

Change the Game

Developing Physical & Health Literacy in Secondary PHE



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Many environments don't support active, healthy living

Active, healthy living requires skills

Skills need to be practiced

Our window to support students' skills is finite

Physical literacy is much more than
fundamental movement skills

Higher-order physical literacy skills are
the skills we need to maintain active,
healthy lifestyles

Secondary PE

Bad News

Poor 'customer' retention rate

Shallow play (Scott Kretchmar)

20yrs late on lifetime PA

Doesn't prepare youth for healthy, active living

Secondary PE

Good News

PA and PHE are supported

PHE standards focus on fitness and health education

Progressive teachers

Supporting resources

Change the Game

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Fitness Education Model

“One essential part of physical education...
not all of it!”

Fitness Education is NOT...

Getting kids fit

Fitness testing students for grades

Mentioning the health benefits of activities

A class running program

Fitness Education is...

A curricular model designed to promote lifelong PA and health

Stairway to Lifetime Fitness

.....

Level of Independence

Lifetime fitness

Lifetime physical activity

.....

Level of Decision Making

Self-planning

Self-assessment of fitness and activity

.....

Level of Dependence

Getting fit

Doing activity and exercise

Corbin, 1979

Fitness Education is...

A curricular model designed to promote lifelong PA and health
Focused on health-related fitness concepts

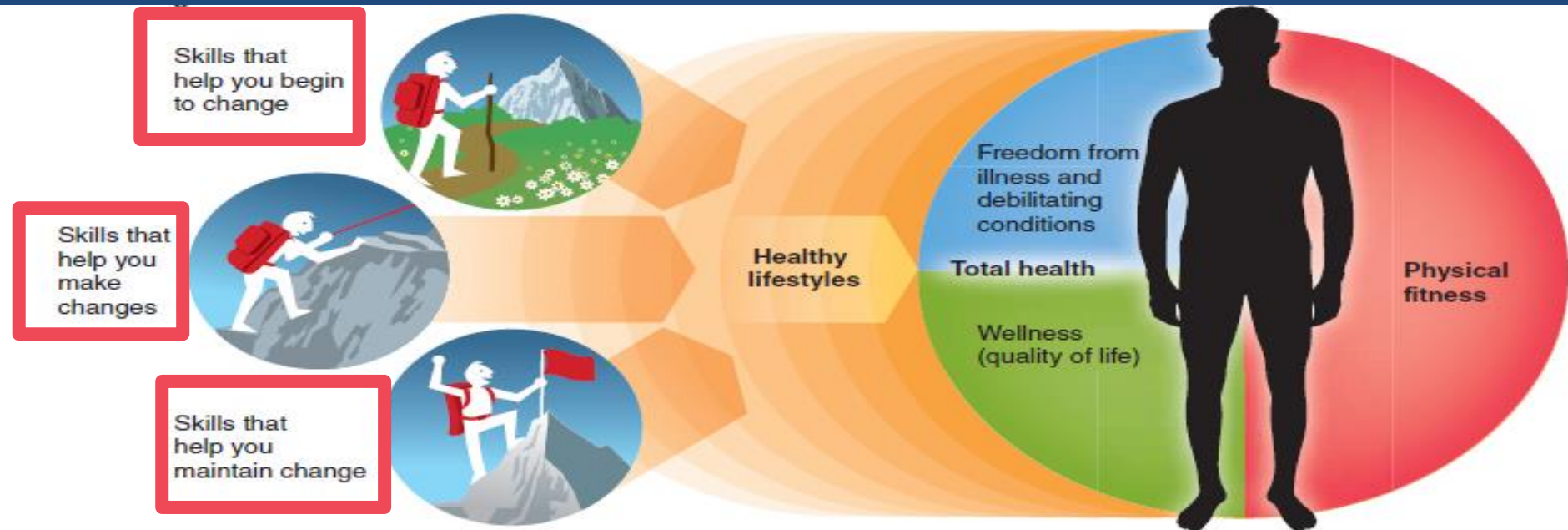
Fitness Education is...

A curricular model designed to promote lifelong PA and health

Focused on health-related fitness concepts

Designed to teach self-management skills

Self-Management Skills



Le Masurier, Corbin, Baker & Byl, 2017

Self-management skills

- ✓ self-assessment
- ✓ goal setting
- ✓ time-management
- ✓ self-monitoring
- ✓ **finding social support**
- ✓ overcoming barriers
- ✓ reducing risk factors
- ✓ building confidence

Fitness Education is...

