approved by the Department of Eduation, Early Learning and Culture. Please contact the curriculum specialist for more details.

** Please refer to the *Prince Edward Island Physical Education Safety Guidelines* when considering activities.

Physical Education PED801A

10	Factual	Conceptual	**Procedural**	Metacognitive
Remembering				
Understanding				
Applying			10.9	10.3
Analysing		10.8	10.5, 10.7	10.2
Evaluating			10.4, 10.6	
Creating			**10.1**	

Outcome 10:

Students will be expected to ...

create solutions to movement challenges by transferring understandings of skills, tactics, and strategies from previous movement experiences.

- **Physical** ☑
- **Social** ☐
- **Psychological** ☑
- **Spiritual** ☐
- **Environmental** ☐

Achievement Indicators

Students who have achieved this outcome should be able to

10.1 adapt/modify skills, tactics, and strategies to respond to changes in equipment, conditions, and/or environments that increase the complexity of a movement task or performance

10.2 analyse the impact of current personal strengths and weaknesses in health and skill related fitness on personal performance of simple and complex skills, tactics, and strategies (e.g., I have great balance so I might be good at skate-boarding)

10.3 demonstrate effort, motivation, persistence, confidence, and/or commitment when faced with difficult or unfamiliar movement tasks

10.4 refine skills, tactics, and strategies by using a variety of resources and feedback to improve performance and/or solve movement challenges (e.g., video, pedometers, technological applications, rubrics, checklists)

10.5 predict possible outcomes of innovative solutions to movement challenges based on past experiences

10.6 reflect on successful movement solutions and propose how they can be transferred to new movement challenges

10.7 distinguish and transfer biomechanical concepts in one movement situation to be used effectively in a different situation

10.8 create and perform movement skills, tactics, and strategies in situations where the rules have been adapted/modified to vary complexity

10.9 create and perform movement skills, tactics, and strategies that can be transferred between sports and physical activities (e.g., between racket sports and invasion games)

Elaboration

This outcome supports Outcome 11.

The focus of the learning in this outcome is on transferable skills. The goal is to have students understand how skills, concepts, and strategies learned in one activity can apply to other activities. For example, the fundamental skill of throwing an object overhand can be transferred to a tennis serve or a badminton smash. Similarly, general transferable movement skills that apply to the three phases of movement – preparation, execution, and follow-through – can be applied to a variety of physical activities. By understanding how to apply their learning to other activities and situations, students will be better equipped to enjoy and participate in a wide variety of physical activities throughout their lives.

As students grow and develop, the focus of learning related to movement skills and associated concepts and movement strategies shifts. When students are younger or less experienced, the emphasis is on developing basic skills and applying them in situations involving the use of simple strategies and tactics. When students are more mature and experienced, more time can be spent on the application of skills in games and activities involving more complex strategies and tactics.

When students are learning or developing a skill, they need opportunities for practice and feedback. Students learn most effectively when they have opportunities to problem solve and play an active role in their learning. As they develop and work towards consolidating their skills, they will be able to combine skills and apply them to more complex activities and games and in turn transfer these learnings from activity to activity. Mature movement skills do not result from physical maturation alone; rather, they must be continually refined and combined with other movement skills in a variety of physical activities. Movement skills must be explicitly taught; they are not acquired simply through activities of various sorts. However, these skills should not be taught in isolation from the context in which they will be applied. Instead, they should be taught in a way that shows how they will be used within and across a variety of physical activities, so that students can apply and transfer their skills to specific activities, such as games, gymnastic and dance sequences, and fitness, individual, or recreational activities.

The intent of this outcome is for students to participate and experience a range of movement activities which enable them to develop a deep understanding and transfer skills, tactics, and strategies in new and challenging movement activities/experiences. Essentially students will explore the factors that influence the quality of movement performances and practice techniques that can be used to enhance other performances. Teachers will be building a relationship with their students, asking critical questions, and assessing for, as, and of learning to understand each student's journey with their personal physical literacy.

Students learn to be creative in the way they adapt, transfer, and improvise their knowledge and understandings of movements to respond to a wide variety of movement situations, stimuli, and challenges (e.g., changes in rules, change in music, restrictions in space, changes in equipment or number of participants). Students develop knowledge, understandings, and skills to devise, apply, and appraise a range of skills, tactics, and strategies that improves their own movement performances and those of others.

As students encounter a variety of challenges and contexts for learning they are encouraged and supported to create new solutions. Students will use their knowledge, skills, and attitudes in a range of complex movement skills, tactics, and strategies creatively, accurately, and with consistency and control.

Physical Education PED801A

11	Factual	Conceptual	Procedural	Metacognitive
Remembering				
Understanding				
Applying		11.2, 11.4, 11.5, 11.6, 11.8		11.7, 11.9
Analysing		11.3		
Evaluating				**11.1**
Creating				

Outcome 11:

Students will be expected to ...

refine simple and complex tactics and strategies that enhance the personal performance of self and others.

- **Physical** ☑
- **Social** ☑
- **Psychological** ☑
- **Spiritual** ☐
- **Environmental** ☐

Achievement Indicators

Students who have achieved this outcome should be able to

11.1 practise, with effort, simple and complex movement activities in order to improve the performance of tactics and strategies of self and others (e.g., on and off the ball tactics and strategies)

11.2 execute control, including smooth transitions, of simple and complex tactics and strategies that combine locomotor, non-locomotor, and manipulative skills to movement activities while alone, with a partner, or in a group

11.3 develop proficient tactics and strategies for a variety of individual, dual, and team sports in a variety of environments

11.4 apply, with effort, simple and advanced offensive, defensive, and transition strategies and tactics as they relate to the rules of the game

11.5 demonstrate the ability to repeatedly perform simple and complex tactics and strategies at a game/sport appropriate speed without hesitation

11.6 use communication skills that promote the use of complex tactics and strategies of self and others

11.7 implement technology to enhance personal performance of self and others

11.8 use feedback for a variety of sources to refine tactics and strategies of self and others

11.9 revise and continue to implement a personal plan for wellness to refine simple and complex tactics and strategies that enhance personal performance and participation

Elaboration

This outcome will help students develop the movement competence needed to participate in physical activities through the development and application of movement tactics and strategies. As students develop their confidence and competence, they will be developing their physical literacy.

Students are also introduced to biomechanical principles in Outcome 3 and through examples and teacher prompts that illustrate how skills, concepts, and principles can be applied in safe and efficient ways students will enhance their knowledge and skills when participating in physical activities. Students learn kinesthetically in many of the outcomes and will have regular opportunities to develop and practise their personal physical literacy throughout PED801A.

Movement Tactics and Strategies

When participating in an activity, students will have an ultimate goal or objective. To accomplish that goal, students may choose from a number of tactics and strategies that are similar within particular categories of games and physical activities. The actions that students do in order to accomplish the strategy are called tactics. Sound tactics enhance strategies. While good tactics will help students win many skirmishes in a game, they need sound strategy to win.

For example, members of a soccer team might adopt the strategy of maintaining possession of the ball as much as possible in order to increase their scoring chances and decrease those of their opponent. Tactics that students might use to implement the strategy could include spreading out in the playing area in order to be open to receive a pass, passing the ball often among teammates, and communicating with each other to indicate when they are open and ready to receive a pass. A student who is learning to juggle and wants to be able to juggle three balls for over a minute without dropping them might use a strategy of working on developing a consistent toss. Tactics to accomplish this might include practising with scarves, which move more slowly, before trying to juggle with balls, practising with one ball then two, practising just the throw and letting the balls drop until the toss is consistent, working on having the balls peak at the same place with each toss, and working on keeping eye contact on the balls at the peak of the toss.

The ability to devise and apply tactics and strategies requires an understanding of how games and activities are structured and how they work. This in turn requires an understanding of the components and other features that characterize individual games and activities. Games can be grouped into broad categories on the basis of common features and similarities, and students can learn how to transfer strategies, tactics, and skills from one game or activity to another in the same category. In so doing, they acquire game literacy and extend their competence to a much wider range of activities. By encouraging students to think strategically, to analyse game and activity structures, and to make connections between different games and game components (Outcome 10), the movement strategy expectations give them an opportunity to exercise their critical and creative thinking skills, build confidence, and increase their ability to participate successfully in a wide range of games and other activities.

Elaboration

There is always skill involved in performance but this is not the focus of this outcome. Keeping in mind skills or skill techniques are important, as well as how to implement it in a game. Skills are needed to solve tactical problems but it is the tactics and strategies of students that are to be assessed and evaluated for the successful completion of this outcome.

