Junior High Physical Education Program

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EPHE 443

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**Introduction**

Roughly five hundred students attend Trevor Linden Junior High School in downtown Vancouver. This modern school, built in 2008, is comprised of grades 8 through 10 and is populated by a wide variety of cultures. T.L. Junior high has two large soccer/rugby pitches, a full size gymnasium, auxiliary gym with a climbing wall and necessary equipment, a modest fitness room and is in walking distance to an Olympic sized swimming pool. The school also has the benefit of being located within the downtown core of Vancouver which allows for endless options for physical education outside the classroom such as local ice rinks, an outdoor track and field stadium as well as close proximity to wilderness retreats for outdoor education classes. The physical education program consists of 5 teachers including a department head and has had a successful history of fund raising in order to fulfill the cost of some of the more costly ventures.

**Philosophy**

My role as a physical education professional is to help ensure that all my students are well educated in the benefits of active health and the potential hindrances of a sedentary lifestyle. Being a teacher means I have a great responsibility in shaping the way children understand certain ideas and concepts. My influence on the topics discussed in class will dictate the effectiveness and lasting effect that the lessons, which many students may form opinions based on my own opinions. As a teacher it will be my role to respect every student’s thoughts and ideas on a specific topic. I have to encourage creativity and individuality. In order for a complete understanding of physical activity, participation is integral. At Trevor Linden Junior High School, we employ a system of mandatory attendance, with exceptions being granted for students with notes from doctors or parents. Attendance is worth 10% of a student’s overall grade.

Grading should be done with the intention of learning, as a means to provide constructive criticism that will help students learn from mistakes and grow as a learner. It is also important to recognize that high school students are in a transitional period in their lives where they are going from being mostly dependent on their parents to more independent on their own. It is therefore also the mission of a teacher to provide guidance to students, acting as a resource and helping students make a smooth transition.

**Program goals and corresponding learning outcomes**

* Students will participate daily in physical activity.

*It is expected that students will...*

* Describe a variety of ways to be active throughout their lives.
* Demonstrate an understanding of health related components of fitness, skill related components of fitness and movement concepts.
* Implement a comprehensive physical education plan incorporating goal setting, fitness components, personal ability considerations, nutritional considerations and principles of training.
* Participate daily in moderate to vigorous physical activity to enhance fitness.
* Demonstrate a willingness to participate in a wide range of physical activities including individual and dual activities, games, and rhythmic movement activities.
* Students will develop appropriate knowledge and skills for participating actively, effectively, safely, and responsibly in a wide range of individual and dual activities, games, and rhythmic movement activities.

*It is expected that students will...*

* Apply fundamental movement skills in a complex range of dual and individual activities.
* Apply fundamental movement skills in a range of complex games activities.
* Apply fundamental movement skills in a range of rhythmic movement activities.
* Apply principles of training to improve fitness.
* Apply movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance in demanding or complex physical activities across the activity categories
* Students will develop the knowledge, skills, and attitudes that enable them to value, attain, and maintain a healthy, active lifestyle.

*It is expected that students will…*

* Apply safety procedures in all physical activities across the activity categories.
* Model proper use of equipment and facilities.
* Apply fair play conduct in all physical activities across the activity categories.
* Apply leadership in a wide range of physical activity situations.

**Grade 8 term table**

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| **Term 1** | **Tuesday** | **Thursday** | **Friday** |
| **Week 1** | Class rules/course overview  Survey to find out student interests in physical activity and specific sports.  Intro to Basketball | Basketball intro/game rules | Basketball skill development |
| **Week 2** | Basketball skill development - dribbling | Basketball skill development – passing/shooting | Basketball skill development – defense/offense |
| **Week 3** | Basketball game play | Basketball game play | Basketball game play |
| **Week 4** | Bracket-style basketball tournament | Bracket-style basketball tournament | Bracket-style basketball tournament |
| **Week 5** | Review of rules/info/proper form  3 vs. 3 king of the court games | Basketball rules/info testing | Basketball skill testing |
| **Week 6** | Indoor soccer intro/ rules | Indoor soccer skill development- passing | Indoor soccer skill development- dribbling |
| **Week 7** | Indoor soccer skill development- shooting | Outdoor soccer skill development – offense/defense field positioning | Outdoor 5 vs. 5 half field games (weather permitting) |
| **Week 8** | Outdoor soccer full field games | Indoor 5 vs. 5 full court games | Review of rules/info/proper form  5 vs. 5 full court games |
| **Week 9** | Rules test | Skill testing | Mini 5 vs. 5 tournament |

