

MEANINGFUL PHYSICAL EDUCATION PRACTICES

FOR K-6 TEACHERS



@TyRiddick

STRATHCONA-TWEEDSMUIR SCHOOL
OKOTOKS, AB

AGENDA

- Physical Activity Journey
- Philosophical Shifts in PHE from 2000 to 2022
- Practical Applications of New Curriculum
- Questions & Break
- Integrating Health with Physical Activity
- Resources





THE SUMMIT: A student discovers a meaningful connection to movement that enhances the quality of their lives. The student experiences joy in movement and is motivated to continue to pursue physical activity outside of school.



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DESCENDING: PE has been **detrimental**, a source of stress and anxiety. Students merely seek to 'get through' each lesson, and are eager for class to end. Through experiences which are demeaning or embarrassing, the student is turned off of participation.



DETRIMENTAL

MEANINGLESS

MEANINGFUL



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AGE

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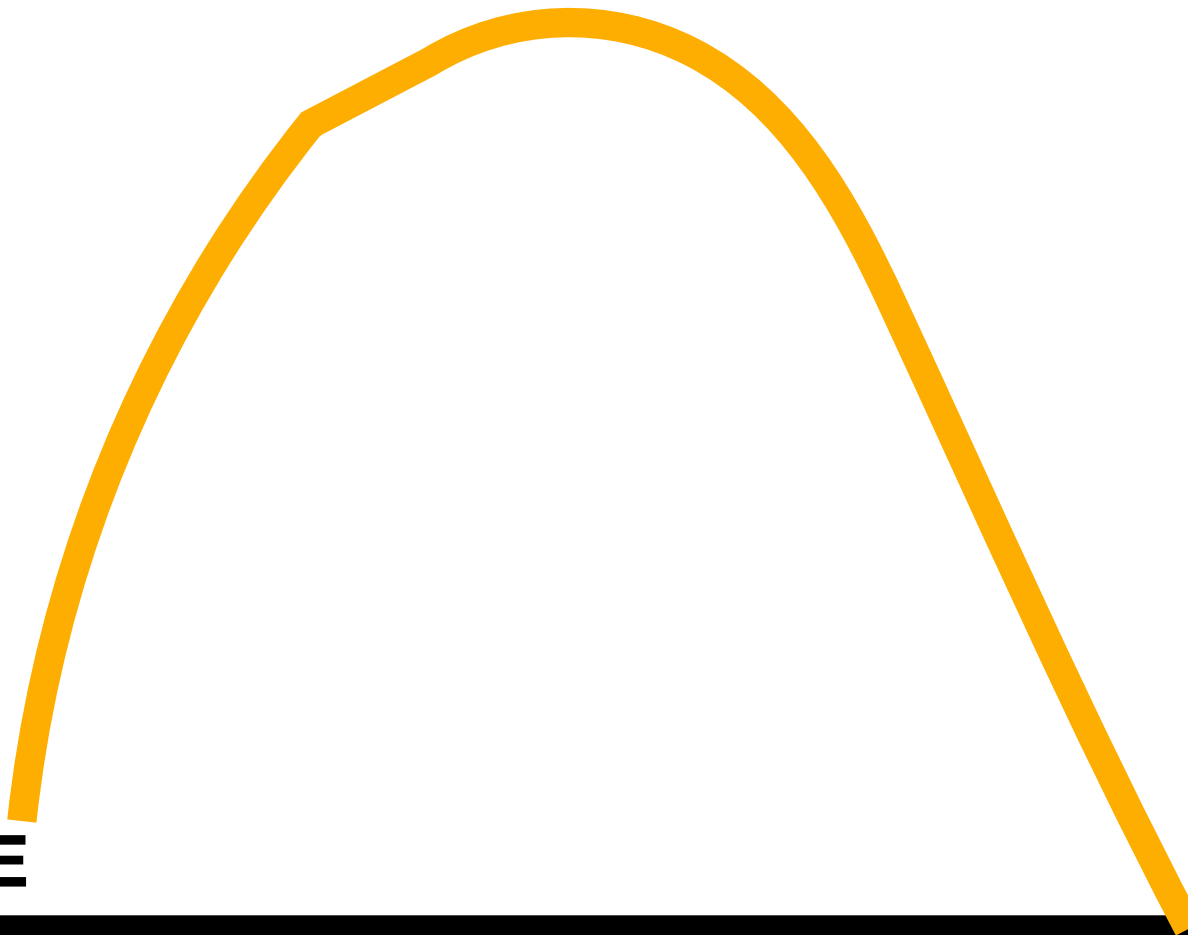
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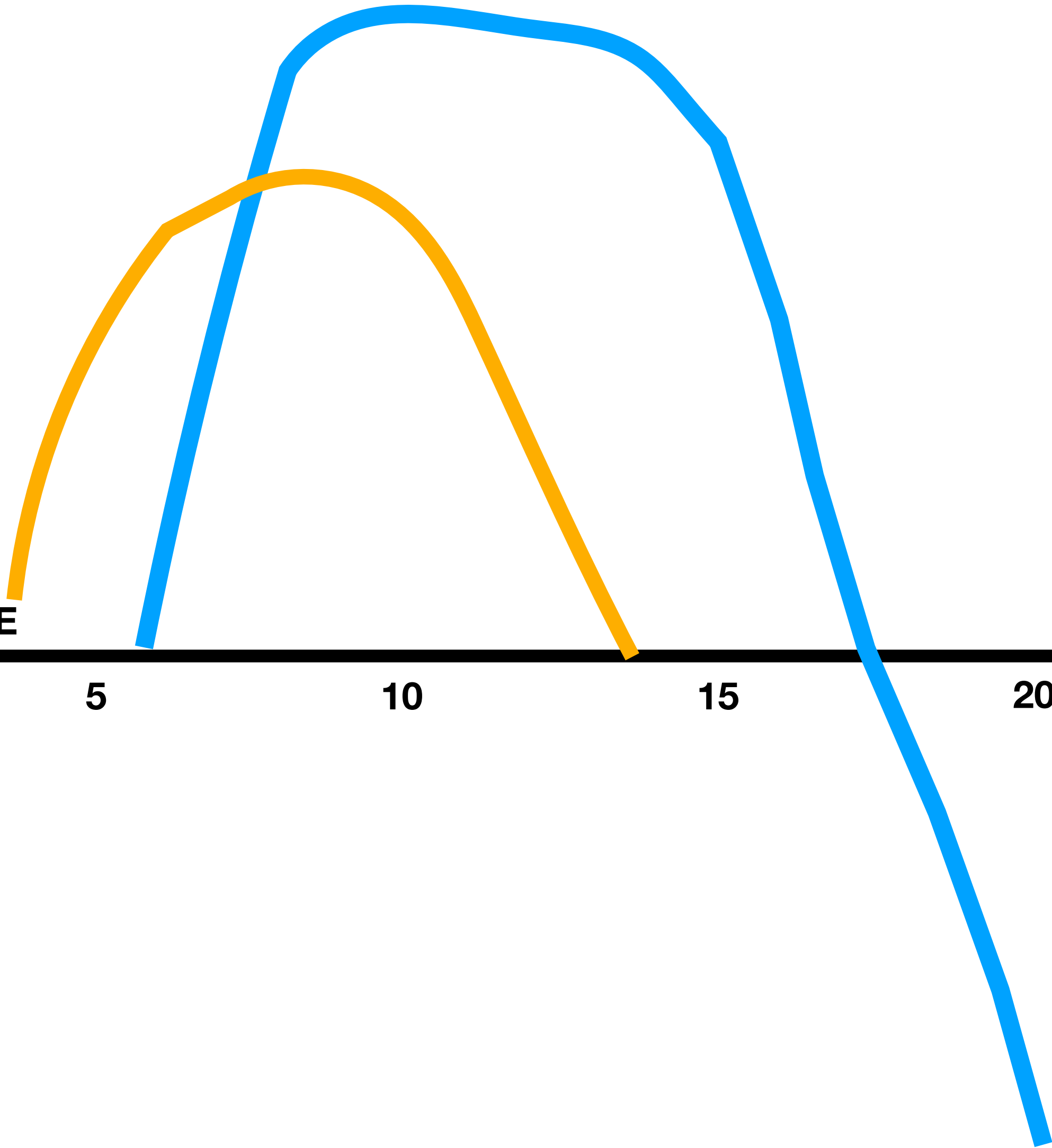
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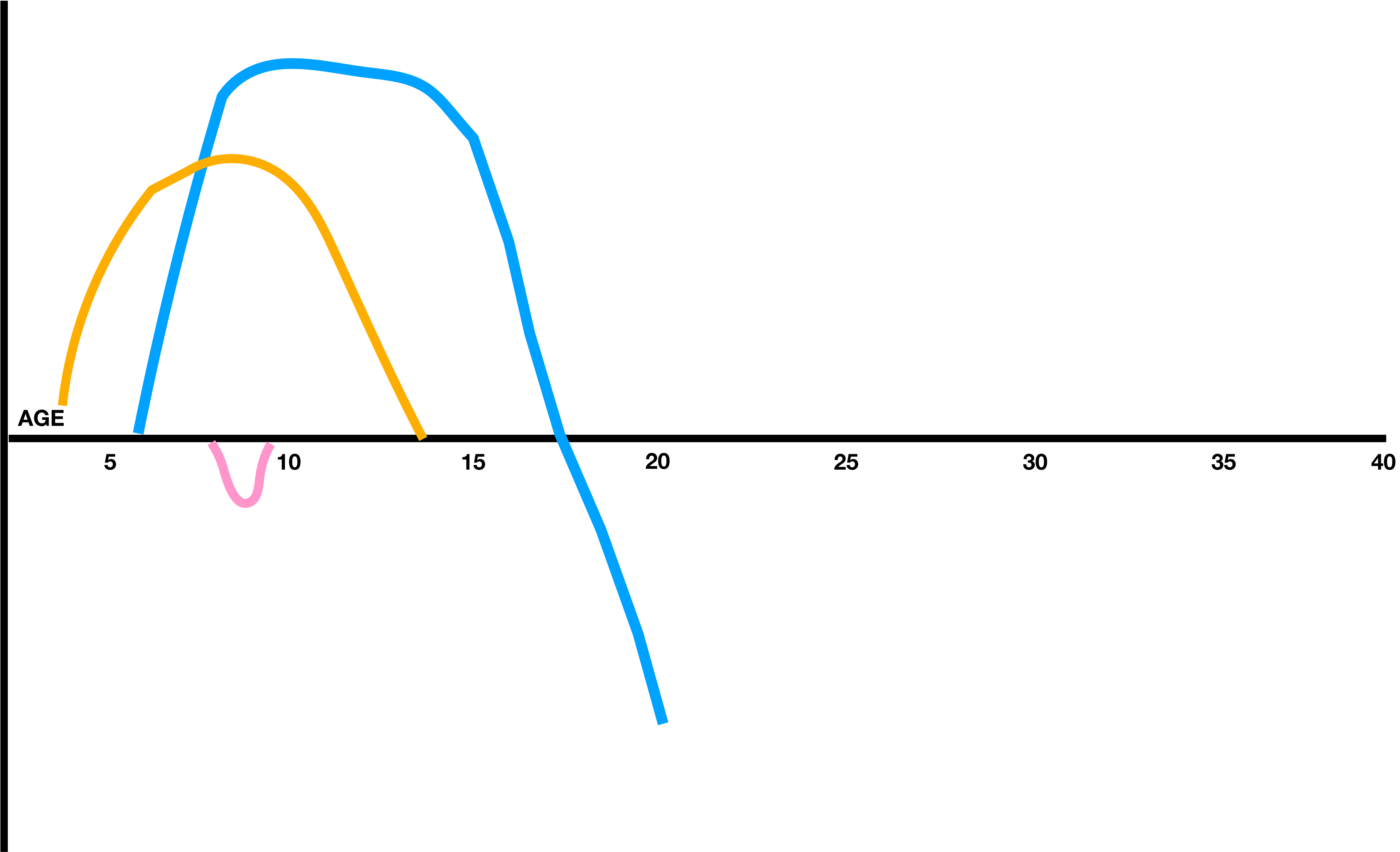
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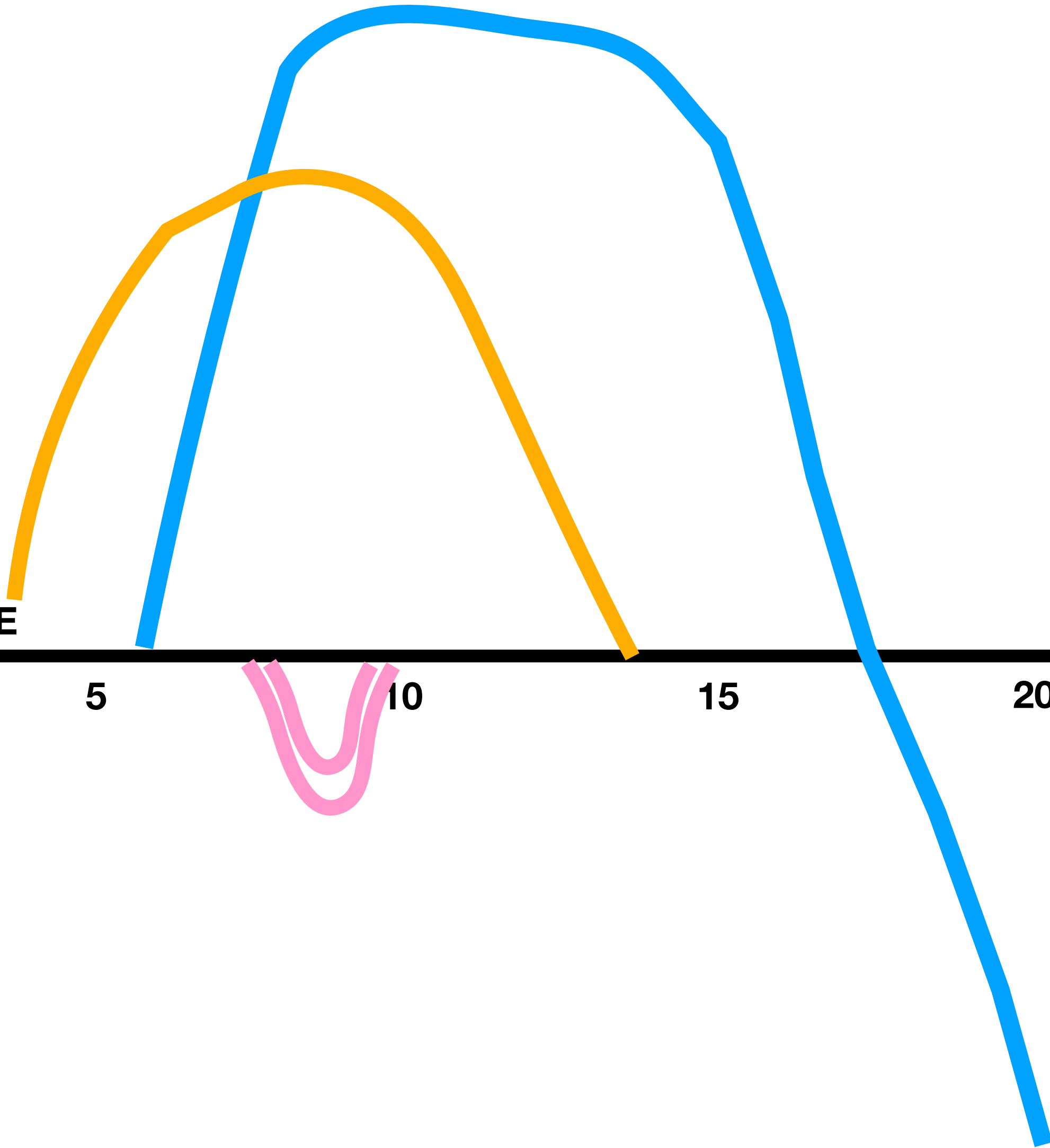
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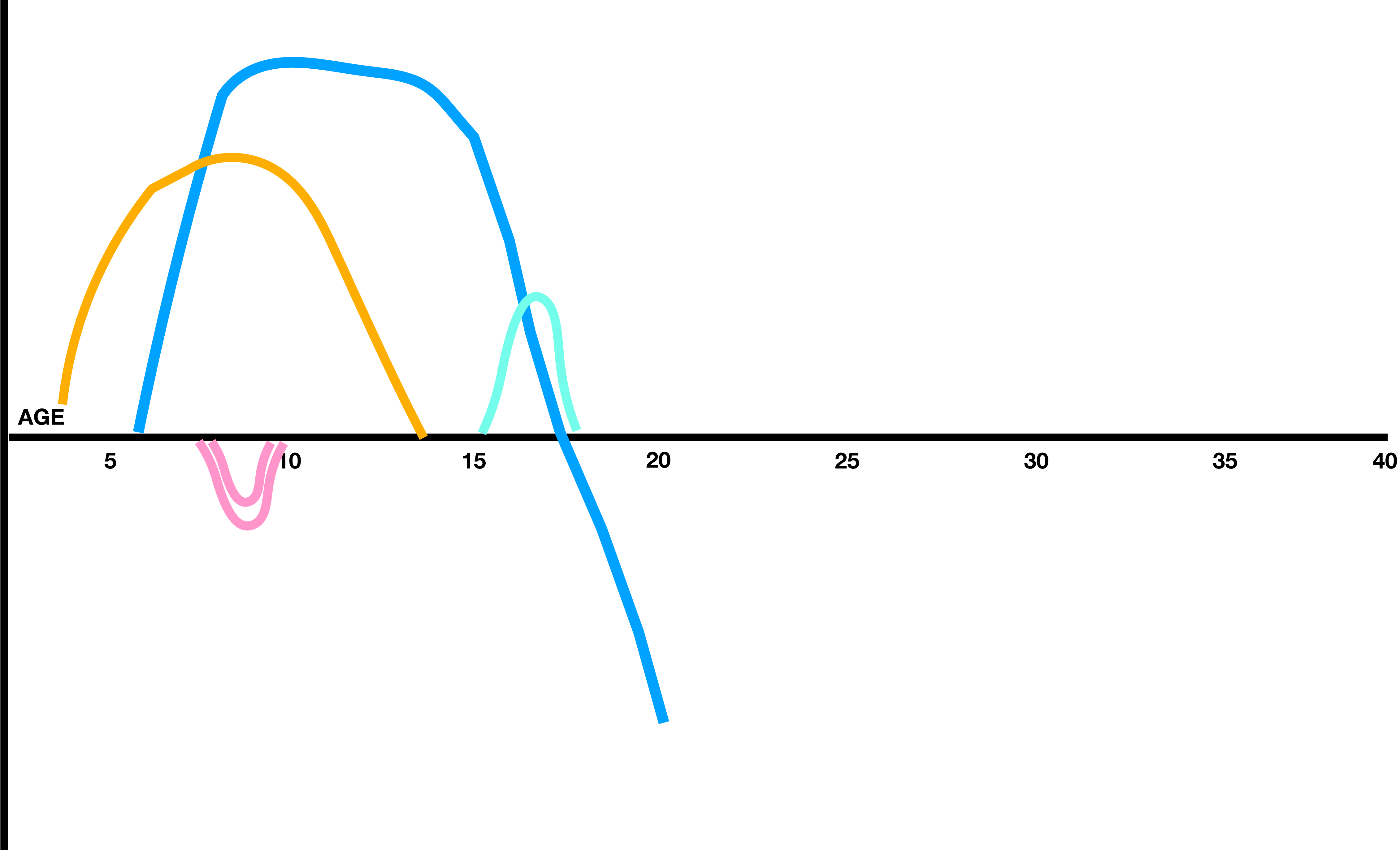
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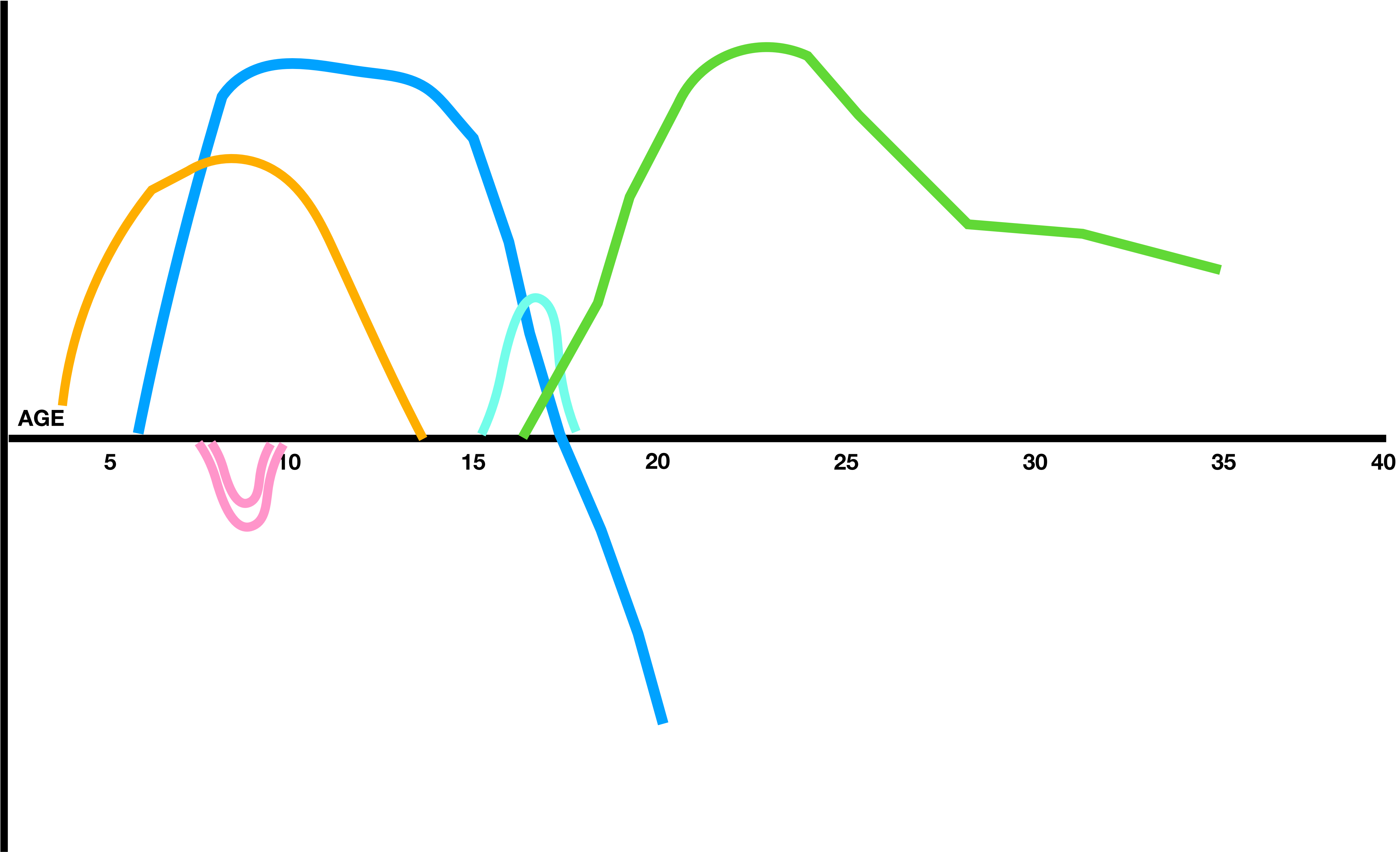
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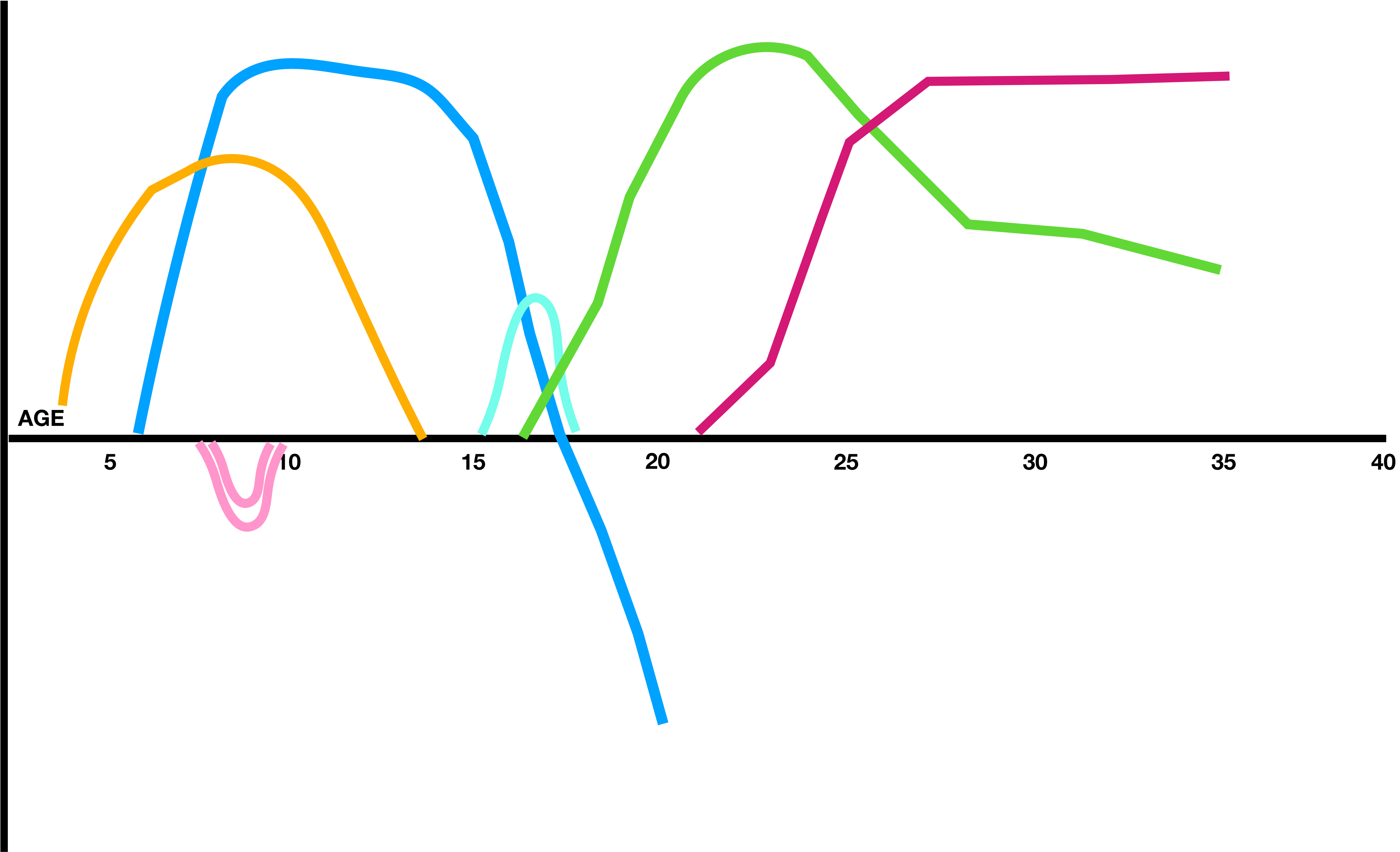
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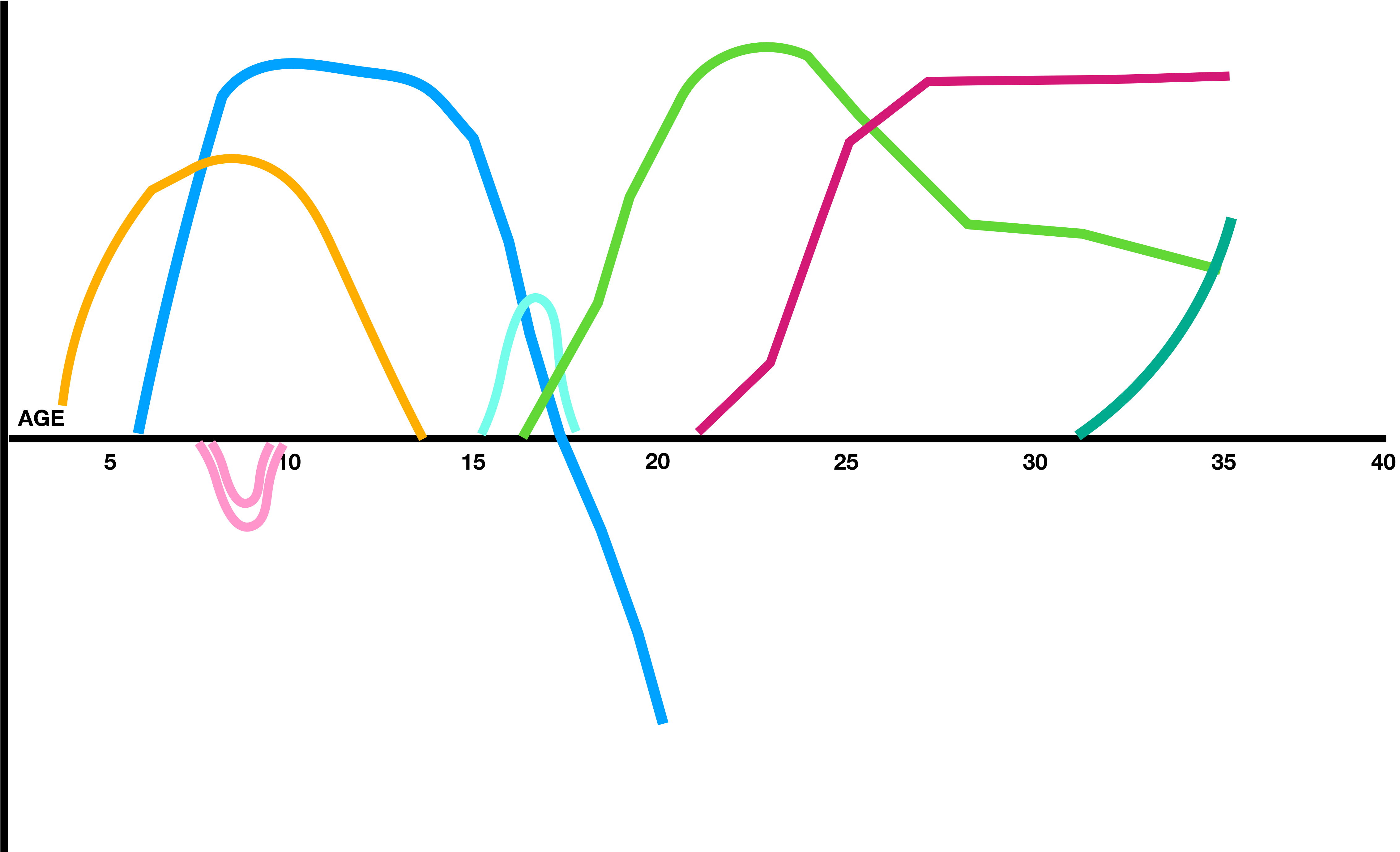
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PHYSICAL LITERACY TIMELINE

HOW HAS PE PHILOSOPHY CHANGED OVER TIME?