The effort of students (Achievement Indicators 11.1 and 11.4) is an expectation for the successful completion of this outcome. Effort is defined as an exertion of physical and mental power or a serious attempt or hard work expended for a specific purpose. There needs to be a conscious exertion of effort for students to refine simple and complex tactics and strategies (e.g., moving to an open space, passing an implement to a classmate to allow him/her to score).

The chart on page 55 shows one way of categorizing games and activities on the basis of similarities and common features.

In each games category, the interrelationship of rules, strategies, and skills defines the game structure. Target games have the simplest structure because they tend to be played by individuals or small groups and have breaks in the play which allow time for decision making. This does not mean that target activities are the simplest games to play, as the skills and strategies involved can be very complex. Territory games have the most complex structure because the number of players, the amount of movement in the play area, and the almost continuous action increase the number of variables in these games. Within each category, however, there is room for a wide range of skills and abilities and the games can be played at varying levels of complexity. This makes it possible for students of all age and ability levels to explore activities within all game categories.

Elaboration

To promote lifelong healthy, active living for all, it is important not to restrict students to game and sport activities. Many students prefer activities that do not involve team play, and these can provide ample opportunities for enjoyment and the development of fitness and movement skills related to control of body rhythm, movement aesthetics, creativity, sequencing, composition, and stability. Examples of individual and recreational activities include the following:

- endurance activities (e.g., long distance running or wheeling, swimming, power walking, orienteering)
- aquatics (e.g., swimming, synchronized swimming, aqua-fit)
- dance (e.g., creative; modern; folk; cultural; First Nation, Métis, and Inuit dance; ballet; jazz; hip hop)
- resistance and strength activities (e.g., weightlifting; wrestling; ball training; yoga; Pilates; exercise bands; wall climbing; rope course activities; Arctic sports such as the Alaskan high kick, one-hand reach, arm pull; Dene games such as the pole push)
- gymnastics and movement activities (e.g., artistic, rhythmic, educational gymnastics; t'ai chi; qigong)
- outdoor activities (e.g., cycling, rowing, hiking, downhill and cross-country skiing, triathlon, mountain biking, skating, kayaking, canoeing, sledding)
- track and field (short and long-distance running events; jumping events – high jump, long jump, triple jump; throwing events such as shot put)

To accommodate different developmental levels and abilities and to maximize participation, it is desirable to give students an opportunity to learn and apply skills within the context of a modified game or activity. Teaching Games for Understanding (TGfU) is a particularly useful student-centred approach of this kind. Through developmentally appropriate sequencing of activities that are representative of a variety of game elements, students learn to apply increasingly complex skills and strategies. The learning connected to movement strategies gives students opportunities to experience versions of activities that are appropriate to their age and abilities, so that they can recognize the basic concepts in the games or activities, appreciate their challenges and rules, understand their tactical aspects, and identify movement skills and concepts that they can apply to many other games and physical activities (Outcome 10). This experiential approach gives responsibility to the teacher to act as facilitator and to maximize participation and fun by making adaptations that optimize the level of challenge for all participants and by giving students opportunities to make their own adaptations to the activities.

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12	Factual	Conceptual	**Procedural**	Metacognitive
Remembering				
Understanding	12.1			
Applying	12.2	12.3, 12.9		
Analysing			12.4, 12.5, 12.8	
Evaluating		12.10		12.11
Creating			**12.6, 12.7**	

Outcome 12:

Students will be expected to ...

lead movement activities that enhance performance and enjoyment for lifelong movement activities.

- **Physical** ☑
- **Social** ☑
- **Psychological** ☑
- **Spiritual** ☐
- **Environmental** ☐

Achievement Indicators

Students who have achieved this outcome should be able to

12.1 identify a variety of lifelong movement activities for a range of ages and abilities

12.2 use different information sources to identify factors that influence performance and enjoyment of lifelong movement activities (e.g., community resources, demographic data, surveys)

12.3 apply strategies for effective communication to complete tasks of varying complexity (e.g., terminology of correct skills, tactics, strategies, willingness to listen and engage with divergent views)

12.4 ensure all participants have an opportunity for input into movement activities and feel they are part of the successful completion the movement plan

12.5 ensure movement activities meet the rights and needs of others (e.g., Long Term Athlete Development, exceptional students)

12.6 prepare proper warm up and cool down for participants

12.7 create and implement a plan, individually or collaboratively, that allows individuals, pairs, and/or groups to participate in a variety of movement activities to practise tactics, strategies, rules, and skills of play that will enhance the performance and enjoyment for lifelong movement activities

12.8 model a personal understanding of effective concepts, skills, tactics, strategies, and other decision making to be used in any movement activity (e.g., invasion games/territorial games – keeping position, penetration, defensive and offense positioning, off and on the ball movement and support)

12.9 demonstrate a high level of personal and social behaviour

12.10 evaluate and provide feedback on biomechanical errors

12.11 reflect, revise, and apply modifications and adaptions to plans that lead activities that enhance the performance and enjoyment for lifelong movement activities

Elaboration

This outcome supports Outcome 11.

The intent of this outcome is for students to share their knowledge, skills, and attitudes about physical literacy and pure enjoyment of physical activities. Students will take the lead, teach, assist, coach, in any movement activities that meet the needs and interests of others. Taking the lead can look very different to different students. The lead could be one on one with a student or a large audience. A safe learning environment will provide an opportunity for students to enrich their presentation of self, public speaking, planning, and innovation. Students will move from being learners to becoming teachers, mentors, and coaches etc. This outcome is intended to be ongoing and not necessarily teaching a class lesson on a skill. Teachers will build an environment where students raise the bar of their personal and social behaviours through taking the lead on enhancing the performance and enjoyment of lifelong movement activities.

Physical Education PED801A

13	Factual	Conceptual	Procedural	Metacognitive
Remembering				
Understanding	13.4		13.6	
Applying		13.10	13.5, 13.7, 13,8, 13.9, 13.11	
Analysing	13.1, 13.2, 13.3			13.12
Evaluating				**13.13**
Creating				

Outcome 13:

Students will be expected to ...

ensure a health-enhancing level of personal health related fitness.

- **Physical** ☑
- **Social** ☐
- **Psychological** ☑
- **Spiritual** ☐
- **Environmental** ☐

Achievement Indicators

Students who have achieved this outcome should be able to

13.1 distinguish between the five components of health related fitness (i.e., muscular strength, endurance, flexibility, cardiorespiratory endurance, and body composition)

13.2 differentiate between facts and myths as it relates to consumer physical fitness products and programs

13.3 evaluate the health related benefits of a variety of movement activities (e.g., aerobic vs. anaerobic activities)

13.4 identify the different energy systems and sources used in selected movement activities (e.g., anaerobic alactic/CP/glycolysis, anaerobic lactic/glucose, glycogen, aerobic/glucose, glycogen, fat, amino acids from proteins)

13.5 use gender and age appropriate fitness testing to maintain and/or enhance personal health related fitness

13.6 calculate target heart rate (HR) and apply HR information for maintaining or enhancing health related fitness

13.7 participate in movement activities inside and outside of the school (instructional time) designed to maintain and enhance personal health related fitness

13.8 demonstrate appropriate techniques while performing health related activities (e.g., resistance machines, stretching, running)

13.9 implement types of strength exercises (e.g., isometric, concentric, eccentric) and stretching exercises (e.g., static, PNF, dynamic) designed to maintain or enhance personal health related fitness (e.g., strength, endurance, range of motion)

13.10 utilize the FITT (i.e., frequency, intensity, type of activity, time) principle and principles of training (i.e., over-load, progressive resistance, specificity, use/disuse) in a personal plan for wellness for health-related fitness

13.11 evaluate, monitor, and/or improve personal physical fitness by applying available technology and analyse data

13.12 reflect on physical and physiological responses in the maintenance and enhancement to one's level of fitness

13.13 revise and continue to implement a personal plan for wellness that includes personal goals for health related fitness

Elaboration

Fitness is defined as a condition in which an individual has enough energy to avoid fatigue and enjoy life. What does it mean to be physically fit? How does this feel?

Physical fitness is defined as a set of attributes that people have or achieve that relates to the ability to perform physical activity. In other words, it is more than being able to run a long distance or lift a lot of weight at the gym. Being fit is not defined only by what kind of activity you do, how long you do it, or at what level of intensity. While these are important measures of fitness, they only address single areas. Overall fitness is made up of five health-related main components: 1. cardiorespiratory; 2. muscular strength; 3. muscular endurance; 4. flexibility; and 5. body composition.

