

Preparation for Final Administration of the Ontario Curriculum: Grades 1-8 Exemplar Project, Health and Physical Education

This information is being provided to assist you in preparing the teachers from your board who are participating in the exemplar project for the health and physical education videotaping. This video will provide examples and models of quality health and physical education lessons and programs. Key elements of a quality program have been identified and examples of how these may be reflected in the exemplar project have been included.

Inservice suggestion: Give teachers the chart with the blank “What might this look like in the exemplar task?” column. Have teachers work in small groups and answer this question for each key component of a quality program. Discuss answers together with suggestions provided.

Thank you for sharing this information.

What key messages are reflected in a quality health and physical education program?

The goal of the H&PE curriculum is to help students develop a **commitment** and a positive attitude towards lifelong healthy active living and the **capacity** to live satisfying, productive lives.

Through health and physical education, students should develop:

- an **understanding of the importance** of physical fitness, health, and well-being and the factors that contribute to them
- a **personal commitment to daily vigorous physical activity and positive health behaviours**
- the **skills and knowledge** they require to participate in physical activities throughout their lives

Source:

*The Ontario Curriculum, grades 1-8 Health and Physical Education, 1998
The Ontario Curriculum, grades 9-10 Health and Physical Education, 1999
The Ontario Curriculum, grades 11-12 Health and Physical Education, 2000*

Overall Tips

- ✓ Refer to “**Health and Physical Education**” (not “phys. ed. or “gym”) to reinforce “current” concepts associated with the curriculum.
- ✓ Use tasks and pre-tasks to **reinforce** concepts such as providing opportunities for maximum participation, meeting individual needs, focussing on transferable skills and using developmentally appropriate activities.
- ✓ Model **safe** practises – consider safety considerations connected to supervision, equipment and facilities.

The **Ontario Curriculum, Health and Physical Education** focuses on active, healthy living for all students. To incorporate this philosophy into a **quality** program, consider the following key components: (*Ontario Health and Physical Education Curriculum Support Kindergarten to Grade 10*):

Key Components	What might this look like with the exemplar task?
Skills and activities always relate back to curriculum expectations .	<ul style="list-style-type: none"> • Students understand what expectations are being evaluated as a part of the task.
The program includes a balance of developmentally appropriate opportunities for skill development, movement education, games/sports and health-related activities.	<ul style="list-style-type: none"> • Use pre-tasks to provide opportunity to reinforce skills. • In exemplar tasks, encourage modifications that meet the needs of individuals (e.g., variety of simple and more complex movement skill sequences in grade 3 task, different lead up activities in Grade 5 exemplar, different modifications of exercise intensity in grade 7 task). • Encourage students to focus on improving their own learning.
Knowledge and skills are presented in a progression that is appropriate for the developmental level of all students to ensure their safety and promote their success.	<ul style="list-style-type: none"> • Use pre-tasks to provide opportunity to reinforce skills. • Reinforce the value of using lead up activities (grade 5) so that students have the chance to “play the game” in a modified form. • Provide a variety of equipment so that students can use equipment suitable to their skill and developmental level. • Have students work in small groups so they have maximum opportunity for participation.
Students have opportunities to improve or maintain their fitness levels on an ongoing basis.	<ul style="list-style-type: none"> • Students are active participants in the class, participating vigorously in warm ups and all activities. • Warm up activities include a variety of activities that reflect a balance of fitness components (e.g., muscular endurance).
The program is inclusive and preserves dignity and self-respect for all students.	<ul style="list-style-type: none"> • A climate of respect is modelled in the exemplar tasks. • Students model sportsmanship with their interactions. • Activities where students may be vulnerable (e.g., students picking teams, students as targets in dodging games) are not used. • Students work in small groups and activities are modified to ensure successful experiences for everyone (all levels of achievement).

Key Components	What might this look like with the exemplar task?
<p>Activities are challenging and engage students to build a commitment to leading an active life.</p>	<ul style="list-style-type: none"> • Links are made between the activities students are doing in the task. to “real life” activities (e.g., skating, cycling) that students can do on their own). • Students are encouraged to work at their own maximum level of challenge (e.g., grade 3- challenging balances and movements, grade 5 - engaging lead up activities, grade 7 - maximizing the intensity of the fitness activities whenever possible). • If possible – in the background, use visual displays e.g., photos, bulletin boards that reinforce active, healthy living.
<p>The program offers maximum participation in all activities and in a variety of contexts by using all available resources and facilities (e.g., gymnasium, outdoors, classroom, hallways, community facilities).</p>	<ul style="list-style-type: none"> • Use minimum talk and maximum action. • Use small groups with all being active at the same time. • Use all available facilities. • There is little “down” time when students are not moving and participating.
<p>Students are able to articulate why they are doing what they are doing.</p>	<ul style="list-style-type: none"> • Discuss the exemplar scenario to help make the task meaningful for the students. • Answer questions about the scenario and expectations to help students understand the reason for the activity and expectations.
<p>There are a variety of assessment strategies available to provide a rich sampling of evidence (e.g., formative and summative, self and peer).</p>	<ul style="list-style-type: none"> • Use rubric provided for evaluation. • Use other assessment tools as appropriate e.g., students may self assess their participation in grade 7, teachers may evaluate safe participation in grade 3 or 5 for their own purposes as a part of their ongoing assesment.
<p>Physical activities are planned and organized: recess or free play is not a substitute.</p>	<ul style="list-style-type: none"> • If the opportunity arises, in discussion of why physical activity is important (grade 3) or what motivates students to participate (grade 5), indicate support for providing opportunities for physical activity at recess in addition to planned and organized learning time.
<p>Students have an opportunity for daily vigorous physical activity.</p>	<ul style="list-style-type: none"> • Consider opportunities to reinforce the importance of daily vigorous physical activity. • As a part of the task, provide opportunities for vigorous activity through classroom activities, limited space activities, outdoor activities, and integrated learning.

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