**Chapter 10 -Main-theme Physical Education Curriculum Models**

***Overall Chapter Outcome***

To describe what a physical education program would look like using different main-theme physical education curriculum models and how to design a coherent multi-model physical education program based on varying perspectives of the goods of physical education.

***Learning Outcomes***

The learner will:

* Clarify how the development-refinement cycle has impacted the use of the main-theme physical education curriculum models
* Describe what is meant by a "main-theme" or focused curriculum
* Explain the extent to which the ‘goods’ of physical education can be enhanced through implementing a main-theme physical education curriculum model
* Delineate the purpose, characteristics, beliefs, and goodsfor selected main-theme curriculum models: Developmental Physical Education, Adventure Education, Outdoor Education, Sport Education, Tactical Games Approach toTeaching Games, Teaching Personal and Social Responsibility, Social Issues and Health and Wellness
* Identify the standards/outcomes or syllabus goals that complement or have the most relevance to each curriculum model for the context in which you reside.
* Explain the basis for developing a multi-model physical education curriculum
* Demonstrate how a group of teachers might go about designing a multi-model physical education curriculum program for a selected education level

*“The first question that needs to be asked when planning a curriculum is not: How can we plan more effectively or teach more effectively? It is:What curricula are worth planning? There is no point in doing more effectively what is not worth doing in the first place!”*

David Pratt (1994)

|  |
| --- |
| Box 10.1: Curriculum Models – Related Terms   * ***Development – refinement cycle:***The process where a curriculum is developed, tested, refined, and further tested in a variety of school settings. * ***Main theme curriculum model:*** A model characterized by a narrow activity focus that serves as the organizing center for the program, allocates time for student to achieve important outcomes and has a clear sense of a more limited good and arranges sequences of activities to achieve that good. * ***Curriculum model vs instructional model:***Curriculum models are focused, theme-based, reflect a specific set of goods about what is most important in physical education whereas instructional models guide the organization and delivery of knowledge and learning experiences. * ***Developmental Physical Education:***A set of models designed around the individual learner with the intent of meeting each learner's developmental needs and unique growth patterns within a holistic education emphasizing cognitive, affective, and psychomotor outcomes. * ***Skill Themes:***Both a curriculum and instructional model with the content of physical education and the pedagogy. Content is organized by skill themes and movement concepts with children first becoming familiar with movement concepts such as space awareness, effort and relationships followed by fundamental movement themes learned first in isolation and then combined with other skills and movement concepts in more complex and variable settings such as games, dance, and other physical activities * ***Adventure Education:*** An experiential learning model that provides learners with the opportunity to challenge themselves physically and mentally, work cooperatively as a group to solve problems and overcome risks, and gain respect for, confidence in, and trust in, themselves and their peers. Key concepts of the model include full value contract, challenge with choice, experiential learning cycle and processing / debrief. * ***Outdoor Education:*** Uses the natural environment as the context for experientially enjoying the outdoors and gaining understanding and appreciation for the environment; built on three types of learning; physical skills, environmental awareness, and interpersonal growth. * ***Sport Education:*** Intended to provide authentic and rich sport opportunities to all students within the context of physical education helping them develop as skilled and competent sport participants with the skills and understanding of strategies necessary to participate in sport successfully. Characteristics include seasons, affiliation, formal competition, record keeping, culminating event and festivity. * ***Teaching Games for Understanding (TGfU):***Initially designed as alternative method for teaching games, that emphasized students’ finding solutions to problems posed to them in game play situations. A six stage model (game play, game appreciation, tactical awareness, skill practice, game play), TGfU places the student at the center of learning in a problem-based context. * ***Tactical Approach to Teaching Games:* A** consolidated, more applied and teacher friendly approach to teaching games that progresses students through three phases; game form (representation or exaggeration), tactical awareness (what to do?) and skill execution (how to do it?). The model emphasizes questioning students to cause them to think critically to solve tactical problems focused on what you want them to achieve (tactical awareness, skill execution, time, space, risk) * ***Teaching Personal and Social Responsibility (TPSR):***Based on the belief that the most important thing we can teach students is helping them take responsibility for their own development and well-being and supporting that of others through shared power and gradually shifting responsibility for their learning from the teacher to the student.TPSR has 8 components: core values, assumptions, levels of responsibility, program leader, daily program format, embedding strategies, problem solving, and assessment. * ***Social Issues Models:*** Initially designed to provide alternative activities that meet the needs and interests of young people by involving them in the curriculum process and inviting them to explore social issues that influence physical activity opportunities, political issues impacting sport, or health themes such as nutrition, obesity or smoking that impact participation in physical activity. * ***Cultural Studies:***Developed to meet the needs and interests of students from various backgrounds, cultures, socioeconomic levels, and communities. The intent is to develop young people as questioning, curious, and critical participants in sport and physical activity coming to understand how some young people are marginalized by activity opportunities available in their school and community. * ***Student-Centered Inquiry as Curriculum****:* Designed to change schools and physical education to facilitate the learning of all young people through engaging students, seeking their input, listening to and responding to their ideas, and inviting them to participate in the design of the curriculum as a means of empowering them to take responsibility for, their own learning. * ***Health and Wellness Models:***Focused primarily on giving students the knowledge and skills to make independent decisions on physical activity, the desire to choose to develop and maintain lifetime physical activity as opposed to a sedentary lifestyle. * ***Concepts-Based Fitness and Wellness:***Focused on the process of physical activity rather than the outcome of students’ achieving physical fitness, this model is designed around themes and concepts in three categories (foundational, behavior change and wellness). These are introduced through a series of classroom-focused concepts days that are applied and reinforced through activity days. * ***Health Optimizing Physical Education (HOPE):***Designed for young people to gain skills and *knowledge for participation in physical activity in order to gain health benefits across the life span. HOPE i*ncludes the five components of Comprehensive School Physical Activity Program (CSPAP); quality physical education, school-based physical activity opportunities, school employee wellness and involvement, physical activity in the classroom, and family and community involvement. * ***Health-Based Physical Education (HBPE):***Focused on your people valuing a physically active lifestyle and choose to participate in appropriate activities that promote health and well-being. Key to this model is that it represents a pedagogical model intended to provide guidance to schools. * ***Multi-model curriculum:*** An overarching physical education program developed around selected curriculum models at particular points in time that allow significant outcomes at each level, and for every child. |

Selecting, planning, and implementing a meaningful curriculum are the most important issues to be addressed by physical education teachers. At this point, you should have reflected upon and answered some of the curricular questions posed in Chapter 9 related specifically to the children and youth with whom you might work. What is important to learn in physical education? What do you see as the needs for these students? How can we prepare young people for a healthy lifestyle? What do your students view as most important? How does physical activity relate to students’lives outside of school, and what problems do they encounter in accessing activity? What do young people enjoy about physical activity and movement? What will motivate them to take part in your program? What role might students play in designing a meaningful physical education program? What are the current social and cultural problems that will impact teaching and learning? If so, how might a curriculum best facilitate the educational process in this setting?

In Chapter 9, we reviewed the principles of curriculum design which might be used by physical educators designing a completely new curriculum, those who want to evaluate and adapt what is currently in placein their school, and/or those working collectively to develop a curriculum using nationally developed guidelines and standards. Several curriculum models have been developed, tested, refined, and furthertested in a variety of school settings. The development-refinement cycle is nodoubt responsible for the success of these curriculum models and their widespreadadoption by physical educators seeking to improve the impact of theirprograms. These models can be grouped under what we refer to as "maintheme"or "focused" curricula. These models tend to have a narroweractivity focus than the multi-activity model approach, and they tend to allocatemore time to the narrower focus, thus allowing students to achieveimportant outcomes.

This is not to suggest that these focused curricula are used simply as"recipes" and cannot be altered to meet local needs. They are models, not prescriptions.Physical educators who use them tend to adapt them to their ownparticular context, which is typically determined by (a) the type and interests of students, (b) the facilities and equipment available,(c) the ethos of the school and community, and d) the beliefs and values of the teacher. We are also not suggestingthat the entire primary through post primary physical education curriculum have a singulartheme. Quite the contrary, in this chapter we argue that a program can be created by adopting particular modelsat particular points in the physical education of children and youth,but to do so in a way that allows for significant outcomes at eachlevel, and for every child.

As we argued in Chapter 9, no one program can achieve all the goods in physical education. As you willsee in the curricular models described in this chapter, well-designed andthoughtfully developed programs using a coherent curriculum and appropriate instructional models may be able toachieve many of the goods in physical education across the primary-post primarycurriculum.The objectives and outcomes and how they "play out" will be tempered by thelocal context in which they exist and the changing conditions that occurwithin the lives of students. Once you have determined what you believe arethe goods in physical education, assessed their relevance to your students, andconsidered the context of your setting, you are in a position to determinewhich of the physical education main theme curriculum models you will adopt. Eachmodel attends to a set of specific goods and meets one or more of the outcomes set for student achievement by physical education teacher organizations and/or governing bodies internationally.

MAIN-THEME CURRICULUM MODELS

As noted in Chapter 9, there isno consensus within the professionon what constitutes the goods to be achieved in physical education. The argumentsagainst the more traditional multi-activity program have resulted froma renewed interest in what we have described as the main-theme curricular models. That is, programsthat have a clear sense of a more limited good and arrange sequences of activitiesto achieve that good. Main-theme curricular programs develop because the physicaleducators responsible for them had a vision about what was the primary goodto be achieved, considered the context in which they teach, and then developedcontent to achieve that vision using input and choices from their students.A main theme becomes an organizing center for the program; the central thrust around which content is developed to meet goals. The curriculum model becomes the main theme guiding development of the program. Effective programs stand for something specific and are guided by a main focus that defines its purpose, goals and intents.

Learning Experience 10.1:

Now that you have identified what you believe are the ‘goods’ of physical education, what would you suggest should be the main focus for primary and post primary physical education? Would it be sport, fitness, social issues? Keep in mind that this view might change once you consult your students, review the ethos of the school and beliefs of the community.

Before we discuss the main-theme curriculum models it is critical to differentiate between a curriculum and an instruction model. The major difference between the two is content / goods of what is most important in physical education (curriculum model) versus how to organize and deliver instruction and learning experiences (instruction model). Each is equally important and are built one upon the other. To clarify, as noted above, curriculum models are focused, theme-based, reflect a specific philosophy about what is most important in physical education and provide a framework that places the student at the center of instructional design. They define a clear focus around the content, and aim toward specific, relevant and challenging learning outcomes for students. On the other hand, an instructional model will guide delivery of teaching and learning. After a teacher selects the curriculum model to develop and promote the intended learning the choice of instructional models to guide the teaching of content must be determined. As noted in Lund and Tannehill (2010), ‘Metzler (2005) suggests that an instructional model includes a number of strategies, methods, styles, and skills that are used to plan, design, and implement a unit of instruction’ (p 155). In some cases, we see curriculum models described as both curriculum and instruction models and in other cases instructional models are closely linked to a particular curriculum model as the most effective way for students to achieve learning outcomes. For example, the Tactical Approach to Teaching Games is typically taught by teaching through questions, Outdoor Education might be associated with problems-based learning, and Teaching Personal and Social Responsibility by employing invitation and choice. Instructional models will be introduced and discussed in more detail in Chapter 14. Now, having clarified the difference between the two, it must be recognized that some models are characterized as both a curriculum and an instruction model; we will discuss these as they appear throughout this chapter.

Learning Experience: Describe the educational accountability movement that exists in your context. How is it being taken on board by local and regional school administrators?

Learning Experience: Describe the educational accountability movement that exists in your context. How is it being taken on board by local and regional school administrators?

We have chosen to highlight selected physical education curriculum models that are being used internationally. They each have the elements to serve as main-theme curriculum models, with a different notion of good for students in each. Recently we have seen additional physical education curriculum models being introduced with research currently being conducted as the models go through the development-refinement cycle (developed, tested, refined, and further tested in alternative contexts). These newly introduced curriculum models with which we are familiar will be introduced separately or as part of a grouping where they seem to best fit at the moment (e.g., Student-Centered Inquiry as a Social Issues model, and Health Opportunities through Physical Education as a Health and Wellness model). There are other curriculum models which we have chosen not to introduce separately as we see them being those that might be implemented within or alongside another model. For instance, an Interdisciplinary Physical Education curriculum might see science, language arts and physical education working together to focus on themes and concepts that are the basis of Outdoor Education. Alternatively, a Sport Education dance season might be framed within a history scheme where dance is viewed and mastered from around the world while students gain global historical insights. Those curriculum models we have chosen to highlight include:

* Developmental Physical Education models
* Adventure Education
* Outdoor Education
* Sport Education
* Tactical Games Approach toTeaching Games
* Teaching Personal and Social Responsibility
* Social Issues models
* Health and Wellness models

These exemplary models have been developed, promoted, researched and used successfully in various educational settings at primary and post primary levels internationally. Eachmodel has a well-defined focus, an underlying philosophy and a set of assumptions on which it is based as well as specific outcomes and implications for instructional practice. In addition, each model encourages and promotes alignment among intended outcomes, learning experiences, and assessment and has been successfully implemented in different contexts to align with standards and outcomes of various national bodies (National Association for Sport and Physical Education-NASPE in the US, National Council for Curriculum and Assessment-NCCA in Ireland, Department of Education and Skills in England and Wales, ScottishGovernment in Scotland).As you read the model descriptions, you will note that we have not identifiedthe NASPE content standards (as outlined in chapter 9) that appear to have the most relevance for each and ask you to make the match for the context in which you reside. This emphasis does not suggest that these are the only standards addressed by a given model to the exclusion of the others. Rather, we identify the standards that form a major part of the model framework, and learner outcomes willreflect them. We concur with Stiehl and Parker (2010) when they note that, “standards are not designed to stand apart from one another as discrete, unrelated entities. Their strength lies in their integration, just as a child’s strength lies in her or his wholeness-the emotional, cognitive, social, spiritual and physical dimensions of self”(pp. 252-253).