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HOW HAS PE PHILOSOPHY CHANGED OVER TIME?



2000

Alberta Curriculum is
Released

The physical education program emphasizes active living, with a focus on physical activity that is **valued and integrated into daily life.**

PHYSICAL LITERACY TIMELINE

HOW HAS PE PHILOSOPHY CHANGED OVER TIME?

Embodied capacities to enable individuals to realise a wide range of aspects of their **potential** and thus **enhance their quality of life'**

2001

Physical Literacy
Formally Introduced

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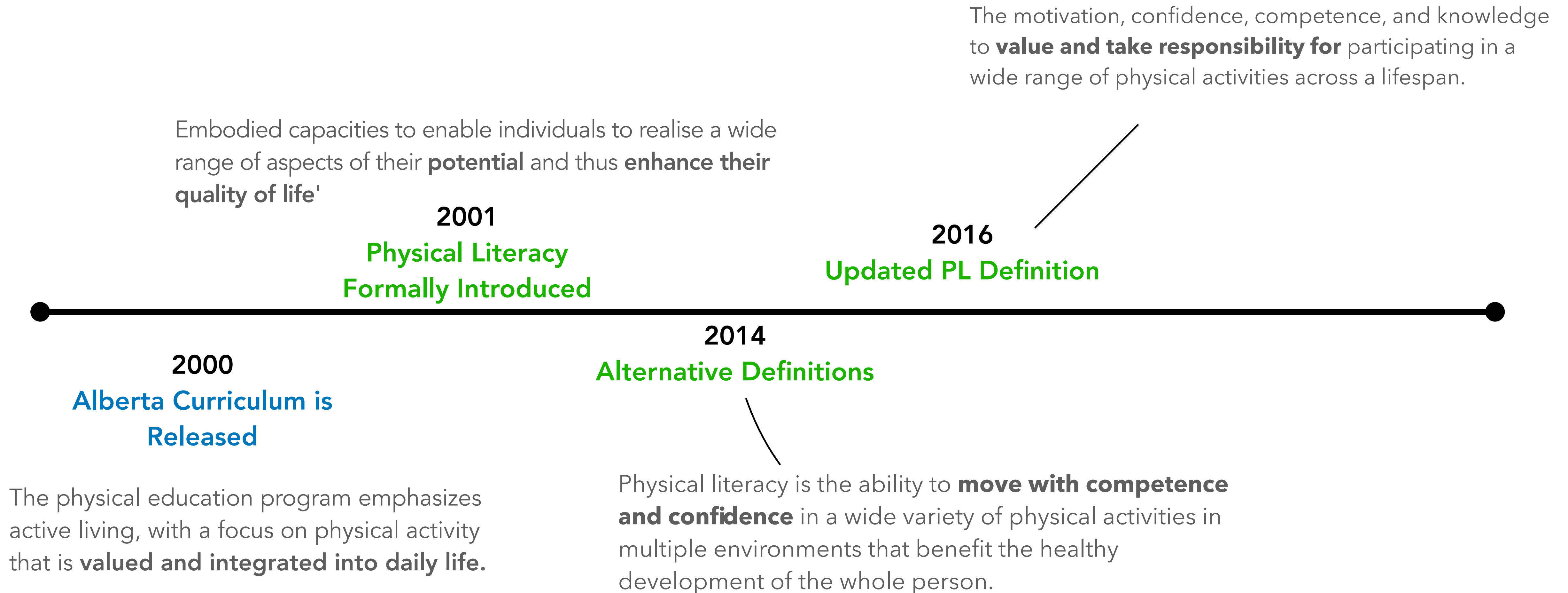
2014

Alternative Definitions

Physical literacy is the ability to **move with competence and confidence** in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

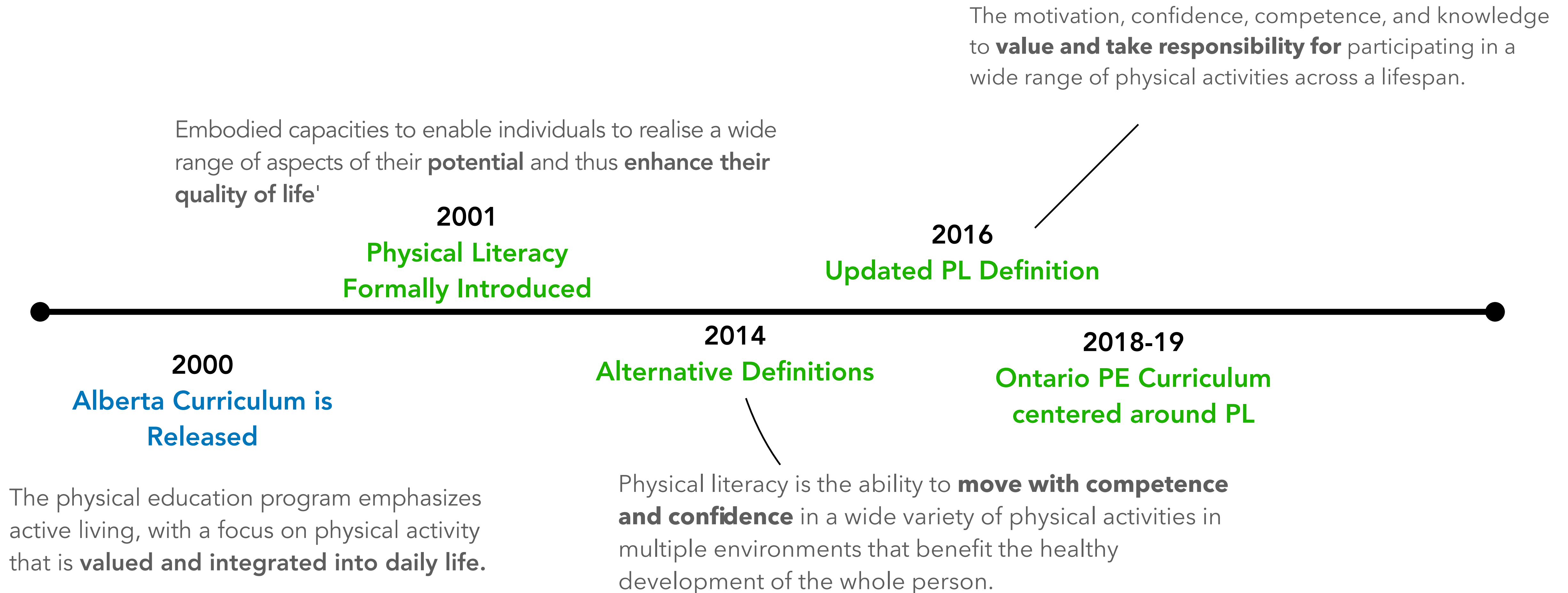
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Updated PL Definition

The motivation, confidence, competence, and knowledge to **value and take responsibility for** participating in a wide range of physical activities across a lifespan.

2018-19

Ontario PE Curriculum
centered around PL

2021-22

Alberta PE Curriculum
centered around PL

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While definitions and terminology have varied and changed, there is some consistency in the desired outcome of PE between the 2000 and 2022 curriculum.

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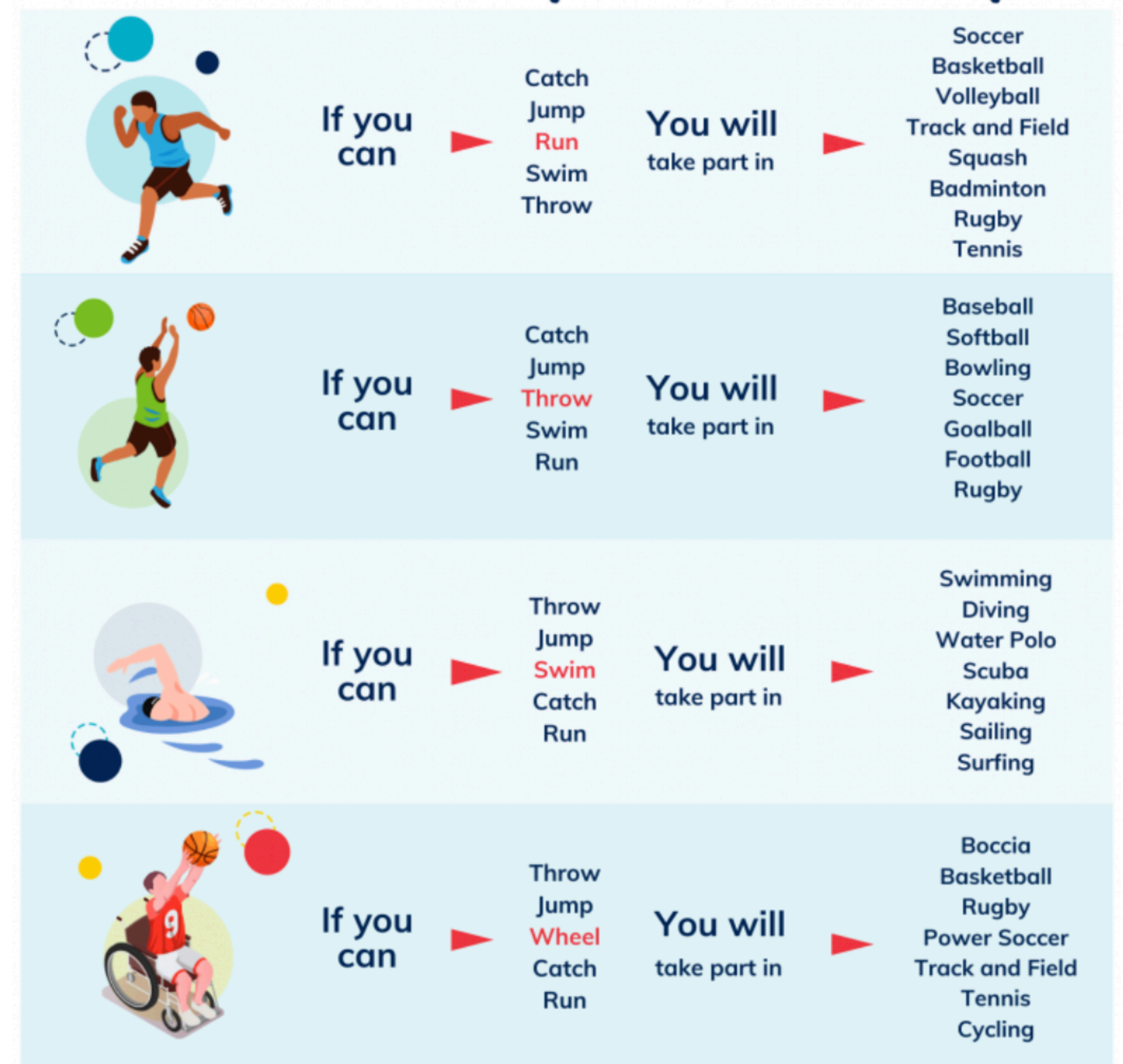
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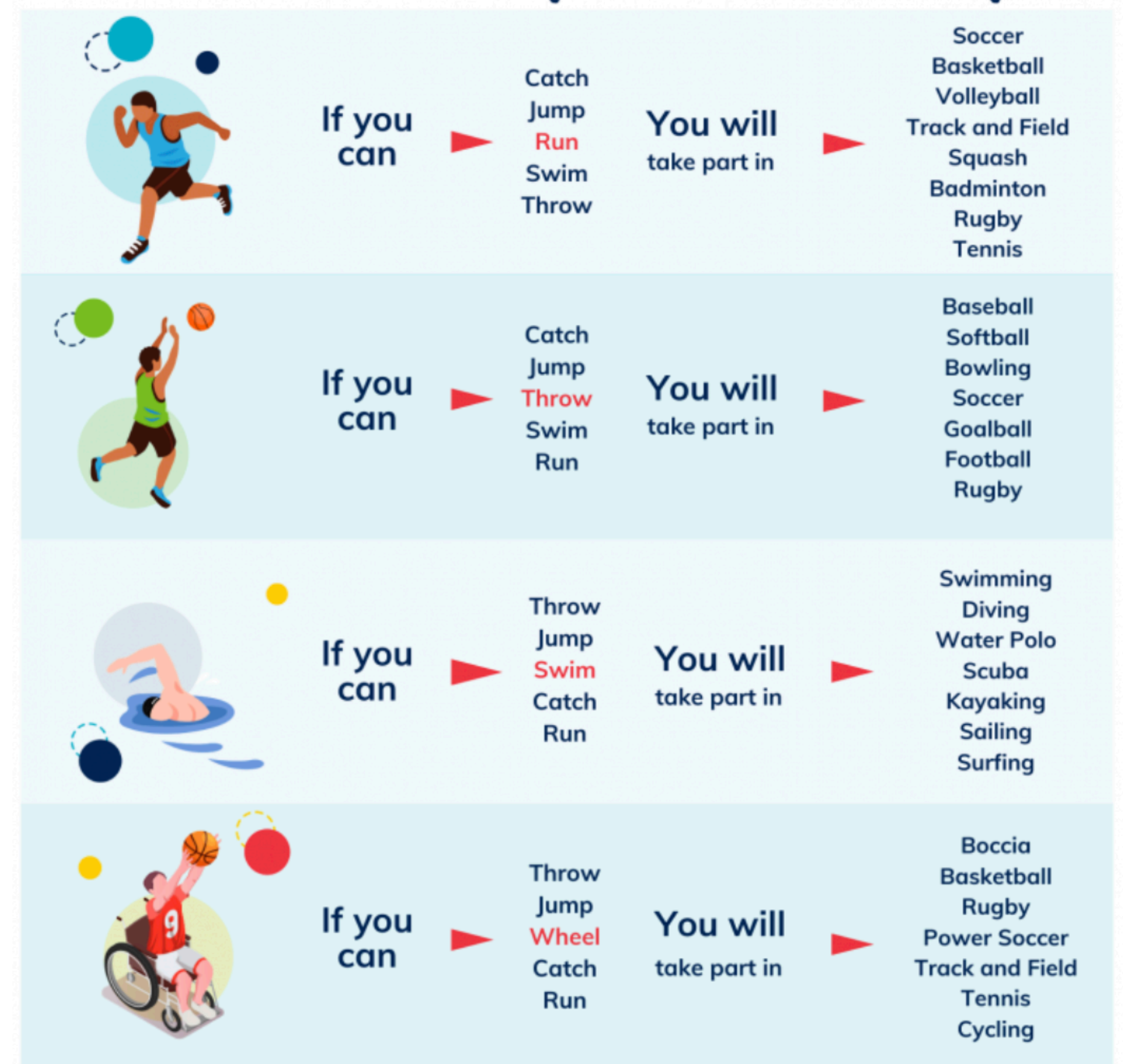
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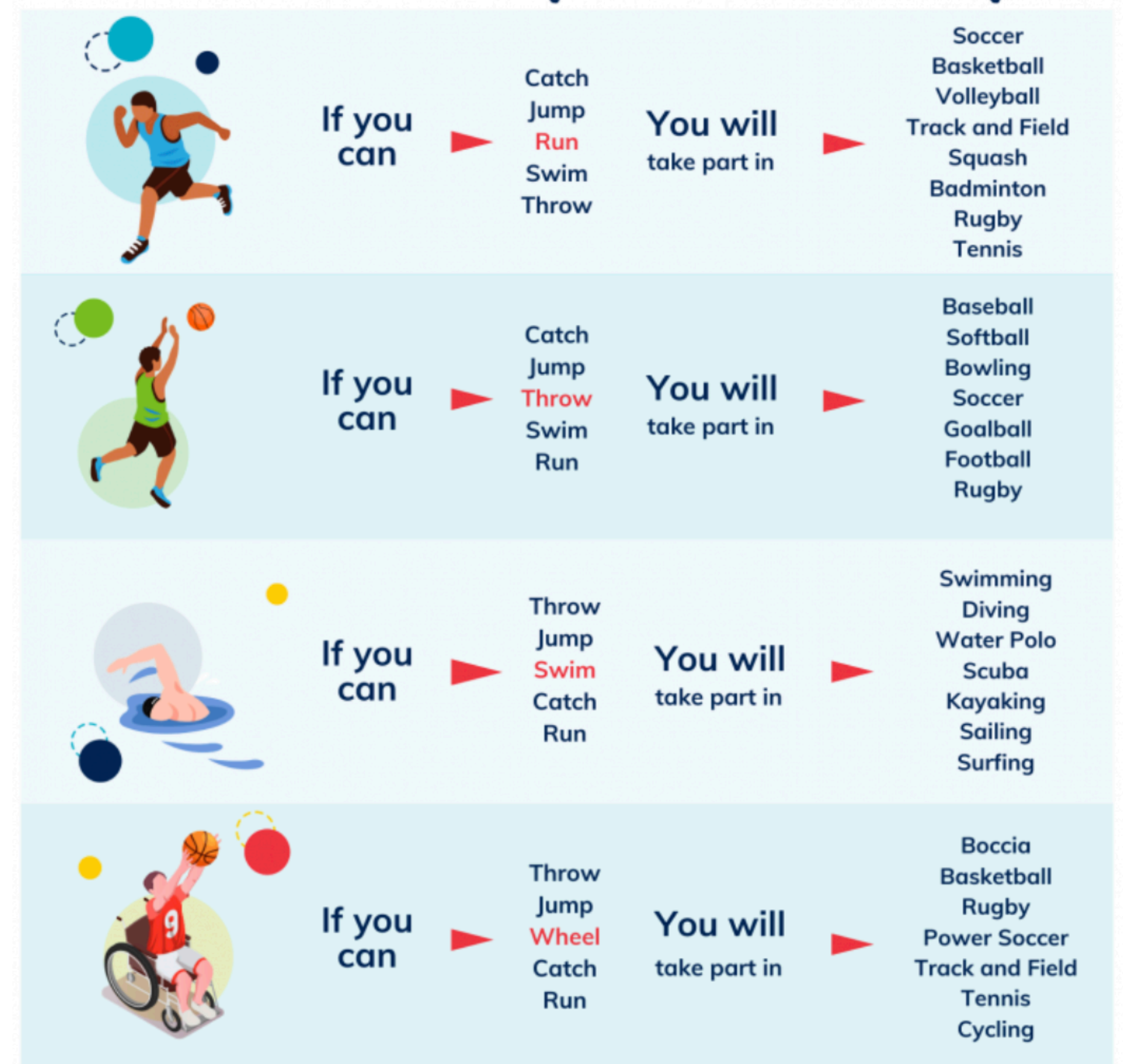


