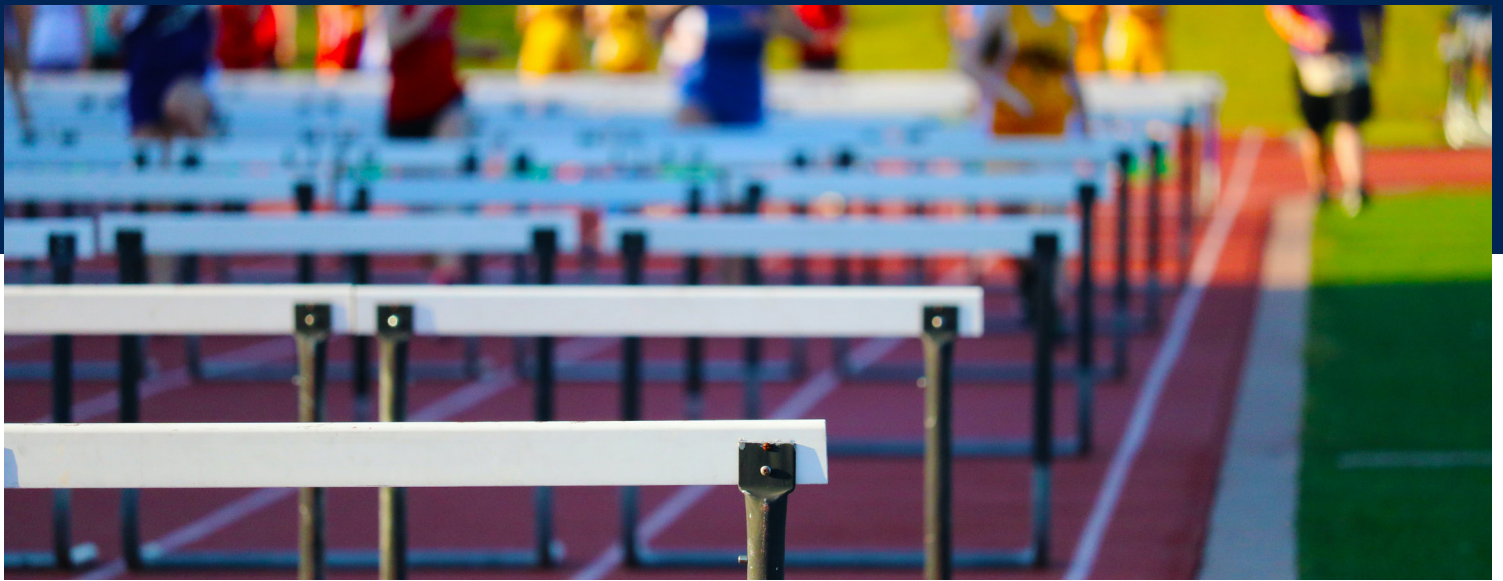


# Tips for Teaching Physical and Health Education

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 20<sup>th</sup>, 2021**





## 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](mailto:info@phecanada.ca).

**The mental, emotional, and physical health of your students should always be your top priority.** Returning to school 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 have experienced major disruptions in their learning. This fall, teachers can expect 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.

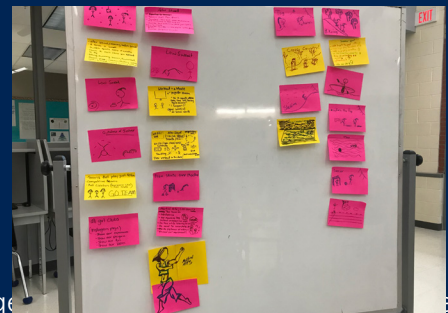
**03** Build slowly from where students are, **reinforcing things like fundamental movement skills** throughout the year.

**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.

**05** Establish a classroom 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.

## 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.



## RECOVERY

This past year many students lost access to physical activity, recreational sports and gyms. A similar study from The [Canada Games Council](#), in partnership with the IMI international found that 1 in 3 Canadian youth are unsure if they will return to sport after COVID-19 restrictions are lifted. A further study released by [Canadian Women & Sport](#) and E-Alliance on Tuesday found one in four girls who participated in sport at least once a week before COVID-19 has not committed to returning.

Researchers are suggesting that the way back is a gradual one to allow time to re-engage, acclimatization and prevent injury. In Physical Education, this includes a focus on skill and movement development before adding in the complexity of scrimmages and competition. It also includes making and re-establishing links to physical activity in their lives in and out of school.

PHE Canada chatted with Jen McKenzie, Physical Education Specialist at Colby Village Elementary and Robert Kemp Turner Elementary in Nova Scotia about their re-engagement and recovery plan for this fall. Jen told us that most PE specialists feel like they are on an island to begin with, often being the only specialist in that subject area in the school. The need to CONNECT with the staff in your school is CRITICAL this year, especially during the first days of school prior to seeing students. By bringing that POSITIVE attitude and energy that we Phys Edders are known for, it will add to the school / staff climate and start the year off on the right foot.



When planning for this year Jen is focusing on:

### 01. Establish routines early and practice them.

"This could be as simple as reading the warm up board when they enter the gym, having home base spots for instructional time/spacing/skill work. Practice what you want them to sound like, look like, and feel like. These routines will help students feel safe and comfortable within the gymnasium setting."

### 02. Prepare for the students' arrival. Have a plan for your program, but KNOW that this plan will be dynamic depending on the students, the environment (e.g., weather) and health.

"I believe it's very important to let them know that the gym (and the entire school) is a WELCOMING and SAFE place for them. This involves being knowledgeable on current COVID health and safety protocols and logistics in your building, community, and school board or district. It's also important to let the students know what the "end game" is. Are we building towards a game/competition setting, fitness goals, or skill work?"

**03. Be all the things you want your program to be. Use language that promotes caring, trust and physical literacy and encourage students to use the same language.**

Model this language, caring, empathy, communication, sportspersonship; Be positive! Students may be anxious about school. Be aware of their SEL and make the gym a positive and safe place to be.

**04. Encouraging students to have CHOICE and VOICE. Provide LOTS of opportunity for success during class.**

Demonstrating ALL skill levels from beginner to expert so that all students can achieve success. Asking questions can help to understand them as people, check in on their SEL, and check for understanding of skills and concepts during class. Plus, it lets them know you CARE.

**05. Take care of yourself!**

Know your limits, and learn to read your levels of fatigue, health, fitness, diet, and sleep.

## 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>





## CONTACT US



[www.phecanada.ca](http://www.phecanada.ca)



[info@phecanada.ca](mailto:info@phecanada.ca)



PHE Canada, 2451 Riverside Dr., Ottawa, ON K1H 7X7

With respectful acknowledgement that the land where PHE Canada's National Office is located is on the traditional unceded territory of the Algonquin Anishnaabeg People.