The learning expectation in this outcome emphasizes health-related fitness – the physical and physiological components of fitness that have a direct impact on health and well-being.
Through experiential learning, students gain an understanding of the importance of regular physical activity and its relationship to developing and maintaining health-related fitness. Students learn not only what to do to develop personal fitness but also why to do it and how to do it appropriately and effectively. Students are provided with a variety of opportunities to develop their health-related fitness, especially their cardiorespiratory endurance. As levels of fitness improve, the duration of vigorous activity can be regularly increased. In addition, students will be involved in assessing their own health-related fitness levels, setting goals, and developing a personal plan for wellness to achieve their goals.

It is not recommended, however, that fitness assessments completed in the class setting include the measurement of body composition. While Health Canada's Canadian Guidelines for Body Weight Classification in Adults contain useful information about the health risks associated with being overweight or underweight, they are not a reliable guide to measuring or interpreting the body mass index of young people under 18, as they do not account for variability due to factors such as growth spurts, race, or athletic pursuits. Proper training and experience are required to conduct accurate assessments and to interpret data. Discussions about body composition should be approached with sensitivity. Adolescents – whose bodies are still developing – need to be aware that healthy bodies come in a wide range of sizes, shapes, and weights.

All students will be at different levels of health related fitness throughout their lives but in all cases students can 'work' on their health related fitness throughout the course and beyond. This outcome will allow students to fully understand the components of health related fitness and help them find a balanced approach to addressing their personal fitness needs

The components (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) of health related fitness is one basis from which to measure our general well being. It is one of the aims of exercise to improve our capabilities in each of these components. Different movement activities will be more demanding in some, and less demanding in others. Students need to strive to achieve a reasonable level of health fitness in each component.

Glossary

The definitions provided in this glossary are specific to the curriculum context in which the terms are used.

active transportation: Any type of human-powered transportation - walking, cycling, skateboarding, wheeling a wheelchair, and so - used to get oneself or others from one place to another. Active transportation may include a combination of methods, such as combining human-powered motion with public transportation.

aerobic activity: A type of exercise that increases the body's demand for oxygen because of the continuous use of large muscles and a temporary increase in respiration and heart rate. Aerobic activity contributes to improving the efficiency of the heart, lungs, and circulatory system in using oxygen.

agility: A skill-related component of physical fitness that relates to the ability to change the position.

allergies and sensitivity: Two types of reactions to foods and other substances or chemicals (see allergen). Food allergies are caused by the body's immune system reacting inappropriately to particular proteins in a food, whereas food intolerances are usually related to the body's inability to digest particular foods. Some allergic reactions can be life-threatening.

anaphylaxis: The most serious type of allergic reaction. It can progress quickly and, without proper medical attention, it can be life-threatening. (Adapted from Anaphylaxis Canada, "Anaphylaxis 101:, www.anaphylaxis.ca/en/anaphylaxis101/index.html [accessed January 27, 2015])

automated external defibrillator (AED): A portable electronic device that an untrained person can use to check the heart rhythm of another person. It recognizes rhythms that are not regular, and uses voice prompts and messages to guide the rescuer to use the machine to provide a shock to the heart. The shock helps the heart to re-establish a regular rhythm.

balance: A skill-related component of physical fitness that relates to the ability to maintain equilibrium while stationary (static balance) or moving (dynamic balance).

beep baseball: A striking/fielding game in which offensive players work in teams to strike a ball, then score runs by running to a base that is activated to make a sound or a beep. Fielding players work together with spotters, who help to identify ball position using a numbering system. The game is designed to be played by blind and visually impaired players along with a sighted pitcher and catcher.

bocce: A target game in which teams attempt to score by throwing (or "bowling") larger balls as close as possible to a smaller ball (a "jack").

body mass index (BMI): A measure widely used by researchers and medical practitioners to assess the extent to which individuals are balancing the energy equation (i.e., are underweight or overweight).

bouldering: A type of rock climbing that involves using power, strength, creativity, and problem-solving skills to navigate up or across a rock surface that is close to the ground. Bouldering can be done in natural or artificial settings with limited equipment.

breath sound check: A self-assessment tool in which participants can monitor the intensity of an exercise or activity. When participants can "hear their own breathing", the intensity of the activity is moderate to vigorous and their heart rate will be between 55 and 85 per cent of their maximum heart rate.

cardiorespiratory endurance: A health-related component of physical fitness that involves the ability to perform sustained physical activity requiring considerable use of the circulatory and respiratory systems. Also referred to as cardiovascular endurance, aerobic fitness, or cardiorespiratory fitness.

career: The total of work activities including work at home, at our paid work, at school, and in our communities (i.e., friends and family, education, sports, hobbies, travel, cultural activities, community involvement, and work)

career development: The lifelong process of managing learning, work, and transitions in order to move toward a personally determined and evolving preferred future.

cool down: The prescribed event of which is called a cool down is an easy exercise that will allow the body to gradually transition to a resting or near-resting state. Depending on the intensity of the exercise, cooling down can involve a slow jog or walk, or with lower intensities, stretching can be used. The aim of the cool down is to gradually lower heart rate, circulate blood and oxygen to muscles, restoring them to the condition they were in before exercise, reduce the risk of blood pooling by maintaining muscle action and heart rate to pump blood back to the heart, remove waste products such as lactic acid with the potential to reduce the risk of muscle soreness.

coordination: A skill-related component of physical fitness that relates to the ability to combine sensory input with the movement of body parts in order to perform movement skills smoothly and efficiently.

concentric contraction: A concentric muscle contraction is a type of muscle activation that increases tension on a muscle as it shortens. Concentric contractions are the most common types of muscle activation athletes perform in a gym when lifting weights.

core muscle strength: The ability of the core muscles – the muscles of the abdominal and back area – to support the spine and keep the body stable and balanced. Core muscles are involved in most movements performed during physical activity, and strengthening them can reduce vulnerability to lower back pain and injury.

culture: The totality of ideas, beliefs, values, knowledge, language, and way of life of a group of people who share a certain historical background.

defence: The practice or role of preventing opponents from scoring.

dimensions of wellness: In terms of this curriculum they are environmental, social, physical, psychological, and spiritual. These five dimensions are interconnected, interdependent, and constantly interacting with each other:

- Environmental Dimension includes our cultural, natural, and constructed environments.
- Social Dimension is broad in scope because it has to do with self and others, including the degree and quality of interactions with others, the community, and the environment.
- Physical Dimension deals with the functional operation of the body.
- Psychological Dimension includes factors related to thinking.
- Spiritual Dimension refers to the values, beliefs, and commitments at the core of one's person.

dynamic balance: A type of stability skill in which core strength is used to maintain balance and control of the body while moving through space.

eccentric contraction: An eccentric muscle contraction is a type of muscle activation that increases tension on a muscle as it lengthens. Eccentric contractions typically occur when a muscle opposes a stronger force, which causes the muscle to lengthen as it contracts.

execution: The action phase of movement, which includes the movements prior to producing force, including gathering momentum, and the instant when force is applied to carry out the movement skill. The body is positioned, weight is transferred, and joints work together to produce the action.

external stimuli affecting movement: Any force outside of the body that can have an impact on an intended movement. External stimuli could include environmental factors such as wind, sun, or temperature. It could also include factors such as music, equipment, or teammates.

fair play: An attitude or way of thinking that is based on the principles of integrity, fairness, and respect and the equitable or impartial treatment of all participants in an activity.

fartlek: A type of interval training that involves both speed and endurance work, used most often with running. The runner varies his or her pace in an unstructured way throughout an exercise session, alternating between running and jogging, as fast or as slowly as desired. This technique allows the runner to experiment with pace and to notice and respond to his or her physical experience.

flexibility: A health-related component of physical fitness involving the ability to move a joint through its full range of motion.

follow-through: The final phase of movement, which includes the movements after the instant when force is applied. In this phase, the transfer of weight is completed, movement continues in the direction of action, the movement slows down, and stability is regained.

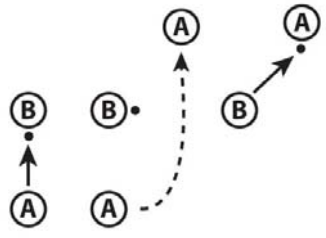
force: Any influence, internal or external, that causes an object to undergo movement or a change in movement or directions. Force is measured in units called newtons (named after Isaac Newton).

Gaelic football: A territory game with Irish origins that is played on an outdoor sports field called a pitch. Players work together to carry, bounce, kick, and pass a ball towards a goal. Scoring is accomplished by kicking or passing the ball over or under a crossbar into a net at one end of the field.

gallop: A locomotor movement in which the body moves forward or backwards. To gallop, students step forward with one foot and quickly draw the second foot up to the first foot, then repeat. Knees are bent slightly and arms stay out for balance. Galloping is a fundamental skill that can be used as students learn more complex skills. By learning to balance the body and control the motion, students can apply this action to other, more complex skills or combine it with other actions.