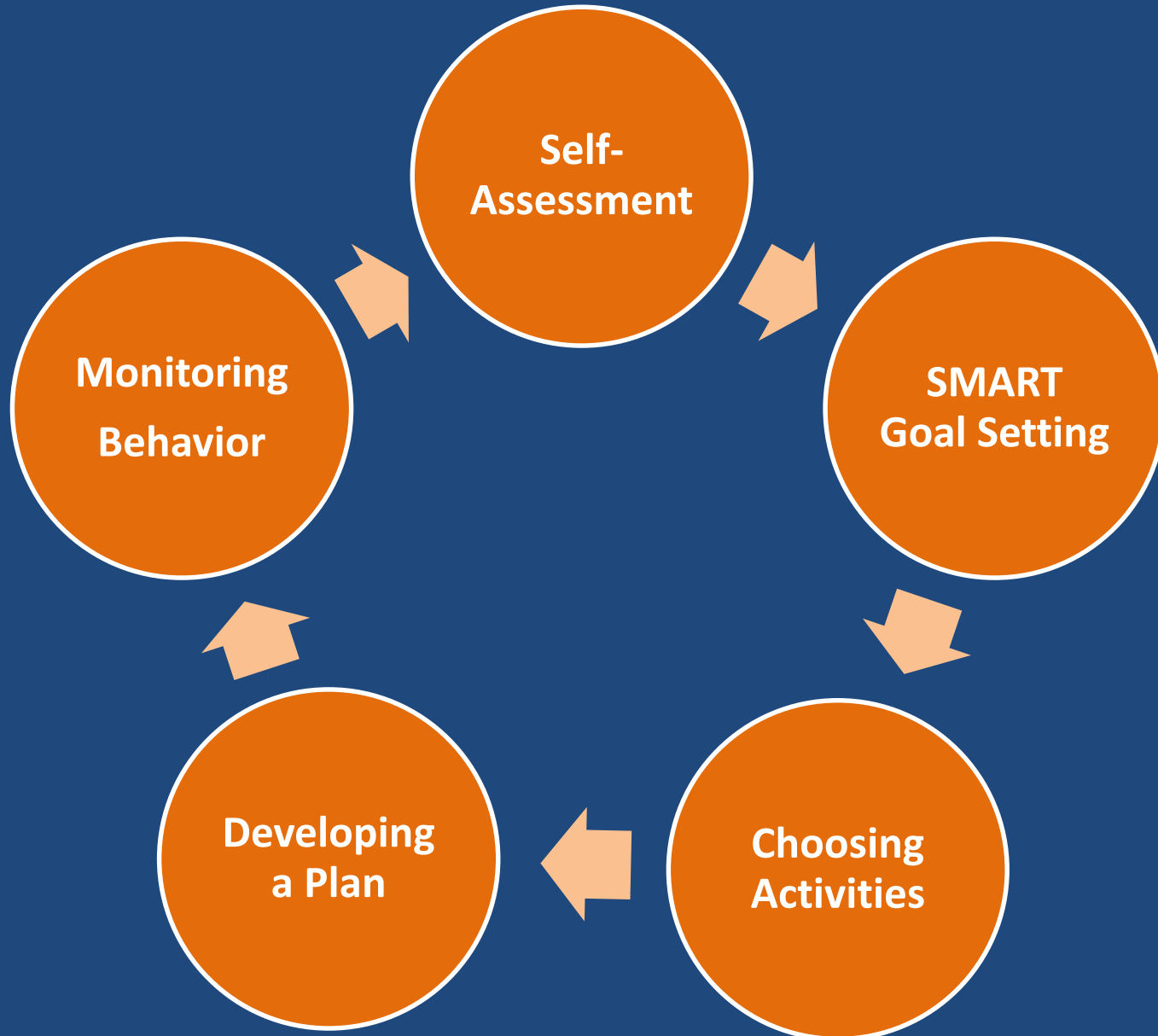
A curricular model designed to promote lifelong PA and health

Focused on health-related fitness concepts

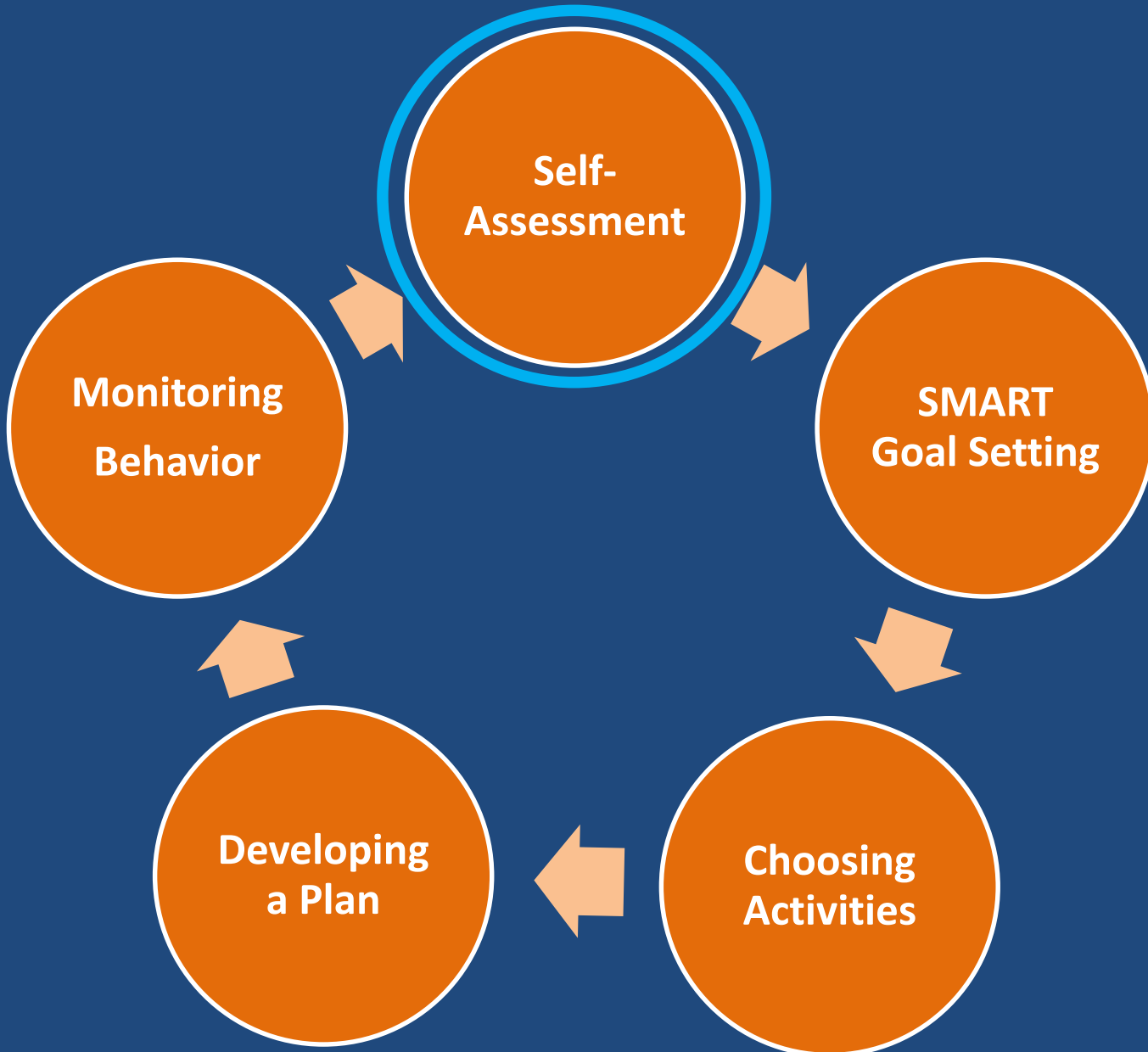
Designed to teach self-management skills