Learning Experience 10.2:

If you haven’t already done so, obtain a copy of the standards / outcomes that have been developed for children and youth to achieve in primary and post primary physical education in the education system where you study. In cases where these standards / outcomes do not exist you might refer to the physical education syllabus or another document that highlight the goals that have been set for young people to achieve.

Each main theme curriculum model represents a different vision of how the good in physical education should be conceptualized and developed into a program.As noted earlier, the actual implementation of these models may look quite different when delivered in different settings given the limitations of facilities, teachers’ values and beliefs, as well give consideration and respect to the perspectives of the students for whom they are designed. The idea is to fit the model to the context. There has been a growing consensus internationally, however, that not all goods can be achieved in anyone program, and that tryingto achieve toomany goals results in too little achievement in any area. While we will introduce the vision and key features of each model and link the expected outcomes to outcomes/standards for student learning, due to space we will not share complete implementation guidelines. Instead we provide a list of what we view as the most useful resources to guide application of each model (see box 10.2).

|  |
| --- |
| **Box 10.2 Textbook Curriculum Model Resources**  **General Curriculum Texts**  Lund, J., & Tannehill, D. (2010). *Standards-based physical education curriculum development* (2nded). Sudbury, MA: Jones and Bartlett Publishers.  **Developmental Physical Education Models**  Gabbard, C., LeBlanc, E., & Lowry, S. (1987). *Physical education for children.* Englewood Cliffs, N]: Prentice-Hall.  Gallahue, D. L., & Cleland Donnelly, F. (2003). *Developmental physical education for all children.* Champaign, Ill.: Human Kinetics.  Graham, G., Holt/Hale, S. A., & Parker, M. (2013). *Children moving: A reflective approach to teaching physical education* (9th ed.). New York: McGraw-Hill.  Rovegno, I., &Bandhouer, D. (2013). *Elementary physical education: Curriculum and instruction*. Burlington, MA: Jones and Bartlett Publishers.  **Adventure Education**  Henton, M. (1996). *Adventure in the classroom: Using adventure to strengthen learning and build a community of life-long learners*.  Dubuque, IA: Kendall Hunt Publications.  **Outdoor Education**  Gilbertson, K., Bates, T., McLaughlin, T., &Ewert, A. (2006). *Outdoor education: Methods and strategies.* Champaign, IL: Human Kinetics.  **Tactical Games Teaching**  Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2003). *Sport foundations for elementary physical education: A tactical games approach.* Champaign, IL: Human Kinetics.  Mitchell, S., Oslin, J.L., & Griffin, L.L. (2006). *Teaching sport concepts and skills* (2nd ed.). Champaign, IL: Human Kinetics.  **Teaching Personal and Social Responsibility**  Hellison, D. (2011). *Teaching personal and social responsibility through physical activity* (3rd ed.). Champaign, IL: Human Kinetics.  Hellison, D., Cutforth, N., Kallusky, J., Martinek, T., Parker, M., &Stiehl, J. (2000). *Youth development and physical activity*. Champaign, IL: Human Kinetics.  **Sport Education**  Siedentop, D., Hastie, P.A., & van der Mars, H. (2011). *Complete guide to sport education* (2nd ed.)*.* Champaign, IL: Human Kinetics.  **Health and Wellness Models**  Corbin, C., Le Masurier, G., &Lambdin, D. (2007). *Fitness for life middle school*. Champaign, IL: Human Kinetics.  Corbin, C., Le Masurier, G., Lambdin, D., & Greiner, M. (2010). *Fitness for life elementary school program package*. Champaign, IL: Human Kinetics.  Corbin, C., & Lindsey, R. (2007). *Fitness for life* (5th ed.). Champaign, IL: Human Kinetics. |

**Developmental Physical Education Models**

*Pairs of children are striking a ball with a racket across homemade nets. Nets are created with PVC pipes and jump ropes or PVC cross-bars. There are no more than four students at any one net; each with their own space marked. On offense children are practicing striking to different spaces on the court; the defensive player is practicing returning to a center-back court position after every hit. After a bit students retrieve a paper on which notes and drawings were previously made and they begin working on small group projects. Each groups’ work is slightly different based on their need and interest --- some have no net while others do; some groups keep score and others do not. The teacher moves among the children providing comments,encouragement, and support for individual and partner efforts. Thesechildren are working on designing their own games in which they will demonstrate theirindividual skill in striking with a short handled racket and their understanding of concept of space.*

Developmental physical educationprograms are built around the individual learnerwith the curriculum designed to meet each learner's developmental needs andunique growth patterns. The intent is to provide a holistic education that emphasizes cognitive, affective, and psychomotor outcomes within each individual,while they achieve content-specific goals. As a result of reviewing the work of key scholars and proponents of the leading developmental physical education models (Skill Themes - Graham, Holt/Hale & Parker, 2013; Movement Education - Rovegno&Bandhouer, 2013; Developmental – Gallahue& Cleland Donnelly, 2003), we have collated a list of the key points that can inform the design and delivery of an effective developmental physical education program for children (see Box 10.3).

|  |
| --- |
| **Box 10.3: What We Know About Developmentally AppropriatePhysical Education for Children**   1. Children do not all learn at the same rate suggesting that physical educators should not expect all children to perform tasks in the same way. 2. Children develop motor skill movements and patterns in sequential, and typically, predictable ways suggesting that physical educators be familiar with basic/common movement sequences. 3. Children do not learn at the same time suggesting that while physical educators might anticipate certain behaviors at a given age, development is age related but not age determined. 4. Children develop skills first in isolated environments and then in increasingly more complex environments resembling games, dance and gymnastics. 5. Children develop motor skills and movements by using them more frequently suggesting that practice is critical. 6. Children have less frequent opportunities for informal play in today’s societies suggesting that physical education has a larger role to play in children learning through playful situations. 7. Children develop as a result of their interactions with the environment suggesting that family and friends are critical as are the opportunities they have to be physical active. |

Developmental modelssuggestan interactive relationship between the individual, his or her environmental circumstances, and specific objectives of learning tasks with which the learner is engaged. Regardless of choice of developmental model, when done well, it is age related, not age dependent. What, when, and how to teach depends on each individual, rather than being age group appropriate. This implies that physical skills are introduced anddeveloped in a progressive and sequential manner consistent with the individuallearner's current developmental level and learning needs.A physical education program based on a developmental curriculum model is designed in a sequential way that allows children to learn skills, achieve success, and improve their motor performance. A teacher organizing skill progressions developmentally and then challenging a child with appropriately designed tasks using a variety of teaching strategies would reflect a developmental perspective.While all the developmental models have some differences they also share multiple similarities which we will explore through the skill themes approach.

Skill Themes Approach

An example drawn from Graham et al. (2013) demonstrates an appropriatedevelopmental progression for striking using theskill themeapproach.Striking is introduced in the early primary schoolgrades and focuses on the child attempting to make contact with an objectusing lightweight, short-handled implements. At this point, there will be noconsistency, many instances of the object being missed, and inefficient skillattempts at striking the object. Appropriate tasks for this level include strikinga diversity of objects tossed, dropped, or suspended using different directionalstrokes with modified lightweight paddles. As students gain in their consistencyto strike the object, the teacher designs challenges that require the childrento control the object they are striking. These challenges might includestriking with varying amounts of force, repeatedly in success on, and in a specificdirection or toward an object. Once children are successful with thesetypes of tasks and can contact the object on repeated attempts and direct it indifferent directions with varying degree of force, they are ready to move intomore complex activities. In this progression, children will use a variety ofimplements, employ various strokes, and exchange hits with a partner. Successwith these tasks indicates the child has developed a mature pattern of strikingand has control over both body and implement in stationary and moving situations.The tasks would then move to game-like activities in complex, changingenvironments.

The skill themes approach is both a curriculum and an instructional model as it describes both the content of physical education and the pedagogy (teaching process). Two major goals of this curriculum are to 1) develop positive attitudes in young people about themselves and physical activity ultimately resulting in them choosing to be physically active in all stages of their lives and 2) help children develop their movement competence to allow enjoyment and success in physical activity participation (Graham et al, 2013). The content of the skills theme approach is organized by skill themes and movement concepts rather than by dance, gymnastics or games. Children begin by becoming familiar with movement concepts such as space awareness (e.g., self-space, pathways), effort (e.g., flow, time, force) and relationships (e.g., of body parts, with others). Skill themes that represent fundamental movements (locomotor, manipulative, nonmanipulative) are then learned, first in isolation and then combined with other skills and movement concepts in more complex and variable settings such as games, dance, and other physical activities. As young people mature they are given the opportunity to apply their knowledge of skills and concepts to a wide range of movement forms that they find enjoyable andhave implications for future life choices.These choices are thenspecialized into developmentally appropriate games, dance, and gymnastics experiences (e.g., small sided games, inquiry based teaching, transfer to tactics) and ultimately narrowed with young adults taking charge of their own learning and physical activity experiences as they begin to focus their attention on selected activities.

Learning Experience 10.3:

Using your knowledge of basic motor skills, design an appropriate progression for children focused on dribbling using the hands or striking with an implement.

The skill themes approach has four characteristics that combine both the content and the pedagogy of this curriculum and instruction model;

1. Basic motor skills – Skill themes are generic, sequenced from basic isolated movements emphasizing key critical elements to more complex tasks combining other skills and movement concepts. The premise is that if children learn the basic motor skills they will be able to apply them to more complex, and ultimately, adult versions of activities.
2. Developmental levels – Skills themes use individual student’s developmental levels as the benchmark for choice of content rather than grade level or age. In other words, content and activities are selected by what the children are able to do and may result in children doing different activities or skills than their peers, and even an entire class doing something different than another class of the same age group. In other words, match the task to the ability of the children.
3. Scope and sequence – Drawing from motor learning principles, skills themes are visited and revisited at various times across the school year,through massed and distributed practice, rather than being the focus of complete lessons for an extended period of time. In this way, children gain competence and motivation in a particular theme as skill themes are introduced through a lesson segment, revisited for longer lesson portions and perhaps revisited again for one or two full lessons focused on the skill theme.
4. Instructional alignment–In order for children to achieve success in the content being delivered the teacher must determine what it is to be learn, design learning experiencesthat practicethat learning, and finally assess what the children have been practicing. This enables learning to be progressively built on the skills and knowledge being developed by the learner.

Skill themes is a holistic approach to developmental physical education based originally on the early work of Laban (1948) in educational dance. While the emphasis appears to focus on fundamental skills and movement concepts, it must be emphasized that physical fitness as well as cognitive and affective learning are a major focus of this model. However, rather than any of these components being isolated, the sole focus of a unit or viewed as a skill theme of their own, each is integrated throughout the lessons in applied ways. For example, while children are participating in a lesson focused on a jumping and landing themethey may be taking part in a series of rope skipping activities. One of the challenges might be for them to discover, through inquiry-based teaching and learning, which skipping activity makes them the most out of breath and thus has the biggest impact on their cardiovascular output.

Learning Experience 10.4:

Given the above description of the Skill Themes model and the published national standards or outcomes in your country, identify the specific standards that are either a primary emphasis with this model, a secondary emphasis, and, if applicable, not emphasized at all. Provide a rationale for each standard included.

**Adventure Education**

*Standing on the balcony overlooking an adventure lesson I see two groups of 12-15 students standing side by side with their feet touching the person’s feet next to them. Each group is facing in the opposite direction and does not seem to be paying any attention to the other group but focused on what appears to be their own task. Their arms are wrapped around one another’s waists and there is a great deal of chatter and shouts of encouragement as they appear to move as a unit across the space. Apparently their challenge is to work together to get their small group across the hall without losing foot contact. After both groups are successful they come to the center of the hall, stand in a large circle with everyone in the class holding on to a rope. The rope is slowly passed around the group. When the knot gets to each person they share one thing they learned about themselves in terms of cooperation, what allowed their group to be successful, how they felt taking part in this activity, or what or who helped them to be successful.*

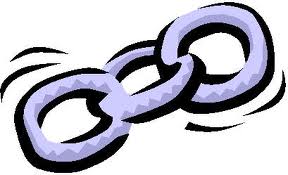
Experiential learning that provides learners with the opportunity to challengethemselves physically and mentally, work cooperatively as a group tosolve problems and overcome risks, and gain respect for, confidence in, andtrust in, themselves and their peers are key components of Adventure Education.These components form the basic philosophy of Adventure Education which is the basis of the model ratherthan the activities that the teacher usesto achieve them.

Adventure in physical education can providemeaningful and challenging goalstoward which students can strive, includeproblem solving and risk taking in order to achieve those goals, and provideopportunities for experientiallearningwithin a safe environment. Adventure might be viewed as themes-based to allow students to progress toward achieving cooperative and challenge goals; getting acquainted and cooperating, building trust, communicating and collaborating, team challenges, problem solving, and low level initiatives. Several concepts key to Adventure Education that set the stage for student interaction and development include the full value contract, challenge with choice, experiential learning cycle and debriefing or processing the experience. We explain each in turn.

*Full value contract (FVC)*– A FVC is an effective way to stimulate learning and assist group members in achieving their goals. The contract is developed by the group highlighting what each member is willing to put into or do during the group experience. The FVC is a way for members of the group to think about their role and behaviors in the group and how those behaviors affect others. As with any contract, the FVC provides the general rules and expectations that will guide group interactions including such things as cooperation toward achieving group goals, safety guidelines to which all members will adhere, commitment to share feedback with all members, and a willingness to be confronted if not living up to the FVC.Using FVCs’ is an excellent approach to having students take more ownership and responsibility in the class.