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Even though young people are able to understand the importance of health, they are not ready to sacrifice present enjoyment. **The risks of the future, are too far off to be meaningful** (Kretchmar, 2005)



PHYSICAL LITERACY

A MORE RECENT SHIFT IN PRIORITIES



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Re-thinking our Priorities



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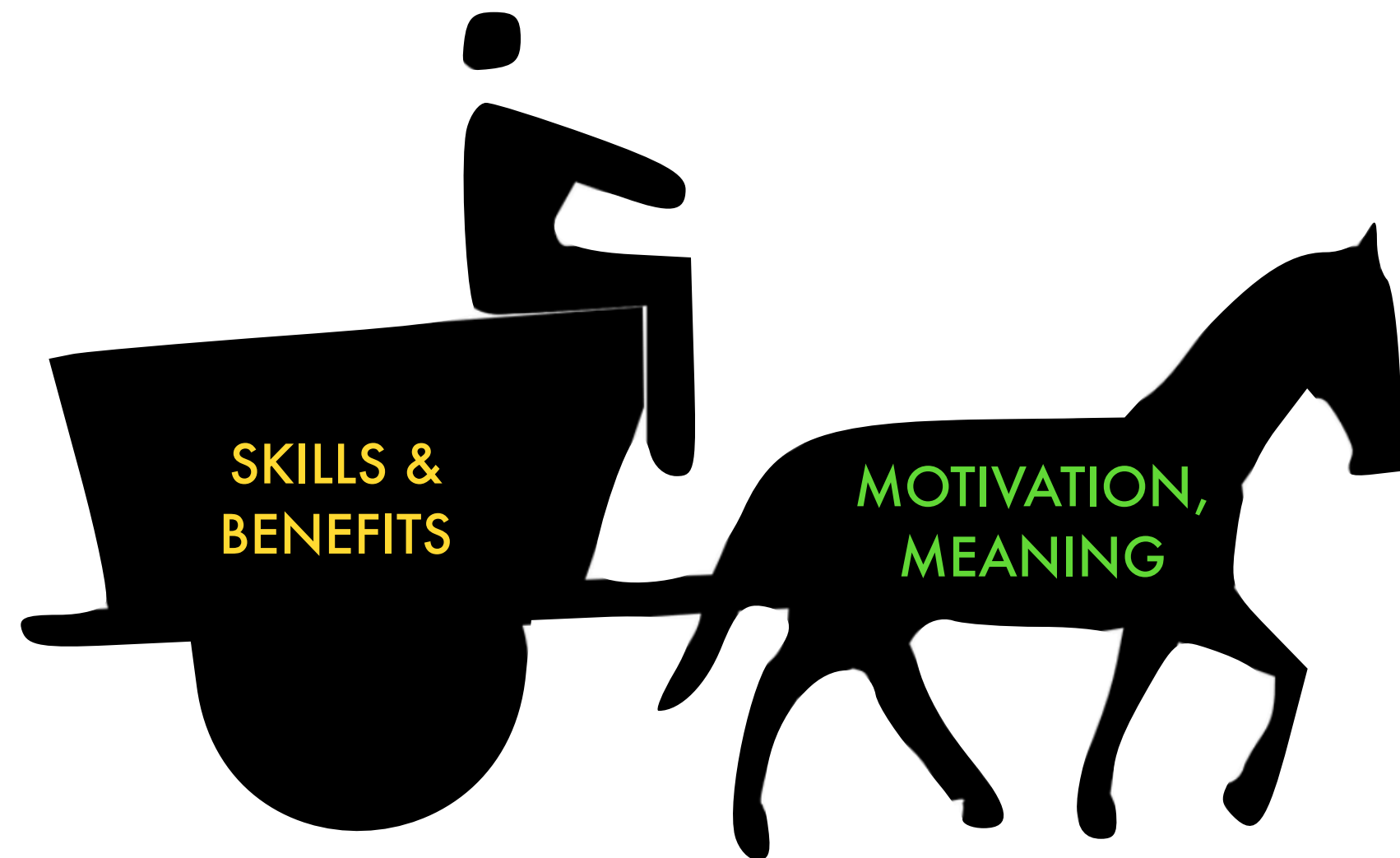


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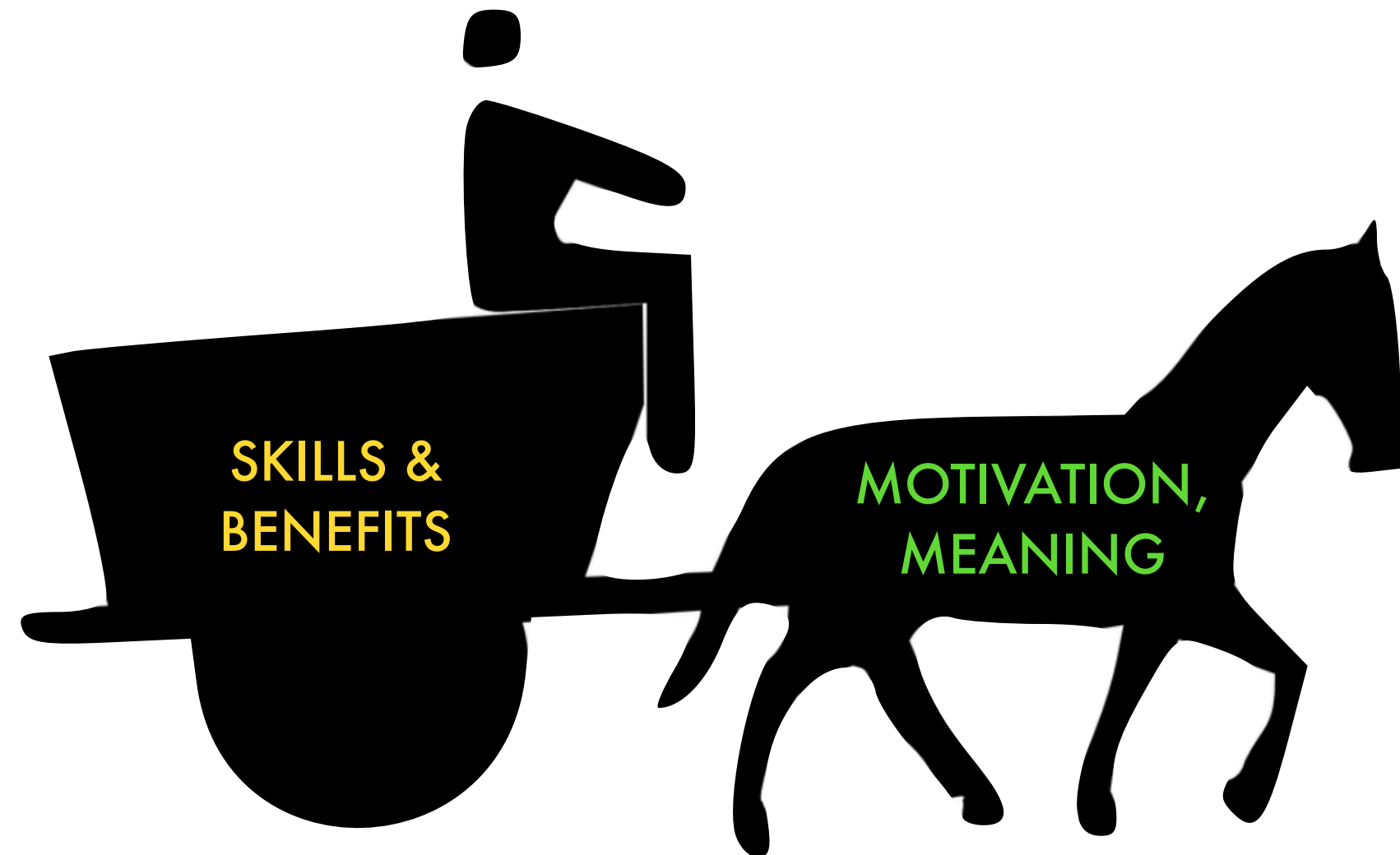


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Curriculum Introduction, 2022

As students become physically literate, they **develop the motivation, confidence, competence, and knowledge to value and take responsibility for participating in a wide range of physical activities across a lifespan.**

During **physical education**, students have meaningful learning opportunities to develop personal and social skills and behaviours as they interact respectfully within various indoor, outdoor, and alternative environments. Physical education **enables students to experience the joy of movement through purposeful engagement** in each of the following physical activity dimensions: rhythmic, gymnastic, expressive, individual and group, challenge and adventure, and cultural activities and games.

PHYSICAL LITERACY

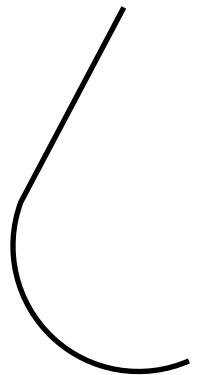
MAKING SENSE OF THE NEW CURRICULUM

- Enables students to experience the **joy of movement**
- Students have **meaningful** learning opportunities

PHYSICAL LITERACY

MAKING SENSE OF THE NEW CURRICULUM

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What does this mean? Does this just mean we want kids to have fun?

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PHYSICAL LITERACY

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What do students find meaningful?

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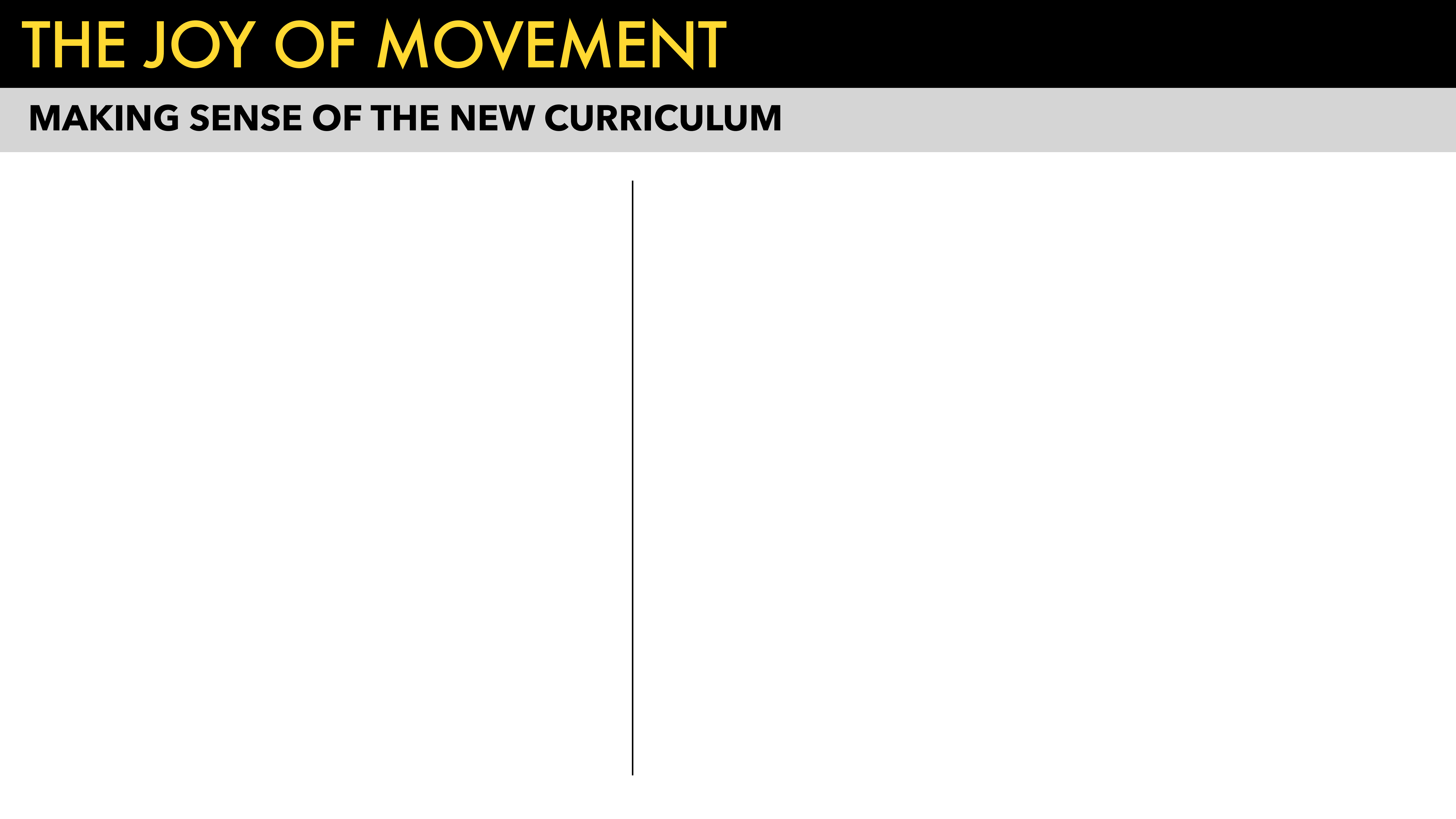
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How do we provide learning opportunities that are meaningful?