Designed to engage students in the personal planning process

Personal Program Planning



Personal Program Planning



Self-Assessment



fitday.com

Self-Assessment



Criterion-referenced standards

High Performance

Healthy Fitness Zone

Needs Improvement

Self-assessments

- ✓ health-related fitness
- ✓ physical activity
- ✓ diet
- ✓ sleep
- ✓ **social support**
- ✓ social media/cell phone
- ✓ self-talk
- ✓ substance use

Stages of Change



Sedentary
I'm inactive,
and I plan to
stay that way.



Inactive thinker
I'm inactive, but
I'm thinking about
becoming active.



Planner
I'm taking steps to
start to be active.



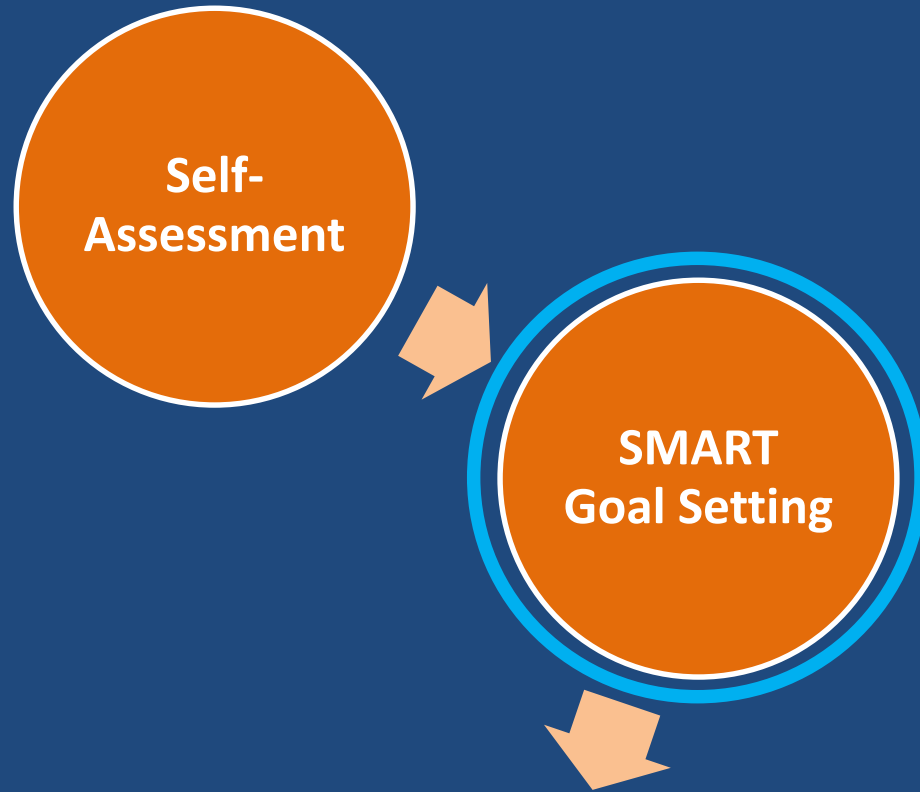
Activator
I'm active, but
not yet as active
as I should be.



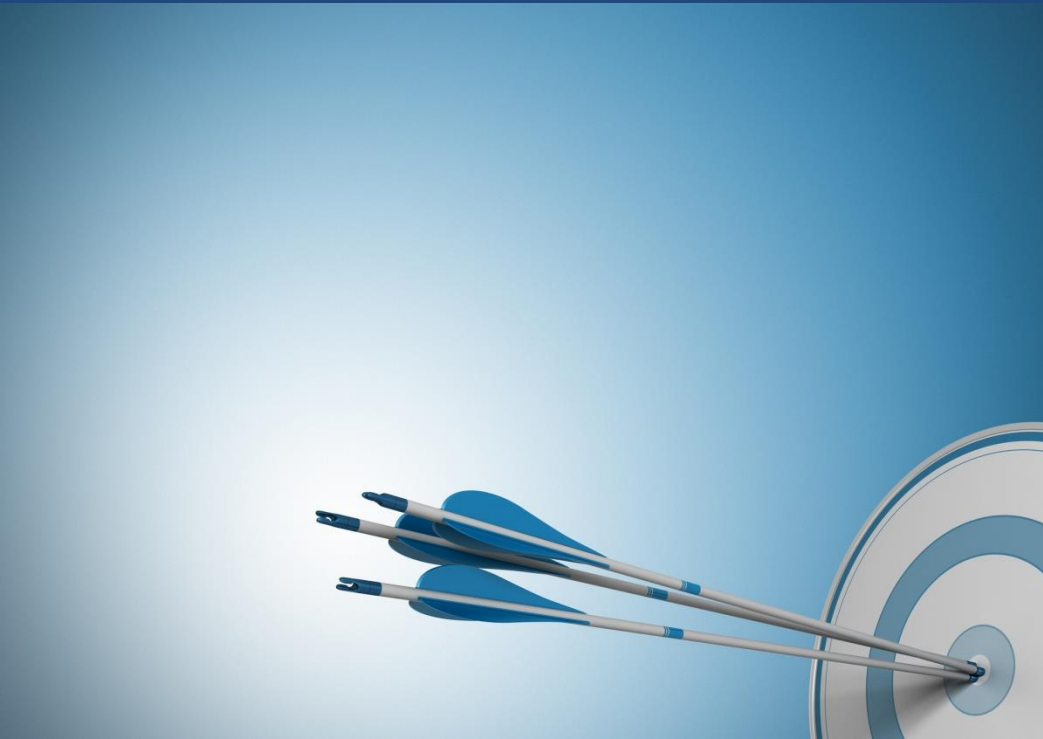
Active exerciser
I'm regularly active
and have been for
some time!