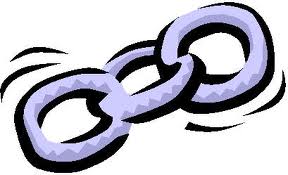
Learning Experience 10.5:

When asked to design a method for students to collaboratively design a FVC one of our preservice teachers suggested the idea of the links on a chain.

[](http://images.google.com/imgres?q=links+of+a+chain&hl=en&biw=1280&bih=930&gbv=2&tbm=isch&tbnid=a2lak-VgNLDhKM:&imgrefurl=http://www.voorhees.k12.nj.us/Page/17130&docid=vujw7C9Wc1MTAM&imgurl=http://www.voorhees.k12.nj.us/cms/lib/NJ01000237/Centricity/Domain/2843/images/chain.jpg&w=409&h=249&ei=oQefTpbKOJCSOrik3PsI&zoom)

Each student comes up with a word or phrase they feel is important for everyone to be successful in physical education class. They each write their word/phrase on one of the links on the chain. In doing so they are making a promise to themselves and to each person in the class that they are going to do their best to abide by what they write down. The chain shows that if even one of the links is broken the whole chain suffers. Like in a class, all the words are linked and if one of the phrases or words is not respected or if people don’t commit to them the whole class is weakened. It symbolizes the importance of each aspect of the class and the people in it. The FVC is posted in the sports hall at every class to remind each person what is expected of them.

Your task is to select an age level and develop a method for students to collaboratively design a FVC for your own teaching setting.

[](http://images.google.com/imgres?q=links+of+a+chain&hl=en&biw=1280&bih=930&gbv=2&tbm=isch&tbnid=a2lak-VgNLDhKM:&imgrefurl=http://www.voorhees.k12.nj.us/Page/17130&docid=vujw7C9Wc1MTAM&imgurl=http://www.voorhees.k12.nj.us/cms/lib/NJ01000237/Centricity/Domain/2843/images/chain.jpg&w=409&h=249&ei=oQefTpbKOJCSOrik3PsI&zoom)

*Challenge by choice* – Based on the idea that not everyone needs to do everything in order to contribute, learn and be successful, challenge by choice is an invitation for students to participate in a way in which they feel comfortable. It is a chance to try a difficult or frightening challenge in an atmosphere of support and caring understanding that it is ok to back off or play a different role if unable to continue due to a lack of confidence or fear. It is critical to help students recognize that it is the attempt that is important rather than the result. Challenge by choice does not suggest that a student can opt out of participation. Rather it provides options that might allow them to participate more confidently. For example, if you design an activity in which students are asked to hold hands around a circle, a progression of choice to accommodate those who are not comfortable touching each other might be designed.

When holding hands is too difficult

* + Hold sleeves
  + Interlock elbows
  + Hold on to buddy rope (a 12” soft rope with loops for hands that connect to another)
  + Let the students sort out how to stay connected

*Experiential learning cycle (ELC)* – While experiential learning is often thought of as merely ‘doing’ or being involved, it is only one of four components of the ELC (figure 10.1) that is necessary if students are to gain depth and application of learning. The four components of the ELC (as noted in diagram below) are 1) activity (the ‘doing’in content chosen to meet a learning goal), 2) personal reflection (reviewing what occurred during the activity), 3) abstracting (making connectionsbetween ideas and experience), and transfer (application of learning). The ELC may take place several times in a lesson, over a series of lessons or overtime as it is a learning process.

Figure 10.1: Adapted from D.A. Kolb (1984).

*Debriefing / processing the experience*–Learning in Adventure Education requires processing of the experience to enable learners to make sense of what they gained. In other words, an activity is just an activity until it is processed to help learners create meaning from the experience. Processing encourages and facilitates the learner in making connections between new and previous knowledge, linking concepts and ideas in ways that make it useable, and internalizing new knowledge for future application. Processing can be broken down into a sequence of steps, ‘what?’, ‘so what?’ and ‘now what?’ and aligned in the ELC. ‘What?’ takes place during the reflection component of the ELC and asks the learner to identify such things as what they did, how they did it, problems they encountered, how they felt? When they get to the abstracting component of the cycle, ‘So what?’ causes the learner to analyze and interpret what they identified as occurring when ‘doing’ the activity to explain their actions.Finally, the ‘Now what?’ question that takes place during the ELC transfer component prompts the learner to recognize what has been learned and how to apply it to future situations.

An Adventure Education curriculumwill look quite different based on the decisions the teacher makes in four categories. 1) The concepts / themestaught (cooperation, communication, trust, problem solving, decision making,team building), 2) the activities selected as the vehicle to achieve these concepts (focused themes-based activities, initiatives,problems to solve, challenges to overcome. cooperative games, individual and group challenges),3) the format ofthe program (lengthened class time, weekend experiences) and 4) even the instructional models chosen to facilitate student learning and development (cooperative learning, teaching through questions, small group challenges). Regardless of how Adventure Education is delivered, one of the main fociis its experiential approach to learning with physical activity as the means forindividual and collective exploration and discovery. The challenges and risksinherent in Adventure programming may produce anxiety and stress. As these challengesare met, self-confidence and self-esteem increase. Many challengesrequire group effort that brings in the idea of a community of learners (seeChapter 6), team-building concepts, and group problem solving (see Box 10.4).

|  |
| --- |
| **Box 10.4 Thread the Rooms**  Theme: Problem solving  Target group: Students able to cooperate and communicate  Group size: 9 in a group  Time: 15minutes  Space: Flat open space large enough for set up as diagramed below  Activity level: Low  **Purpose:**  To promote problem solving and thinking outside the box. This task should also encourage and reinforce cooperation, team work, and communication.  **Procedures:**   * Set out a grid of cones in the format shown below. * Have one student in each sub-square of the grid. * Set up enough grids for groups of nine students; each grid of students becomes an adventure team.     The task is to pass a ball so that is enters every student’s grid at least once. The conditions are that the ball must stay on the ground, the students must stay in their grid square, and no student can touch the ball more than once. The aim is to complete the task with as few students touching the ball as possible. Here is an example of the balls route when seven students of the nine touch the ball.    **Solution:**  With nine students, the actual minimum number of students to possibly touch the ball and have it enter each room is three. However the students will have to work together and think outside the box to come to this conclusion. We will leave you to determine how this can be achieved.  **Debrief:**  Have each adventure team debrief the activity by several members selecting a question from a hat and talking among themselves as they attempt to identify the benefits of the activity for developing their cooperation, teamwork, thinking outside the box, and communication skills. Questions might include:   * What skills were challenged in this task? * What did you find the most difficult part of the task? * Do you feel you worked well together as a team? * What was your role as part of the team? * What hindered team success in this activity? * How did your team go about solving the task? * What might have assisted your team to work together more effectively? |

There are manybenefits to a well-developed and delivered Adventure Education program as students learn to cooperate with and depend on each other to solve the problems presented to them. Adventure activities are one way to increase participants' self-esteem reduce antisocial behavior, promote critical thinking, andimprove problem-solving skills. These benefits can be linked directly to numerous outcomes that we hold for student achievement in physical education.

Learning Experience 10.6:

Given the above description of the Adventure Education model and the published national standards or outcomes in your country, identify the specific standards that are either a primary emphasis with this model, a secondary emphasis, and, if applicable, not emphasized at all. Provide a rationale for each standard included.

**Outdoor Education**

*A weekend orienteering trip to the mountains has been planned. Each small group of skilled orienteers in their final year of post primary school is responsible for designing a 1.5-mile course for the first year students experiencing Outdoor Education for the first time. These planners set about studying the map of the territory, interpreting the three-dimensional nature ofthe symbols on the map, the contour lines that mark the hills and mountains,the blue marking representing either a river or lake, the colored patches thatmark the wooded areas of the territory, and the black lines that are actuallytrails, roads, and power lines. After examining the map for moderately challenging route options that participants might select, and maintain a course that is challengingyet not too difficult control points, the planners mark these points with a grease pencil onthe plastic sleeve into which they have inserted the map. Attempting to keep inmind all they have learned about designing an orienteering course, theyattempt to use environmental elevation, and water as the control points. Asthey make each decision, they attempt to ensure variety in the course, select route options that participants might choose, and maintain a course that is challenging yet not too difficult.*

Outdoor Education uses the natural environment as the context for experientially helping learners increase their enjoyment of the outdoors and their understanding and appreciation for the environment.In order to achieve this, outdoor education is built on three types of learning, 1) physical skills to permit enjoying participation in outdoor activities, 2) environmental awareness related to our natural ecology, and 3) interpersonal growth to allow developing self-confidence and the ability to work collaboratively in a group on an outdoor experience. We will unpack each type of learning in due course.According to Gilbertson et al (2006), ‘outdoor education has been described as a place (natural environment), a subject (ecological processes), and a reason (resource stewardship) for learning’ (p. 4). Outdoor education is a holistic experience that as you will see, is closely linked to Adventure Education even sharing common components.

*Physical Skills*–Outdoor activities that make up the Outdoor Education curriculum are those that take place in a natural environment, tend not to involve competition, and typically require a challenge or risk such as fly casting and fishing, hill walking, hiking and backpacking, orienteering with map and compass, or rock climbing. Gaining competence in these types of activities requires learning new and specific skills, gaining expertise and practice in use of specialized equipment, and maintaining the safety of yourself and your peers through knowledgeable application of safety procedures. Whether archery, snowshoeing and skiing, surfing, kayaking and canoeing, mountain biking, anticipating and responding to the weather or locating a camp site and taking part in camp set up during a camping experience, skill development is crucial. Not all of these outdoor activities can be taught and enjoyed through a school physical education program but sometimes teachers are surprised by the organizations or groups willing to take part in introducing these activities to young people. After all, surf schools are always looking for new participants for their weekend courses, orienteering clubs often seek new members through schools, and local parks departments count on young people to join summer camps. What better way to access such populations than through working with them in introductory modules in physical education?

*Environmental awareness*–Recent warnings of global warming, local and national initiatives to ‘save the earth’ and the worldwide annual Earth Day event have been designed to increase awareness and appreciation of the earth’s natural environment. Environmental education and helping young people become aware of our natural settings (e.g., rainforests, flora and fauna), solving environmental problems with which we are faced (e.g., leave no trace, endangered species), and perhaps linking with other subject areas to focus on concepts and principles that overlap (e.g., map reading, conservation, and toxic waste in science) have never been more appropriate.The intent would be for young people to become more knowledgeable about the out-of-doors and gain the necessary skills to make informed decisions and take responsible action within our communities and natural habitat.

*Interpersonal growth* – This is where we see the most overlap between Adventure Educationand Outdoor Education As noted previously, a key aspect of Adventure Education is student development of cooperating with others, ability to communicate, working together to solve problems and building trust with yourself and a group of peers,all which are facilitated in a contrived environment. We would argue that these same interpersonal skills are necessary in Outdoor Education yet tend to be developed first through adventure programming and then followed up in authentic outdoor settings where the sense of risk is more realistic. In other words, in outdoor education, participants encounter real and varied situations on which they must make informed and reasonable decisions on how to respond. These responses will impact nature as well as others, an area that outdoor education strives to influence.

The most creative way we have seen Outdoor Education delivered in schools is in Maple Valley, Washington (USA) where the teachers make use of a 6-period block schedule to integrate subject areas. The Outdoor Academy integrates physical education, science and language arts, is theme-based focused on outdoor recreation (e.g., fly fishing, rock climbing, biking, and stewardship) and meets every other day for second year students (10th grade). Tracy Krause, 2008 NASPE Secondary Teacher of the Year and 2012 NFL Network Physical Education Teacher of the Year explains their Outdoor Academy like this,

Our language arts teacher, Jamie Vollrath, uses texts such as Old Man and the Sea, A River Runs Through It, Into Thin Air, and Into the Wild to teach concepts intended for 10th grade students. Our science teacher, Mike Hanson, uses water quality testing, aquatic invertebrates, evolution, body systems, and the environment to teach experimental design, the 10th grade science focus. The integration occurs when the three of us plan our units together. For example, while I am teaching fly casting and fly tying, Mike is teaching water quality and aquatic insects, and Jamie is teaching A River Runs Through It. We are able to take our students into the field several times each month to participate in real science, become environmental stewards (plant trees, trail maintenance), and learn what it means to be conscientious users of public lands. (<http://www.aahperd.org/naspe/awards/peAwards/toy/08-T-Krause.cfm>).

Learning Experience 10.7:

Investigate your community and identify links that you might make between physical education and outdoor education (e.g., an adventure center, parks department program). Describe how you might work cooperatively with this resource to strengthen the outdoor program in your school.

With the wide spectrum of activities that make up outdoor education, some that require more social interaction (e.g., hill walking or camping), others a higher degree of fitness (e.g., rock climbing or snowshoeing), and still others more cognitive challenge (e.g., orienteering or fly fishing), depending on the choice of activities and the purpose for which they are undertaken, outdoor education can address numerous learning goals and standards/outcomes.

Learning Experience 10.8:

Given the above description of the Outdoor Education model and the published national standards or outcomes in your country, identify the specific standards that are either a primary emphasis with this model, a secondary emphasis, and, if applicable, not emphasized at all. Provide a rationale for each standard included.

**Sport Education**

*Students move to their team space in the gymnasium and begin warming up under the direction of their team trainer who has designed stretches appropriate for the 25-lessonvolleyball season in which they are participating. While students are warming up, team managers are reporting attendance to the teacher. As soon as all students are warmed up, they move into skill practice emphasizing the pass, set, and hit in a core drill formation under the direction of theirteam captain and with skill feedback from the teacher. After 15 minutes of varied skill practice, the team captains direct their teams to assigned courts for a series of small-sided, three-versus-three volleyball games, which is the first round of games in the season’s competitive schedule. Student officials and scorekeepers maintain the pace of the games to ensure that the first round is completed by the close of class. Prior to class dismissal, the duty team compiles the scores and records them on the publicity board while the team equipment managers collect the volleyballs. Members of each team select the member whom they feel displayed the most team effort for the dayand that individual's name is put on the fair play board.*

In this scenario, students are actively engaged in the sport as it is actually played, working on skills in a realistic game-play situation, taking charge of various aspects of warm-up, practice, and game activities, and all under the direction of their selected team leaders. Students are interested and involved in their own sport experience, so their efforts toward improvement have a focus.

