

CHAPTER 4

Design of the Physical Education Curriculum

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4.1 Curriculum Models in Physical Education

Jewett and Bain (1985) outline seven physical education curriculum models which are currently in use. These models (see Table 1) represent widely differing perspectives on the place of physical education in the educational system, based on differing views of the learner, learning, educational intentions and fundamental beliefs about the role of schools in society. The Personal-Global orientation to physical education requires a combination of models of physical education in the implementation of a Personal-Global curriculum.

4.1.1 Suggested Curriculum Models of Physical Education

Within the Personal-Global Curriculum Framework, teachers may adapt one or more of Jewett and Bain's (1985) model(s) to best fit their local school context. Teachers and school districts are best able to determine the means to fulfilling the curriculum intentions outlined in this framework; they are able to adapt and implement curriculum models which best serve the needs of the local school-community environment. Decisions related to such areas as resource allocation, instructional strategies and activity choices are locally determined and implemented based on the particular needs and priorities of the school-community. Curriculum models should therefore be combined or modified to provide a curriculum that suits the particular characteristics of the school-community. An analysis of the various models and their potential application to primary/elementary, intermediate and senior high school physical education in the province is outlined below in **Table 1 - Comparison of Curriculum Models in Physical Education**. These models were identified by Jewett, A.E. and Bain, L.L. in *The Curriculum Process in Physical Education*, (1985) pp. 80-82.

TABLE 1
COMPARISON OF CURRICULUM MODELS IN PHYSICAL EDUCATION

	Developmental	Humanistic	Fitness
Beliefs	-Opportunity for maximum development -Development holistic with individual differences -Learning how to learn	-Individual uniqueness -Feelings more important than knowledge -Students best determines how and what to learn	-Unique role of physical education is its contribution to health
Goals	-Competence -Individuality -Socialization -Integration of experience	-Self-body-world connection -Sense of community -Active playful spirit	-Knowledge about fitness -Skills in activities with health benefits -Commitment to regular exercise
Conceptual Framework	-Developmental characteristics	-Stages of development in self-direction	-Components of health-related fitness
Program Design	-Developmental themes	-Expanding self-awareness and responsible choice	-Knowledge and activities related to fitness
Dimension: Individual development	-Expert diagnosis	-Self-directed	-Expert diagnosis
Dimension: Social-cultural goals	-Preparation for society and social change	-Social change	-Preparation for society
Dimension: Subject matter content	-Movement	-Play and fitness	-Fitness
Value orientation	-Self-actualization	-Self-actualization	-Disciplinary mastery

COMPARISON OF CURRICULUM MODELS IN PHYSICAL EDUCATION

Movement Education	Kinesiological Studies	Play Education	Personal meaning
-Individual uniqueness -Holistic integrity -Increasing independence	-Experimental learning of knowledge -Learning how to learn	-Play valuable as source of meaning -Quality play requires education	-Holistic purposeful beings -Education-the creation of meaning -Process skills essential
-Move skillfully -Aware of meaning of movement -Knowledge about movement	-Move skillfully -Knowledge about movement -Problem-solving ability	-Increase tendency and ability to play by a) increasing skill b) socializing into play environment	-Individual development -Environmental coping -Social interaction
-Framework and themes for movement analysis	-Structure of discipline	-Structure of play	-Potential meaning for participants
-Movement themes in games, dance, gymnastics	-Concepts integrated with activity	-Competitive and expressive activities	-Learning activities related to purposes and processes
-Expert diagnosis	-Expert diagnosis	-Personal meaning	-Personal meaning
-Preparation for society	-Preparation for society	-Preparation for society	-Preparation for society and social change
-Movement	-Movement	-Play	-Movement
-Disciplinary mastery and learning process	-Disciplinary mastery and learning process	-Disciplinary mastery	-Ecological validity and learning process

4.1.2 Program Design for Primary/Elementary Physical Education (Grades 1-6)

Primary/Elementary Physical Education should emphasize the Personal Meaning Model. Process skills are also emphasized in this model. This means children develop strategies to react to various situations, solve problems and make decisions. The curriculum will provide guidance for teaching these process skills through involving children in three fundamental program dimensions: Rhythmic Activities, Gymnastics and Games. For example, many small-sided games involve cooperation between team members and some competition against others, or with an object. The Personal Meaning Model may use such a game to teach processes such as communication skills, respect for rules, creating new strategies, as well as the usual physical and conceptual aspects of the game. This contrasts with the Movement Education Model, which could use the game to teach a concept, such as 'moving into space', but, while the game may still include processes such as communication skills and the creation of new strategies, these processes would not be intended learner outcomes. This example demonstrates the subtle, yet important different emphasis in the treatment of 'themes' in the Movement Education Model versus the Personal Meaning Model.