Le Masurier, Corbin, Baker & Byl, 2017

Personal Program Planning



Goal Setting

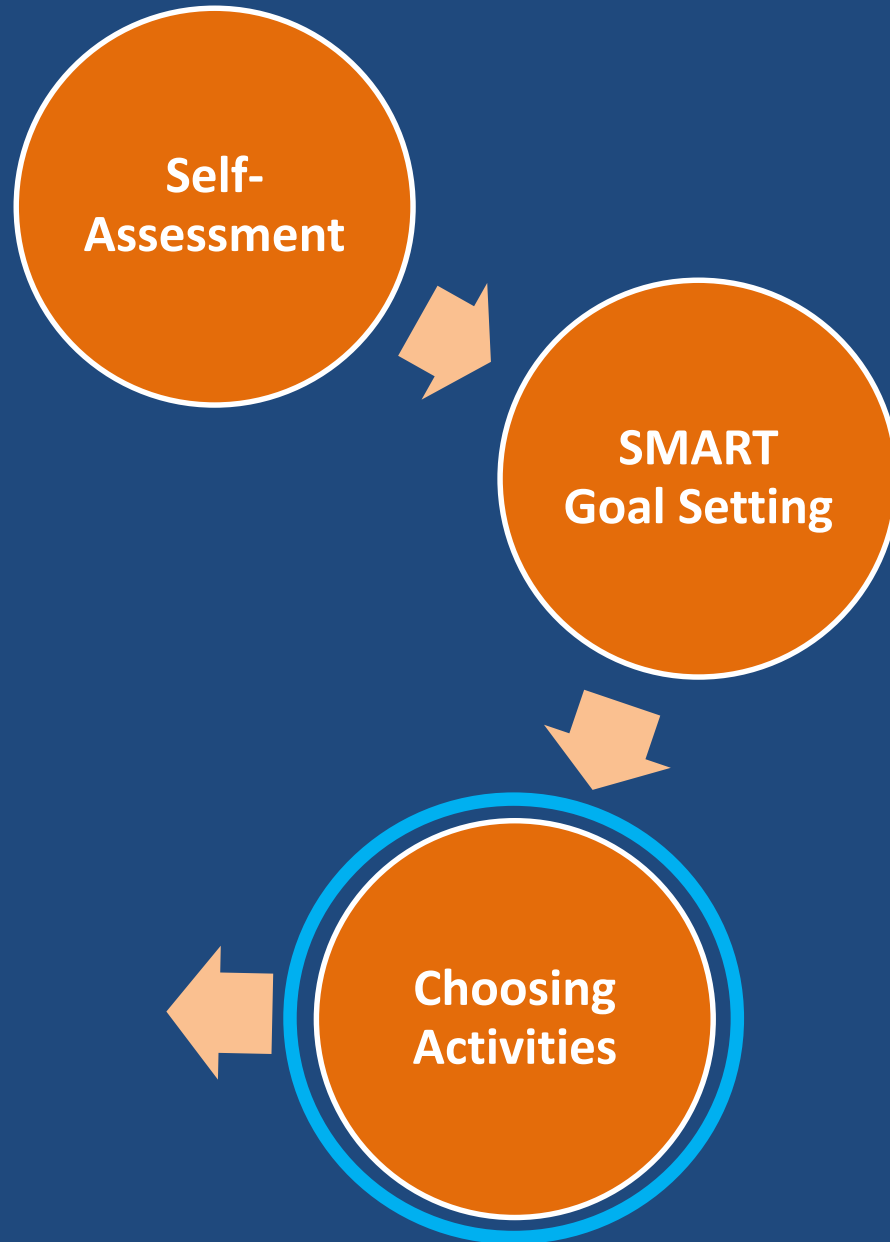


SMART

Process or product

Short- and long-term

Personal Program Planning



Choosing Activities



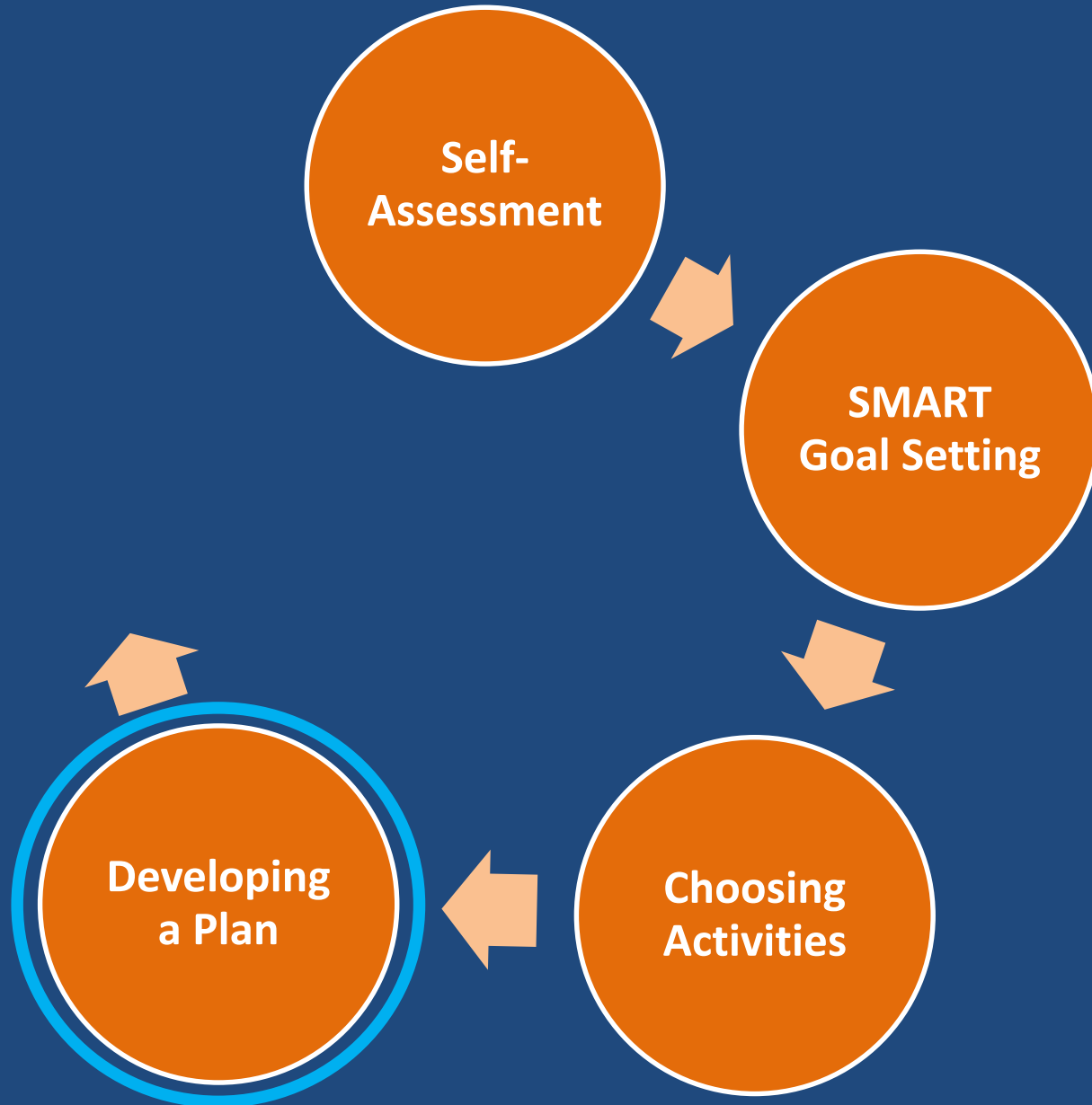
