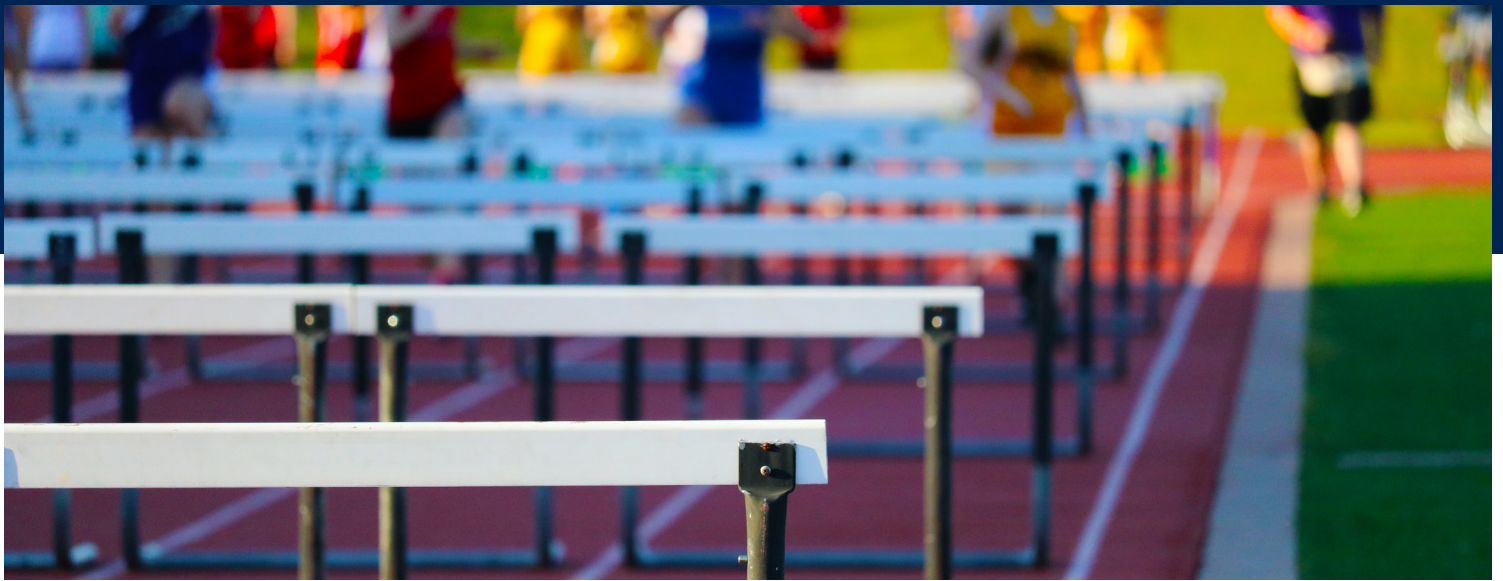


Tips for Teaching Physical and Health Education in Fall 2020

Please note: This resource is meant to complement and enhance the recommendations and guidelines provided by Public Health. If you are unsure about any situation, please contact your public health unit for specific guidance.

Latest update: August 13, 2020



INTRODUCTION

PHE Canada has compiled a list of tips to ease your transition back to school in the fall. While we know you already have the skills and knowledge to adapt and be flexible for whatever is going to come your way, we have pulled together some tips to help get your creative wheels turning. If you have a tip to share, or a question you want help with, please contact us at info@phecanada.ca.

The mental, emotional, and physical health of your students should always be your top priority. Returning to school after many months away will require time to address the social and emotional needs of students. Regardless of what your school day looks like, you can do this by:



Building **relationships and connections** with students, while offering support, to help ease the transition back to school and help meet their needs.



Incorporating **mental health and well-being** lessons throughout all units, as students will likely need additional time and support in this space.

RECOVERY LEARNING

Students may have been away from the classroom for more than six months. Although they may have participated in remote learning, **there will be large variances in the quality and quantity of school students were able to do**, and what has been retained. It will be important to address these variances in a supportive way and create an environment that gives all students equitable learning opportunities.

Suggestions to support Recovery Learning in PHE:

01

Start the year with low intensity activities as many students may not have done a lot of activity in the last while. Always include a proper warm up and cool down to avoid injury.