Sport Education defines the content of physical education as sport and provides direction on how sport can be introduced to all students within the context of physical education. Based on the assumption that sport derives from play and is an integral part of many international cultures, within this model, sport is defined as "playful competition" (Siedentop, 1980). Sport Education is a curriculum model designed to provide students with an authentic, in-depth, and educationally rich sport experience within physical education. It is intended to move isolated skill practice through drills out of the curriculum and into sequential, progressive, and realistic game-like situations in which students learn to organize and manage their own sport experience. The primary objective is the development of skilled and competent sport participants through which learners have the opportunity to develop the skills and understanding of strategies necessary to participate in sport successfully throughout life. Although content may be similar in some instances, Sport Education, when used well, and with appropriate instructional models employed,does not fit into a multi-activity format of short units of instruction.

Sport Education evolved from the perspective that physical education was not teaching sport in ways that allowed students to experience an authentic sport experience. A major focus of this model is to help students become skilled sportspersons and provide opportunities for them to take responsibility for their own sport and physical education experiences. Six features characterize Sport Educationand distinguish it from more traditional forms of physical education: Seasons, affiliation, formal competition, record keeping, culminating event and festivity. Although these features are typically seen and experienced in after-school and organized sport, they are less frequently a part of physical education in schools in a more traditional curriculum. We think they should be and describe our understanding of each and its application to physical education.

*Seasons* – Sport is organized in seasons lasting longer than the typical physical education units (primary 10-12 lessons, post primary 18-20 lessons). These longer seasons include both practice and competition built into every season to enable students to gain skill and competence in all aspects of the game. Within these seasons activities tend to be modified into small sided games that allow all students to be successful and have more opportunities to participate.

*Affiliation* – Students are members of equal ability teams and maintain membership in that team throughout an entire season. All students learn multiple roles within the team therefore taking responsibility for aspects of planning and running the season. All members are first and foremost a team player. In addition, all team members must learn to play what are called ‘duty team’ roles that function on competition days and might include referee and score keeper. Ideally as both the teacher and students become comfortable in a Sport Education season every student might have responsibility for a non-playing role in addition to their main role as player. These non-playing roles might include such roles as coach, captain, trainer, publicist, equipment manager and any other that might assist the teacher and teams in overseeing functioning of the season. Finally, depending on the sport or activity that is the focus of the season, specialist roles might be required such as choreographer for a dance troupe, starter in athletics, line judges in net games, and safety officer in weight training.

*Formal competition* – As noted above, a season includes both practice and competition and these competitions themselves will tend to be progressive, perhaps singles competition followed by pairs competition in badminton, 2 v 2, 4 v 4 and 6 v 6 Ultimate Frisbee competition, and perhaps levels of difficulty in gymnastics competition. Regardless of which type of progression is designed for the season it is posted and followed just as would be done in authentic sport. This formalized competition schedule makes practice sessions and roles more meaningful as players and teams begin to see their progress throughout competition.

*Record keeping* – Maintaining a record of performance is key to sport education as it allows individual students to recognize their progress, teams to be acknowledged for strong performances, and might serve as a tool for individual and team goal setting. In addition to serving to inform players on their performance, records are also a method for determining team standings across the season. Sport Education encourages season standing to be determined using a point system that recognizes fairplay, teamwork, role performance and other aspects of sport beyond the win / loss record and these types of data can be recorded and publicized as well.

*Culminating event* – Typically sport seasons end in some type of culminating event whether it is the Ryder Cup in golf, Wimbledon in tennis, Heineken Cup in Irish rugby, or the biggest culminating event of all, the Olympic Games. In Sport Education, the emphasis in the culminating event is intended to recognize all participants, involve play by all and provide opportunities for success in all aspects of the season. Part of this culminating event should include an awards ceremony to recognize team standing, skill performance, teamwork and aspects of the season that were successful and important.

*Festivity* – Sport is festive. Teams are prepared, excited and committed, fans come to observe and cheer on their favorite team, sport venues are filled with banners, flags and slogans and fans are decked out in colorful team attire. This is a huge aspect of sport that is included in a school Sport Education season and helps young people to learn that sport isn’t just about the winners but is about the enjoyment of taking part, improving, and being successful.

During a Sport Education season theroles of the teacher, students, and community change within the framework of physical education. Siedentop, Hastie and van der Mars (2011) described the teachers’ role as that of being an ‘instructional engineer’ sharing responsibility with learners as they begin to take responsibility for their sport experience. The balance of teacher-student roles shift(figure 10. 2) when taught through a student centered Sport Education season (on right below) rather than a more traditionally approach (on left below).

Teacher Teacher

Student

Student

Figure 10.2: Changing roles of teacher and student

As the teacher facilitates learning, provides and shares instruction with students, works with students to manage the environment and assesses student achievement, the learners become skilled at assuming responsibility, leadership, working as a cooperative team, and learning with and from one another. They become decision makers and problem solvers holding each other accountable for fairplay and teamwork.

Learning Experience 10.9:

Begin to outline the design of a Sport Education season to be delivered to your students.

1. Context for season
   1. Age group or class
   2. Sport
2. Teams
   1. Number of teams and team size
   2. Team selection process
   3. Strategies to build team affiliation
3. Roles
   1. Determine and define roles
   2. Student role selection/assignment
   3. Strategies for teaching roles
4. Festivity
   1. Awards, recognition, rituals & traditions
5. Season Design
   1. Length of season
   2. Competitive schedule
   3. Culminating event
6. Record Keeping
   1. Scoring
   2. Statistics
7. Extra Touches
   1. Newsletter
   2. Handbook
8. Facilities and Equipment
   1. Include everything from pencils to stopwatches to referee jerseys

With its focus on demonstrating motor skill competence, being physicallyactive, and taking responsibility for their personal and social behavior, a well-designed and delivered Sport Education season should facilitate all students achieving specific standards and learning goals.

Learning Experience 10.10:

Given the above description of the Sport Education model and the published national standards or outcomes in your country, identify the specific standards that are either a primary emphasis with this model, a secondary emphasis, and, if applicable, not emphasized at all. Provide a rationale for each standard included.

**Tactical Games Approach to Teaching Games**

*A number of years ago, while observing a post primary school physical education class I was surprised to see boys and girls spread out on the field in a number of4 v 4 games, maintaining possession of the ball and providing support to the ball carrier rather than seeing a ‘clump’ of players moving down the field all surrounding the ball like a large amoeba. During a short interval, players grouped around the teacher who was questioning them on the goal of the game, what was necessary for them to be successful, why particular skills or movements would assist them in improving and if they knew how to perform the skills/movements identified. While the students indicated short crisp passes were necessary they admitted that they were not great at performing them. With that the teacher set the students up into a skill practice task, demonstrated how and what to do with critical points on passing and receiving emphasized, and then started practice providing feedback as students progressed. This skill practice did not last an extended period of time but was directed by specific goals for achievement. When the teacher put the children back into the same game they carried on with what appeared to be improved performance. In questioning the teacher, she indicated that this was the Tactical Approach to Teaching Games and while her students ‘were not yet better players they had more fun as they knew what to do and when to do it’.*

Games teaching constitutes a huge portion of most physical education programs yet often games are not taught in realistic and challenging ways. They tend to focus on winning, favor the elite performer, and leave many less skilled young people standing to the side with no notion of how to play the game. While many teachers teach both game skills and tactics they often teach them in isolated ways that do not help players understand what to do, when to do it, why it will help, and how to do it effectively. At least one of the authors of this book was guilty of this when teaching middle school physical education a number of years ago. Not knowing games well, students in my classes learned skills in isolation and practiced through a multitude of drills (not necessarily game like) and then finally played in a tournament with me assuming they would know how it all fit together. In hindsight, they really did not learn how to play the game thus their enjoyment was limited.

Tactical games evolved from the early work ofBunker and Thorpe (1982) on Teaching Games for Understanding (TGfU) and Ellis (1983) and Almond’s (1986) games classification system. Bunker and Thorpe (1982) identified several problems associated with skill-based games teaching, including a lack of student motivation for skill practice and their inability to perform skills or make appropriate decisions during game play. As a result, they designed TGfU as an alternative method for teaching games, that emphasized students’ finding solutions to problems posed to them in game play situations.TGfU is a six stage model that places the student at the center of learning in a problem-based context.

1. *Game play* – The lesson begins with a game that is modified and/or exaggerated to set students up with tactical problems. The modifications and exaggerations developed are a result of the developmental level of the students, space and equipment available, and numbers of players.
2. *Game appreciation* – As students play the game they come to understand that their responses are based on the restrictions placed on them through the modifications and exaggerations.
3. *Tactical awareness* – If a well-designed game, it should represent the same problems, principles and skills of the parent form of the game with students becoming aware that by making appropriate decisions, and using selected tactics, they can successfully play the game.
4. *Making appropriate decisions* – Typically students need help in making appropriate decisions (e.g., “Do I Shoot, pass, or dribble?”). This can be achieved by the teacher asking questions that cause the student to think about what to do and how to do it.
5. *Skill practice* – Once students recognize how the skills are used in the game, they are likely to understand that they need to practice the specific skills or movements, and willing to take part in well-designed skill practice tasks to allow them to improve performance.
6. *Game play* – Putting students back into a game allows them to see how much they have improved as a result of this cognitive and psychomotor development process.

As Mitchell, Oslin and Griffin (2003) worked with TGfU they developed the Tactical Games model which is a consolidated, more applied and teacher friendly approach (figure 10.3).

1. Game form

(representation, exaggeration)

3. Skill Execution

**(How to do it?)**

*Skill practice*

2. Tactical Awareness

**(What to do?)**

*Problem-solving by students*

Figure 10.3: Adapted from Mitchell, Oslin, & Griffin (2006)

They advocate for development of tactical frameworks (tactical breakdown for different game forms with tactical problems and solutions) and identification of game complexity levels (appropriate developmental sequencing of content). As students are helped to make sense of tactical problems and associated decisions, Tactical Games teaching emphasizes the importance of questioning if students are going to think critically to solve tactical problems. They suggest building questions by what you want the students to achieve. For example, if you are working toward…

* ***Tactical awareness***…ask, *“What do you …?”*
* ***Skill execution***…ask,*“How do you…?”*
* ***Time***…ask,*“When is the best time…?”*
* ***Space***…ask,*“Where is/can…?”*
* ***Risk*** or ***Exploration***…ask, *“What choices…?”*

It is hoped that this tactical focus will assist students in carrying their understanding over to other similar games. For instance, whether pickleball, badminton, table tennis or tennis, net games have more similarities than they have differences (e.g., goal of game, striking an object with an implement, court divided, tactical problems). By using a tactical approach, teachers can design progressive, developmentally appropriate lessons that help students learn and apply tactics and skills across a range of similar games.

Learning Experience 10.11:

To help you understand the idea of transfer of skills and tactics from one game to other ‘like’ games, select one of the game categories (invasion, net/wall, striking/fielding, target) and identify the similarities between games in this category.

Mitchell, Oslin and Griifin (2003) designed a planning framework to guide lesson design within the instructional component of the Tactical Games approach that has proven useful for teachers in delivering the approach.

***Tactical problem***

***Lesson Focus***

***Objectives***

1. **Game:** conditions / goal / questions
2. **Practice task:** goals / cues / extension
3. **Game:** conditions / goal
4. **Closure**

Although Tactical Games approach has a focus on games, the learning outcomes which students strive to achieve go beyond game performance to include understanding strategies and tactics applied to game play, As students gain skill and knowledge in game play they will enjoy participating in games activity for the enjoyment and challenge.

Learning Experience 10.12:

Given the above description of the Tactical Approach to Teaching Games model and the published national standards or outcomes in your country, identify the specific standards that are either a primary emphasis with this model, a secondary emphasis, and, if applicable, not emphasized at all. Provide a rationale for each standard included.

**Taking Personal and Social Responsibility**

*When arriving to the athletics pitch, it appears there are a range of activities taking place, all related to disc sports and/or events. One group of youth are engaged in a high level 7 v 7 competitive game of ultimate, another appear to be challenging themselves in various individual technical disc field events (maximum time aloft, throw, run and catch, and throw for distance), and a third group is playing a 5-hole game of disc golf in pairs. A student who is challenging himself to the throw for distance event explains that they have been given the choice of which activity they want to take part in depending on how much effort they want to exert. He indicates he does not much care for team games and tends to get frustrated and angry so prefers to focus on what he can do on his own. One of his classmates involved in the competitive game seems to thrive on the teamwork component and spends a great deal of time interacting with, and encouraging, his peers. The teacher appears to move among the groups talking to many of the students informally, challenging others and in a couple of instances merely watching quietly; she seems to make decisions based on what the students need. As the class comes to an end, the teacher brings the class in and they all sit around a circle. Discussion revolves around how class went today and whether students met the teamwork goals they had set for themselves. One student indicates the barriers he ran into in his interactions while another acknowledges a peer who helped him through a difficult game decision.*

In Chapters 6 and 7 we discussed that while not the primary purpose of Hellison’s Taking Personal and Social Responsibility (TPSR) model, it might be used as a means of practicing ‘primary prevention’ by helping students learn how to be responsible for their own behavior and to act responsibly toward theirclassmates. We emphasized Hellison’s notion of responsibility levels as goals for students to achieve in their development as responsible individuals both in and outside of the classroom. While Hellison acknowledges that teachers, faced with frequent behaviors that impact both teaching and learning often use the responsibility levels to manage the classroom rather than teach responsibility, he reminds us that behaviors are only one aspect of responsibility with attitudes, values and beliefs forming the basis for displayed behaviors.