What do students find meaningful?



THE JOY OF MOVEMENT

MAKING SENSE OF THE NEW CURRICULUM

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- Fun v. Joy, Like v. Love

THE JOY OF MOVEMENT

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"Joy is an oasis in a desert of responsibility and work."

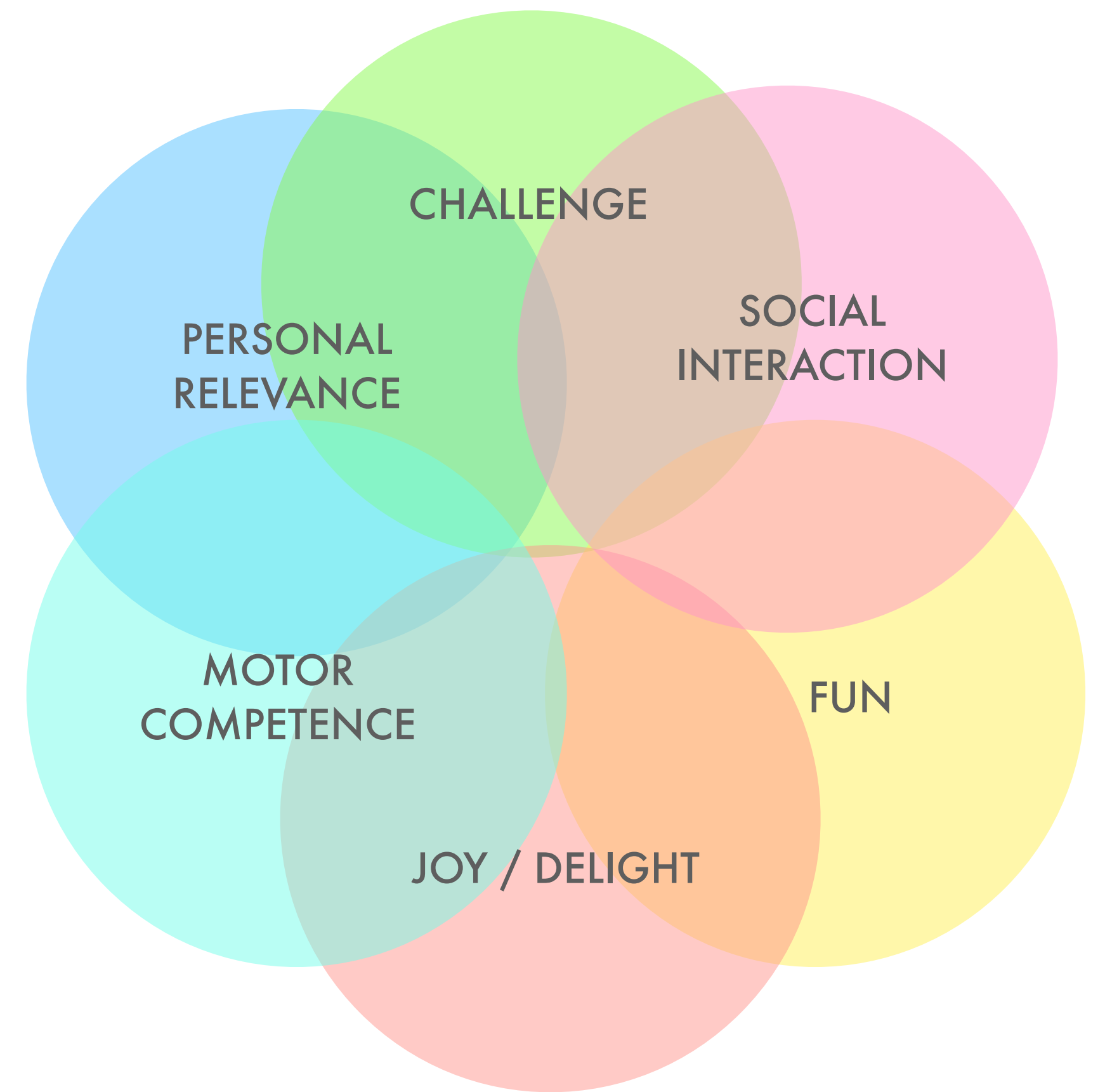
- Dr. Scott Kretchmar

"When movement is experienced as joy it adorns outlives, makes our days go better, and gives us something to look forward to."

