EPHE 443 Final Assignment

Option B: Physical Education

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1. **Grade**
	1. Grades 8-10
2. **School Location and Facilities**
	1. Victoria, BC
	2. Indoor Facilities
		1. Male and female changes rooms adjacent to gym
		2. Equipment room attached to gym
		3. One basketball gym
		4. Curtain dividing the gym in two
		5. Weight room
	3. Outdoor Facilities
		1. Two fields outside
			1. One with soccer lines and goals
			2. One with track lines
		2. Two long jump run ups and pits
		3. One throwing circle and cage
		4. One baseball diamond
	4. Off site Facilities
		1. Recreation center next door
			1. Swimming pool
			2. Weight room
			3. Gym space
		2. Mount Doug and Park close
		3. Surrounding the school fairly quiet suburban neighborhood
	5. Staff
		1. Three teachers (two female and one male)
3. **Personal Philosophy on Teaching PE**

My philosophy on teaching physical education I am sure will constantly be evolving the more I teach. My belief is that everyone should and has the right to participate in physical activity no matter their limitations or abilities. As every class and student is different, I would get to know my students to gain a better understanding of their abilities, have adaptations of games in over to have everyone integrated into the lesson, and as well as progress or digress an activity in order to ensure each student has some success. I am aware these things may take time to develop and improve upon.

Since physical education is a class, which requires assessment, I would distribute a student’s grade as follows 40% participation and 60% skill development and knowledge assessment. This is further broken down under Policies and Procedures. This grade breakdown does provide emphasis on student participation, as that is an integral part to physical education development. Without attempting to complete the task there will be little to no skill development and daily physical activity requires the student to be active. The 60% emphasis is on skill development and knowledge but every student has equal opportunity to succeed. This is because knowledge is tested with a written quiz demonstrating knowledge of information required and skill development is measured by improvement not overall skill.

As a teacher I plan to be a good role model for my students as high school is their last stop before ‘the real world’ and I hope through physical education classes and the activities I facilitate for them, they are able to develop their leadership and social skills. Also to help them develop health and fitness knowledge for them to be healthy and active adults.

1. **Goals of the Program:**
	1. General Goals
		1. Students will participate in daily physical activity (active living).
		2. Students will develop appropriate knowledge and skills to participate effectively, safely, and responsibility in a variety of activities (movement).
		3. Students will develop the knowledge skills and mentality that will help them value, attain, and maintain an active healthy lifestyle (safety, fairly play and leadership).
	2. Active Living: develop skills and a mentality related to…
		1. Aspects and benefits of active living
		2. Willingness to participate in a wide range of activities
		3. Develop understanding of health related and skill related components of fitness
		4. Understand the principles of training and how it relates to fitness
		5. Be able to monitor personal exertion and fitness levels
		6. Able to create goals and plan an active lifestyle
		7. Participate in daily moderate to vigorous activity
	3. Movement
		1. Develop, improve, and apply fundamental movement skills to participate in a wide range of activities
			1. Games
			2. Individual and team activities
			3. Non-traditional activities
			4. Build on previously developed motor skills (students may be at different levels)
	4. Safety, fair play, and leadership
		1. Develop positive interpersonal behaviors through active involvement
		2. Learn and understand safety guidelines and practices for all activities
		3. Develop respect for themselves and others
		4. Safe participation in a variety of physical activities in all types of activities
		5. Demonstrate fair play behaviors and attitudes while participating (ex. respect for rules, respect for others, respect self, appropriate emotional responses, etiquette)
		6. Acquire, develop, and apply leadership skills for participation in activities
2. **Learning Outcomes for each Grade:**
	1. Grade 8
		1. Active Living
			1. Describe the principles of training
				1. (muscular strength, muscular endurance, cardiovascular endurance, and flexibility)
			2. Describe the importance of assessing their rate of exertion during physical activity
			3. Set and pursue personal physical activity goals related to health and fitness
			4. Participate daily in moderate to vigorous physical activity
			5. Participate in a many forms of physical activity (games, individual and team activities, and non-traditional activities)
		2. Movement
			1. Apply fundamental movement skills (FMS) to all activities
			2. Demonstrate principles of training to improve fitness
			3. Relate FMS to concepts, such as body awareness, spatial awareness, qualities of movement, and relationships to people and objects
		3. Safety, Fair Play, and Leaderships
			1. Demonstrate behaviors that minimize the risk of injury to all
			2. Follow guidelines for proper use of equipment and facilities
			3. Demonstrate fair play in physical activities in all activities
			4. Exhibit leadership in certain activities
	2. Grade 9
		1. Active Living
			1. Be able to create a rationale for active living
			2. Explain how physical activity relates to
				1. Muscular strength, muscular endurance, cardiovascular endurance, and flexibility
				2. Agility, speed, reaction time, coordination, and balance
				3. Body awareness, spatial awareness, quality of movement, relationships to people and objects
			3. Analyze how training principles relate to fitness
			4. Monitor personal rate of exertion during physical activity
			5. Set and pursue personal physical activity goals in relation to
				1. Muscular strength, muscular endurance, cardiovascular endurance, and flexibility
				2. Agility, speed, reaction time, coordination, and balance
			6. Participate daily in moderate to vigorous physical activity
			7. Participate in a many forms of physical activity (games, individual and team activities, and non-traditional activities)
		2. Movement
			1. Apply fundamental movement skills (FMS) to all activities
			2. Demonstrate principles of training to improve fitness
			3. Relate FMS to concepts, such as body awareness, spatial awareness, qualities of movement, and relationships to people and objects
		3. Safety, Fair Play, and Leadership
			1. Apply safety procedures in all activities
			2. Demonstrate proper use of equipment and facilities
			3. Demonstrate fair play in all physical activities across all activities
			4. Exhibit leadership in certain activities
	3. Grade 10
		1. Active Living
			1. Describe a variety of ways to be active throughout life
			2. Demonstrate understanding of health, skill and movements and how they relate to fitness
			3. Implements a physical activity plan including
				1. Goals, fitness components, personal interest and abilities, nutrition, and the basic principles of training
			4. Participate daily in moderate to vigorous physical activity
			5. Participate in a many forms of physical activity (games, individual and team activities, and non-traditional activities)
		2. Movement
			1. Apply fundamental movement skills (FMS) to all activities
			2. Demonstrate principles of training to improve fitness
			3. Relate FMS to concepts, such as body awareness, spatial awareness, qualities of movement, and relationships to people and objects
		3. Safety, Fair Play, and Leadership
			1. Apply safety procedures in all activities
			2. Demonstrate proper use of equipment and facilities
			3. Demonstrate fair play in all physical activities across all activities
			4. Exhibit leadership in certain activities
3. **Justification for Time Allocation**