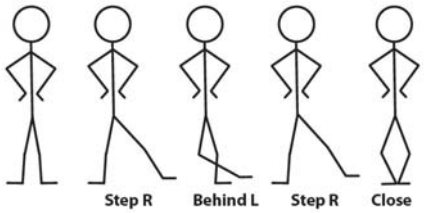
gender: A term that refers to those characteristics of women and men that are socially constructed.

give and go: A type of play used, most often in territory activities, as a strategy for maintaining possession of the object and moving it down the playing area towards the goal. During this play, Player A passes the object to Player B ("give"). Then Player A moves quickly ahead, towards the goal or an open space ("go"). Player A remains ready to receive the object back from Player B. After Player A has moved ahead, Player B tries to pass the object back. The object is now closer to the goal.



goal ball: A territory activity in which players work in teams of three to score by throwing a ball across an end goal line. Primarily played by blind and visually impaired players.

grapevine step. A step sequence used in many dances. This step can be performed in any direction – left, right, forward, back, or diagonally. A grapevine step to the right would be performed as follows. Step to the right with the right foot. Step behind with the left foot. Step to the right with the right foot again. Bring the left foot beside the right foot to finish.



harassment. A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.

health literacy. This is the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make informed health decisions.

health-related fitness. Refers to the components of physical fitness that contribute to optimal health. For the purposes of this document, the components are defined as cardiovascular fitness, flexibility, muscular endurance, and muscular strength. Body composition is a fifth component of health-related fitness.

hop. A locomotor movement that involves taking off on one foot and landing on the same foot. The movement includes a take-off phase (preparation), a flight phase (execution), and a landing (follow-through).

hurling: This territory game has Irish origins and is played on an outdoor sports field called a pitch. Players use a stick (called a hurley) and ball (called a sliotar) and work together to hit, carry, strike, or kick the ball towards a goal, scoring by kicking or passing the ball over or under a crossbar into a net at one end of the field. Hurling is traditionally played by men; a similar game played by women is called camogie.

identity: The qualities and beliefs that make a particular person or group different from others. The set of characteristics by which a person or thing is definitively recognizable or known.

individuality (fitness training principle): Refers to the importance of developing a fitness training plan with the needs of the individual in mind. Every person (and every body) is unique, so to optimize performance, training plans should take into account the individual's personal preferences, social environment, and physical environment. Adapting generic plans, using the same plan for a whole team or class, or copying a program used by a professional athlete are training approaches that do not reflect this principle.

isometric contraction: An isometric muscle contraction, or static exercise, is one in which the muscle fires but there is no movement at a joint. In this type of muscle contraction, there is no change in length of the muscle, and no movement at the joints but muscle fibers fire. An example of isometric exercise includes pushing against a wall.

job: A position a person holds doing specific duties (e.g., wildfire firefighter for the province of Alberta)

joints: Joints in the human body are classified into three main types – fibrous joints (immovable), cartilaginous joints (slightly movable), and synovial joints (movable).

jump: A locomotor movement that involves taking off and landing with two feet. The movement includes a take-off phase (preparation), a flight phase (execution), and a landing phase (follow-through).

kinesiology: The systematic study of the physiological, psychological, and sociological aspects of human movement and how it can be optimized.

labour market information: Information on wages, standards, qualifications, job openings, and working conditions. Information we need on trends and outlooks to make informed decisions about our job and career choices.

leap: A locomotor movement that involves taking off from one foot and landing on the other. Leaping is performed much like running, but the flight phase is longer.

leisure: Leisure can be viewed as more than activity and pertains to more than a state of being but a state of mind. There are feelings of enjoyment, relaxation, and fun and is derived from a sense of freedom of choice, freedom from something and yet is often constrained by the scarcities of time, money, and expectations of other people (e.g., video games, reading, play).

locomotion (also referred to as locomotor movement): A type of movement skill used to move the body from one point to another in various ways.

Long-Term Athlete Development (LTAD): A seven-stage training, competition, and recovery pathway guiding an individual's experience in sport and physical activity from infancy through all phases of adulthood.

manipulation: The act of giving force to or receiving force from objects as one sends, receives, or retains them.

mental health: All aspects of a person's well-being that affect his or her emotions, learning, and behaviour. It is important to note that mental health is not merely the absence of mental illness.

mental illness: Any emotional, behavioural, or brain-related condition that causes significant impairment in functioning as defined in standard diagnostic protocols such as the American Psychiatric Association's Diagnostic and Statistical Manual (DSM). (Adapted from Ministry of Children and Youth Services, A Shared Responsibility: Ontario's Policy Framework for Child and Youth Mental Health, 2009, 22.)

moderate to vigorous physical activity: The degree to which an activity is moderate to vigorous is directly related to its ability to raise the heart rate, to improve cardiorespiratory fitness, and to maintain this increase for a sustained period of time. Moderate to vigorous physical activities are aerobic in nature, enhancing the health of the heart and lungs, dependent on the frequency, intensity, time, and type of activity.

modified activities, modified games: Activities or games that have been altered from their traditional or formal structure to allow for maximum participation or to allow students of differing experiences and abilities to participate. For example, two-on-two basketball is a modified version of basketball; multi-base baseball is a modified version of softball.

movement concepts: A framework for increasing the effectiveness of movement by helping students become more skilful, knowledgeable, and expressive in their movements. Movement concepts include body awareness, spatial awareness, effort awareness, and relationship.

movement principles: A set of biomechanical principles that can be applied to improve the efficiency and effectiveness of movements. The principles are related to stability, effort, and motion in different directions. Application of these principles becomes more refined as movement competence increases.

movement skills: Skills of stability, locomotion, and manipulation, which are the foundation of all physical activity and are essential to both an individual's development of effective motor skills and his or her application of those skills in the context of a wide variety of physical activities.

movement strategies: A term encompassing a variety of approaches that help a player or team attain the ultimate goal or objective of an activity or game, such as moving to an open space to be in a position to receive an object or hitting an object away from opponents to make it difficult for opponents to retrieve the object. Similar activities within game categories often employ common or similar strategies.

muscular endurance: A health-related component of physical fitness that relates to the muscle's ability to continue to exert force over a period of time without fatigue.

muscular strength: A health-related component of physical fitness that relates to the ability of the muscle to exert force or maximum effort.

naturopathy: A system of medicine in which disease is treated by the use of a variety of natural remedies rather than by drugs or surgery.

nutrient: A substance that provides essential nourishment. Types of nutrients include carbohydrates, fats, proteins, vitamins, and minerals.

obesity: An accumulation of excess body fat. Obesity occurs when a person consumes more food energy than is needed to provide for all of the day's activities, including work and exercise. Obesity is a risk factor in a number of chronic diseases. Achieving and maintaining a healthy weight is important for reducing the risk of those diseases and improving overall health.

occupation: A group of similar jobs for which people usually have to develop skills and knowledge (e.g., wildfire firefighter).

offence: The practice or role of working proactively to gain an advantage and score.

open space: During game play, refers to the part of the playing area that is clear and available for movement at any given time. Players use open spaces during games to receive passes and move without obstacles. Strategically, students may use open space differently in different categories of activities, such as hitting to open spaces in striking/fielding or net/wall activities, or running to open spaces that are close to the goal area in territory activities.

overload (fitness training principle): The concept that to improve fitness, the body must do more work than it is accustomed to doing. The amount of work can be increased to provide overload by adjusting the frequency, intensity, time, and/or type of activity.

paralympics: The Paralympics is an International multi-sport event for athletes with physical disabilities. Paralympics mean the Games held in parallel with the Olympic Games ('para' meaning alongside/beside). In 1948, a man named Ludwig Guttmann organized a sports competition known as the International Wheelchair Games to coincide with the 1948 London Olympics. The International Wheelchair Games involved Second World War veterans with spinal cord injuries. In 1952, the number of competitors grew, and an international movement created the first Paralympic Games in 1960 in Rome, Italy. Please contact http://parasportpei.ca/ for local information.

pedometer: A small, portable electronic device that automatically counts each step a person takes in a day. Some pedometers are able to multiply the number of steps by the wearer's step length to calculate the distance the wearer has walked that day.

Personal Plan for Wellness (PPW): This plan will facilitate opportunities for students to take responsibility for designing, monitoring, enhancing, and evaluating one comprehensive multi-dimensional Personal Plan for Wellness for the entire course. Students will become more independent and able to take charge of their own wellness outside of the school environment.

phases of movement: The three parts that a fundamental movement skill can be broken into: a preparation phase, an execution phase, and a follow-through phase. Practising a skill with these three phases in mind can help a student perform the skill more effectively and efficiently.

physical activity: Physical activity is any body movement that works your muscles, enhances health, and requires more energy than resting. Forms of exercise such as walking, running, dancing, swimming, yoga, playing on sports teams, lifting weights, and gardening are a few examples of physical activity.

physical fitness: A state of well-being that allows people to perform daily activities with vigour, reduces the risk of health problems related to lack of physical activity, and establishes a fitness base for participation in a variety of physical activities.