Hellison tells a story of how the TPSR model came to be what he calls a ‘theory-in-practice’ as it continues to develop and evolve through practice. In coming to understand TPSR, the first question with which we are challenged is ‘What’s worth doing in physical education?’(Hellison, 2011). As we have seen throughout this chapter, teachers have many views of the goods of physical education which differ greatly and can include; wanting students to enjoy being active, competent in sport and games, adventurous and willing to take risks in the outdoors or even maintaining a level of fitness. Hellison(2011) concluded that for him, “helping my students to take more responsibility for their own development and well-being and for supporting the well-being of others was perhaps the best contribution I could make” (p. 6). He suggests this requires sharing power with young people, allowing them to take responsibility for their own experiences and gradually shifting decision making to them.

In this section, we discuss TPSR as a curriculum model highlighting what Hellison refers to as a flexible framework ‘of basic values, ideas and implementation strategies’ that make up the model. We will delve into the instructional models and teaching strategies when we get to chapters 14 and 15. The TPSR framework is composed of eight critical components that Hellison (2011) describes as:

*Core values* place the child first and focus on helping them be the best they can be across all aspects of their lives, i.e., emotional, social, cognitive and physical.

*Assumptions* around which TPSR is based include recognition that teaching personal and social development must be intentional, programs need to be directed and include a limited set of specific goals, and that TPSR needs to be embedded into the content through effective teaching strategies.

*Levels of responsibility* focus young people on personal and social responsibility content for which they are accountable and must take responsibility. These levels/goals are displayed in a progression for teaching and learning. While these levels/goals tend to be built one upon the other, Hellison reminds us that not all students will progress in the same fashion or at the same pace. Table 10.1 displays the levels of responsibility and the components toward which students must take responsibility.

Table 10.1: Components of the Levels of Responsibility

|  |  |
| --- | --- |
| Levels | Components |
| Level I  Respecting the rights and feelings of others | 1. Self-control 2. Right to peaceful conflict resolution 3. Right to be included and to have cooperative peers |
| Level II  Effort and cooperation | 1. Self-motivation 2. Exploration of effort and new tasks 3. Getting along with others |
| Level III  Self-Direction | 1. On-task independence 2. Goal-setting progression 3. Courage to resist peer pressure |
| Level IV  Helping others and leadership | 1. Caring and compassion 2. Sensitivity and responsiveness 3. Inner strength |
| Level V  Transfer outside the gym | 1. Trying these ideas in other areas of life 2. Being a positive role model for others, especially younger children |

Adapted from Hellison (2011)

A program leader in the physical education class is the teacher who designs and teaches the program. *Program Leader Responsibilities* include the five themes of empowerment (shift of responsibility to the student), self-reflection (What’s worth doing? Is it working? What’s possible?), embedding (TPSR levels and strategies integrated with the content), transfer (responsibility beyond the gym and into students’ lives), and our relationship with young people (relationships matter and must be about the individual). Hellison suggests while the levels are the responsibility of the students, these themes are the responsibility of the teacher / program leader as they guide daily implementation of TPSR.

*Daily Program Format* (Table 10.2) is designed to guide every class session and involves five teaching strategies, each that addresses one of the themes (empowerment, self-reflection, embedding, transfer, and relationship with young people) described above.

Table 10.2: Daily Program Format

|  |  |
| --- | --- |
| Feature | What it Looks Like |
| Relational time | Initially referred to as *counseling time,* teacher interactions can take place before, during or after class and include a friendly chat or just checking in with a student on how they are feeling. |
| Awareness talk | Conducted with the entire class as a way to introduce the idea of taking responsibility. Teaching the levels of responsibility becomes part of the awareness talks and may occur gradually and ultimately involve students sharing their understanding of the levels. |
| Physical activity plan | The majority of the lesson should involve the integration of TPSR with the activity focus and learning experiences designed for the students. |
| Group meeting | Held toward the end of the lesson, the group meeting is intended for students to share their insights on how the lesson went, how they and their peers did, bring up problems they encountered and discuss what the teacher did or didn’t do. |
| Self-reflection time | This is the time at the close of the lesson when each student assesses his or her behavior, how they helped, or hindered others, achievement of their responsibilities, and how they might transfer their learning to other aspects of their life. |

*Suggested embedding strategies* require the teacher to know the lesson content and TPSR content, and the pedagogy involved with individual activities and those that promote TPSR, and how to design learning experiences that integrate the two in worthwhile and appropriate ways. This is a huge aspect of teaching TPSR and perhaps the most difficult to gain the skill and experience to do so effectively. It seems teachers are often able to interact on various levels with different students (relational time), teach the responsibility levels (awareness talks), and even lead students in reflecting on how responsible they were in class (self-reflection time), yet are less able to integrate affective behaviors (cooperating, caring, respecting) into a physical education lesson. For example, if a teacher is attempting to motivate students (Level II) to participate in a fitness circuit, TPSR suggests providing young people with choices. At a teachers’ workshop in Ireland, Hellison challenged us to complete 10 push-ups, or ‘as many as you can’, using either full push-up position or modified, and in an aerobic activity to choose a distance and pace to complete a run. The scenario you read at the start of the TPSR section is an example of Level III – on-task independence. Students are invited to take part in one of three activities designed by the teacher based on their own self-identified needs, interests, and abilities. One way to begin might be to define the affective personal and/or social behavior so you can teach it. In other words, Level I identifies students having cooperative peers but what does a cooperative peer look like, what do they do to make them cooperative, how can a student recognize cooperation in another person? If we define cooperation as teamwork, sharing common goals, praising, encouraging, and assisting others, then we are able to design learning experiences in which students are better able to develop these skills rather than just hearing us say, ‘Come on, let’s cooperate’. For example, a team might be asked to choose a team name to identify themselves for a basketball season they are starting. Once in the season, the team is charged with setting a team goal for the day’s lesson and determining how they might support one another in achieving it. As members of a team to which they can identify, the idea of building team status in the class might serve to reinforce the idea of cooperating to achieve success. Additional ideas on which you might draw are introduced and developed in Chapter 13, *Developing effective teaching practices* and Chapter 14, *Selectingappropriate instructional models*.

Learning Experience 10.13:

Let’s try this planning strategy. Select a personal or social behavior that you would like to teach (e.g, sharing, listening, trusting). Define that behavior in terms of what it would look like. Design a learning experience in an activity of your choice that would allow students to develop this behavior.

*Problem solving* and how to deal with students who do not want to participate, who choose not to take responsibility for their own behavior or the treatment of others, is something that all teachers must be prepared to encounter. Reflection-in-action is basically when a teacher assesses a situation as it occurs and makes an on-the-spot decision on how to respond. TPSR proposes what has become known as a ‘solutions bank’ that is filled with ‘If – Then’ ideas. For example, if Jamie gets angry while participating in a group activity and pushes another student, solutions might include putting him in a time out away from his peers, possibly spending some quality relational time with him, asking him for an apology be given to his peer, or maybe Jamie would might suggest that when he is starting to get upset, he just give you a high sign and remove himself from interaction with others until he calms down. Chapter 6, *Self-managed students,*Chapter 7, *Preventative management*, and Chapter 8, *Developing discipline*provide additional ideas and insights to inform your practice in this area.

*Assessment* of TPSR and its implementation in physical education needs to reflect and measure the core values and TPSR themes. This may be done through formal and informal student and teacher lesson evaluations. For example, a class might be striving to reduce the number of conflicts that occur during their invasion games unit as competition and frustration tend to foster arguments. Time is spent during various lessons learning and practicing different ways to handle disagreements (negotiation, sitting out of class, self-officiating, or making new rules). The teacher and students keep a public record of the number of conflicts that occur each day, how they are resolved and what steps might be taken to maintain the progress being made. When having students assess their personal and social responsibility group meetings and reflection time are perhaps the most useful and immediate methods for assessment. However, more formal types of assessment might include student reflection on behavior or assessment rubrics developed for specific situations. One of the most important consequences of students assessing themselves is the empowerment it provides for them, especially if the teacher acknowledges and uses their input. While not specific to TPSR, there are a number of useful assessment tools described in Chapter 11, *Why-What-How-Who-When to Assess* and Chapter 12, *Assessment instruments and scoring*that might be useful for assessing personal and social responsibility.

Learning Experience 10.14:

Given the above description of the Teaching Personal and Social Responsibilty model and the published national standards or outcomes in your country, identify the specific standards that are either a primary emphasis with this model, a secondary emphasis, and, if applicable, not emphasized at all. Provide a rationale for each standard included.

**Social Issues Models**

*When walking out of a sports store last week, I was approached by a young man asking if I had a moment to chat with him about a cultural studies project he was doing in his physical education class. He shared that he and his peers had been invited to help the teacher develop the physical education curriculum for their final year of post primary school. As a first step, they were conducting a community mapping assignment focused on examining in detail the town’s youth outreach and its sport, recreation and leisure infrastructure. They were collecting information to identify the physical activity opportunities available to young people, assess how much these physical activity settings are accessed and used by young people, critique facilities for physical activity in and beyond the school (e.g., safety, attractiveness, gender, age, special needs, accessibility, cost) and understand how and why young people might become engaged in physical activity during and after school hours. He and his peers were speaking to young people, senior citizens, shop keepers, youth organizations, and any members of the community willing to share their perspectives. By gaining insight about this aspect of the community, it was hoped that these young people might better appreciate what is available to them when they leave school, influence their teachers’ planning for a positive physical education experience, facilitate links between school physical education and the activity outlets in the community and to advocate for the improvement of physical activity facilities and opportunities for youth in the local community.*

Traditional physical education tends to be based on a sporting model focused on games teaching with the outcome being teachers, students and the public considering sport and physical education as one entity. We have come to recognize that an overemphasis on sport may suit some students well yet on the other hand it may cause some young people to choose not to take part in physical education, find their needs and interests overlooked or ignored, shy away from physical activity they associate with sport, or even not find access to the sport/activity of their choice outside of school (Ennis, 2003; Lawson, 1998). As Tannehill (2007) noted, “We need to do things differently, move away from curricula that mirror only what has been done in the past, and build programmes that reflect the desires and needs of young people so that they might persist in their efforts to develop physically active lifestyles”. Suggestions proposed by numerous researchers who have worked with youth (e.g., Enright and O’Sullivan, 2010; Oliver et al, 2009) encourage providing alternative activities that meet the needs and interests of young people, offering students an element of choice in activities and effort, consulting youth on what types of activity appeal to them, and inviting students to be involved in the design of the physical education program.

*Cultural Studies*

The cultural studies curriculum model as initially proposed by Kinchin and O’Sullivan (1999) was an attempt to meet the needs and interests of children and youth from various backgrounds, cultures, socioeconomic levels, and communities. The intent is to develop young people as questioning, curious, and critical participants in sport and physical activity in today’s society. Through reflecting on their own experiences in physical activity and sport, students are encouraged to consider how these fit with their personal needs and interests and how some individuals are marginalized by activity opportunities available in their school and community. They are prompted to consider sport and physical activity beyond their communities, both nationally and internationally, and to uncover the cultural and social influences that impact physical activity and sport, such as provision and accessibility, and the positive and negative outcomes of sport and physical activity to individual and community well-being. There are many directions that can be explored within the cultural studies curriculum model from social issues that influence physical activity opportunities to political issues impacting sport, or from health themes such as obesity to the influence of drugs on athletic performance.

The cultural studies curriculum model allows students the opportunity to be physically active in a selected movement form or sport while also exploring the issues related to the sport or physical activity from various perspectives. Cultural studies intends to help young people make meaningful connections between what happens in physical education with aspects of their lives beyond the classroom including family, friends and others in the community. For example, during a dance unit, the physical education teacher at a post primary school and her students decide to co-teach a ‘dance across the generations’ theme unit. On the first day of class, students watched the YouTube video, MrVeedeoMan (http://www.youtube.com/user/MrVeedeoMan) which is a fun presentation of dance over the last 50 years. Students worked as a dance troupe to discover the types of music and dances that their family had been involved with over the past few generations from older siblings to parents and from aunts and uncles to grandparents. Troupes interviewed family members, filmed video clips of family members dancing and developed their own routine to reflect these dance moves. During class, the students took part in teacher designed lessons to focus on rhythm and various dance concepts, troupe-or individually-led practice of specific dance steps, and viewing of numerous student-resourced YouTube or video dance displays. A final event allowed dance troupes to display their artifacts and demonstrate their routines with students sharing insights they had gained about dance and their own family histories.