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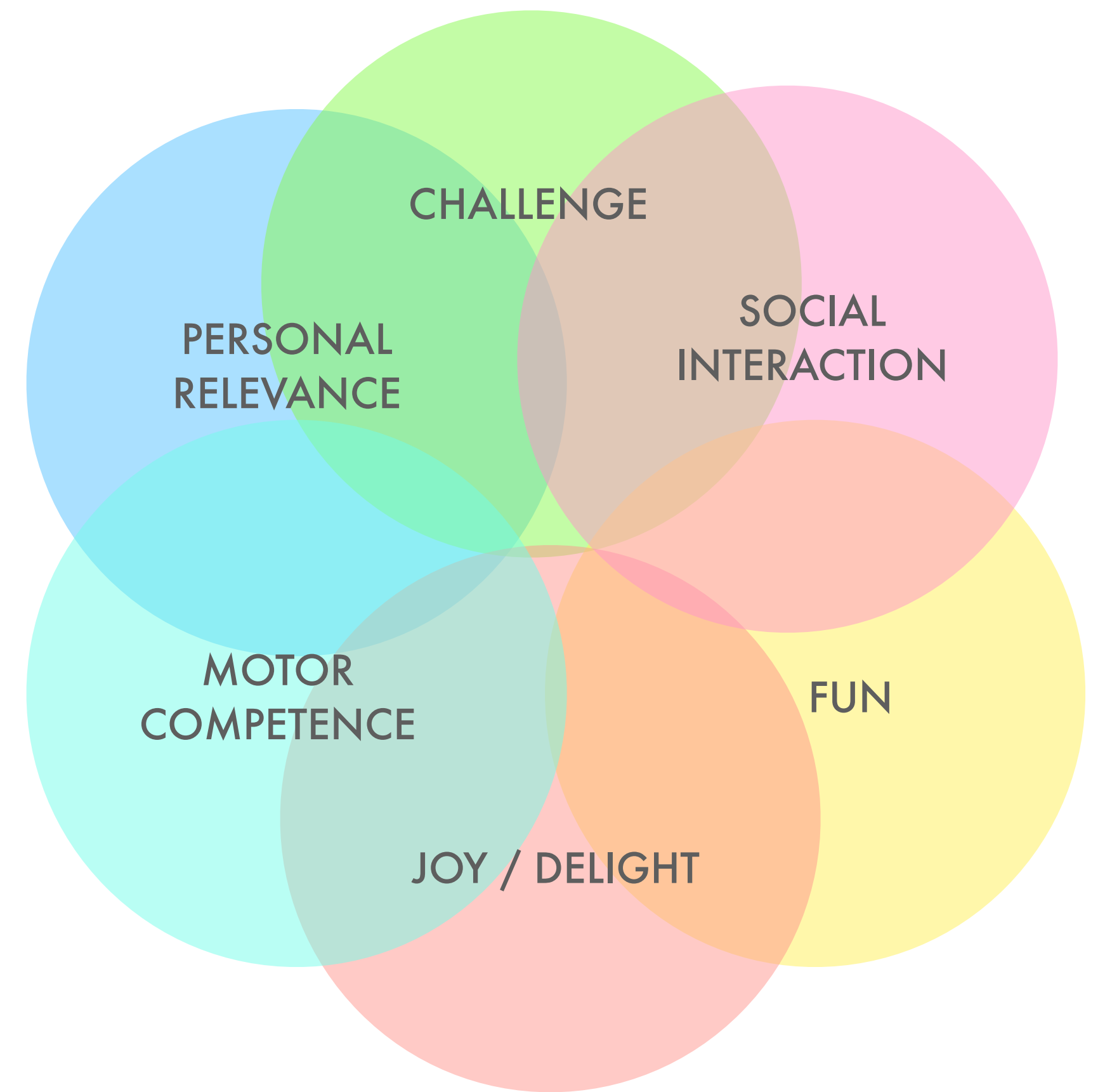
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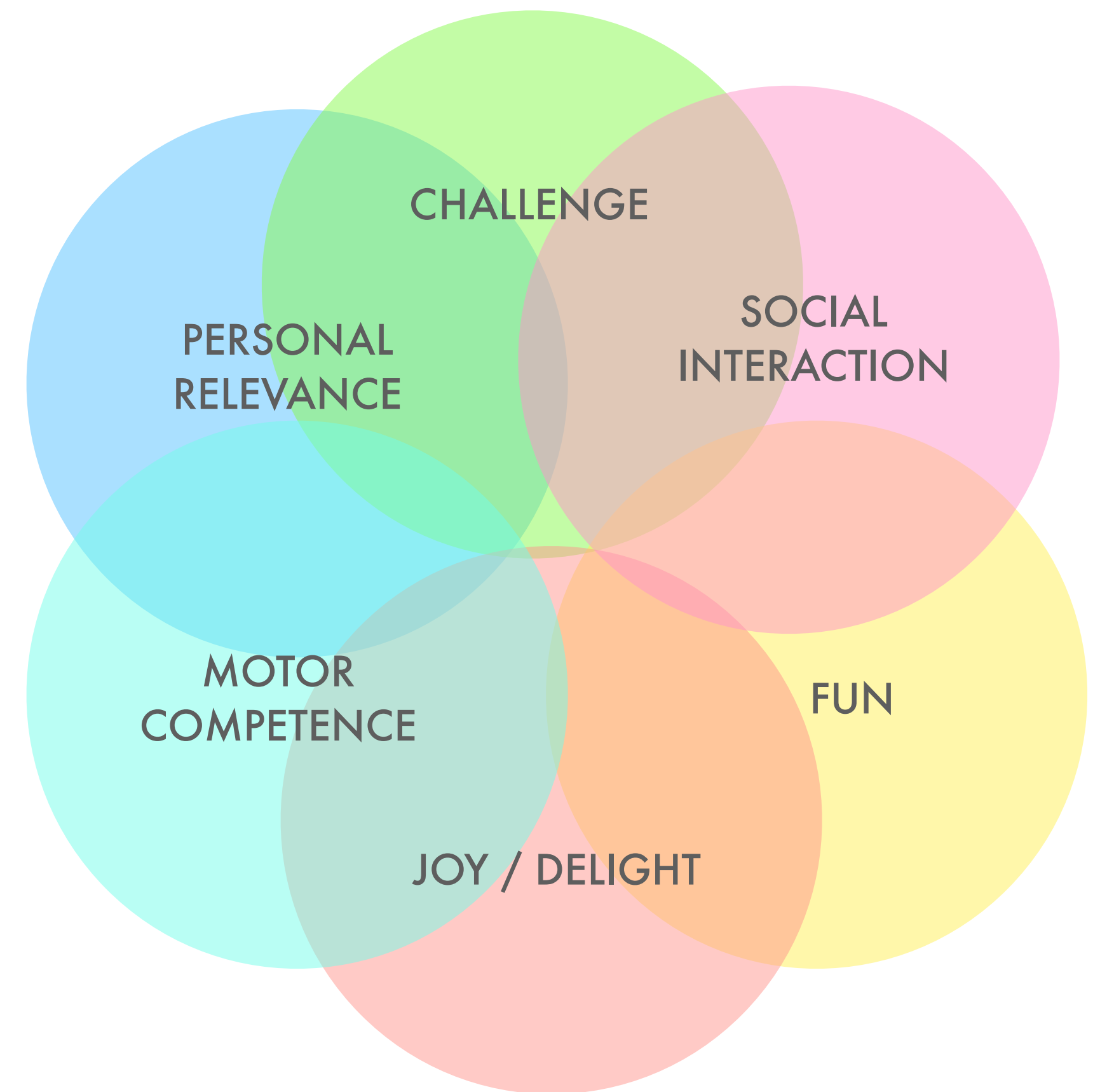
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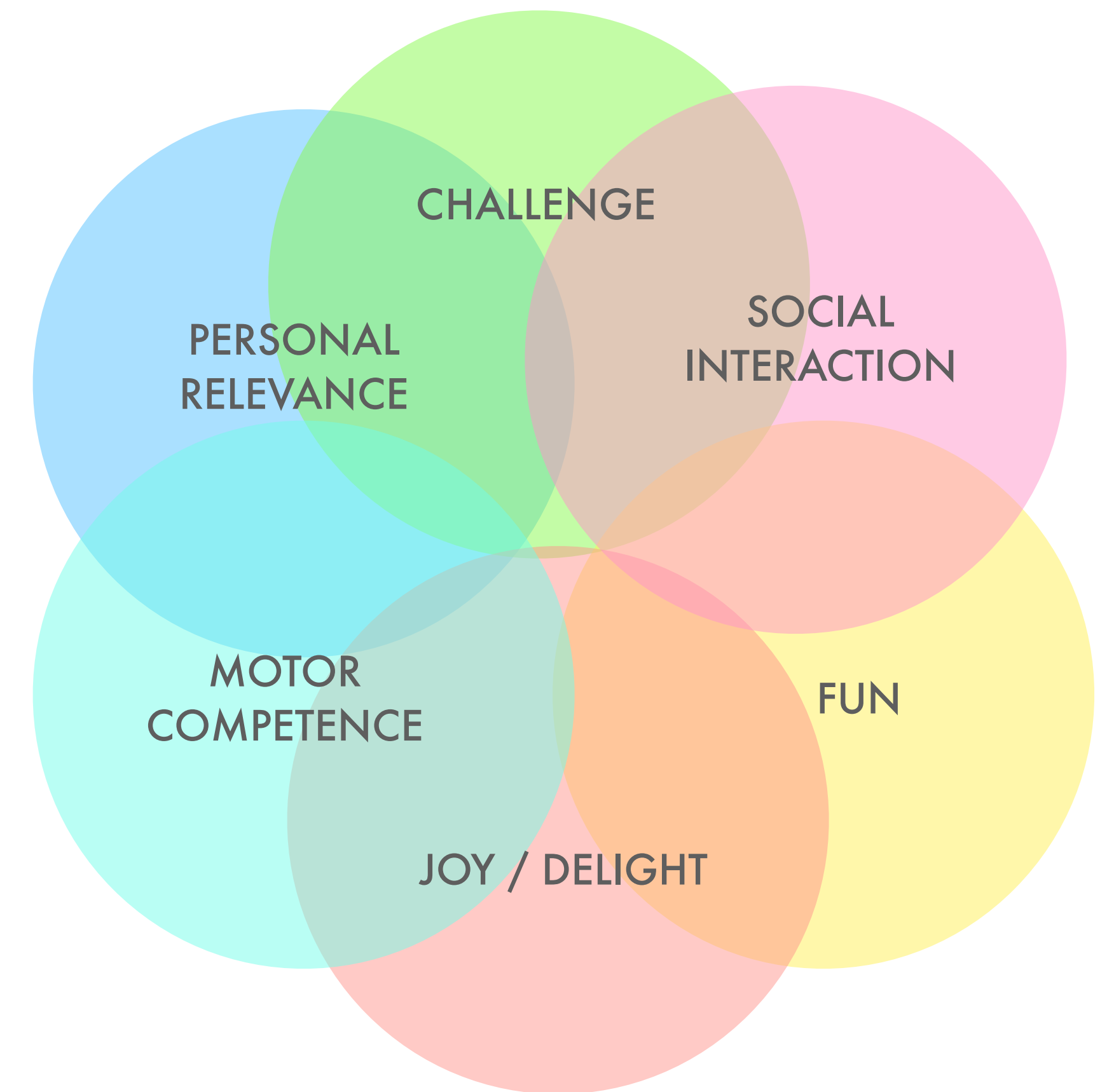
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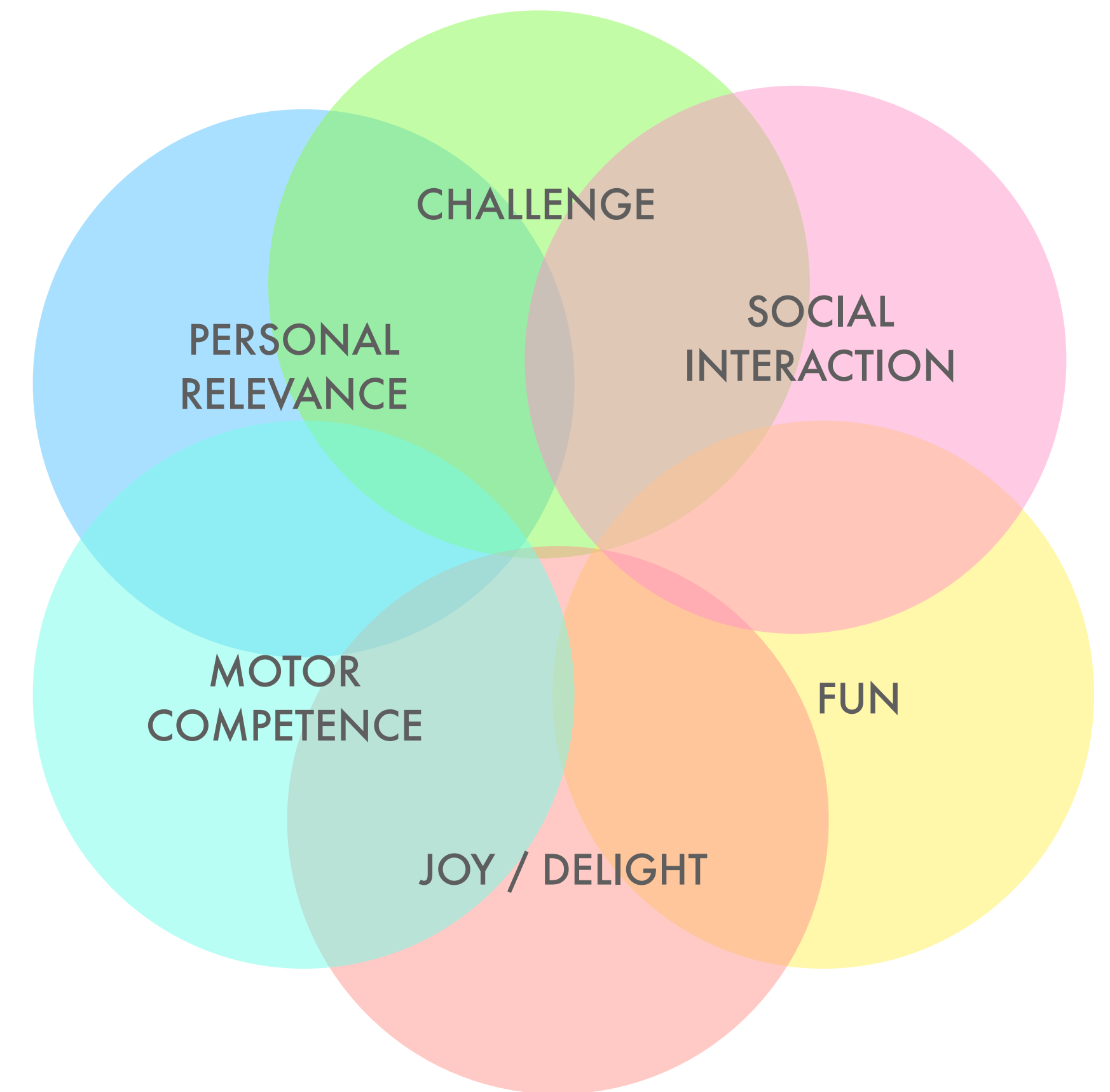
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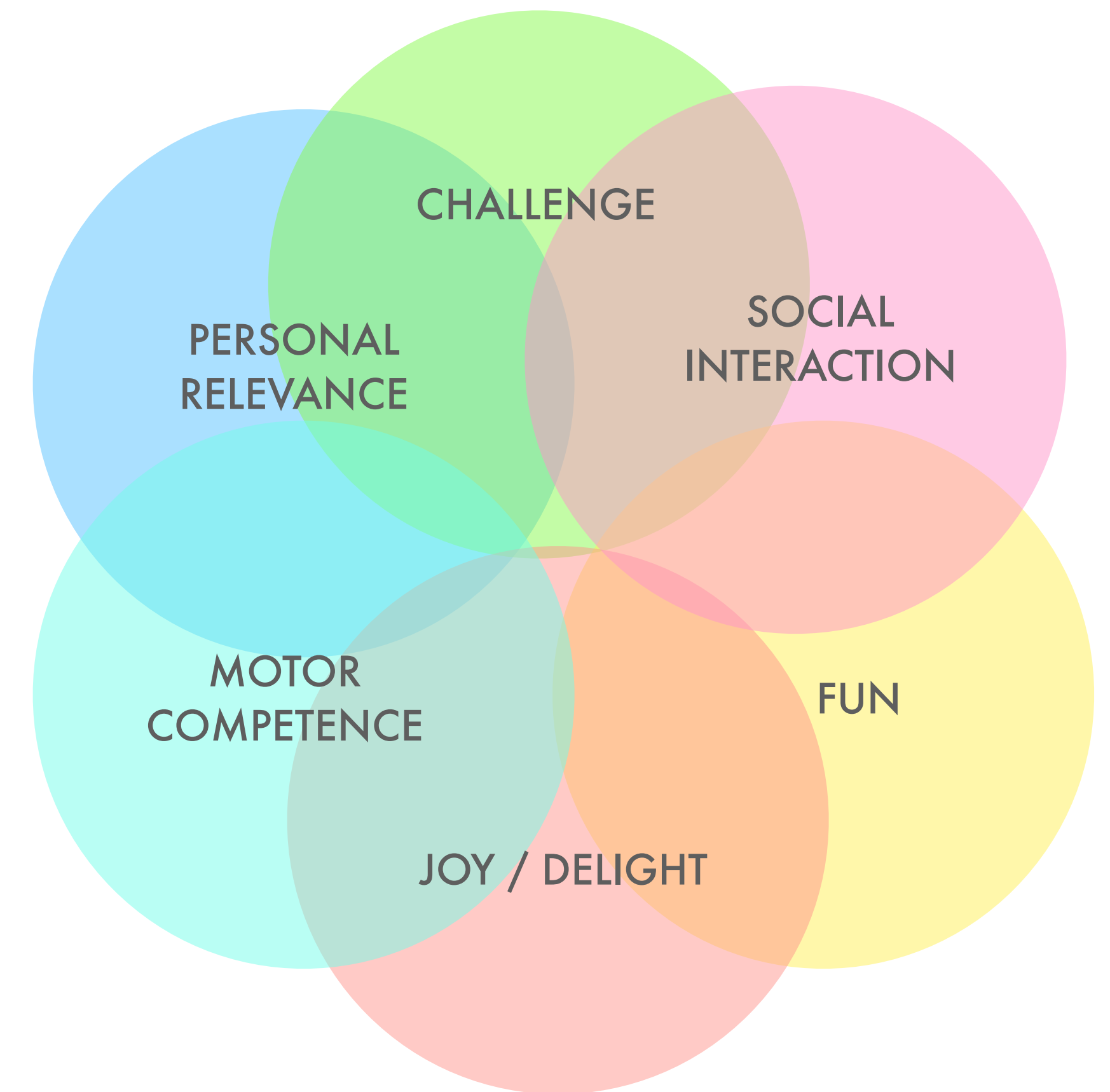
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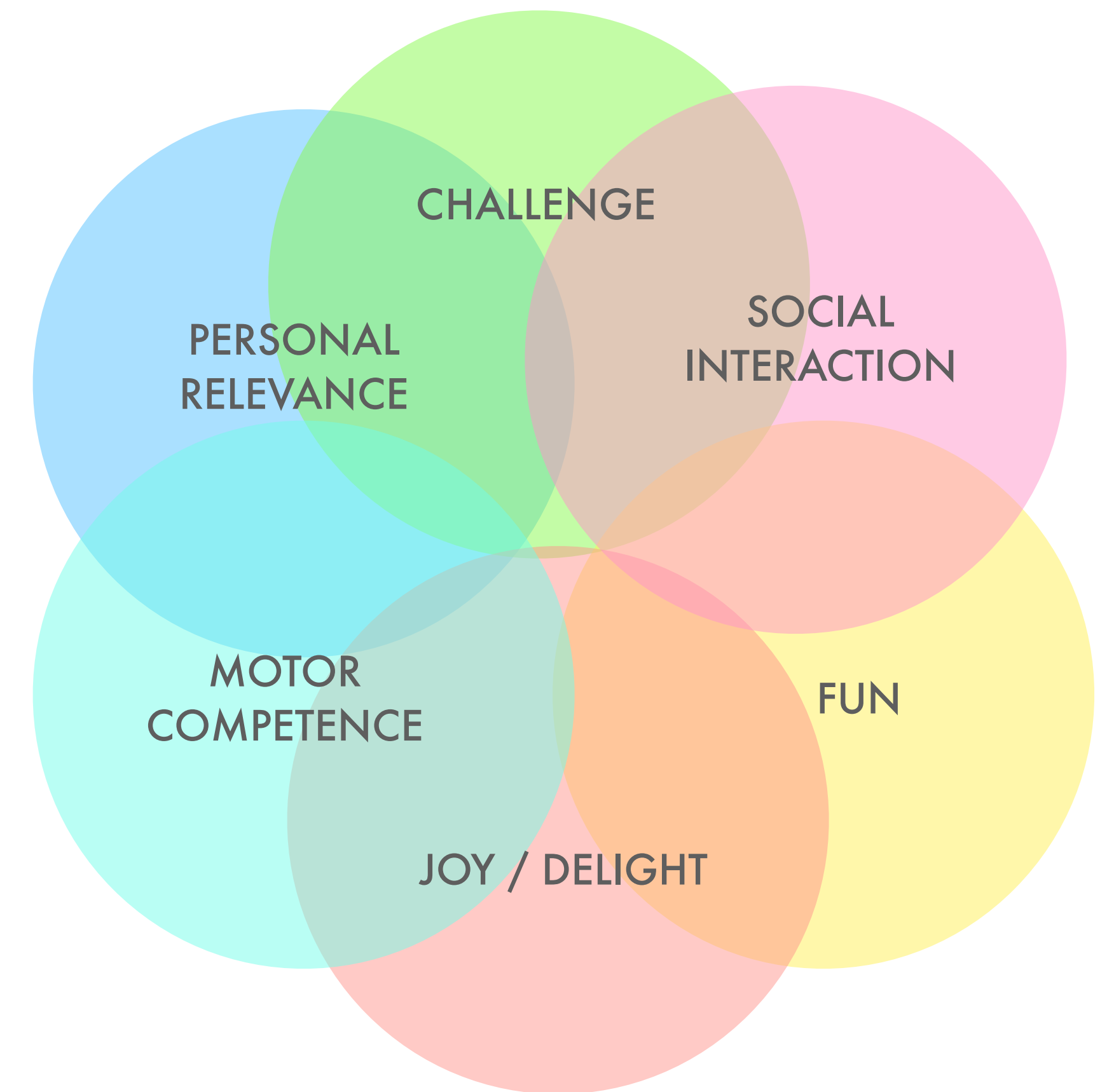
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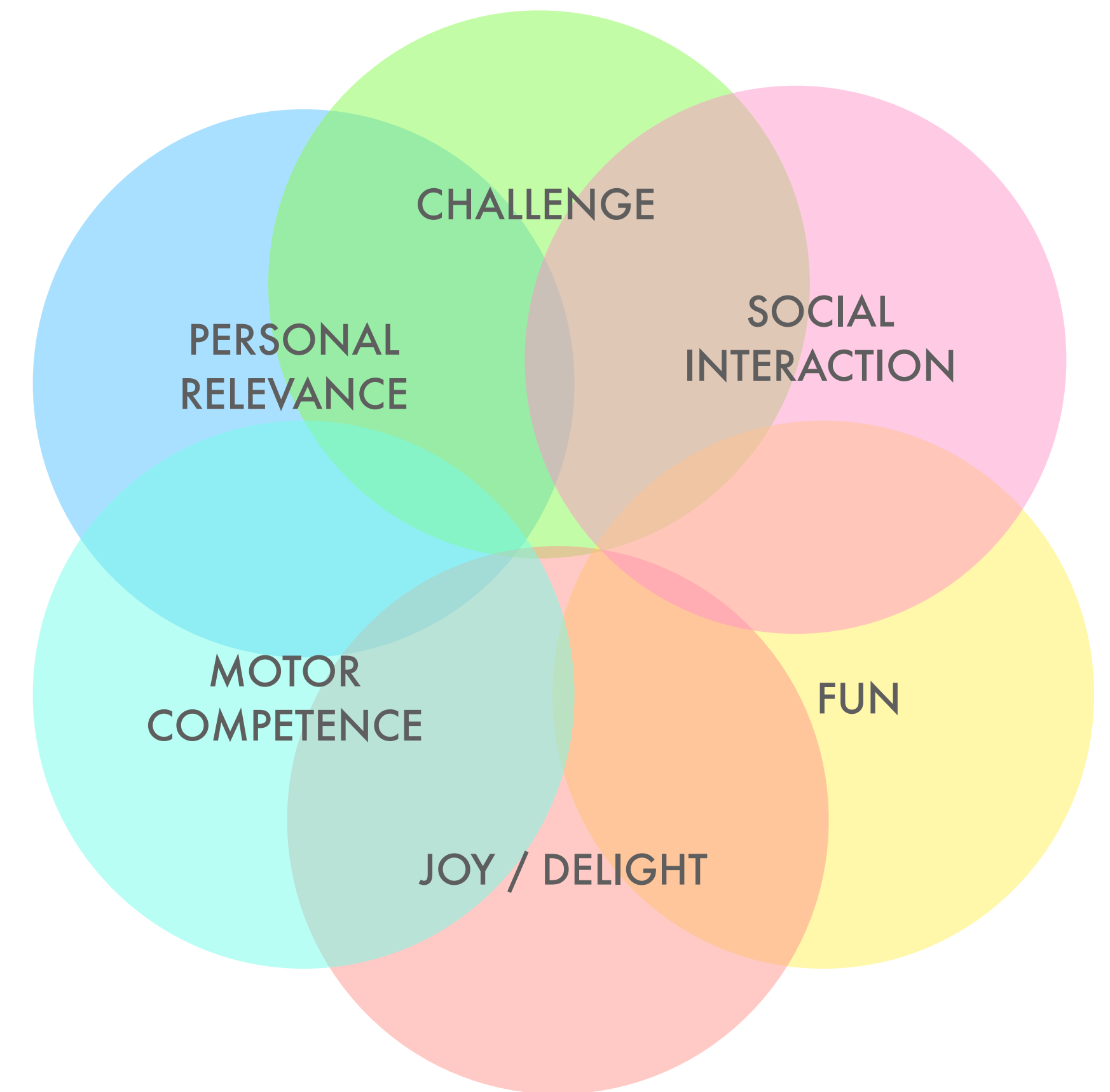
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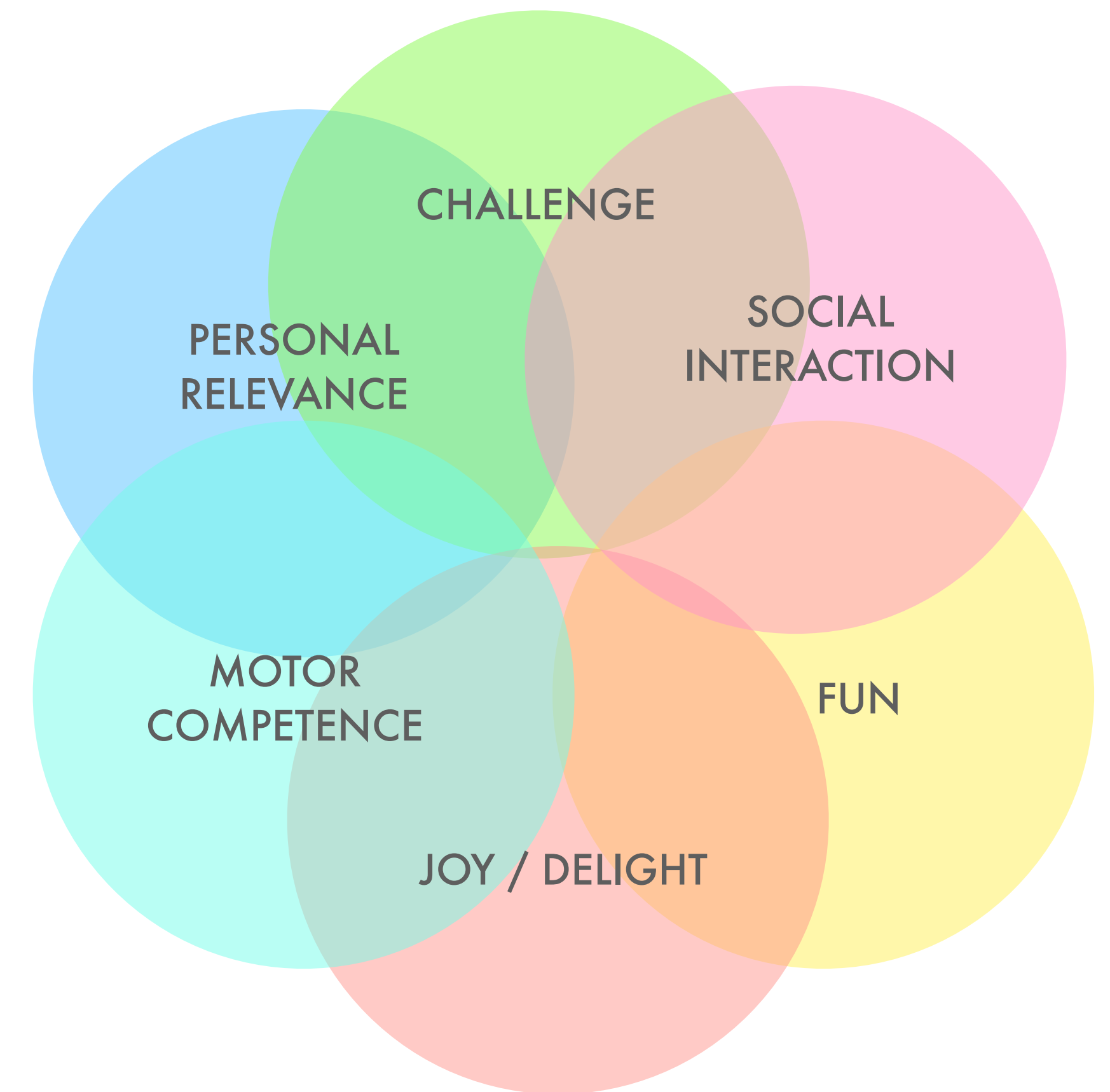
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These features are the sources of meaning that may motivate students to value and engage in physical activity in their personal lives.