Pilates: A type of physical activity focused on building core muscle strength through the use of stretches, strength-building activities, and focused breathing.

power: A skill-related component of physical fitness that combines strength and speed and relates to the ability to perform the greatest effort in the shortest time.

preparation: The initial phase of movement, which involves getting the body ready to initiate a movement. This phase includes ensuring that the feet are in a position such that they are ready to move, and lowering the centre of gravity to create a stable body position.

protective factors: Traits, characteristics, or environmental contexts that research has shown to promote positive mental health in childhood or adolescence. Examples of protective factors include personal strengths (e.g., intelligence, relaxed temperament), family strengths (e.g., a supportive home environment, socio-economic advantages), and school and community strengths (e.g., safe and effective schools; participation in social groups; having at least one significant, caring relationship with an adult). Enhancement of protective factors at the individual, family, and community level is now believed to reduce the likelihood of mental health problems and illnesses later in life. (Adapted from Ministry of Children and Youth Services, *A Shared Responsibility: Ontario's Policy Framework for Child and Youth Mental Health*, 2009, 24.)

qigong: A type of physical exercise and meditative practice from China that uses slow movements and controlled breathing. The intent of the movements is to enhance the movement of energy throughout the body. Some of the movements are similar to ones used in t'ai chi or yoga. Qigong is pronounced "chee-gung".

reaction time: A skill-related component of physical fitness that relates to the length of time between stimulation and response.

ready position: A stance used in many sports and activities, in which the body is in a position that allows it to move and respond easily. Knees are bent, feet are apart, head is up, arms are out for balance, and attention is focused.

receiving: A manipulation skill that relates to the intent to catch an incoming object. Receiving skills include catching, trapping, and collecting. Basic skills associated with receiving include keeping one's eyes on the object, anticipating where the object will arrive and moving to get into position, and preparing the body by being in a ready position with weight evenly distributed, knees bent, and a low centre of gravity.

recovery time: The length of time that it takes for the heart to return to its regular (resting) rate after physical activity.

recreation: Regarded as activity (including physical, mental, social, emotional involvement) as contrasted with sheer idleness or complete rest and is prompted by internal motivation and the desire to achieve personal satisfaction, rather than an extrinsic goal or reward. Activities can include sports, games, crafts, performing arts, music, travel and social activities.

recreational activities: Physical activities that an individual or group chooses to do to make their leisure time interesting, enjoyable, and personally satisfying. Recreational activities include hiking and walking for pleasure, gardening, participating in sports, and doing a wide variety of other indoor and outdoor physical activities.

resilience: The ability to recover quickly or "bounce back" from disruptive change, illness, or misfortune without being overwhelmed or acting in dysfunctional ways. Resilient people possess the skills to cope with life's challenges, respond to stress, and move forward. Children and youth have a naturally resilient nature, but it must be nurtured and strengthened, particularly in the face of one or more risk factors for mental health problems or illness. (Adapted from Ministry of Children and Youth Services, *A Shared Responsibility: Ontario's Policy Framework for Child and Youth Mental Health*, 2009, 25.)

retaining: A manipulation skill that relates to the intent to maintain possession of an object while stationary or moving. Retaining skills include carrying (for example, holding a football while running); dribbling (for example, bouncing a basketball with a hand or controlling a soccer ball with the feet); and cradling (for example, keeping an object tucked close to the body or protecting an object while carrying it in a scoop or the pocket of a lacrosse stick). Basic skills associated with retaining include being able to change directions, controlling the object with either the hand or the foot, and maintaining control.

reversibility (fitness training principle): The concept that gains in fitness will stop or decline if a fitness training program is halted. Training must continue in order for fitness improvements to continue. Also called detraining.

rhythmic activities: A term encompassing a variety of movement-based activities, including dance, gymnastics, and creative movement. Music or instruments may be used to provide opportunities to move in response to a beat or sound.

risk factors: Traits, characteristics, or environmental contexts that research has shown to be predictive of mental health problems or illnesses in childhood or adolescence. Examples of risk factors include a child or youth living in poverty, having parents with limited parenting skills or mental illness, abuse of alcohol and/or drugs, the lack of experience of success in school, premature birth, or low birth weight. The effect of a given risk factor tends to be stronger when it is combined with other risk factors, may vary during different periods of a child or youth's life, and is often cumulative. (Adapted from Ministry of Children and Youth Services, *A Shared Responsibility: Ontario's Policy Framework for Child and Youth Mental Health*, 2009, 24.)

rounders: A striking/fielding game in which offensive players work in teams to strike a ball, then score runs by running to bases. Fielding players work together to retrieve the ball and get offensive players out by catching the ball, tagging a base, or tagging a runner. The game is very similar to softball, with some rule and equipment variations.

rubric: A rubric is a scoring guide used to evaluate the quality of students' constructed responses. Rubrics usually contain evaluative criteria, quality definitions for those criteria at particular levels of achievement, and a scoring strategy. In instructional settings, rubrics clearly define academic expectations for students and help to ensure consistency in the evaluation of academic work from student to student, assignment to assignment, or course to course. They are often presented in table format and can be used by teachers when marking, and by students when planning their work.

self-concept: The perception a person has of his or her own identity. People form their self-concept using interpretations of information they acquire about themselves through experiences and interactions with others and their environment. A person's self-concept can be influenced by the opinions of others, reinforcement of behaviour, and explanations or understanding of one's own behaviour or actions. Unlike self-esteem, self-concept is not positive or negative, but rather accurate or inaccurate, or extensive or narrow.

sending: A manipulation skill that relates to intent to move an object away from oneself. Sending skills include throwing, kicking, striking, punting, and volleying. Basic skills associated with sending include balancing the body to prepare, transferring body weight as the object is sent, and following through.

sepak takraw: A net/wall game also known as kick volleyball. The game originated in Malaysia, and variations are played in other South Asian countries and around the world. It is played with a woven rattan ball or a synthetic version of this ball. Players in teams of three use the feet, knees, chest, and other body parts - but not the hands - to pass the ball to each other and move the ball over the net.

sexual orientation: A person's sense of sexual attraction to people of the same sex, the opposite sex, or both sexes. (Refer to the Ontario Human Rights Commission's *Policy on Discrimination and Harassment because of Sexual Orientation*, at www.ohrc.on.ca)

Special Olympics: Special Olympics is dedicated to enriching the lives of individuals with an intellectual disability through sport. Through the medium of sport, Special Olympics strives to assist individuals with an intellectual disability become all that they can be – physically, mentally, socially, emotionally – and to become accepted, respected and productive members of their community. This global movement offers recreational and competitive sporting programs and competitive opportunities year round. Please contact www.sopei.com for more local information.

specialized equipment: A term encompassing a variety of materials designed to help students with a variety of needs to participate in physical activity. For example, specialized equipment might include balls of different sizes, colours, weights, and/or textures to make the ball easier to see, feel, or catch, or balls with a bell inside to help a student who is unable to see to track the ball using the auditory cue.

specificity (fitness training principle): The concept that improvements in fitness are directly related to the type of fitness training program an individual is following. For example, flexibility can be improved by doing stretching exercises but will not necessarily be improved by doing strength-training exercises.

speed: A skill-related component of physical fitness that relates to the ability to move from one point to another within a short period of time.

sport: Sport encompasses physical exertion, rules, regulations, and roles. Sport is a contest of physical skills, requires more time and effort, winning and losing have consequences, and engages all the dimensions of wellness (physical, psychological, social, spiritual, and environmental).

stability: Stability skills involve the ability to balance the body in one place (static) or keep the body balanced while moving (dynamic) by sensing a shift in the relationship of the body parts and altering body position to maintain balance.

static balance: A stability skill in which the body maintains a desired shape in a stationary position.

stereotype: A false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other factors.

striking/fielding activities: Activities in which striking players try to score by striking an object and running to designated playing areas (bases) while fielding players try to prevent them from scoring by retrieving the object and returning it to stop the play.

success criteria: The standards by which something can be judged or valued. When we determine these criteria, we are deciding what counts.

systems thinking: A method of thinking and problem-solving in which elements are considered as part of a complex whole, rather than in isolation. Analysing the ways in which elements interact with and depend on each other can yield greater understanding than looking at each element separately.