Google images

Attitudes

Physical skills

Environment

Personal Program Planning



Develop a Plan

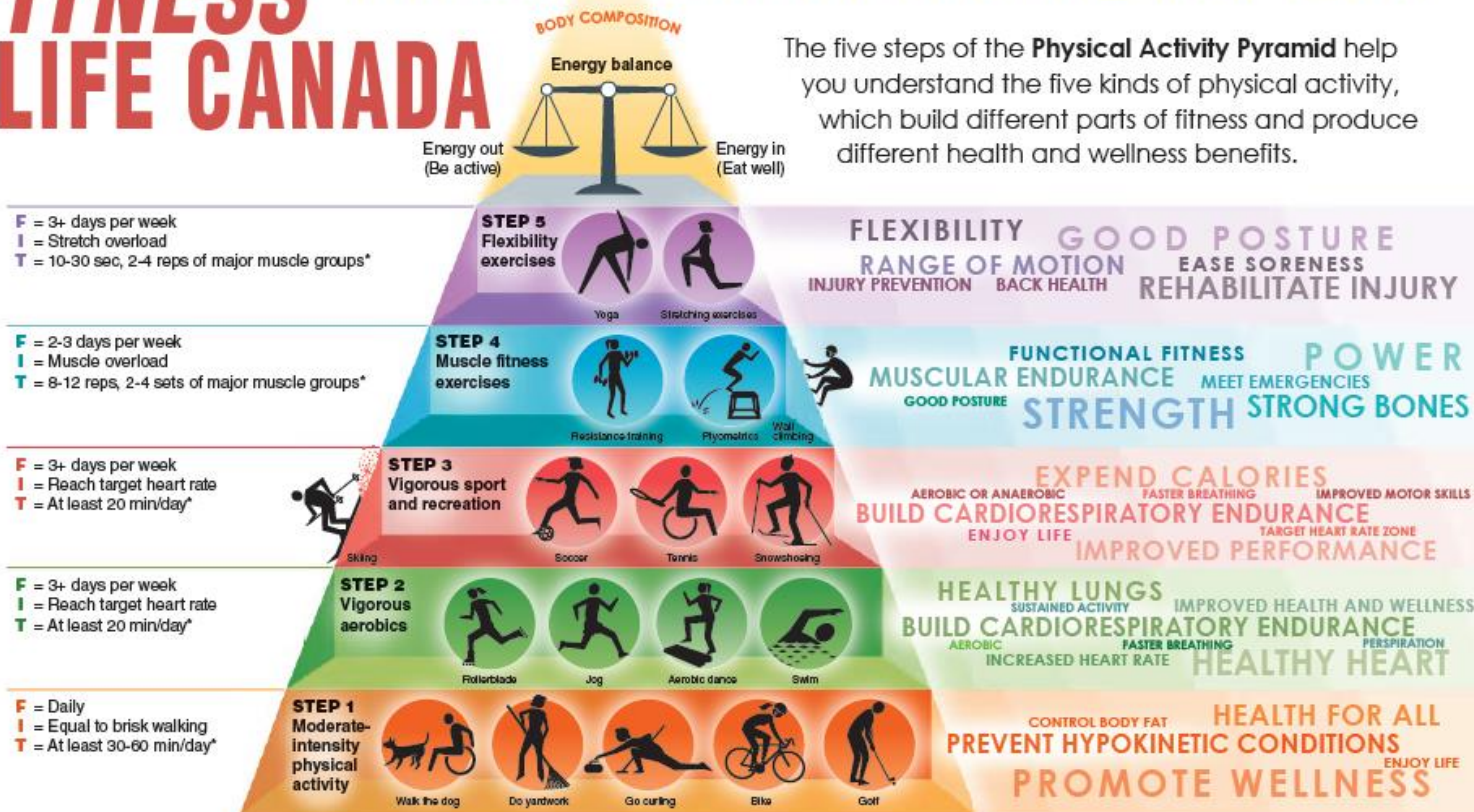


HRF Knowledge
Training principles
FITT formulae

FITNESS FOR LIFE CANADA

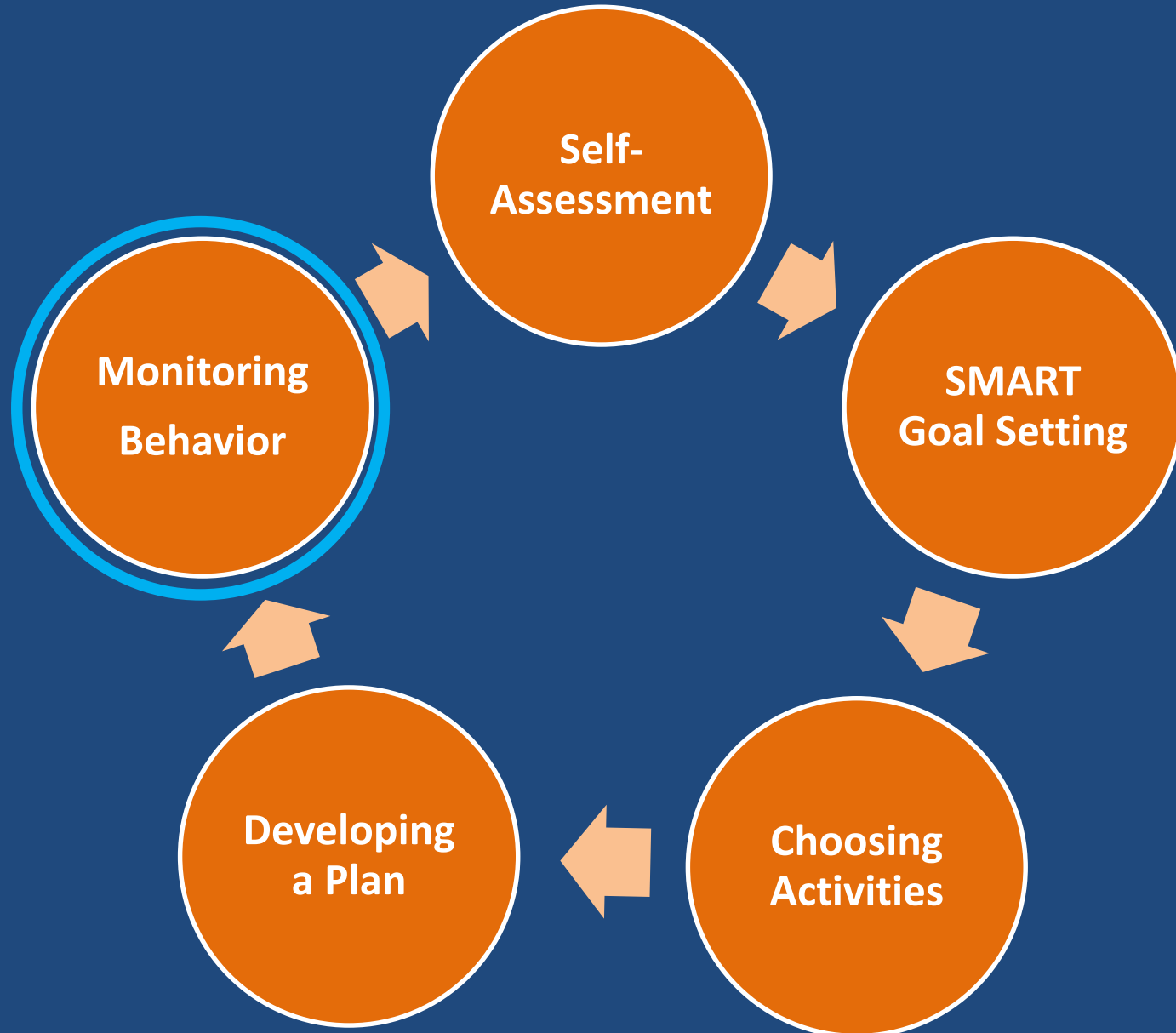
PHYSICAL ACTIVITY PYRAMID FOR TEENS

The five steps of the **Physical Activity Pyramid** help you understand the five kinds of physical activity, which build different parts of fitness and produce different health and wellness benefits.