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- Students asked to bring a photo of an activity that is meaningful to them.

WHAT DO OUR STUDENTS FIND MEANINGFUL?



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- Build common language

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- Build common language
- Team Sports represented **25%** of the photographs. *How does this influence decisions about curriculum?*

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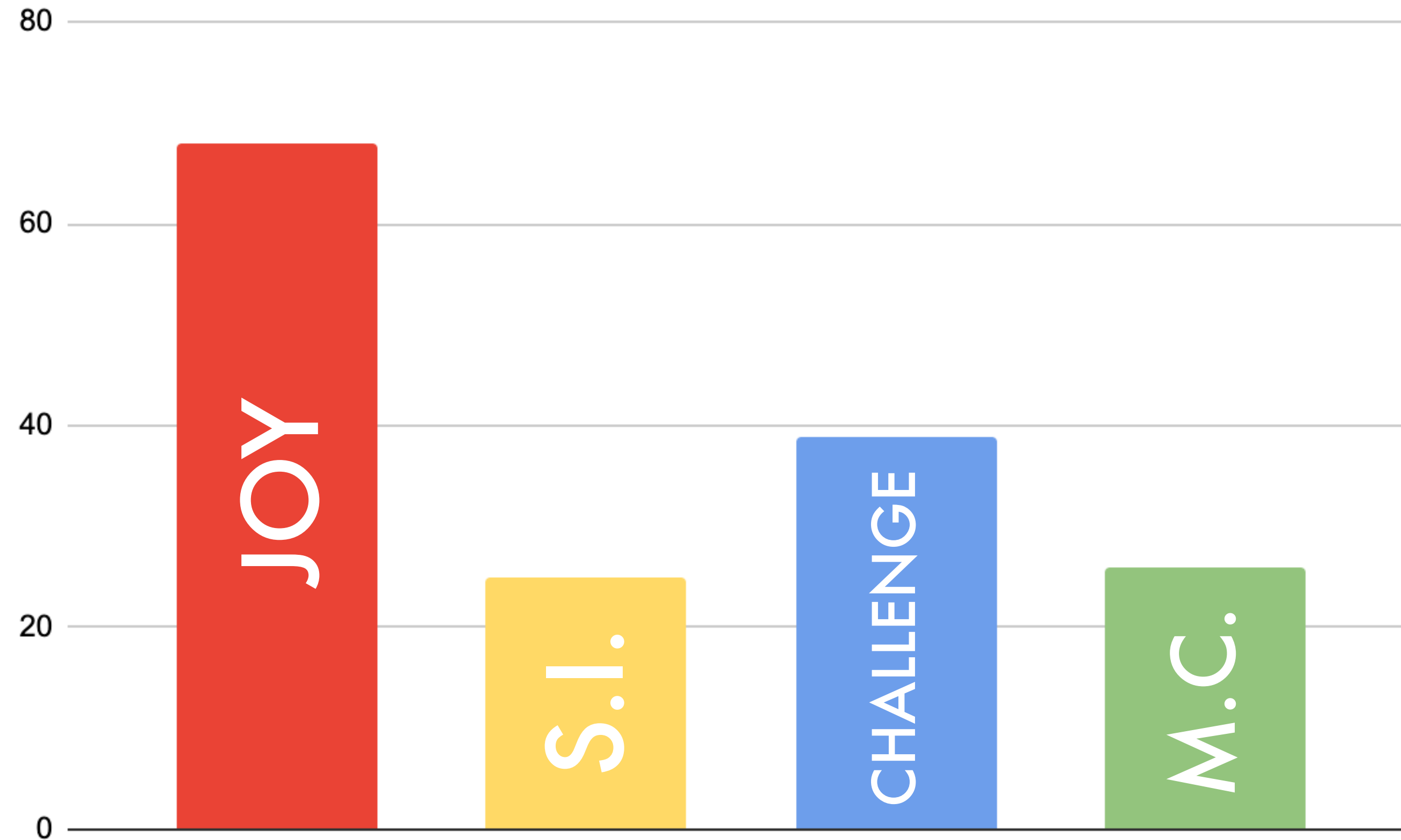


- Students asked to place two colored stickers, representing the most prevalent features of MPE

- Joy
- Challenge
- Motor Competence
- Social Interaction

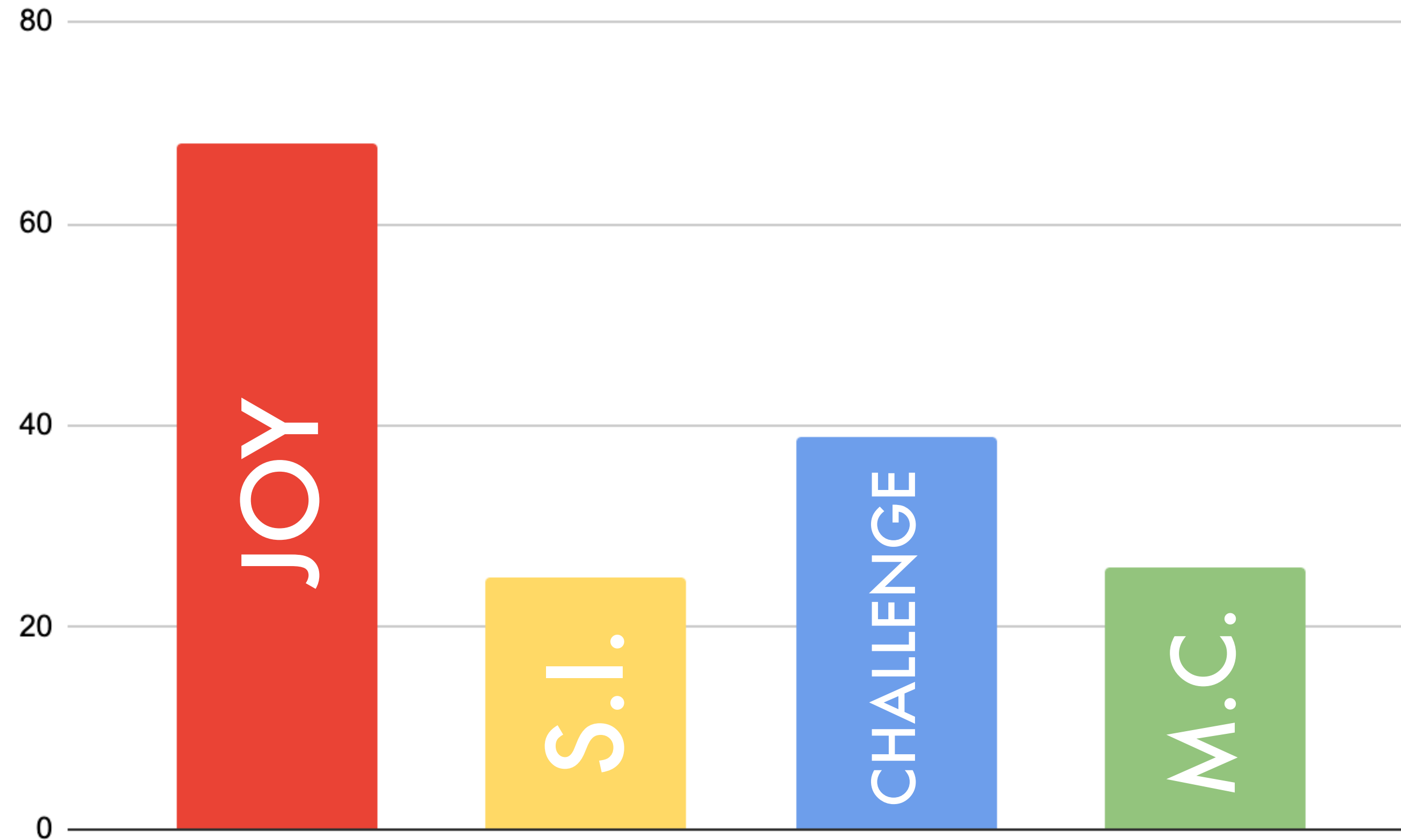
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- 65% of students indicated **Joy** (deeper than fun) was the feature most prevalent in their photo



- How would teaching for joy, be different than teaching for skill acquisition? What would we do differently?

WHAT DO OUR STUDENTS FIND MEANINGFUL?



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- Features are interrelated



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A SHIFT IN PHILOSOPHY

FROM 2000 CURRICULUM TO 2022 CURRICULUM

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Skill Acquisition

Benefits to Health / Fitness

Objective Knowledge

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2022

A SHIFT IN PHILOSOPHY

FROM 2000 CURRICULUM TO 2022 CURRICULUM

2000

Heavy Emphasis on Physical Domain

Skill Acquisition

Benefits to Health / Fitness

Objective Knowledge

Effort



2022

Holistic Emphasis

Joy & Meaning

Skill & Strategy

Subjective & Conceptual
Knowledge

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Continued Importance placed on Social Domain / Positive Social Interactions

OUTCOME COMPARISON

HOW IS THIS SHIFT REPRESENTED IN THE LEARNING OUTCOMES?

2000 Curriculum - General Outcomes	
Activity	Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment - 13 specific outcomes
Benefits	Students will understand, experience and appreciate the health benefits that result from physical activity - 8 specific outcomes
Cooperation	Students will interact positively with others. - 6 specific outcomes
Do it Daily	Students will assume responsibility to lead an active way of life . - 5 specific outcomes

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2022 Curriculum - Organizing Ideas	
Active Living	Developing physical literacy through movement and active living supports well-being across a lifespan.
Movement Skills	Developing physical literacy through movement and active living supports well-being across a lifespan.
Character	Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.
Safety	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.

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2022 Curriculum - Organizing Ideas	
Active Living	• Meaningfulness / Personal Significance • Motivation • Personal Enjoyment
Movement Skills	• Teamwork • Strategies & Tactics • Elements of Movement
Character	Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.
Safety	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.

SO WHAT? NOW WHAT?

HOW DO WE IMPLEMENT A MORE MEANINGFUL APPROACH TO PE?



“Meaningful experiences require personal investment, ownership of learning, and personal relevance in ways that demand a democratic approach”

Fletcher, T., Chróinín, D. N., Gleddie, D., & Beni, S.
(Eds.). (2021)

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1. Democratic Practice

- Voice & Choice, Agency
- Goal-Orientation
- Directors of their own learning **



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1. Democratic Practice

- Voice & Choice, Agency
- Goal-Orientation
- Directors of their own learning **

2. Reflection & Inquiry

- Evaluation of experience
- Awareness of personal significance
- Not an “if there’s time”



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SUMMARY: TOWARDS JOY & MEANING IN PE

**WHAT DO STUDENTS
FIND MEANINGFUL?**

JOY

**PEDAGOGICAL
PRINCIPLES**



- What might this look like in practice?
- How do we prioritize joy & meaning?