tactics: The application of appropriate performance decisions that arise as a result of authentic experiences in the context of participation in a movement activity (e.g., when to pass, when to shoot, when to support, when to cover). Tactics are part and parcel of play at every level in all games. In most invasion games the tactical problem is to arrive at a goal or target. The tactical approach aims to improve students' game performance by combining tactical awareness and skill execution. Good tactics will help win many skirmishes in a game.

tài chi: Tài chi is a Chinese exercise system that uses slow, smooth body movements to achieve a state of relaxation of both body and mind.

talk test: A simple assessment tool that students can use to monitor their level of exertion during moderate to vigorous activity to ensure that they are at a level that is appropriate for their training or participation goals and optimal for improving cardio-respiratory endurance. During moderate activity, students can hear their own breathing and can talk comfortably. During more vigorous activity, students can still talk, but it is more challenging to do so.

target activities: Activities in which players score by avoiding obstacles to get an object closer to a target or hit a target more often than their opponents.

target heart rate: Target heart rate is defined as the minimum number of heartbeats in a given amount of time in order to reach the level of exertion necessary for cardiovascular fitness, specific to a person's age, gender, or physical fitness.

tchoukball: A territory game in which players score by throwing and bouncing a ball on a small trampoline-like goal set up at each end of the playing area. Tchoukball is a no-contact game. territory activities.

territory activities: Activities that involve controlling an object, keeping it away from opponents, and moving it into position to score. Teh same playing area is shared by both offensive and defensive players as they work to prevent the other team from scoring.

training principles: The factors that need to be considered for improving and maintaining fitness. A handy mnemonic is the FITT principle: frequency (how often different body parts are exercised); intensity (the level of physical exertion); time (duration of the activity); and type of exercise. The concepts in the FITT principle are tied to the principles of progression (gradually increasing the amount or intensity of activity), overload, and specificity.

utilization (level of skill performance): The performance at this level is somewhat automatic; the student can perform the skill without thinking much about how to execute the movement. (This level of skill performance is one level above the control level.)

warm-up: The process of preparing the body for more vigorous activity by moving muscles and joints lightly and gradually increasing intensity of movement.

Outcome 4

Physical Education, Recreation, Physical Activity, and Sport Lifeline

	Functional	Physical Education	Recreation	Wellness/ Health Related	Performance/ Sport	Support
Pre-school						
Lower Elementary						
Upper Elementary						
Intermediate School						
High School						
Early Adult (18-30)						
Adult (30-40)						
Late Adult (40-60+)						

Outcome 7

Information Interviewing: Student Guide

Your mission, should you choose to accept it, is to conduct an information interview. Below is your check list. Look it over to see if you're ready to depart on your mission.

All set!	Needs work	Information Interviewing: Assessing Yourself Please rate yourself below
—	—	1. I know the job/area of interest that I want to investigate.
—	—	2. I can identify who to interview.
—	—	3. I have a good list of questions to ask.
—	—	4. I know the skills I need to interview well, have practised them and feel good about my readiness to interview.
—	—	5. I'm clear about what to do to set up the interview and am prepared for all kinds of responses.
—	—	6. I'm ready to conduct the interview.
—	—	7. I know the steps involved in following-up after the interview and am ready to do them.
—	—	8. I have a process in place to reflect on what I've learned.

The areas I need more information on are:

Outcome 7 (cont'd)

Step 1: Identifying the job/career or area of interest you want to learn about

Information Interviewing can be helpful at any stage in your career planning. You can gather information to

- ★ get a sense of what the job you are interested in might be like;
- ★ obtain specific information about the training required for a particular occupation;
- ★ verify that what you know about a particular occupation is accurate.

If you have no idea what career possibilities you'd like to investigate, it may not be the time of Information Interviewing.

Step 2: Identifying who to interview

- ★ Deciding who to approach to best help you get "the inside story" can be a challenge. Here are some ideas:
- ★ To develop leads, start with your family, friends and acquaintances (your core network). Ask them, "Who do you know who works as a . . ." or "Who knows about . . . ?"
- ★ Let everyone know what you're interested in learning about and ask for names of people they know. It's especially helpful to talk to people like doctors, ministers, or store clerks who are in contact with lots of other people. This will give you a whole new network of contacts.
- ★ Read the business section of your local newspaper(s) and research the companies and organizations you learn about there. Check your public and/or school library.
- ★ Once you have your first Information Interview and still want to learn more, it's a good idea to ask the person you're interviewing whether there's anyone else they'd suggest you talk to.

Step 3: Planning the specific questions you want to ask

This is the key focus (or "heart") of the Information Interview and there are many approaches you can take.

- ★ On your own or with a friend, make a list of all the questions you can think of that you might like to ask. Then choose the ones that stand out as most important and put them in the order you'd like to ask them.
- ★ Create a form that contains the questions you want to ask with enough space between to write the interviewee's answers. Below is one example of an information interview form. You may wish to use this as your base and add questions to it.

Outcome 7 (cont'd)

Information Interviewing Questions

Name of the occupation, field, job, or other topic you are interviewing the person about:

_____

1. What do you like MOST about this occupation, job, or field?

_____

_____

_____

2. What do you like LEAST about it?

_____

_____

_____

3. What kinds of training or education does someone need?

_____

_____

_____

4. If you were going to do it all over again, what would you do differently?

_____

_____

_____

5. Can you think of anyone else it would be good for me to talk to?

_____

_____

_____

6. Would it be okay if I told them you suggested them as a contact?

_____

_____

_____

Thanks for taking the time to talk to me today! It's been really helpful!

***Adapted and used with permission from the program entitled, Knowledge for Youth About Careers (KYAC), published by Matrix Interactive Video Systems.**

Outcome 7 (cont'd)

Step 4: Learning about and practising the skills of interviewing

The skills used in information interviewing are similar to the kinds of questions you ask your friends and family every day. If you want to draw out information from someone, what types of questions do you use? Are they questions that are answered with a yes or a no? Or, do you ask questions where the respondent has to use a least a sentence to answer? Do you clarify with the person that you have understood them correctly by rephrasing what they have just said? If you answered "yes" to the last two questions, you are well on your way to developing the skills for information interview. Below are descriptions of two of the most used skills in interviewing.

a. Open-ended questioning

As the interviewer, you will play an important role in "steering" the direction of the interview. One of the main ways you'll do this is through the use of questions. Most of the time, you'll want to use open-ended questions, rather than closed questions. A closed question is usually one that requests specific information, resulting in a "yes", "no", or other short answer. Open-ended questions, by contrast, open up discussion by getting the person to tell you about or describe something. They often begin with the words "what" or "how" (for example, "What's your favourite part of the job?" or "How did you first get interested in this field?").

b. Paraphrasing

The skill of paraphrasing basically involves giving back to the other person in your own words what you understood them to say. There are two main purposes of paraphrasing:

1. Paraphrasing shows the person that you are listening and wanting to understand or clarify what they are saying.

2. Paraphrasing helps you to check for yourself whether you understood correctly.

Paraphrasing is important, but should not be over-used or you will sound like you are "parroting" the other person. You should use this skill most when you are genuinely wanting to clarify your understanding of what the person has said.

Outcome 7 (cont'd)

IDEA: Practice Makes Perfect

One way to practise your interviewing skills is to talk to someone in your community whom you may not know extremely well. To ease into this gently, try interviewing a friend or family member about something they do that you're genuinely interested in. Draw up a list of questions and proceed. When you feel ready to interview someone in your community, schedule an interview (see Step 5). Craft a list of questions that you are dying to ask this person, schedule the interview, and have fun!!

Step 5: Arranging for the interview

To arrange an interview, contact the person (and/or their assistant) and set up an appointment – that is, agree on the date, time, and place. You can do this in one of the following ways:

a. Write a letter and follow up with a phone call
b. Contact the person by phone only, or
c. Go to see the person.

Whichever your approach, you'll want to:

- **Let them know why you want to talk with them.**

  This could be as simple as saying, "I think I might be interested in becoming a mechanic. I would like to make an appointment to talk to you about the work, what you think the future opportunities might be, and what kind of education I would need to get into the field."

- **Be clear about how much of their time you would like.**

  Half an hour should be enough to cover the essentials, but you can test this out for yourself to see how much time you need. It's important to respect the other person by staying within the time you've set or, if necessary, negotiating for a few more minutes or a separate time to follow up. You might say, for example, "I notice we're about out of time. I have just one more question. Would it be OK if I asked it to you now or should I get back to you later."

- **Make it convenient for the person you are interviewing.**

  Most people aren't prepared to drop everything to see you on the same or next day. Usually, it's best to give the other person and yourself a few days of lead time. Since they are doing you a favour by offering you some of their time and energy for an interview, you may need to be the one that goes out of your way in making arrangements that are convenient to them.