There are eight units throughout the year: soccer, basketball, volleyball, badminton, rugby, track and field, floor and field hockey, and fitness and other activities. Each of the grades follow a very similar pace and order of activities. This is mainly due to the typical weather restrictions and to ease the set up and take down of the gym equipment. In particular the field and floor hockey unit are combined as they use similar skills and are scheduled during October and November as the weather could be suitable for inside or outside classes. All of the sport specific units are twelve classes long, plus or minus a day due to professional development days, holidays, and other school requirements for the gym. Assemblies and similar events could pop up so the teachers may need a back up lesson. I think keeping the units at twelve classes, roughly, allows for adequate skill development but also not too long to bore the students with an activity they are not too fond of.

The fitness and other activities have a larger unit of seventeen classes dispersed throughout the school year. This unit is dispersed throughout the year allowing the students to improve their fitness during the year in activity classes along with their other sport classes. Also having a unit of fitness classes consecutively would likely not be very exciting for the students. These classes are held near the end of the day so student either have time to shower after class or only have one class left in the day. In the calendar they are labeled as activity classes to give the teacher and the class options as to what activities they would like to do. Since some of their grade is based on improvement during these activity classes some of these classes, at least at the beginning and end, need to have some measurable fitness lessons such as using the weight room, timed runs, etc. During these classes other activities such as yoga, hikes, swimming and nutrition seminars could be introduced and/or practiced with the class during the school year as well.

1. **Yearly Program of Activities**
	1. See monthly calendars below, each colour represents a class
2. **Policies and Procedures**
	1. Absent
		1. Note required from doctor, parent, coach depending on the reason
	2. Unable to fully participate
		1. Note from doctor, physiotherapist, chiropractor etc.
		2. Still around to help out during class referee, shag balls etc.
		3. If out for more than three classes further assignment will be required to receive marks
	3. Late
		1. Students will be provided with five minutes at the start and end of class to change
			1. If after five minutes they are still not in gym they are late
			2. No excuse for being late to next class
	4. PE strip
		1. Must have appropriate athletic gear to avoid losing participation marks (1% each time) but still must participate even if student does not have gym strip
			1. Appropriate: runners, shorts/sweat pants and t-shirt/ sweatshirt, hair tied back or headband
			2. Inappropriate: anything not runners, shorts that aren’t long enough to cover required areas while active, short/pants that do not stay up while active, hair in the way or distracting, tank top
		2. When possible student may be lent appropriate strip
		3. If consistently occurs talk with student privately, then phone parents, then potentially sit and talk with the principal
	5. Grading Process
		1. Participation 40%
		2. Skill Development 60%
			1. Written test 35% (5%/ major unit)
				1. All needed material provided or presented in class
			2. Improvement 25% (5%/ minor unit)
				1. Initial measure taken at the first class and final measure taken during the last class
		3. Boys and girls will be graded equally as grades are based on participation, knowledge and improvement as an individual
	6. Equipment
		1. Only teachers allowed in the equipment room or a student who has been given permission from a PE teacher
		2. Equipment is available for use outside of class but must be signed in and out from a PE teacher
			1. If equipment is not returned or returned damaged student has lost their privilege of using equipment outside of class
3. **References**

British Columbia Ministry of Education. (2008). *Physical Education 8 to 10:*

*Integrated Resource Package 2008.* Retrieved from British Columbia education website: http://www.bced.gov.bc.ca/irp/pdfs/physical\_education/2008pe810.pdf.