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| **Term 2** | **Tuesday** | **Thursday** | **Friday** |
| **Week 1** | Badminton intro/rules | Badminton skill development- forehand | Badminton skills development- backhand |
| **Week 2** | Badminton skill development-serving | Badminton skill development- rallying/power shots | 1 vs. 1 game play |
| **Week 3** | 2 vs. 2 game play | 2 vs. 2 bracket style tournament | 2 vs. 2 bracket style tournament |
| **Week 4** | 2 vs. 2 bracket style tournament | Review of rules/info/proper technique + 1 vs.1 play | Badminton skill and rule testing |
| **Week 5** | Climbing wall introduction/rules/safety procedures | Basic climbing techniques/choosing route | Climbing skill development |
| **Week 6** | Climbing skill development | Team challenges | Team challenges |
| **Week 7** | Review of rules/safety procedures + rule test + Free climb | Dance lesson introduction + 3 basic dances | Dance skill development |
| **Week 8** | Dance skill development | Dance skill development | Group dance preparation |
| **Week 9** | Group dance preparation | Group dance presentations | Review and written test |

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| **Term 3** | **Tuesday** | **Thursday** | **Friday** |
| **Week 1** | Gymnastics introduction/safety precautions | Gymnastic skill development | Gymnastic skill development |
| **Week 2** | Gymnastic skill development | Gymnastic skill development | Class decided activity day – predetermined |
| **Week 3** | Gymnastic skill development and assessment | Gymnastic skill development and assessment | Class decided activity day – predetermined |
| **Week 4** | Volleyball introduction | Volleyball skill development | Volleyball skill development |
| **Week 5** | Volleyball skill development | Volleyball skill development | Volleyball team tournament |
| **Week 6** | Volleyball team tournament | Volleyball team tournament | Volleyball assessment and skill testing |
| **Week 7** | Track and field Introduction and safety lesson | Jog to track as a group + Track and field skill development | Jog to track as a group + Track and field skill development |
| **Week 8** | Jog to track as a group + Track and field skill development | Jog to track as a group + Track and field skill development | Class decided activity day - predetermined |
| **Week 9** | Jog to track as a group + Track and field skill development | Indoor track and field class at school gym | Track and field assessment and skill testing |

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| **Term 4** | **Tuesday** | **Thursday** | **Friday** |
| **Week 1** | Swimming introduction/safety concerns | Proper conduct, safety protocol and first swim at local pool | Swimming skill development at local pool |
| **Week 2** | Swimming skill development | Ultimate Frisbee introduction and skill development | Ultimate Frisbee skill development |
| **Week 3** | Swimming skill development+ free swim | Swimming skill development and written test | Ultimate Frisbee game play |
| **Week 4** | Ultimate Frisbee game play | Ultimate Frisbee assessment and skill test | Class determined activity |
| **Week 5** | Floor hockey introduction | Floor hockey skill development | Floor hockey skill development |
| **Week 6** | Floor hockey skill development | Floor hockey game play | Floor hockey bracket-style tournament |
| **Week 7** | Floor hockey bracket-style tournament | Floor hockey bracket-style tournament | Class determined activity day-predetermined |
| **Week 8** | Floor hockey bracket-style tournament | Floor hockey bracket-style tournament | Fitness testing preparation |
| **Week 9** | Fitness testing | Fitness testing | Fitness testing |

**Grade 9 term table**

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| **Term 1** | **Tuesday** | **Thursday** | **Fridays** |
| **Week 1** | Class rules/course overview  Survey to find out student interests in physical activity and specific sports.  Intro to Basketball | Basketball intro/game rules | Basketball skill development |
| **Week 2** | Basketball skill development - dribbling | Basketball skill development – passing/shooting | Basketball skill development – defense/offense |
| **Week 3** | Basketball game play | Basketball game play | Basketball game play |
| **Week 4** | Bracket-style basketball tournament | Bracket-style basketball tournament | Bracket-style basketball tournament |
| **Week 5** | Review of rules/info/proper form  3 vs. 3 king of the court games | Basketball rules/info testing | Basketball skill testing |
| **Week 6** | Volleyball introduction | Volleyball skill development | Volleyball skill development |
| **Week 7** | Volleyball skill development | Class determined activity | Volleyball team tournament |
| **Week 8** | Volleyball team tournament | Volleyball team tournament | Volleyball assessment and skill testing |
| **Week 9** | Fitness training | Fitness training | Fitness training |

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| **Term 2** | **Tuesday** | **Thursday** | **Friday** |
| **Week 1** | Introduction to Tennis | Tennis skill development | Tennis skill development |
| **Week 2** | Tennis game play -singles | Tennis game play - singles | Tennis game play- doubles |
| **Week 3** | Tennis game play - doubles | Skill assessment and testing | Class determined activity |
| **Week 4** | Swimming introduction/safety concerns | Proper conduct, safety protocol and first swim at local pool | Swimming skill development at local pool |
| **Week 5** | Swimming skill development | Ultimate Frisbee introduction and skill development | Ultimate Frisbee skill development |
| **Week 6** | Swimming skill development+ free swim | Swimming skill development and written test | Ultimate Frisbee game play |
| **Week 7** | Ultimate Frisbee game play | Ultimate Frisbee assessment and skill test | Class determined activity |
| **Week 8** | Introduction to floor hockey | Floor hockey skill development | Floor hockey skill development |
| **Week 9** | 5 on 5 floor hockey tournament | 5 on 5 floor hockey tournament | 5 on 5 floor hockey tournament |