Outcome 7 (cont'd)

- **Handling Rejection**

  Many people who are asked to participate in an interview and pass on some of their knowledge and skills are very pleased to do so. However, it may happen sometimes that, when you contact someone, they won't respond in the most warm and positive way. On such occasions, it is very important that you don't take rejections personally, because chances are that person's actions have very little, if anything, to do with you!

  Rude or negative responses can occur for many reasons other than the nature of your call. Negative reactions can even be viewed positively! If you discover that a person is particularly rude or negative on the phone, you may want to avoid situations where you are working with that person face-to-face on a day-to-day basis. Besides, the world is made up of all kinds of people and doing your best in dealing with people who are difficult is good practice in learning to fine-tune your "people skills."

So, what do you want to learn about? Who do you want to interview first? Is there someone in your core network that you want to start with? Look back to the Assessment List of Your Core Network. You could pick someone who you listed in this chart. Draw up a plan for when and how you will arrange for this interview.

Step 6: Conducting the interview – A Few Pointers

- ★ It will be important to establish rapport with the person you are interviewing to set a positive tone. This starts in the getting warmed up phase at the beginning of the interview. It may be as simple as thanking the person for taking the time to meet with you, commenting on something you like in their office, or saying something like, It's exciting for me to have a chance to learn from you about [whatever it is]! I have known about your work for some time through... But don't be phony or make it sound like you're just buttering up the person. Be genuine—the real you.
- ★ It's a good idea to learn as much ahead of time as you can. Do your homework. Research the organization or occupation you're going to be interviewing the person about.
- ★ Having written questions to refer to is important, to keep you focussed. Once a person starts telling their story, if you don't have any notes, you may forget entirely what you were hoping to find out about.
- ★ If you begin to get nervous, focus on really listening to the other person instead of on yourself and what you're going to say next. Remember: Most people love to talk about themselves!
- ★ Taking notes during the interview is also a good idea, because chances are you'll want the information for reference later. It also shows that you're interested and value what the person is providing.
- ★ Respect the time line you have agreed to for the interview.
- ★ Leave open the possibility of a follow-up visit or call, if necessary.
- ★ Be sure to thank the person for their time and the information.

Outcome 7 (cont'd)

Step 7: Following up on the interview

After the interview, it's a good idea to write a short follow-up letter thanking the person for their time and the information. They would probably also appreciate knowing if anything of importance happened after the interview related to the points you discussed. You may also have a specific request or question you want to pursue with the person after the interview, which they will usually be happy to respond to. You don't need to go on and on, but most people really appreciate some recognition of their efforts after the fact.

Step 8: Reflecting on your learning

- Points to ponder

Although this appears as the final stage of Information Interviewing, you, in fact, need to be doing it all along, if you are to benefit from each of the steps you take. The point here is to ask yourself reflective questions such as the following:

- How did I do?
- What did I like best about what I did?
- Did I find out what I wanted to know?
- Is there anything I'd change for next time?

After an Information Interview, it's helpful to ask yourself or discuss with someone:

- How does what I learned fit with my previous research?
- Are the work environments in this occupation appealing to me?
- What about the tasks?
- What is the employment outlook? Is this an area to explore further?
- What should my next steps be?
- How could I use this information in looking for a job or work placement?

Remember:

★ Taking time to reflect on your learning can make all the difference in continuing to grow and improve.

★ A journal can be a really useful ally in this process. It can be very valuable in your reflections after the fact and can help you see how far you've come!

★ Celebrate your successes and take the time you need. Your future is worth the investment.

This section on Information Interviewing was adapted with permission from SchoolNet Career Centre: Student Centre

Outcome 9

Elevate one's physical literacy through participation in alternate environment activities.

Physical Literacy	Emerging 1, 2	Developing 3, 4	Acquired 5, 6, 7, 8	Accomplished 9, 10
Motivational and Confidence 9.1 9.3	Exhibits no enthusiasm, willingness, enjoyment and/or self-assurance when participating in physical activities.	Exhibits superficial enthusiasm, willingness, enjoyment and self-assurance when participating in physical activities.	Exhibits substantial enthusiasm, willingness, enjoyment and self-assurance when participating in physical activities.	Exhibits extensive enthusiasm, willingness, enjoyment and self-assurance when participating in physical activities.
Physical Competence 9.1 9.3 9.8 9.9	Shows limited evidence of developing skill and/or health related fitness to experience a variety of movement intensities and durations. Shows limited evidence of developing age appropriate physical skills and patterns Rarely participates in a wide range of physical activities and/or settings (ground, water, snow, ice, air)	Shows adequate evidence of developing skill and health related fitness to experience a variety of movement intensities and durations. Shows adequate evidence of developing age appropriate physical skills and patterns Occasionally participates in a wide range of physical activities and settings (ground, water, snow, ice, air)	Shows proficient evidence of developing skill and health related fitness to experience a variety of movement intensities and durations. Shows proficient evidence of developing age appropriate physical skills and patterns Frequently participates in a wide range of physical activities and settings (ground, water, snow, ice, air)	Shows excellent evidence of developing skill and health related fitness to experience a variety of movement intensities and durations. Shows excellent evidence of developing age appropriate physical skill and patterns Consistently participates in a wide range of physical activities and settings (ground, water, snow, ice, air)

Outcome 9

Elevate one's physical literacy through participation in alternate environment activities.

Physical Literacy	Emerging 1, 2	Developing 3, 4	Acquired 5, 6, 7, 8	Accomplished 9, 10
Knowledge and Understanding 9.4 9.5 9.2	Ineffectively analyses concepts and/or barriers that affect optimal participation and benefits an active lifestyle. Ineffectively analyses safety features associated with physical activity in a variety of settings and physical environments	Simplistically analyses concepts and barriers that affect optimal participation and benefits an active lifestyle. Simplistically analyses safety features associated with physical activity in a variety of settings and physical environments	Effectively analyses concept and barriers that affect optimal participation and benefits an active lifestyle. Effectively analyses safety features associated with physical activity in a variety of settings and physical environments	Insightfully analyses concepts and barriers that affect optimal participation and benefits an active lifestyle. Insightfully analyses safety features associated with physical activity in a variety of settings and physical environments.
Engagement in physical activities for life 9.5 9.9 9.10	Inconclusive evidence that demonstrates implementation of diverse lifelong alternate environment activities which complements and supports their Personal Plan for Wellness Ineffectively uses concepts that affect optimal participation and/or elevates one's physical literacy while participating in alternate environment activities	Partial evidence that demonstrates implementation of diverse lifelong alternate environment activities which complements and supports their Personal Plan for Wellness Basically uses concepts that affect optimal participation and/or elevates one's physical literacy while participating in alternate environment activities.	Reasonable evidence that demonstrates implementation of diverse lifelong alternate environment activities which complements and supports their Personal Plan for Wellness Convincingly uses concepts that affect optimal participation and/or elevates one's physical literacy while participating in alternate environment activities.	Clear evidence that demonstrates implementation of diverse lifelong alternate environment activities which complements and supports their Personal Plan for Wellness Insightfully uses concepts that affect optimal participation and/or elevates one's physical literacy while participating in alternate environment activities.

Outcome 9

Students will be expected to . . . elevate one's physical literacy through participation in alternate environments.

Student's Name: _____

Place a check in the box if you have participated regularly in the activity during your leisure time (not in school).

✓		Date	✓		Date	✓		Date
	House chores			Triathlon			Spin classes	
	Farm chores			Cycling			Exercise classes	
	Homework			BMX			Yoga	
	Watching TV or movies			Mountain biking			Crossfit	
	Playing a musical instrument			Dirt biking or motocross			DVD/CD or home exercise	
	Reading			Duathlon			Bowling	
	Crafts			Inline skating			Rock or wall climbing	
	Facebook or Internet			Dog walking			Fencing	
	Playing "active" video games			Geocaching or orienteering			Martial arts	
	Playing video games			Hiking			Boxing	
	Swimming			Skipping			Table Tennis	
	Swimming lessons			Trail running			Track and field	
	Waterskiing			Running			Dance	
	Wakeboarding			Jogging			Gymnastics	
	Surfing			Walking			Weight training	
	Kiteboarding			Playing tag			Body building	
	Synchronized swimming			Cheerleading			Baton twirling	
	Canoeing			Scooter			Badminton	
	Rowing			Playground			Tennis	
	Curling			Equestrian			Hunting	
	Diving			Mountain climbing			Racquetball	
	Skating			Jumping rope			Squash	
	Snowshoeing			Golf			Target shooting	
	Snowboarding			Fishing			Archery	
	Tobogganning			Gardening			Playing catch	
	Downhill skiing			Skateboarding			Sailing	
	Cross-country skiing			Soccer			Football	
	Kayaking			Volleyball			Trampoline	
	Basketball			Hockey			Ringette	
	Shovelling snow			Speed skating			Ultimate	
	Figure skating			Softball				
	Baseball			Zumba				

Outcome 9

Elevate one's physical literacy through participation in alternate environment activities.