The cultural studies curriculum model continues to evolve as do the settings where it is being developed and studied. In the US, Kinchin (1998) and Kinchin& O’Sullivan (1999) began by examining the perceptions of students participating in a cultural studies unit focused on gender, the body, and media influences in sport. Their next step was a study of student and teacher reactions to a social inquiry unit in sport applied in post primary physical education (O’Sullivan, Kinchin, Kellum, Dunaway, and Dixon, 1996). Influenced by the above work and that of Oliver and colleagues, discussed in the next section, Enright and O’Sullivan (2010) used participatory action research as a pedagogy to help a group of secondary girls in Ireland design, coordinate, and evaluate a student-led physical activity club in an after school programme in an Irish secondary school (Enright & O’Sullivan, 2010). Recently, the National Council for Curriculum and Assessment in Ireland has included Cultural Studies, renamed Contemporary Issues in Physical Education, as one of the five curriculum models framing teaching and learning in physical education for all students in their final three years of post primary school (<http://www.ncca.ie/en/Consultations/Senior_Cycle_Physical_Education/LCPE_Framework.pdf>)

*Student-Centered Inquiry as Curriculum*

Over the past number of years,Kim Oliver and her colleagues have focused on learning to listen and respond to young people using inquiry-based approaches (Oliver, 1999, Oliver &Lalik 2004a,b, Oliver, Hamzeh, &McCaughtry 2009, Oliver &Hamzeh 2010). As a culmination of this work, Oliver &Oesterreich (2012)have introduced *Student-Centered Inquiry as Curriculum* as a way to change schools and physical education to facilitate the learning of all young people. They suggest that this change must involve engaging the students, seeking student input, listening to and responding to student ideas, inviting students to participate in the design of the curriculum to meet their individual needs and interests, and ultimately empowering students to invest in, and take responsibility for, their own learning. Oliver et al (2012) advise that if preservice and practicing teachers are to understand how to use inquiry as a means of listening to student voices, then teacher educators must become skilled at using inquiry in their education programs and demonstrating it in applied ways in our classrooms. In other words, they suggest that the teacher education curriculum needs to redesign itself to reflect student-centered inquiry as well. From Oliver et al’s (2012) perspective, this redesign of teacher education includes recognizing that teacher education need not be university-based and should reflect such changes as 1) a flexible syllabus that is open to change yet with enough structure to support preservice teachers, 2) that physical education might be more significant to young people if taught, and learned, through concepts or themes-based rather than content-based approaches, and 3) that pedagogical issues, such as classroom management strategies, might best be taught as they occur in the classroom with young people.

Student-Centered Inquiry as Curriculum suggests that preservice teachers’ learning be student centered while helping young people to be aware of physical activity opportunities available to them. Oliver et al (2012) support the idea that preservice teachers be actively engaged with teaching young people while they themselves are learning; suggesting that the two go hand-in-hand. In order for this to occur an environment that allows for growth among preservice teachers and youth in schools is critical; it must reflect respect, caring, and understanding among and between all involved in the teaching and learning setting. There are four phases in the cyclical process of Student-Centered Inquiry as Curriculum that include planning, responding to students, listening to respond, and analyzing responses. In order for student-centered inquiry as curriculum to work, the cyclical process must take place with teacher educatorsand preservice teacher at the same time it is taking place with preservice teacher and students. This allows inquiry to take place in two cycles simultaneously to impact the learning of teacher educator, preservice teacher and student. Oliver et al (2012) emphasize that by living a Student-Centered Curriculum as Inquiry model, and implementing it with students in a physical education setting, preservice teachers learn to be student-centered teachers.

Learning Experience 10.15:

*A World Cafe is a collaborative dialogue that draws together the collective ideas,knowledge and perspectives of a group, shares the outcomes of discussion in an interactive forum, and develops creative insights and solutions to challenging problems. The room is set up like a café with 4-5 people at each table.*

*Discussion rounds of 15-20 minutes focused on one topic take place with notes kept on large poster paper.*

*Move and share takes place after each discussion round. One person remains at the table to share what happened with the next group while the other members separate to different tables.*

*Discussion continues and deepens with each new round until everyone has moved to each table. Finally, after all rounds are completed, groups come together for a large discussion to share their insights and ideas.*

<http://www.rainmaker-coaching.co.uk/worldcafeknowledgecafe>

Set up a World Café with your teaching peers focused on social issues related to physical education, physical activity and sport. Attempt to identify issues that might serve as the focus of a cultural-studies or student inquiry as curriculum unit.

Kinchin and O’Sullivan (2010) note that, ‘there is little to no ‘curricular space’ for consideration of the role of sport and physical activity in students’ lives, or how individual, community and societal factors enhance or inhibit personal and sustained commitments to lifelong healthy lifestyles’ (p. 345).

Learning Experience 10.16:

Given the above description of the Cultural Studies model and the published national standards or outcomes in your country, identify the specific standards that are either a primary emphasis with this model, a secondary emphasis, and, if applicable, not emphasized at all. Provide a rationale for each standard included.

**Health and Wellness Models**

*It is Monday morning and students come to physical education prepared to self-assess their progress on developing cardiovascular fitness in a physical activity of their choice. Each student has set a personal goal and determined theirtraining heart rate zone necessary to reach that goal. Students enter the gymnasium from the changing rooms and pick up their heart rate monitors from the rack, get them on and secure, and begin to warm up in various activity groups. Those who have selected jogginghead outdoors while the step aerobics group begins low-level stepping. The in-line skaters move to theirworkout area while the basketball players begin activity. They warm up until their heart rates reach their self-determined training zone and they then attempt to maintain this level for 20minutes. Warm down is done as a group as students interact and talk about how they felt during activity. Students download their watches to the class computer, note on their own physical activity cards how many minutes they spent below, at, or above their training zone, and make notes in their physical activity journal. They will take time to reflect on their performance and how well they are working toward achieving their goals.*

Historically, physical fitness has been regarded by some as the major goal of physical education. In the US, part of this was an outgrowth of poor youth fitness for the purpose of military readiness. Physical education thus became a prime vehicle to improve youth fitness. As Exercise Physiology evolved as an exercise science sub-discipline, this goal was coupled with an emphasis on strenuous activity that adhered to frequency, intensity, and duration guidelines. Such physical education classes tended to either focus on one or two aspects of fitness in a single session which were often said to be overly strenuous, boring resulting in young people being disheartened, or involve merely an introductory fitness segment (i.e., calisthenics) that did little more than warm young people up for activity. More recently, our conceptions of fitness education have changed and, as a result, so have the outcomes we expect from what was known as Fitness Education. Today, physical education programs are focused primarily on giving students the knowledge and skills to make independent decisions on physical activity choices and the desire to choose regular participation over a sedentary lifestyle. Corbin, Welk and Pangrazi (1994) provided an excellent summary contrasting these two fundamentally different “Exercise Prescription Model” and “Lifetime Physical Activity Model” perspectives.

Although programs using continuous high intensity (high heart rate) activity are not physiologically harmful to children, they are not the most appropriate for children. It is possible, given what we know about effort/benefit ratios and developmental needs of children that such activity can decrease rather than increase motivation for future activity. (p. 7)

The main goal of this more recent curricular focus is to provide young people with the skills and knowledge that will prepare them to develop and maintain lifetime physical activity. Lack of physical activity, rather than poor physical fitness, has been identified as a cardiovascular risk factor, hence, the of this health related focus. A lack of physical activity in combination with poor eating habits has resulted in a high number of children and youth being overweight or obese. With this in mind, and as noted in Chapter 1, internationally physical activity initiatives have been developed and are being implemented with the goal of educating the public on the importance of physical activity and to get people moving In the U.S. there are numerous initiatives sponsored by the President’s Council on Physical Fitness (<http://www.fitness.gov>**), the***National Physical Activity Plan* ([www.physicalactivityplan.org](http://www.physicalactivityplan.org)), the *Active Schools Acceleration Project*(<http://www.activeschoolsasap.org/about/asap>) and the *Let’s Move in Schools* program (<http://www.aahperd.org/letsmoveinschool/index.cfm>) to name a few. In other countries similar schemes are being implemented, such as the *Active Schools Flag* (<http://www.activeschoolsflag.ie>) and *Get Ireland Active* ([www.getirelandactive.ie/](http://www.getirelandactive.ie/)) in Ireland, while in the U.K. there is the *PE and Sport Strategy for Young People* (<https://www.education.gov.uk/publications/standard/Physicaleducation/Page1/)> and the Active Schools program in both Scotland and New Zealand.

In response to the consequences of inadequate physical activity and poor eating behavior, the Centers for Disease Control and Prevention (CDC) in the US published a set of evidence-based guidelines. They reflect research conducted between 1996-2009, combine healthy eating and physical activity and target primary and post-primary schools (See Box 10.5). These guidelines reflect research conducted between the years 1996-2009. Recognizing that all guidelines might not be appropriate for every school, the CDC encourages schools to assess the needs of the school and available resources in determining which are most feasible for their context (Box 10.5).

**Box 10.5:**

School Health Guidelines to Promote Healthy Eating and Physical Activity

Downloaded from <http://www.cdc.gov/mmwr/pdf/rr/rr6005.pdf>

Guideline 1: Use a coordinated approach to develop, implement, and evaluate healthy eating and physical activity policies and practices

Guideline 2: Establish school environments that support healthy eating and physical activity

Guideline 3: Provide a quality school meal program and ensure that students have only appealing, healthy food and bever­age choices offered outside of the school meal program

Guideline 4: Implement a comprehensive physical activity program with quality physical education as the cornerstone

Guideline 5: Implement health education that provides students with the knowledge, attitudes, skills, and experiences needed for lifelong healthy eating and physical activity

Guideline 6: Provide students with health, mental health, and social services to address healthy eating, physical activity and related chronic disease prevention

Guideline 7: Partner with families and community members in the development and implementation of healthy eating and physical activity policies, practices and programs

Guideline 8: Provide a school employee wellness program that includes healthy eating and physical activity services for all school staff members

Guideline 9: Employ qualified persons, and provide professional development opportunities for physical education, health education, nutrition services, and health, mental health, and social services staff members, as well as staff members who supervise recess, cafeteria time, and out-of-school–time programs

*Concepts-Based Fitness and Wellness*

Physical education should do more than merely provide students with opportunities to be physically active and develop a level of personal fitness. Its educative responsibility is to also provide students with the knowledge and skills to make positive, independent decisions and physical activity choices. As McConnell (2010) noted, in Concepts-Based Fitness and Wellness the teacher’s focus should be on the process of physical activity rather than the outcome of students achieving physical fitness. In other words, it is critical to help young people gain the knowledge and skills needed to develop and sustain a physically active lifestyle over the lifespan. With the limited time students have in physical education, it is not possible for them to be physically active at a moderate to high level and also learn the concepts and principles that guide them in developing physical activity habits. This suggests that the onus is on physical education to motivate and educate young people to make informed and positive physical activity choices outside of the school day. Young people must ultimately take responsibility for their own physical activity lifestyle, daily physical activity habits and choices that impact their wellbeing. Corbin and Lindsey (2007) provided a description ofthis progression as students take responsibility for their own activity choices as the ‘stairway to fitness’ (Figure 10.4), which helps to focus learners on makingappropriate physical activity decisions.

Lifetime Fitness

*Level of*

*Independence* Lifetime Physical Activity

Self-Planning

*Level of*

*Decision Making* Self-Assessment of Fitness & Activity

Getting Fit

*Level of*

*Dependence* Doing Activity & Exercise

Figure 10.4: the Stairway to Lifetime Fitness (Adapted from Corbin & Lindsey, 2007)

In order to teach young people the knowledge and skills necessary to choose an active lifestyle, concepts-based fitness and wellness education is designed around themes or concepts from one of three categories, *foundational* (setting of physical activity goals, self-assessment, components of health related fitness), *behavior change* (time management, social support) and *wellness concepts* (relaxation techniques, nutrition). Themes and concepts are introduced and developed through a series of classroom-focused concepts days that are applied and reinforced through activity days. Activity days typically involve activity-based lab sessions focused on lifetime activities and sports of which students make personal choices on which they will take part and self-assessment the various concepts being explored. Corbin and Lindsey’s (2007) *Fitness for Life* uses a concept-based model and is one of the most well-known and frequently used curricula in this area. This particular model now also includes versions for use with primary and early post-primary students (Corbin, Le Masurier, &Lambdin, 2007; Corbin, Le Masurier, Lambdin, & Greiner, 2010).

*Health Optimizing Physical Education (HOPE)*

Health Optimizing Physical Education (HOPE) includes the five components of Comprehensive School Physical Activity Program (CSPAP) (<http://www.aahperd.org/naspe/publications/teachingTools/cspa.cfm>) described in Chapter 1. CSPAP as outlined by NASPE (2011) includes 1) Quality physical education 2) School-based physical activity opportunities throughout the day (i.e., before, during, and after the school day); 3) School employee wellness and involvement; 4) Physical activity in the classroom, and 5) Family and community involvement. Metzler, McKenzie, van der Mars, Barrett and Ellis (in press) indicated the primary goal for HOPE is for “learners to *acquire knowledge and skills for lifelong participation in physical activity for optimal health benefits*” (p. should be “in print” by the time we need this page number ). With the amount of time young people spend in school and in order to achieve this goal, Sallis, McKenzie, Beets, Beighle, Erwin, and Lee (2012) suggested that school physical education is the most likely setting for youth to be prepared for an active lifestyle while also enjoying a sufficient amount of physical activity during in-school hours. Stensel, Gorley and Biddle (2008) argued that physical education is a setting where children and youth have the opportunity to participate in physical activity, time to practice basic motor skills, gain competence in more advanced movement forms through guided practice by a qualified teacher which leads to increased interest in physical activity and ultimately improve all aspects of fitness (physical, mental, emotional and social). An additional point worth noting relates to the relationship of physical education and physical activity with academic performance, especially in light of efforts to improve academic performance of children an youth in. A comprehensive review of the evidence surrounding this relationship indicates that that time in physical education and physical activity can affect academic behavior and achievement positively (Centers for Disease Control & Prevention, 2010). In a similar review, Trost and van der Mars (2009) concluded that:

* Decreasing (or eliminating) the time allotted for physical education in favor of traditional academic subjects does not lead to improved academic performance.
* Increasing the number of minutes students spend per week in physical education will not impede their academic achievement.
* Increasing the amount of time students spend in physical education may make small positive contributions to academic achievement, particularly for girls. (p. 60)

The HOPE curriculum is based on a social-ecological model (SEM) (Lox et al., 2010) that suggests behavior develops as it is influenced by supportive interrelated environments (public policy, social, physical, individual surrounding contexts) in which we live. This implies the need for family and community interactions to focus on providing young people with physical activity opportunities, teachers to work toward improving nutrition and physical activity policy in the school, and for educators to design physical education and after-school programs to educate youth about physical activity and healthy living. HOPE can be viewed at two levels, interpersonal and organizational, as a means to build and maintain these multiple supportive environments that impact young people’s access to and decisions about physical activity and healthy choices.