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| **Term 3** | **Tuesday** | **Thursday** | **Friday** |
| **Week 1** | Dance lesson introduction + 3 basic dances | Dance lesson introduction + 3 basic dances | Dance lesson introduction + 3 basic dances |
| **Week 2** | Dance skill development | Dance skill development | Fitness training |
| **Week 3** | Dance skill development | Dance skill development | Group dance preparation |
| **Week 4** | Group dance preparation | Group dance presentations | Dance review and written test |
| **Week 5** | Introduction to Soccer | Soccer skill development | Soccer skill development |
| **Week 6** | Soccer skill development with scrimmage | Soccer game play | Soccer game play |
| **Week 7** | Soccer tournament | Soccer tournament | Soccer tournament |
| **Week 8** | Skill assessment | Skill assessment | Rules tests |
| **Week 9** | Fitness training | Fitness training | Fitness training |

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| **Term 4** | **Tuesday** | **Thursday** | **Friday** |
| **Week 1** | Outdoors Education introduction/safety training | Outdoors education training | Preparation for day trip |
| **Week 2** | Preparation for day trip | Day trip | Class determined activity |
| **Week 3** | Preparation for overnight trip | Overnight Trip | Overnight Trip continued |
| **Week 4** | Gymnastics introduction/safety precautions | Gymnastic skill development | Gymnastic skill development |
| **Week 5** | Gymnastic skill development | Gymnastic skill development | Trip to local ice rink + introduction/safety + free skate |
| **Week 6** | Gymnastic skill development and group work - routine | Gymnastic skill development and routine group work | Trip to local ice rink + free skate |
| **Week 7** | Gymnastic routine presentations and assessment | Gymnastic routine presentations and assessment | Fitness training |
| **Week 8** | Class determined activity | Class determined activity | Fitness training |
| **Week 9** | Fitness testing | Fitness Testing | Free activity day |

**Grade 10 term table**

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| **Term 1** | **Monday** | **Wednesday** | **Friday** |
| **Week 1** | Class rules/course overview  Survey to find out student interests in physical activity and specific sports. | Volleyball skills | Volleyball tactics |
| **Week 2** | Volleyball tactics | Volleyball tactics | Volleyball tactics |
| **Week 3** | Volleyball game play | Volleyball game play | Volleyball game play |
| **Week 4** | Volleyball game play | Volleyball game play | Volleyball tactics test |
| **Week 5** | Introduction to European handball + game play | European handball skills + game play | Fitness preparation |
| **Week 6** | Introduction to Basketball | Basketball skill development | Basketball skill development |
| **Week 7** | Basketball skill development | Basketball game play | Fitness preparation |
| **Week 8** | Basketball game play | European handball game play | European handball game play |
| **Week 9** | Basketball game play | Basketball game play | Tactics test |

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| **Term 2** | **Monday** | **Wednesday** | **Friday** |
| **Week 1** | Introduction to Badminton + skills | Badminton skill development | Badminton skill development |
| **Week 2** | Badminton skill development | Badminton game play | Fitness preparation |
| **Week 3** | Badminton play | Badminton play | Badminton skill test |
| **Week 4** | Introduction to Golf + skills | Golf skill development | Golf skill development |
| **Week 5** | Golf skill development | Golf skill development | 9 holes of golf at local course |
| **Week 6** | Softball skills | Softball tactics | Softball tactics |
| **Week 7** | Softball tactics | Softball play | Softball play |
| **Week 8** | Softball play | Softball play | Softball play |
| **Week 9** | Softball play | Softball skill assessment | Softball tactics test |

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| **Term 3** | **Monday** | **Wednesday** | **Friday** |
| **Week 1** | Swimming introduction/safety concerns | Proper conduct, safety protocol and first swim at local pool | Swimming skill development at local pool |
| **Fitness** | Swimming skill development | Ultimate Frisbee introduction and skill development | Ultimate Frisbee skill development |
| **Week 3** | Swimming skill development+ free swim | Swimming skill development and written test | Ultimate Frisbee game play |
| **Week 4** | Ultimate Frisbee game play | Ultimate Frisbee assessment and skill test | Class determined activity |
| **Week 5** | Outdoors trip prep/safety | Outdoors trip preparation and planning | Outdoors trip preparation and planning |
| **Week 6** | Trip | Trip | Trip |
| **Week 7** | Introduction to field Lacrosse | Lacrosse skill development | Lacrosse skill development |
| **Week 8** | Lacrosse skills + game play | Lacrosse skills + game play | Fitness test preparation |
| **Week 9** | Lacrosse skills + game play | Lacrosse assessment and skill test | Fitness test preparation |