The curriculum guide for primary-elementary physical education entitled: *Moving Towards Quality Daily Physical Education* strongly endorses a "Movement Education" orientation for Primary/Elementary schools of Newfoundland and Labrador. This endorsement is supported, in part, by the Curriculum Framework because: 1) the Personal-Global curriculum orientation is broad and holistic, encompassing many aspects of the Movement Education Model, along with aspects from the Humanistic Model; 2) movement concepts and skills are the medium through which students develop personal meaning, group interaction and

environmental awareness; 3) the discovery-oriented teaching strategies usually employed in movement education curricula support the learner-centered decision making and problem solving principles of the Personal-Global orientation to curriculum; and 4) a Personal-Global curriculum is taught through a thematic approach and is learner-centered. Teachers of primary/elementary physical education should be familiar with the conceptual, discovery-oriented methodology associated with the model. **It is also imperative for both legal and safety reasons that teachers be thoroughly trained to offer gymnastics programs.**

4.1.3. Program Design for Intermediate Physical Education (Grades 7-9)

A curriculum model which has the potential to meet the needs of intermediate students of physical education, is the Humanistic Model proposed by Hellison (1973). This model has been further elaborated and developed in subsequent writings (Hellison (1978), Hellison (1985) and Hellison & Templin (1991)). Jewett & Bain (1985) describe humanistic physical education which *uses physical activity to assist the student in the search for personal identity. It places "student self-esteem, self-actualization, self-understanding and interpersonal relations at the center of the physical education teaching-learning act". (Hellison 1978, 1) ... The teacher does not prescribe and direct learning activities, but facilitates and counsels the student involved in self-directed learning.* (pp. 50-51, 53)

The Humanistic Model clearly corresponds with several general curriculum outcomes of the Personal-Global orientation to curriculum. The development of personal decision-making ability, as it relates to lifestyle choices and the enhancement of self-esteem, and the development of an outwardly moving concern for self and others, closely complement both the Personal-Global orientation, and the Comprehensive School Health program at the intermediate level.

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*The personal and social skills that form the basis for this health promotion program are goal setting, decision making, communications (including assertiveness and refusal skills) and stress management. (Department of Education, **Adolescence: Healthy Lifestyles Intermediate Health and Personal Development Curriculum Guide**, p. 90).*

Adolescents experience rapid change in their physical, intellectual, social, spiritual and emotional development. These students are involved in a personal search for meaning, asking questions such as: Who am I? What should I do? Where do I fit in? A Personal-Global curriculum orientation guides students through Hellison's four successive stages of self-control, involvement, self-responsibility and caring for others. The developmental levels (see Table 2 below) contained in the Humanistic Model roughly correspond to the values and program needs that underlie many current discipline and motivation problems.

Table 2.

Levels	Needs
Level I: Self-Control	responds to the need for control in our classes and on our teams
Level II: Involvement	responds to the need for physical activity as a central feature of physical education and co-curricular programs, and to the need for day-to-day, routinized activities as one aspect of personal stability
Level III: Self-Responsibility	responds to the need for making responsible choices and to the development of a stable personal identity
Level IV: Caring	responds to the need for making creative, responsible decisions as a group member and to the need for a different approach to schooling

The Humanistic Model is also developmentally appropriate for the intermediate level student as it emphasizes individual uniqueness, while at the same time,

promoting peer interaction and sharing. The model is based on the idea that feelings, knowledge and physical development are equally important, and that learning activities are determined by a collaborative effort between the teacher and the student. The Humanistic Model places student self-esteem, self-actualization, self-understanding and interpersonal relations at the centre of the physical education teaching-learning environment. The teacher facilitates and counsels the student involved in self, peer and teacher directed learning. Physical activity is a vehicle to assist the student in developing a Personal-Global understanding.

The Intermediate Physical Education program is designed to enhance the self-esteem of all individuals. Due to individual growth differences and coordination concerns, students must have the opportunity to participate in activities at a level that is self-paced and non-threatening, and there should be no exit level skill requirements. Evaluation should be based on an individual and small group assessment, using contracts, self-reports and personal portfolios to assist in directing individual and small group activities.

4.1.4. Program Design for Senior High School Physical Education (Levels I-III)

The philosophy of the Senior High School Physical Education program further complements the Personal-Global orientation set out in this Framework. An explicit student-directed approach will be emphasized in each course at the senior high level. This approach promotes student self-actualization through involvement in self-selected, meaningful experiences. The senior high school Personal-Global Physical Education program has been designed to articulate with the Personal Meaning orientation of the Primary/ Elementary Physical Education program and the Humanistic orientation of the Intermediate Physical Education program.

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The Personal-Global orientation of physical education in senior high school highlights curriculum outcomes that are focused on personal development, equipping the learner to be prepared to function and interact in an ever-evolving society. The Senior High School Physical Education Program provides the student opportunities to consolidate learning through combining theory and practice, within a medium of physical activity. Physical education exposes students to situations which assist in the development of emotional control, social adjustment, appreciation for physical activity as something that is personally exhilarating and empowering, and realizing the importance of physical activity in the maintenance of personal wellness.

