



Prifysgol Cymru
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Content Context and Pedagogy in Health and Wellbeing

Level 5
Semester 2
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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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1

Recap last week information

2

Context and content

3

Teaching and learning

Last week...

- General structure of the curriculum
- The place of health and wellbeing in the curriculum
- Curriculum issues with learning
- Documents that influence and develop the curriculum
- Learning in PSE

Content in health fitness and wellbeing (PE AoL)

- Task
 - Aims of PE – main aims and how could you teach it
- Ages – what is the curriculum asking for?
 - What would it look like in schools?

What do we already know?

Content | Context | Pedagogy = Aims of PE (and the wider curriculum)

VISUAL

LEARN BY SEEING

- Charts, Graphs
- Graphic organizers
- Lesson outlines
- Picture aids
- PowerPoints

AUDITORY

LEARN BY HEARING

- Read-alouds
- Listening centers
- Verbal instructions
- Discussions
- Repeat to a friend

READ/ WRITE

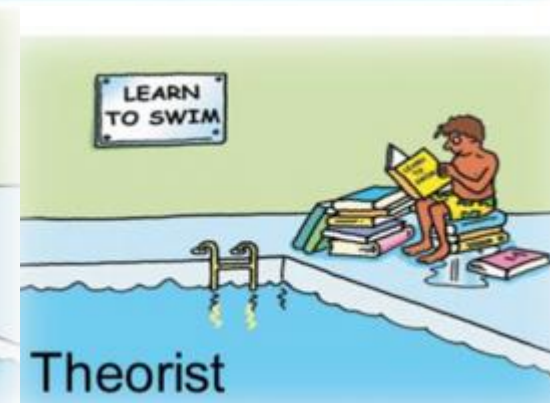
LEARN BY READING & WRITING

- Books & texts
- Dictionaries
- Note-taking

KINESTHETIC

LEARN BY DOING

- Incorporate body movement
- Tactile- touch, feel
- Hands-on!



Health based K & U

- Four categories (Harris, 2000):

Safety Issues

Exercise Effects

Activity Promotion

Health Benefits

What is **Physical Literacy?**

“Physical literacy can be described as the **motivation**, confidence, **physical competence**, **knowledge** and **understanding** to value and take responsibility to engagement in physical activities for life” (IPLA, 2017)



physical skill + Confidence + Motivation + Lots of Opportunities = Physical Literacy

K & U for Physical Literacy

- Physical literacy Holistic concept
 - > physical and fundamental movement skills encompassing knowledge and understanding
 - (Allender & Martin, 2017; Edwards et al., 2017; Ennis, 2015; Whitehead, 2010)
- 3 Categories within the cognitive domain:
 - Knowledge and understanding of activities
 - Knowledge and understanding of healthy active lifestyles
 - Value and take responsibility for physical activity (Edwards, 2017)



Health based K & U

- Two parts (Cale and Harris, 2018):

Principles of movement and performance

- Appreciate basic components of movement
- Evaluate own and other's performances
- Using appropriate vocab

Being able to diagnose what makes a movement/ movement pattern more or less effective

Health and Fitness

- Beyond the basics of exercise sleep and nutrition
- Unclear about appropriate health knowledge (Amour and Harris, 2013)
- This has lead to mixed opinions

Identify the health knowledge and experiences required to be able to successfully engage in PA for life (C&H, 2018)

Three key elements to empower young people (Elbourn and James, 2013: 2)

- Appropriate content
 - Safe, progressive, relevant, well informed, inclusive and fun
- Appropriate context
 - Range of activities through which learning can be promoted – gym, dance, games, fitness and exercise
- Effective pedagogy
 - “personalised, enabling, and collaborative, and which facilitates informed decision making and uses active learning strategies”

Health based K & U

- “ Physical literacy, by definition, concerned with the physical and as such the concept and attributes should be developed within and through the physical, and through a rang of activities, with knowledge and understanding of movement and health being no exception in this regard” (Cale and Harris, 2018).
- Class-room based learning is most reported – even though it is relatively ineffective (Cale and Harris, 2006)



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Reading

- Cale and Harris chapter and article