02

Spend more time covering/reviewing physical, cognitive, and social skills and materials that would have been covered in the previous year's curriculum again this fall - this may be up to two months of the year.

03

Build slowly from where students are, **reinforcing things like fundamental movement skills** throughout the year.

04

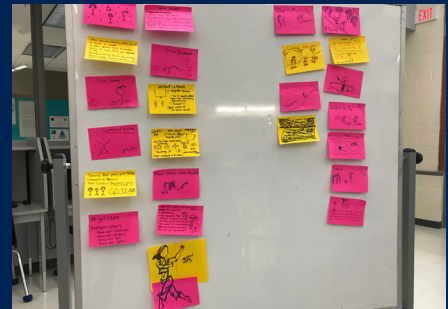
Consider using a wide variety of physical activities or **micro units** for this year's curriculum content to further engage students, as well as creating space for recovery work from the spring.

05

Establish a classroom (synchronous and/or asynchronous) that focuses on the **physical and emotional safety for students**.

STUDENT LEADERSHIP

Listening to your students' needs and interests is always important to developing and delivering engaging lessons. This fall, it may be advisable for teachers to not only listen to their interests, but also pull from students' skills to create an **optimal learning environment** for everyone. You may need to focus on different units and activities this year to adapt to either online or blended learning environments. Students may also help to develop units with skills that you may not be as comfortable with.



Suggestions to support Student Leadership in PHE:

- Survey the students to co-construct assessment tools that will demonstrate their movement skills and strategies.
- If you have a student who is an avid dancer, have them create and show a simple dance to the class. Then encourage that student to guide/support classmates in creating their own movement phrases/dances to create a class dance.
- Encourage students to share their favourite way to develop or practice a particular skill, tactic, and/or strategy; explain why this is meaningful to them; and support the class in developing the movement competency.

MODELS BASED PRACTICE

Models-Based practice is a **student-centred approach to teaching and learning**. Approaching the teaching and learning of PHE through the implementation of multiple pedagogical models, each of which have essential elements, recognized strategies, educator and learner roles and responsibilities and connects with many other parts of this document – leadership, flipped classroom, technology, and social media.

There are some unique aspects of Sport Education that differentiate it from other approaches to teaching and learning sport. Through a combination of direct instruction, cooperative small-group work, and peer teaching, learners are provided opportunities to be involved in the inner-workings of sport by taking on multiple roles throughout the "season" – media team, publicity manager, statistician, referee/umpire, coach, time keeper, player, and more. This video provides a short introduction that can be used with students: <https://www.youtube.com/watch?v=Xs9qiYpo6KE>

01 Cooperative Learning

Cooperative Learning (CL) has been used in education for years. Recently it has seen increased attention in PE Implementing the five essential elements of CL (Positive interdependence, Individual and group accountability, Interpersonal and small group skills, Face-to-face promotive interaction, and Group processing) supports educators in designing learning structures that are truly cooperative **supporting the development of social and life skills** – skills that, just like physical skills, must be explicitly taught.

02 Teaching Personal and Social Responsibility

Teaching Personal and Social Responsibility has supported the development of personal and social responsibility through physical activity in PE, recreation, and non-PE context classroom settings.

03 Teaching Games for Understanding

Teaching Games for Understanding focuses on questioning that supports the development of deeper understandings of tactics and strategies that can be transferred within and across game categories.

04 Skills-Based Health Education Approach

While arguably not a pedagogical model, developing health literacy through a Skills-Based Health Education approach (rather than a content-focused approach) is a way to support students in developing health literacy (i.e., the capacity of a person to obtain, process and understand basic health information and services to support making healthy decisions).

05 Flipped Classroom

Consider using a flipped classroom (FC) model of instruction. **A flipped classroom refers to a pedagogical approach where teachers assign materials throughout the year. Students complete these tasks at home and arrive at school ready to put the knowledge they gained to practical use in a school environment.**

The FC approach is one way in which we can shift the focus in our classes from direct instructional delivery of information to guiding students' acquisition of knowledge and skills while exploring content together. This approach helps us to engage our students in deeper learning and helps them connect what they are learning at school to their personal lives.

Additionally, the FC approach can succeed in engaging parents/caregivers at home, **showing them the potential benefits that PHE can bring to their lives as well.**

PHE Canada has created several activities within the PHE Canada Learning Centre that use a flipped classroom model.