Avoid inactivity

Personal Program Planning



Monitoring Behavior

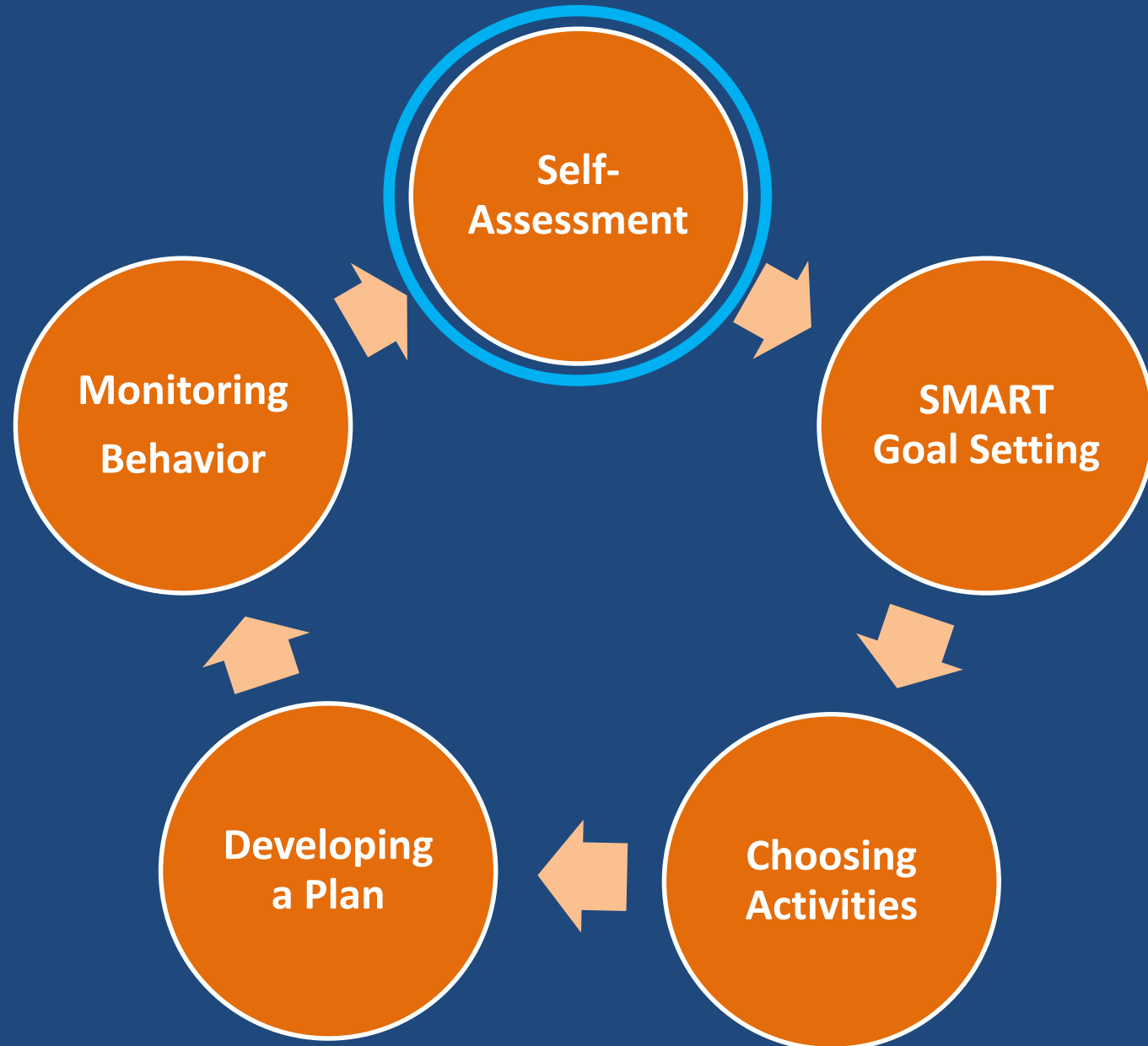


Logging activity

Reflections

Blogs and Vlogs

Personal Program Planning



RE-Assessment



fitday.com

EVIDENCE

of student learning

- ✓ portfolios
- ✓ demonstrations
- ✓ projects
- ✓ knowledge tests



source: mashable.com

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Active, healthy living requires skills

Skills need to be practiced

Our window to support students' skills is finite

British Columbia Example





Embedded within the resources are suggestions for supporting **student self-assessment**, including possibilities **for student reflection**, which are aligned with reporting requirements

search: **BC's new curriculum**

Guidelines for self-assessment of the Core Competencies

Ongoing opportunities for self-assessment and goal setting may happen at any point during the learning process that seems appropriate for teachers and students. Building relationships by simply taking opportunities to talk with students about how self-reflection can support them in achieving their learning goals can jump-start the self-assessment process.

Opportunities to demonstrate learning through an active process can be facilitated through the following guidelines:

-  Students, through ongoing opportunities, will develop the ability to set goals and reflect on their learning, as well as gain responsibility for their learning.
-  Teachers can explicitly develop the language of Core Competencies with their students through authentic experiences and learning opportunities.
-  Teachers and administrators support students' personal understanding by intentionally noticing, naming, and connecting the Core Competencies to student learning.
-  Students will have ownership of the year-end self-assessment with teacher support for the self-assessment process provided as needed throughout the school year.

Assessment Terminology

Assessment **OF** learning = student work is assessed and evaluated for marks (summative)

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Assessment **FOR** learning = teachers provide feedback to support the learning process (formative)

Assessment **FOR** Learning

Research confirms that assessment for learning is one of the most powerful tools for improving learning and raising standards, because it is rooted in helping students learn more.

Assessment Terminology

Assessment **OF** learning = student work is assessed and evaluated for marks (summative)

Assessment **FOR** learning = teachers provide feedback to support the learning process (formative)

Assessment **AS** learning = students engage in assessment as part of the learning process

fitness education
benefits

the profession

teacher & program pride



Thank You

Questions and comments...