Student's name																											
Date																											
Responsible personal behaviour																											
Appropriately dressed																											
Appropriate footwear																											
Sunscreen																											
Hydration																											
Takes a rest break when needed																											
Has a plan																											
Etiquette																											
Respectful treatment of community spaces																											
Picking up litter																											
Leaving environment as found or better																											
Don't leave garbage																											
Report to teacher of risks																											
Showing awareness of sensitive habitat																											
Show leadership qualities by stopping or not participating in vandalism																											

Outcome 9

Elevate one's physical literacy through participation in alternate environment activities.

Student's name																								
Date																								
Motivation																								
Shows a willingness to participate																								
Shows desire																								
Excitement																								
Eagerness to improve																								
Does their best																								
Confidence																								
Shows they have the abilities																								
Shows enjoyment																								
Demonstrates smart risk																								
Is creative																								
Shows an understanding of tasks																								
Poised/self-assured																								
Helps others be successful																								
Helps/directs others																								

Outcome 12

Lead movement activities that enhance performance and enjoyment for lifelong movement activities.

Assignment Description:

Your challenge is to lead a group and/or individuals in a lifelong movement activity (sport related or not) that will incorporate skills, tactics, and strategies of play.

A successful project will consist of three phases: Planning, Performance, and Reflection. All phases will be evaluated.

Phase 1: Planning - An effective planning phase must show evidence of the following:

1. Brainstorm a list of possible movement activities for the age, stage, performance, and enjoyment of learners
2. General learner goals identified
3. Consideration for the different skill levels of the groups and/or individuals
4. Consideration for what **must** be covered and what could be covered (extension activities)
5. Identification of resources and safety requirements
6. Develop a timeline/sequence of events for movement activities including effective warm up and cool down
7. Develop a plan for:
   - ✓ transition between and within the activity(ies)
   - ✓ grouping/arranging participants
   - ✓ instructing/demonstrating the movement activity
   - ✓ purposeful practice built into the plan
   - ✓ execution of the final task/game
   - ✓ feedback on skill development and biomechanics of the individuals

Phase 2: Performance - An effective performance phase must show evidence of the following:

1. Set the tone (the environment) for the class (learners).
2. Effectively communicate the goals (skills, tactics,and strategies) required for the movement activity.
3. Execute an appropriate warm up and cool down given the movement activity.
4. Deliver your plan in sequence (model [demonstrate], practice, perform)
5. Provide feedback to enhance performance.and enjoyment
6. Ability to adapt and modify your plan according to your observations

Phase 3: Reflection - An effective reflective phase must show evidence of the following:

1. Collect evidence from the group/individuals to support your reflection on the success (enjoyment and enhancement) of the movement activity
2. Reflect on your success and/or weaknesses of your plan, performance, and the enjoyment and enhancement level of participants.
3. Reflect on how to address the weaknesses of your plan your performance and the performance and enjoyment of the participants.

Outcome 12

Planning	Challenging 1, 2	Emerging 3, 4	Proficient 5, 6, 7, 8	Sustaining 9, 10
Awareness of Participants **12.1** **12.2** **12.5**	Movement activities show no evidence of respecting the age, abilities (LTAD), rights/needs and enjoyment of others	Movement activities are disconnected from the age, abilities (LTAD), rights/needs and enjoyment of others	Movement activities connect to the age, abilities (LTAD), rights/needs and enjoyment of others	Movement activities insightfully connects to the age, abilities (LTAD), rights/needs and enjoyment of others
Structure of Movement Activity Plan **12.4** **12.6** **12.7** **(transitioning, groupings, demonstrating, practice, and final task)**	Movement plan shows no evidence of flow, pacing, and building towards a culminating task	Movement plan uses vague details to show evidence of flow, pacing, and building towards a culminating task	Movement plan uses meaningful details to show evidence of flow, pacing, and building towards a culminating task	Movement plan uses compelling details to show evidence of flow, pacing, and building towards a culminating task
Selection and Reliability of Sources **12.2**	Ineffectively selects sources	Selects some reliable sources	Effectively selects a variety of reliable sources	Insightfully selects a variety of reliable sources

Outcome 12

Performance	Challenging 1, 2	Emerging 3, 4	Proficient 5, 6, 7, 8	Sustaining 9, 10
Communication **12.3** **12.4** **12.8**	Volume, pace, clarity and expression are inappropriate Tone of voice fails to engage audience Uses body language and gesture ineffectively	Volume, pace, clarity and expression are appropriate Tone of voice occasionally engages audience Uses body language and gesture with some effectiveness	Volume, pace, clarity and expression are effective Tone of voice consistently engages audience Uses body language and gesture effectively to support presentation	Volume, pace, clarity and expression enhance delivery/ message Tone of voice captivates the audience Uses body language and gesture skillfully to enhance presentation
Explanation (terminology for a variety of skills, tactics, strategies, biomechanical principles and anatomy)	Uses limited details to explain an idea or process Not appropriate to purpose and audience	Uses simplistic details to explain an idea or process Somewhat appropriate to purpose and audience	Uses meaningful details to explain an idea or process Mostly appropriate to purpose and audience	Uses insightful details to explain an idea or process Appropriate to purpose and audience
Personal and social behaviour **12.9** **12.10**	Caring, helping, and compassionate behaviours/feedback are not evident Respect for everyone's right to participate is not evident	Rudimentarily (superficially) exhibits caring, helping, and compassionate behaviours/feedback Rudimentarily (superficially) models respect for everyone's right to participate	Convincingly exhibits caring, helping, and compassionate behaviours/feedback Convincingly models respect for everyone's right to participate	Perceptively exhibits caring, helping, and compassionate behaviours/feedback Perceptively models respect for everyone's right to participate
Delivery (flow, adaptations, pace, arranging of groups and/ or individuals) **Confidence** **12.11**	Did not respond to the needs of the learners and did not attempt to make modifications when necessary Demonstrates weak evidence of poise, courage, certainty and gusto with or without bravado	Attempts to respond to the needs of the learners by making ineffective modifications when necessary Demonstrates believable evidence of poise, courage, certainty and gusto with or without bravado	Effectively responds to the needs of the learners making modifications when necessary Demonstrates convincing evidence of poise, courage, certainty and gusto without bravado	Insightfully responds to the needs of the learners making modifications when necessary Demonstrates compelling evidence of poise, courage, certainty and gusto without bravado

Outcome 12

Reflection	Challenging 3	Emerging 4, 5, 6	Proficient 7, 8, 9	Sustaining 10
Thoughts on self **12.11** **12.12**	Limited or irrelevant reflections based on self, peer, and/or teacher critical feedback	Simplistic reflections based on self, peer, and/or teacher critical feedback	Thoughtful reflections based on self, peer, and/or teacher critical feedback	Insightful reflections based on self, peer, and/or teacher critical feedback
Justify Choices **12.12**	Provides limited justification on improving the weaknesses in planning Provides limited justification on improving the weaknesses in performance	Provides simplistic justification on improving the weaknesses in planning Provides simplistic justification on improving the weaknesses in performance	Provides thoughtful justification on improving the weaknesses in planning Provides thoughtful justification on improving the weaknesses in performance	Provides insightful justification on improving the weaknesses in planning Provides insightful justification on improving the weaknesses in performance

Outcome 12

Reflection Sheet

1. **I will make the following changes based on the feedback I received:**

2. **I believe the strongest aspect of my plan was:**

3. **I believe the strongest aspect of my performance was:**

4. **I believe the weakest aspect of my plan was:**

Outcome 12 (cont'd)

5. I believe the weakest aspect of my performance was:

6. I will improve on the weakness in my plan and performance by:

7. I SAW and FELT that I enhanced the performance and enjoyment for lifelong movement activities for participants by:

Curriculum Planning Sheet: Semester: _____ Course: _____

Outcomes	Bloom's Level	Big Ideas	Evidence of Learning (speak, do write)	Assessment Strategies Summative (s) Formative (f)	Teaching Strategies (tlak, activities, product)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

Curriculum Planning Sheet: Semester: _____ Course: _____

Semester Summary		Project Ideas	Key Lessons	As a teacher, I need to ...
Month - Sept. (17 days)				
Theory	*Practical*			
Month - Oct. (19 days)				
Theory	*Practical*			
Month - Nov. (18 days)				
Theory	*Practical*			
Month - Dec. (15 days)				
Theory	*Practical*			
Month - Jan. (20 days)				
Theory	*Practical*			