EXEMPLAR LESSON PLANS

PHE Canada has developed over 150 new activity ideas for different teaching situations (in-person, blended, online). They will be available in the PHE Learning Centre. Be sure to adapt each lesson to your classroom, curriculum, students, and learning situation.

Additionally, PHE Canada has a number of resources (linked below) that can assist with your planning, by focussing on Fundamental Movement Skills, Teaching Games for Understanding, and others.

QUADMESTER

PHE Canada chatted with George Kourtis, Health and Physical Education/Athletics Program Coordinator for the Toronto District School Board (TDSB), about his plan for teaching within a quadmester schedule. **A quadmester divides the school year into four semesters, instead of the usual two.** Students will be divided into cohorts and will be enrolled in two courses at a time for four "quadmesters" within the school year (*44 instructional days per quadmester*). He outlined a sample PHE schedule below:

9:00-9:40	Warm up and fitness activities
9:45- 11:00	Health education in classrooms
11:00-11:30	Outdoor physical education instruction, focussing on Teaching Games for Understanding.

With a condensed amount of time for each course, it will be essential to ensure that curricular outcomes/expectations continue to be met as much as possible and students remain engaged throughout the longer class times.

When designing his instructional plan, George recommends:

- Focusing on Teaching Games for Understanding (TGfU) in small groups, small sided games, personal fitness concepts, and movement competencies.
- Limit transitional movements before/during/after class.
- Minimize groupings within a cohort.
- Prepare scheduling and kits with the entire school staff or PE Department.
- Ensure there is clear and open communication among all staff members.

TECHNOLOGY

Technology is a necessary tool to connect with students in both **online and blended learning environments**. Whether you are hosting synchronous (real-time teaching) online classes for students to attend or posting assignments for asynchronous (self-paced learning) learning, be sure to follow some important guidelines:

01. Start slowly and **build capacity among your students**. They may find it overwhelming to be learning in a blended or fully online environment. Do this by creating meaningful tasks that really focus on the big ideas of the course.
02. Clearly **establish ground rules and expectations at the beginning** of your course/school year.
03. Ensure that students know if they are expected to log on at specific times, what their attire and behaviour should be while in online classes and how to use the tools and platforms properly.
04. When possible, set guidelines for where students should be joining synchronous classes from - encourage them to be in a shared space, not in a private room with the door closed for everyone's safety.
05. Be aware of the **discrepancies among access to technology** and the internet as you are planning your lessons and assignments. Pay particular attention to setting deadlines as students may only be able to use devices at certain times of day.
06. Stay flexible: technology will not always work the way you want it to. Be ready to adapt to changing conditions by being able to teach your lesson on backup systems such as an additional computer, tablet, or mobile device.
07. Don't be afraid of new platforms. If you are finding that students are not engaging with discussions or learnings in one delivery method, try a different program, software, or learning tool that your school district supports.
08. If delivering classes synchronously online, ensure that students are aware of the equipment they need ahead of time and cater the required in-class time to your students' age.
09. A quick internet search will lead you to many APPs for use in PHE classes.

SOCIAL MEDIA

Social media can be a wonderful teaching tool for all subjects, when used responsibly, respectfully, and with digital awareness. With any social media platform, **be sure to check with your board/district's safety and privacy policies** and always keep student safety top of mind. It is advisable to inform parents/guardians about the use of social media and get their permission to do so. Here are some suggestions for different learning experiences that incorporate social media:



Tik Tok

- Ask students to find a dance challenge on Tik Tok and replicate it.
- Create a Tik Tok Challenge for target activities (e.g. throwing socks into laundry baskets at increasing distances).



Facebook

- Create a closed group to share resources and at-home learning ideas with parents/guardians.
- Create a closed group to facilitate ongoing discussions among classmates.



Instagram

- Ask students to show their learning through reflective posts and captions. Use a unique hashtag to curate a collection.



Snapchat

- Share video demonstrations of activities, skills, and movements for students to emulate.



Twitter

- Search for resources and lesson ideas.
- Connect with other educators for professional development.

ADDITIONAL RESOURCES

- Passport for Life: <https://phecanada.ca/programs/passport-life>
- Fundamental Movement Skills Series: <https://phecanada.ca/programs/fundamental-movement-skills-series>
- Flipped Classroom: <https://www.schoology.com/blog/flipped-classroom>



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