Soccer Unit

Individual soccer skills

Small-sided soccer activities to build skills

Soccer strategy and tactics

Teamwork and leadership

Soccer cultures around the world

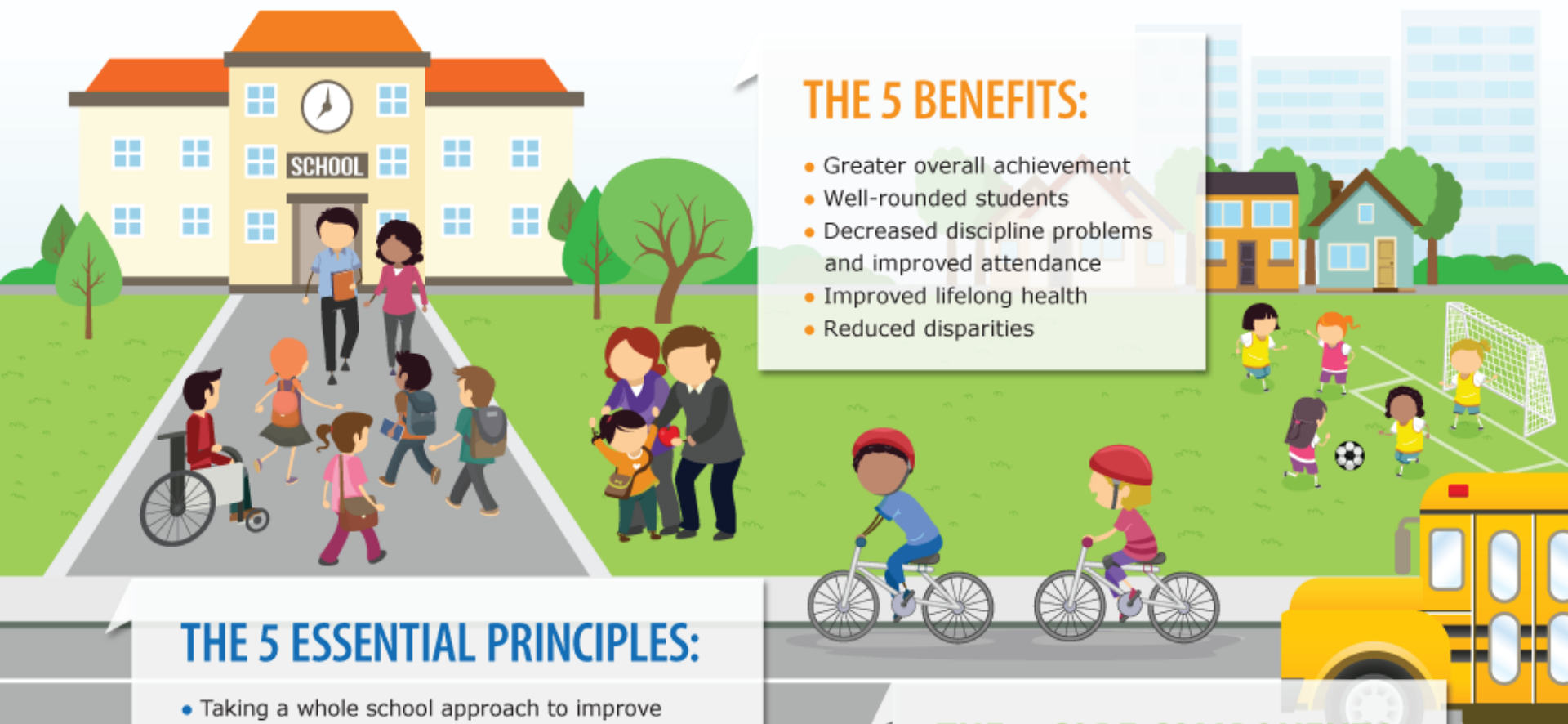
Fitness for soccer

Health benefits of soccer

Soccer refereeing in the community

Team Activity Unit: Soccer

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Intro, skill practice and fun group activities	Dynamic warm-up (DW), skill practice and small-sided activities (2v2, 3v3, or 4v4)	FFL Classroom Lesson 6.1 Skills and Skill-Related Fitness	FFL Activity Lesson Plan 2 chapter 6 DW, Assessing skill-related fitness (add some soccer specific assessments)	DW, Skill practice and small-sided activities
Week 2	Team building (teams of 5-6); choose a country; learn culture; create team culture	Team introductions, DW, fitness/skills circuit and team activities	FFL Classroom Lesson 1.2 parts of fitness for soccer and/or Lesson 8.1 Cardiorespiratory Endurance facts	FFL Activity Lesson Plan 2 chapter 5 or 8 DW, Assessing Cardiorespiratory Fitness (add agility test or include a teamwork activity)	DW, Fitness circuit focused on CRE, agility, soccer skills, and communication
Week 3	FFL Classroom Lesson 19.2 Strategy and Tactics or 9.2 Preparing a VPA Program	DW, Small-sided activities focused on strategy and communication	FFL Activity Lesson Plan 2 chapter 9 Jogging Assessment and Fartlek Training	DW, Mini-World Cup	DW, finish Mini World Cup, Team Celebration and Reflection



THE 5 BENEFITS:

- Greater overall achievement
- Well-rounded students
- Decreased discipline problems and improved attendance
- Improved lifelong health
- Reduced disparities

THE 5 ESSENTIAL PRINCIPLES:

- Taking a whole school approach to improve health and wellness
- Strong partnerships and synergy between health and education sectors
- Committed leadership from health champions and school health teams
- Use of assessments, action plans, and evaluation processes to guide school health initiatives
- Planning for sustainability

THE 5 CORE COMPONENTS:

- Teaching and Learning
- Physical and Social Environment
- Evidence
- Policy
- Community Partnerships and Services