HOPE intends to develop students’ psychomotor and behavioral self-management skills, and physical fitness by creating and providing physical activity opportunities for them throughout the day, in and outside the school physical education setting. HOPE is designed in strands as opposed to content units, with each strand identifying learning outcomes, different learners, learning activities, and assessments. Figure 10.5 provides an overviewto guide design of a HOPE-basedcurriculum from the planning, implementation and assessment levels. It is worth remembering that when designing a HOPE programme, the primary goal to help learners *acquire knowledge and skills for lifelong participation in physical activity for optimal health benefits*must be kept in mind*.*It will also become obvious that without the support and collaboration of parents, teachers, administrators, community professionals and organizations it will be difficult to design and implement an effective HOPE program. Depending on the environment where HOPE is implemented will determine the content (high rates of physical activity, nutritional considerations), learners (students, parents, administrators, community), time (before, during, after school), place (school, home, community) and type of instruction (activity, discussion, group problem solving). An excellent example of a programme to promote physical activity among children and youth is being implemented at Meadowview Elementary in Farmington, Minnesota (<http://www.activeschoolsasap.org/featured-schools/meadowview-elementary>). The teacher, Joe McCarthy, has developed a culture of physical activity by designing and implementing three programs that supplement school physical education and provide different opportunities for students; theJammin’ Minute (an exercise program delivered to every class by a 5th year student to start the school day), the Running Club (designed to increase physical activity for students during recess) and the Century Club (encourages students to be active outside of school time).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strand | Learning  Outcome/s | Examples of Units, Learning Activities, Events | Learners | SEM  Level |
| Before/During/After school extended physical activity programming | Promote high rates of moderate to vigorous physical activity and health-related knowledge to supplement  scheduled PE program | -After school dance  -Lunch disc activities  -Before school walking club  -“Drop in time” in gym | Primary &post primarystudents | Individual |
| Sport, games, dance, and other movement forms | To learn sport, games dance and other movement forms as a source of lifelong participation in PA | -Skill themes  -Invasion and/or net games  -Individual sports  -Low level initiative challenges  -Outdoor programming  -International dance | Primary &post primary students | Individual |
| Family/home education | To teach parents, guardians, and other family members to promote PA, better diet, etc. at home and in the community | -School Open House display  -Parent organization presentation  -How to readFITNESSGRAM®  -Healthy cookingcourses  -Behavior changestrategies  -School website  -Accessing community resources | Parents, guardians, other family members and caregivers | Individual  Interpersonal  Organizational  Policy |
| Health-related fitness | To promote weekly MVPA according to national standards  To promote individual achievement to “Healthy Fitness Zone” on standardized measures. | -High MVPA units  -Designing a personalphysical activity plan  -Family physical activity strategies for home  -Knowledge of health related fitness | Primary &post primary students | Individual |
| Diet and Nutrition for physical activity | To learn and demonstrate knowledge of diet and nutrition that enhances PA | -Diet and nutrition for PA class  -Parent health seminars  -Analysis of school nutrition program  -Consultations with  school food staff | Primary &post primary studentsParents/guardians  School food staff  School admin. | Individual  Interpersonal  Organizational  Community  Policy |
| Physical Activity Literacy   * Consumerism * Technology * Advocacy | To acquire knowledge and appreciation that can increase and enhance participation and enjoyment of PA | -School health fair  -Guest speakers from the  PA business community  -Guest speakers from  community advocacy  organizations  -Seminar on finding web  resources for PA  -Seminar on buying PA  equipment and clothing | Primary &post primary students  Parents/guardians  Other teachers  School food staff  School admin.  Community organizations | Individual  Interpersonal  Organizational  Community |
| Integration of HOPE across all school subjects (includes recess) | To increase (non-PE) teachers’, administrators’ and school staff’s knowledge of and support for children’s PA and improved dietary habits | -Integrated content units  across the school curriculum  -Classroom activity breaks (e.g., Take10!)  -Seminar on promoting  high PA at recess  -Workshop on recess socialization | Primary &post primary students  PE teachers  Other teachers  School admin. | Individual  Interpersonal  Organizational |

Figure 10.5: HOPE Planning, Implementing and Assessing Framework: Program Strands (Adapted from Metzler et al, in press).

Learning Experience 10.17:

Using figure 10.5 above to guide you, choose a learning outcome for one of the strands, design a learning experience for each different population of learners listed and SEM level.

*Health-Based Physical Education (HBPE)*

Similar to the HOPE initiative, Health-Based Physical Education (HBPE),focuses on ‘pupils valuing a physically active life, so that they learn to value and practice appropriate physical activities that enhance health and wellbeing for the rest of their lives’ (Haerens, Kirk, Cardon, &De Bourdeaudhuij, 2011, p. 3). HBPEis proposed by the authors as a pedagogical model and is based on the work of Jewett et al’s (1995) curriculum models and Metzler’s (2005) instructional models. HBPEwas developed with the intent of providing guidance to schools on how to design their own HBPE programs to meet a specific context.

HBPE intends for students to experience physical education guided by learning outcomes that will result in physical activity participation that extends across a lifetime by drawing from the research base on transfer of learning and long-term behavioral change. Haerens et al, (2011) suggest that while HBPE is intended for use by teachers and schools, there are what they refer to as non-negotiable aspects of the model that cannot be overlooked; key learning outcomes (value and enjoy physical activity), assumptions about learning and teaching (self-actualization and social reconstruction), and the domain priorities (affective, cognitive and motor). They have called for a series of research-focused meetings where researchers and practitioners work towards the development of a HBPE model for physical education aimed at promoting a lifetime of physical activity (Haerens, et al 2011).

In all the Health and Wellness models described in this section, students are expected to choose a physically active lifestyle, apply movement concepts to their participation in physical activity, gain a level of physical fitness, and enjoy movement. Forexample, if students use the physical activity pyramid (Figure 10.4),they select the types of activities that fit their individual health andwellness goals, determine how to maintain their physical activity efforts and record personal development and progress.

Learning Experience 10.18:

Given the above description of the Health and Wellness model and the published national standards or outcomes in your country, identify the specific standards that are either a primary emphasis with this model, a secondary emphasis, and, if applicable, not emphasized at all. Provide a rationale for each standard included.

DESIGNING A COHERENT PRIMARY AND/OR POST PRIMARY MULTI-MODEL CURRICULUM

Individual teachers, or groups of teachers within one building, may select fromthese curriculum models and provide a successful and effective physical educationprogram for their students. However, if children and youth are to leaveour programs after post primaryschool as physically educated individuals, then allprograms in which they participate must have a distinct focus, be exciting, challenging, relevant to their needs, and designed to achieve the "physicallyeducated" goal (see box 1.2, Chapter 1). Each of the curriculum models we described meets oneor more of the NASPE K-12 content standards. None alone meets all the standards.This suggests that a coherent primary-post primary multi-model curriculum might bedesignedto achieve all the standards and build upon the skills, knowledge, attitudes,and behaviors outlined within them.

Teachers can design a multi-modelcurriculum thatreflects their perspective on where each standard is best emphasized to meetthe varying needs and interests of their diverse populations. It takes communicationamong teachers in a school at a particular level (primary or post primary) and / or within a school district across the entire program toachieve this outcome. How do we make it work? What steps do we need to take? Once teachers ateach level have determined the goods of physical education, the NASPE contentstandards (in the US)or learning outcomes/goals (in other contexts)become the next step. As a group, teachers can reflect on what thesestandards / outcomes might look like at the primary and post primarylevels. Where should the emphasis be placed? Which are most appropriatefor each level of learners? What is important or of interest to youth at eachlevel? Once teachers come to some type of collective agreement, they are beginning to describe the criteria that will guide program development at each level and allow selection of a curriculum model(s) to achieve its success. Table 10.3shows two examples of what a group of teachers might develop as a result of combining their collective perspectives on the importance of the NASPEstandards across a primary and post primary program. Clearly, the physical education programs teaching toward these priorities will be quite different as the teachers interpret and unpack the standards (Lund & Tannehill, 2010) to meet the needs and interests of their students, the views of the community and the facilities and equipment to which they have access. Every group of teachers attempting to develop a coherent curriculum could develop an equally varied, yet important, set of outcomes across or within each level.

TABLE 10.3: Standards by Level

|  |
| --- |
| *Example 1*  Primarypriorities Standard 2  Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.  Post Primary (middle) school priorities Standards 1 and 5  Demonstrates competency in a variety of motor skills and movement patterns and recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.  Post Primary (high school) priorities Standards 3 and 4  Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness and exhibits responsible personal and social behavior that respects self and others |
| *Example 2*  Primary priorities, K-3 Standard 2  Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance  Primary priorities, 4-5 Standards 3 and 5  Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness and recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction  Post Primary (middle) school priorities, 6-8 Standards 3 and 5  Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness and recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction  Post Primary (high school) priorities, 9-10 Standards 3 and 4  Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness and exhibits responsible personal and social behavior that respects self and others  Post Primary (high school) priorities, 11-12 Standards 1 and 5  Demonstrates competency in a variety of motor skills and movement patterns and recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction |

Learning Experience 10.19:

Reflect on your views on the standards that guide physical education, and prioritize them for the age level you teach.

Once a teacher, or group of teachers,has determined theirinterpretation of a physically educated person and outlined which standards will be the focus at each level, they are ready to select the most appropriate curriculummodel(s) to achieve these goals. Which curriculum model would be abest fit for NASPE’s standard 3? The goal of participating regularly in physical activity mightbe achieved through a Concepts-Based Fitness and Wellness curriculum, themain goal of which is to prepare children and youth for a lifetime of physicalactivity. This would include the knowledge, concepts, attitudes, and skills necessaryto make appropriate activity choices and monitor participation in them.Alternatively, standard 3 could be met through a well-designed and challenging Sport Education season, Teaching Personal and Social Responsibility or the Tactical Approach to Teaching Games.

Suppose you determine that animportant set of outcomes for exiting the early years of post primary (middle) school physical education is that students will be able to think critically, develop problem-solving strategies,demonstrate respect and support for their peers, and accept physical activitychallenges. Which curriculum model might provide the most appropriatemeans to achieve such goals? Adventure Education, with its focus on personaland group challenges, problem solving and risk taking, could meet these outcomes.

Choice of a curriculum model provides a framework within which contentdecisions can be made and learning outcomes identified. Two curriculummodels may be selected within one program, with students choosing the onethat meets their interests and needs. Teachers may also blend three models selectedto deliver physical education at one level. These might be mixed and matchedas a means of meeting a set of goals that the students and teacher have identifiedas important. Each curriculum model has a place in physical education yetis designed to allow students to achieve very different types of outcomes.

There must be alignment between our beliefs about the goods of physicaleducation, the curriculum model we select to achieve these goods, and thematch between the two. For example, if you have determined that achievingand maintaining a level of physical fitness is most critical and then selectAdventure Education as your curriculum model, you would not have muchalignment between beliefs and practice. But if your focus is on providing childrenand youth opportunities to explore the relationship between physicalactivity, themselves, and the larger community within which they live andselect the Cultural Studies curriculum model to facilitate this, you wouldhave a strong alignment. If your intent is helping students to becomecompetent, skilled, and self-motivated sport participants able to manage anddirect their own sport experience and you attempt to achieve this through amulti-activity program, you would again not have achieved alignmentbetween beliefs and practice. Had you chosen Sport Education to achieve this, you would have chosen well. It is clear to see how using this framework to guide planning could result in a multi-model curriculum being developed and implemented at a school or district level.

Physical education today is faced with a dilemma, the response to which will both promote and enhance our content in primary and post primary education or lead to its demise. Recycling our old curricula that have been used repeatedly in the past will not help us solve the problems encountered by children and youth as they negotiate our programs. Teachers need to examine the context in which they teach, come to know and understand the students who live within that setting, and determine issues of greater significance that will impact these contemporary youth. Our task is to use our knowledge and expertise to guide the delivery of physical education content while leaving open options for youth to play a role in curricular decisions.

A multi-model curriculum need not be restricted to schools and be under the sole and direct supervision of physical educators. There are countless resourcesand personnel in the community who are skilled, knowledgeable, and interested in working with children and youth in physical activity settings. Utilize those resources without giving up quality programing. Schools and community can work together to deliver physical education, in some cases more effectively and thoroughly, and often in a more exciting way than when either does it in isolation. Physical activity offerings not typically included in a physical education curriculum (canoeing, taekwondo, cycling) can become part of a cooperatively taught module or an off-campus program designed to meet an elective for interested students. Providing physica1 activity options outside the school day allows students to participate for extended periods, access physical activity beyond the school setting and often when they are physically more alert. When developing class schedules, think beyond physical education remaining within the traditional 8-hour day and examine options that might also work, such as evenings, weekends, or even weeks during school holidays. For example, students in physical education at Sisters High School in the northwest of the US actually get to apply the outdoor adventure skills they learned in a prerequisite course when they travel to Nepal to deliver critical medical and other supplies to local citizens who live in very remote region of the Himalayas.

Students' voices can be solicited on these issues, as well as about activity choices that best suit their personal needs and interests. These kinds of modifications broaden the scope of what we have typically seen in physical education and can be fit nicely into the goals of the curriculum models describedpreviously. It takes creativity, a willingness to do things differently, and communication between teachers and students and teachers and facilitators available in the community.