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| **Term 4** | **Monday** | **Wednesday** | **Friday** |
| **Week 1** | Dance lesson introduction + 3 basic dances | Dance lesson introduction + 3 basic dances | Dance lesson introduction + 3 basic dances |
| **Week 2** | Dance skill development | Dance skill development | Fitness test preparation |
| **Week 3** | Dance skill development | Dance skill development | Group dance preparation |
| **Week 4** | Group dance preparation | Group dance presentations | Dance review and written test |
| **Week 5** | Introduction to Soccer | Soccer skill development | Soccer skill development |
| **Week 6** | Soccer skill development with scrimmage | Soccer game play | Soccer game play |
| **Week 7** | Soccer tournament | Soccer tournament | Fitness prep |
| **Week 8** | Skill assessment | Skill assessment | Rules tests |
| **Week 9** | Fitness testing | Fitness testing | Free activity day |

**Allocation of time**

In my construction of this timetable, I attempted to provide the students with a variety of sports that focused on both team play and individual skill development. I feel I provided them with ample opportunity to try new sports and to venture out to the community centers and participate in activities that not every student gets the opportunity to try. I tried to provide the students with a design that would allow them an environment that produced success in the various events. With that in mind, I considered the product-orientated approach, which considers the quantitative performance outcomes, versus the process-orientated approach which focuses on the technique used to perform the task. With such a large discrepancy in individual’s physical, mental and social maturity at the junior high level, the end result of the task is not as important as the understanding of the technique needed to perform the task. By creating an environment that preached the process over the product, I believe the student to have a greater chance of skill mastery.

I attempted to provide the students with the opportunity to help decide which specific activities they wanted to focus on during the year. After all the submissions had been considered and determined, an allotment of several open single day classes were chosen from the list the students filled in on the first day of school. Included in these choices were activities that were located within the community. By using the community as a center for physical activity, the students are exposed to the potential for physical activity outside the classroom and hopefully continuing on throughout their lifetime.

In grades 9 and 10 the classes were taught about outdoor education and given the opportunity to go on day and overnight trips. However, in order to participate in these trips, each student had to pass each of their written and physical skill testing and maintain an appropriate attendance record. The grade 9’s had one day trip where the hiked Grosse Mountain and one overnight camping trip in Squamish, B.C. where they hiked the Chief and learned about outdoor survival. The grade 10’s were given the opportunity for two day trips and a two-night weekend camping trip to Squamish, B.C. Hiking, fishing, fire making and outdoor survival were some of the lessons. The staggering of off-campus trips was created to ensure an excitement and steady participation from the lower grades. Placing the day trips on a vaulted platform was done in the hopes of creating a tradition within the school’s physical education program that would help improve the overall energy and perception of the program.

All three grades were given the opportunity to participate in both a dance and gymnastics unit. This provided the students with an opportunity to apply fundamental movement skills to rhythmic and complex activities. The dance units allowed the students to dip into their creative sides. After teaching many basic dances and dance steps, the students were then put into small groups and allowed to create a group dance that would be presented at the end of the unit. As no one in the department felt completely at ease during the gymnastics unit, it comprised only 3 weeks per unit. We maintained the proper safety procedures and basic training, but with no specialist on-site, we were unable to go much higher in the way of skill development. Trips to the local pool and ice rink give the students a fresh spatial environment to enjoy physical activities. Their enthusiasm for day trips showed how successful the classes were.

All three grades covered a wide range of individual and team sport activities. By incorporating team sports early on in the year, the students became more comfortable with one another and this helped the cohesion amongst the classes. Conversely, for those who tend to shy away from team sports, the focus on individual activities gave an opportunity for those students to shine and a change of pace from the normal five on five basketball classes. The inclusion of the outdoor trips can be considered a hybrid of the individual and team activities. Once placed in a situation outside of the normal comfort area and into a situation of potential danger, individuals must ban together and become a team. While many of the skills taught were completed individually, the classes were arranged in teams which competed for and were awarded for successfully completing competitive events such as fire making, tent setting, mapping and orienteering.

At the end of the year, the students were put through a wide range of fitness testing that we had prepared for throughout the year. They were also given a free activity day on the last class of the year as a reward for all their hard work. On that day students were encouraged to play any games they wished, with a free reign of the equipment (under direct supervision). In conclusion, I feel this program provides the students with a well-rounded calendar of activities which provided them with opportunities to learn and succeed.