The Senior High School Physical Education Program consists of two, two-credit courses and two one-credit courses, each having a distinct Personal-Global theme. Students will be able to select the courses in any sequence, depending on each student's own academic pattern and the course offerings of the school. To concur with the quest toward Quality Daily Physical Education, and to achieve the outcomes of the courses, senior high school physical education will be offered in a two-credit format. In high schools where courses are semesterized, courses may be offered in two parts to maintain the emphasis on daily physical activity.

Physical Education, on a daily basis, establishes the foundations for Active Living by providing students with the knowledge, skills, attitudes and experiences to develop wellness lifestyles.

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The following is an overview of Wellness 1200, Physical Education 2100/2101 and Physical Education 3200:

WELLNESS 1200

Wellness 1200 will provide students with an opportunity to improve their personal wellness through completion of physical activities and other course content which concentrate on the enhancement of overall health. Attitudes towards physical education are evolving as individuals become more concerned with their own personal wellness. As competitive team games are no longer fulfilling the needs of many of these students, an individualized approach to the development of wellness will provide them with unique opportunities to make decisions concerning their own health and well-being.

While physical activity is essential to a healthy lifestyle, well-being has traditionally been associated with a physiological measure of fitness (cardio-respiratory efficiency, body composition, agility, flexibility and strength). The Wellness 1200 course, taught within a Personal-Global curriculum orientation, will not only concern itself with the physiological components of physical fitness, but also with the knowledge of how these components are affected by physical activity, the impact of "body ideals" in the culture, and the emotional, social and spiritual aspects of being well. This knowledge and understanding will be acquired through integration within physical activities and applied by students to personalized and individualized wellness programs.

Emphasis will be placed on wellness issues and an active lifestyle as described in the Personal-Global Framework. Wellness 1200 will provide students with opportunities:

- To acquire an understanding and appreciation of the mechanisms and practices that are conducive to personal wellness through participation in physical activities.
- To apply knowledge of wellness concepts to evaluate their own wellness, and develop a wellness program that will meet their own daily needs.

- To develop socially and emotionally mature attitudes and behaviours towards oneself and others.
- To apply critical thinking skills to understanding the sociological, economic and environmental impact of physical activity and wellness trends.

PHYSICAL EDUCATION 2100/2101

Physical Education 2100/2101 are based on the Humanistic and Personal Meaning Curriculum Models (Jewett and Bain, 1985), and focus on developing leadership skills through involvement in a wide variety of cooperative activities. Students will engage in a variety of experiences that are intended to encourage cooperation and leadership through physical activity, recreation and sport. Learning strategies will be employed which relate to the purpose and processes of developing cooperation and leadership skills as required to achieve curriculum outcomes. Practical involvement in leadership-oriented projects will further prepare students to recognize the value of working both cooperatively and independently, and the need for cooperation and leadership in our society.

The courses should be developed to encourage all students, regardless of physical ability or background to participate in physical activity. Traditional and innovative team-oriented activities will be utilized to instill an appreciation for working with others to solve problems, resolve conflicts, generate ideas and enhance personal growth. A cooperative student-student, student-teacher and student-school environment will be encouraged to foster positive feelings and outcomes concerning physical activity. The leadership component will offer students the opportunity to positively impact on the school environment by their participation in a range of meaningful personal experiences.

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Physical Education 2100/2101 will provide students with opportunities:

- To develop leadership and cooperative characteristics such as trust, respect for others, self-confidence, self-esteem and responsible behaviour.
- To develop problem-solving and conflict management skills through a variety of group strategies and openness to new ideas.
- To explore personal goals with respect to the cooperation and leadership themes.
- To experience opportunities whereby they will assist classmates with developing knowledge and experiences about and within physical activity.
- To participate in the organization and management of activities that will be beneficial to the class, grade level or school (social development, organization of special events, budgeting, safety, etc.).

PHYSICAL EDUCATION 3200

Physical Education 3200 is designed to promote personal meaning, and self-fulfillment through accepting responsibility for making decisions, implementing actions and realizing results. Green (1978) said that "curriculum ought to be a means of providing opportunities for the seizing of a range of meanings by persons open to the world". Thus "personal meaning" is a vital component of any plan to increase participation rates in physical education programs, and to subsequently instill concepts of self-direction and discovery. The basic goals of a personal meaning curriculum are individual development, environmental coping and social interaction. Thus goal priorities, content selections and sequence decisions will be important determinants in the overall design of the course. A personal meaning curriculum allows a student to explore personal concepts of self-direction and discovery. For example, a person might not only run for fitness (well-being) but also to improve his or her personal best time (competence) and to experience a "runner's high" (transcendence). The meanings will depend on the individual's

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characteristics, and experience, and the historical and social significance of the activity to the individual.

Physical Education 3200 will provide students with opportunities:

- To foster self-actualization through personal goal setting.
- To encourage self-expression and fulfillment through exposure to a range of experiences and adventures which can be personally exhilarating and empowering.
- To facilitate collective responsibility for planning and designing school/community active living programs.
- To develop critical awareness of the human impact on the environment, and of its relation to total well-being/wellness.
- To develop independence and balance in pursuing a healthy lifestyle, and the responsibilities that are associated with the development of that lifestyle.