**SUMMARY**

1. Main-theme curriculum models are focused, theme-based, reflect a specific philosophy about a physical education program, provide a clear focus around the content, and aim toward, specific, relevant and challenging learning outcomes for students.
2. Through the development-refinement cycle main-theme curriculum models are developed, tested, refined, and further tested in a variety of school settings.
3. Effective teachers who use the main-theme curricula tend to adapt them to the needs of their particular context (students, facilities and equipment, school/community ethos, and teacher beliefs and values).
4. Developmental curriculum models suggest that what, when, and how to teach depends on each individual, and is age related as opposed to age dependent. Thus, physical skills are introduced and developed in a progressive and sequential manner consistent with each individual learner.
5. Skills themes is a holistic approach that emphasizes fundamental skills and movement concepts are integrated with cognitive and affective learning goals throughout lessons in applied ways.
6. Adventure Education provides opportunities for experiential learning, individual physical and mental challenges, cooperation and problem solving while gaining confidence in, and trust in, themselves and their peers.
7. To assist learners to enjoy the outdoors and understand and appreciate the environment, Outdoor Education aims toward prioritizing three types of learning; physical skills, environmental awareness and interpersonal growth.
8. Sport Education is designed as anauthentic and educationally rich sport experience within physical education where students learn to organize and manage their own sport experience. It intends to provide sequential, progressive, and realistic game-like situations with students developing into skilled and competent sport participants.
9. The Tactical Approach to Teaching Games is focused on teaching both game skills and tactics in an integrated way so that students will learn to understand what to do, when to do it, why it will help, and how to do it effectively.
10. The main goal of the Taking Personal and Social Responsibility model is to assist young people in taking responsibility for their own development and well-being and for supporting that of others through sharing power with students so they might take responsibility for their own experiences and gradually shifting decision making from the teacher to students.
11. Cultural Studies is designed to develop young people as questioning, curious, and critical participants in sport and physical activity through reflecting on their own experiences in relation to what is happening in society and how some individuals may be marginalized by activity opportunities available in their school and community.
12. Student-Centered Inquiry as Curriculum encourages seeking student input, listening to and responding to their ideas, and engaging them in designing the physical education curriculum to meet their individual needs and interests, and ultimately for them to take responsibility for their own learning.
13. Health and Wellness curriculum models are focused on giving students the knowledge and skills to make independent decisions on physical activity choices and the desire to choose participation over a sedentary lifestyle.
14. A coherent multi-model involves matching the various curriculum models across the curriculum based on determining the value placed on physical education, choosing the important content standards at each level, and then selecting the curriculum model to match these beliefs.

**References**

American Alliance for Health, Physical Education, Recreation and Dance (2011a).*Let’s Move in Schools Partners*. Available at <http://www.aahperd.org/letsmoveinschool/partners/>.Accessed on October 26, 2011).

American Alliance for Health, Physical Education, Recreation and Dance (2011b).*2011 Comprehensive School Physical Activity Program (CSPAP) Survey Report*. Reston, VA: Author.

Active Schools Acceleration Project ([http://www.activeschoolsasap.org/about/asap)](http://www.activeschoolsasap.org/about/asap)\).Downloaded 9 June 2012.

Active Schools Flag (<http://www.activeschoolsflag.ie>). Downloaded 9 June 2012.

Almond, L. (1986).Reflecting on themes: A games classification. In R. Thorpe, D. Bunker, & L. Almond (Eds), *Rethinking games teaching* (pp. 71-72). Loughborough, University of Technology.

Bunker, D., & Thorpe, R. (1982).A model for the teaching of games in secondary schools.*Bulletin of Physical Education, 18*(1), 5-8.

Centers for Disease Control and Prevention (2011).School health guidelines to promote healthy eating and physical activity.*Recommendation and Reports: Morbidity and Mortality Weekly Report*, 60(5). Atlanta: Author. Downloaded from <http://www.cdc.gov/mmwr/pdf/rr/rr6005.pdf>

Corbin, C., Le Masurier, G., &Lambdin, D. (2007).*Fitness for life middle school*. Champaign, IL: Human Kinetics.

Corbin, C., Le Masurier, G., Lambdin, D., & Greiner, M. (2010).*Fitness for life elementary school program package*. Champaign, IL: Human Kinetics.

Corbin, C. B., & Lindsey, R. (2007).*Fitness for life teacher’s edition* (5thed.). Champaign, IL: Human Kinetics.

Ellis, M. (1983).*Similarities and differences in games: A system for classification.* Paper presented at the AISEP Conference, Rome, Italy.

Ennis, C. A. (2003) Using curriculum to enhance student learning. In S. J. Silverman & C. A. Ennis (Eds.), *Student learning in physical education: Applying research to enhance instruction.* (2nd ed., pp. 109–127). Champaign, IL: Human Kinetics

Enright, E. & O'Sullivan, M. (2010). Can I do it in my pyjamas?: Negotiating a physical education curriculum with teenage girls. European Physical Education Review, 16(3), 203-223.

Enright, E., & O’Sullivan, M.M. (2010). Carving a new order of experience*with* young peoplein physical education: Participatory Action Research as a pedagogy of possibility. In: M.O’Sullivan& A. MacPhail (Eds). *Young peoples voices in physical education and youth sport* (PP. XX-XX). London: Routledge.

Gabbard, C., LeBlanc, E., & Lowry, S. (1987). *Physical education for children.* Englewood Cliffs, N]: Prentice-Hall.

Gallahue , D. L., & Cleland Donnelly, F. (2003). *Developmental physical education for all children.*Champaign, Ill.: Human Kinetics.

Get Ireland Active ([www.getirelandactive.ie/](http://www.getirelandactive.ie/))downloaded 9 June 2012.

Gilbertson, K., Bates, T., McLaughlin, T., &Ewert, A. (2006). *Outdoor education: Methods and strategies.* Champaign, IL: Human Kinetics.

Graham, G., Holt/Hale, S. A., & Parker, M. (2013).*Children moving: A reflective approach to teaching physical education* (9thed.). New York: McGraw-Hill.

Haerens, L., Kirk, D., Cardon, G., & De Bourdeaudhuij, I. (2011).Toward the Development of a pedagogical model for health-based physical education, *Quest*, 63, 321-338.

Hellison, D. (2011). *Teaching personal and social responsibility through physical activity* (3rded.) Champaign, IL: Human Kinetics.

Hellison, D., Cutforth, N., Kallusky, J., Martinek, T., Parker, M., &Stiehl, J. (2000).*Youth development and physical activity*. Champaign, IL: Human Kinetics.

Henton, M. (1996).*Adventure in the classroom: Using adventure to strengthen learning and build a community of life-long learners*.  Dubuque, IA: Kendall Hunt Publications.

Jewett, A.E., Bain, L.L., & Ennis, C.D. (1995).*The curriculum process in physical education.*Brown and Benchmark Publishers.

Kinchin, G. D. (1998). Secondary students responses to issues of gender in sport and physical activity. *Journal of Sport Pedagogy, 4*(1), 29-42.

Kinchin, G., & O’Sullivan, M. (1999).Making physical education meaningful for high school students.*The Journal of Physical Education, Recreation and Dance,* 70(1) 40-44, 54.

Kinchin, G., & O’Sullivan, M. (2010). Cultural studies curriculum in physical activity and sport. In J. Lund & D. Tannehill (Eds), *Standards-based physical education curriculum development* (2nd ed., pp #’s needed). Sudbury, MA: Jones and Bartlett Publishers.

Kirk, D., &MacPhail, A. (2002). Teaching games for understanding and situated learning: Rethinking the Bunker-Thorpe model. *Journal of Teaching in Physical Education,* 21,177-192.

Kolb, D. A. (1984).*Experiential learning.* Englewood Cliffs, NJ: Prentice-Hall.

Krause, T. (<http://www.aahperd.org/naspe/awards/peAwards/toy/08-T-Krause.cfm>) downloaded 9 June 2012.

Laban, R. (1948). *Modern educational dance.*London: MacDonald & Evans.

Lawson, H.S. (1998). Rejuvenating, reconstituting, and transforming physical education to meet the needs of vulnerable children, youth and families. *Journal of Teaching in Physical Education,* 18, *2-25.*

Lox, C. L., Martin Ginis, K. A., & Petruzzello, S. J. (2010). *The psychology of exercise: Integrating theory and practice* (3rd ed.). Scottsdale, AZ: Holcomb Hathaway.

Lund, J., & Tannehill, D. (2010).*Standards-based physical education curriculum development* (2nded.). Sudbury, MA: Jones and Bartlett Publishers.

McConnell, K. (2010). Fitness Education. In J. Lund & D. Tannehill (Eds.), *Standards-based physical education curriculum development* (2nded.). Sudbury, MA: Jones and Bartlett Publishers.

Metzler, M. (2010).*Instructional models for physical education* (2nded.)*.* Scottsdale, AZ: Holcomb Hathaway Publishers.

Metzler, M., McKenzie, T., van der Mars, H., Barrett, S., & Ellis, B. (In press). A comprehensive school physical activity program called HOPE--Health optimizing physical education. Part 1: Establishing the need and describing the curriculum model. *The Journal of Physical Education, Recreation, and Dance.*

Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2003).*Sport foundations for elementary physical education: A tactical games approach.* Champaign, IL: Human Kinetics.

Mitchell, S., Oslin, J.L., & Griffin, L.L. (2006).*Teaching sport concepts and skills* (2nded.). Champaign, IL: Human Kinetics.

MrVeedeoMan (<http://www.youtube.com/user/MrVeedeoMan>) Oliver, K.L. (1999).

NASPE (2011).*Comprehensive school physical activity programs*.Available at <http://www.aahperd.org/letsmoveinschool/about/overview.cfm>.Accessed on April 20, 2011.

Oliver, K. L., Archuleta, J., Blazer, C., De La Cruz, K., Martinez, D., McConnell, J., et al. (March, 2010). *Student-centered and inquiry-based physical education teacher education*. Paper presented at the American Alliance of Health, Physical Education, Recreation and Dance Conference (Indianapolis, IN).

Oliver, K. L., &Hamzeh, M. (2010). ‘The boys won’t let us play’: 5th grade *mestizas* publicly challenge physical activity discourse at school. *Research Quarterly for Exercise and Sport, 81*, 39-51.

Oliver, K. L., Hamzeh, M., &McCaughtry, N (2009). ‘Girly girls *can* play games/*Las niñaspuedenjugartambien*:’ Co-creating a curriculum of possibilities with 5th grade girls. *Journal of Teaching in Physical Education, 28*, 90-110.

Oliver, K. L., &Lalik, R. (2001). The body as curriculum: Learning with adolescent girls. *The Journal of Curriculum Studies, 33*(3), 303-333.

Oliver, K. L., &Lalik, R. (2004a). Critical inquiry on the body in girls’ physical education classes: A critical poststructural analysis. *Journal of Teaching in Physical Education, 23*, 162-195.

Oliver, K. L., &Lalik, R. (2004b). ‘The Beauty Walk, This ain’t my topic:’ Learning about critical inquiry with adolescent girls. *The Journal of Curriculum Studies, 36*, 555-586.

Oliver, K. L., &Oesterreich, H. A. (February, 2011). *Student-Centered Inquiry as Curriculum*. Paper presented at the Association for Teacher Education (Orlando, FL).

### O’Sullivan, M., &Kinchin, G. (2009).Cultural Studies curriculum in physical activity and sport. In: J. Lund & D. Tannehill (Eds.), *Standards-based curriculum development in physical education* (2nded.). Sudbury, MA: Jones and Bartlett.

O’Sullivan, M., Kinchin, G., Kellum, S., Dunaway, S., & Dixon, S. (1996).Thinking differently about high school physical education. Paper presented at the AAHPERD National Convention, Atlanta, GA.

PE and Sport Strategy for Young People (<https://www.education.gov.uk/publications/standard/Physicaleducation/Page1/)>downloaded 9 June 2012.

Pratt, D. (1994). *Curriculum planning: A handbook for professionals*. Toronto: Harcourt Brace.

President’s Council on Physical Fitness, Sport and Nutrition (yr.). Title??. (<http://www.fitness.gov>) downloaded 9 June 2012.

Plan for Physical Activity ([www.physicalactivityplan.org](http://www.physicalactivityplan.org)) downloaded 9 June 2012.

Rainmaker, World Café <http://www.rainmaker-coaching.co.uk/worldcafeknowledgecafe>downloaded 9 June 2012.

Rovegno, I., &Bandhouer, D. (2013).*Elementary physical education: Curriculum and instruction*. Burlington, MA: Jones and Bartlett Publishers.

Sallis, J. F., McKenzie, T. L., Beets, M. W., Beighle, A., H., Erwin, H., & Lee, S. (2012). Physical education’s role in public health: Steps forward and backward over 20 years and HOPE for the Future. *Research Quarterly for Exercise and Sport*, 83(2), 125-135.

Siedentop, D. (1980). *Physical education: Introductory analysis* (3rded.). Dubuque, Iowa: Wm. C. Brown.

Siedentop, D., Hastie, P.A., & van der Mars, H. (2004).*Complete guide to sport education* 2nded.)*.* Champaign, IL: Human Kinetics.

Stensel, D., Gorley, T., & Biddle, S.J.H. (2008).Youth health outcomes. In A. Smith & S. Biddle (Eds.), *Youth physical activity and sedentary behavior: Challenges and solutions* (pp. 31-58). Champaign, IL: Human Kinetics.

Stiehl, J., & Parker, M. (2010).Outdoor education.In J. Lund & D. Tannehill (Eds), *Standards-based physical education curriculum development* (2nd ed.). Sudbury, MA: Jones and Bartlett Publishers.

### Tannehill, D. (October, 2007). Involving teachers in the design of a coherent physical education curriculum. Paper presented at the Physical Education Association of Ireland (PEAI) Annual Conference, Limerick, Ireland.

### Trost, S., & van der Mars, H. (2009). Why we should not cut PE. *Educational leadership, 67*, 60-65*.*