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GRADE 4 - CROSS COUNTRY RUNNING*

HOW MIGHT THIS UNIT LOOK DIFFERENT IN THE NEW CURRICULUM?

2000

- Students would learn pacing, running techniques (A4-13).
- Students would learn about how running can improve cardiovascular fitness, body image and well-being (B4 - 6,7,8)
- Students would be expected to demonstrate a willingness to run (D4-1)

2022



In what ways can a variety of physical activities contribute to active living?



Students examine how choices in physical activities influence active living (AL 4-1).



Active living options can vary for individuals over time



Choice in physical activity can enhance exposure to a variety of active living options. (U)



Investigate how choice of physical activity may change over time (S&P)



Engage in physical activities that are enjoyable or rewarding?

GRADE 4 - WHO WE ARE IN THE OUTDOORS

MY MOTIVATIONS & THE ACTIVITIES I CHOOSE CONTRIBUTE TO MY ABILITY TO LIVE ACTIVITY.

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1. Traditionally XC Running 'training' - *is running a XC race relevant to all students? Does it do harm?*

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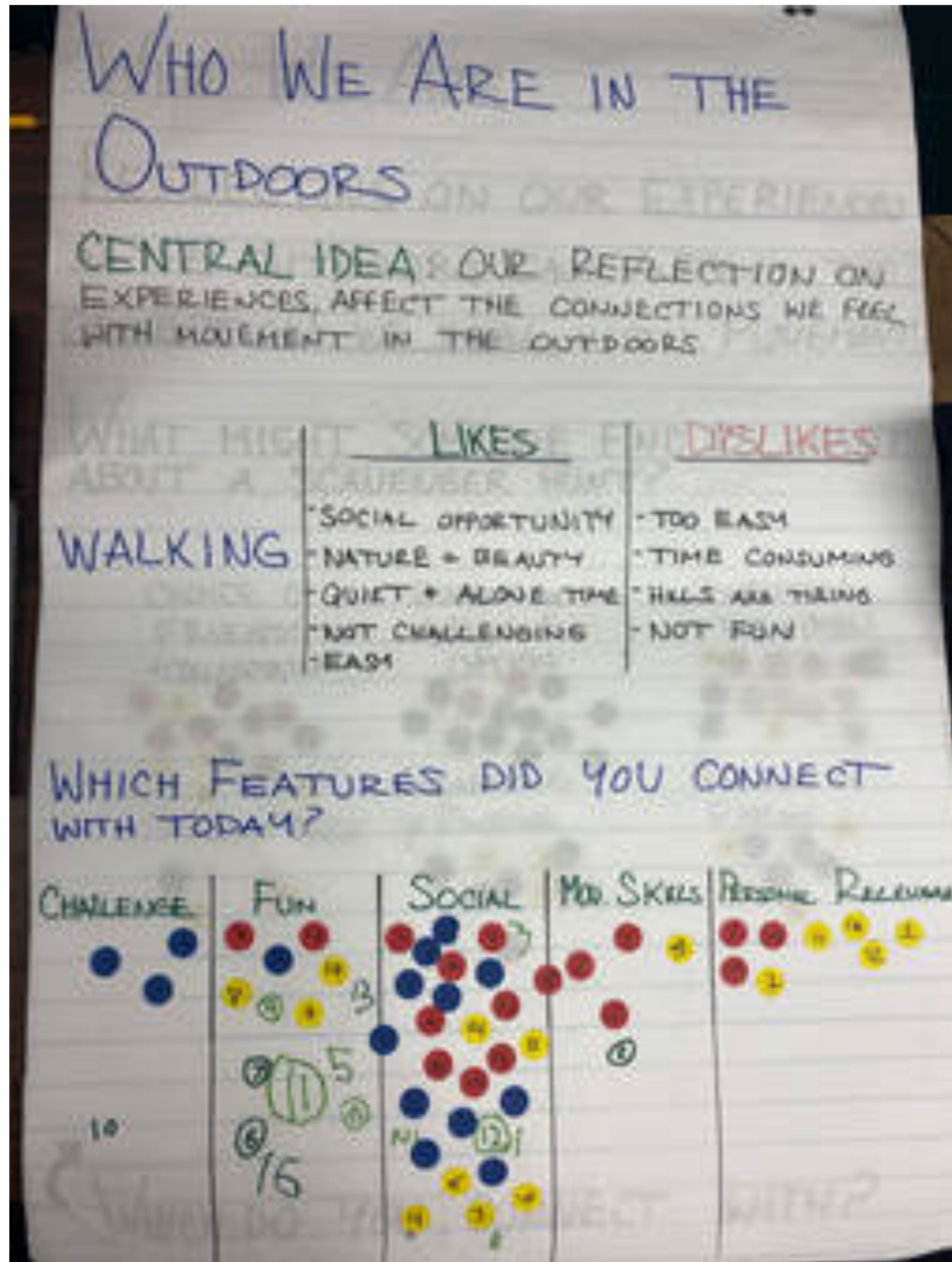
1. Traditionally XC Running 'training' - *is running a XC race relevant to all students? Does it do harm?*
2. *Why do people engage with nature trails?* Multiple meanings

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Who We Are in the Outdoors

CENTRAL IDEA: OUR REFLECTION ON EXPERIENCES, AFFECT THE CONNECTIONS WE FEEL WITH MOVEMENT IN THE OUTDOORS

WHAT MIGHT SOMEONE FIND RELEVANT ABOUT A SCAVENGER HUNT?

LIKES	DISLIKES
SOCIAL OPPORTUNITY	TOO EASY
NATURE + BEAUTY	TIME CONSUMING
QUIET + ALONE TIME	HILLS ARE THINGS
NOT CHALLENGING	NOT FUN
EASY	

WALKING

WHICH FEATURES DID YOU CONNECT WITH TODAY?

CHALLENGE	FUN	SOCIAL	MOD. SKILLS	PERSONAL RELEVANCE
10	15	10	10	10

Who We Are

REFLECTING ON OUR EXPERIENCES IN THE OUTDOORS CAN AFFECT THE CONNECTION WE FEEL WITH MOVEMENT

WHAT MIGHT SOMEONE FIND RELEVANT ABOUT A SCAVENGER HUNT?

CHOICE OF FRIENDS + COLLABORATION	RUNNING or WALKING OPTION	COMPETITION v. TIME + OTHERS
NONE OF THESE	SEARCHING + FINDING	FREEDOM TO EXPLORE

WHICH DO YOU CONNECT WITH?

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Running Exploration

SOCIAL: RUN + TALK

PLEASURE: WIND IN YOUR HAIR
PEACE + QUIET

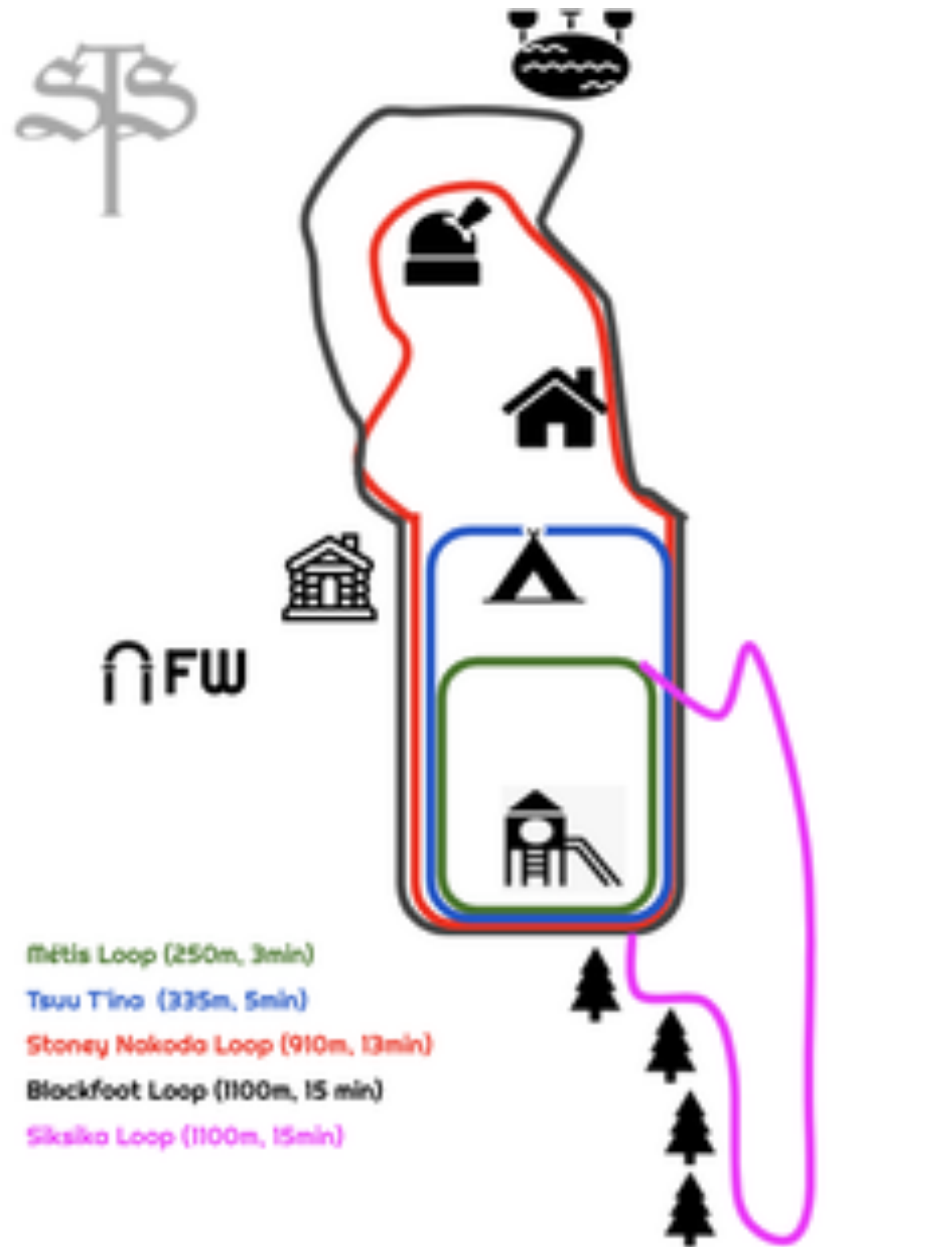
CHALLENGE: HOW FAR CAN I RUN?
HOW FAST CAN I COMPLETE A LOOP?

SOMETHING ELSE: EXPLORING

NONE OF THESE

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FINAL REFLECTION

1. Through reflecting on my experiences in this unit, I have learned that I am someone who values...
2. I can continue to take action outside of school by *(How will you pursue these activities or features in other units or outside of school?)*.
3. How do you think your activity choices might change next year, in 5 years?



GRADE 2 - SOCCER / KICKING

HOW MIGHT THIS UNIT LOOK DIFFERENT IN THE NEW CURRICULUM?

2000

- Students select and perform ways to receive, retain and send an object using a variety of body parts and implements individually and with others (A2-5).
- Apply basic rules and fair play while playing and learning the strategies of lead up games (A2-11)
- Identify and demonstrate etiquette and fair play (C2-3)
- Express a willingness to participate regularly in physical education class (D2-1)

2022



What makes physical activity meaningful?



Students investigate activity as it relates to personal experience (AL 2-1)



Personal factors that influence physical activity



Physical activity can be modified in response to factors



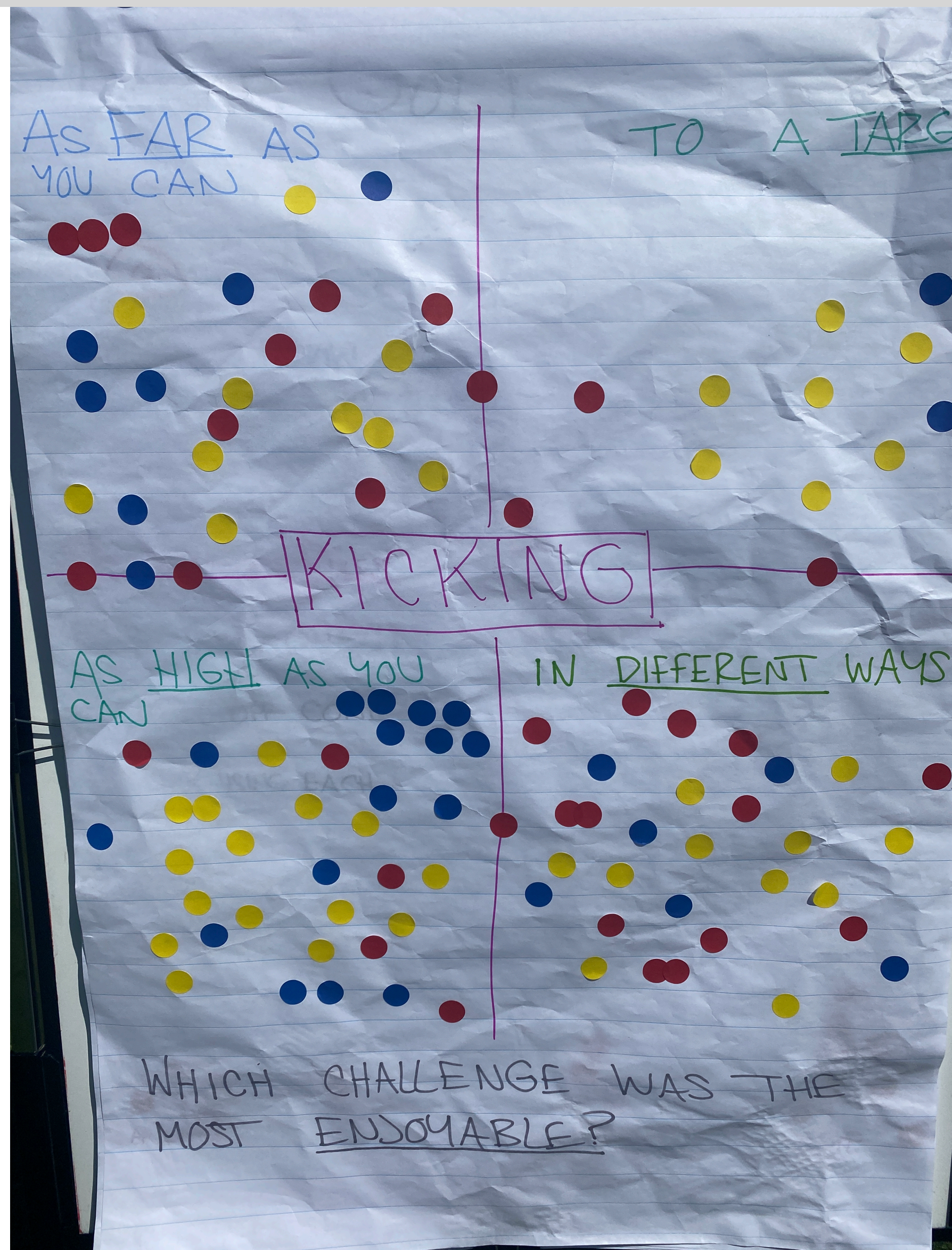
Participate in physical activities that can provide personal enjoyment.



Describe experiences as a result of participation in adventurous play.

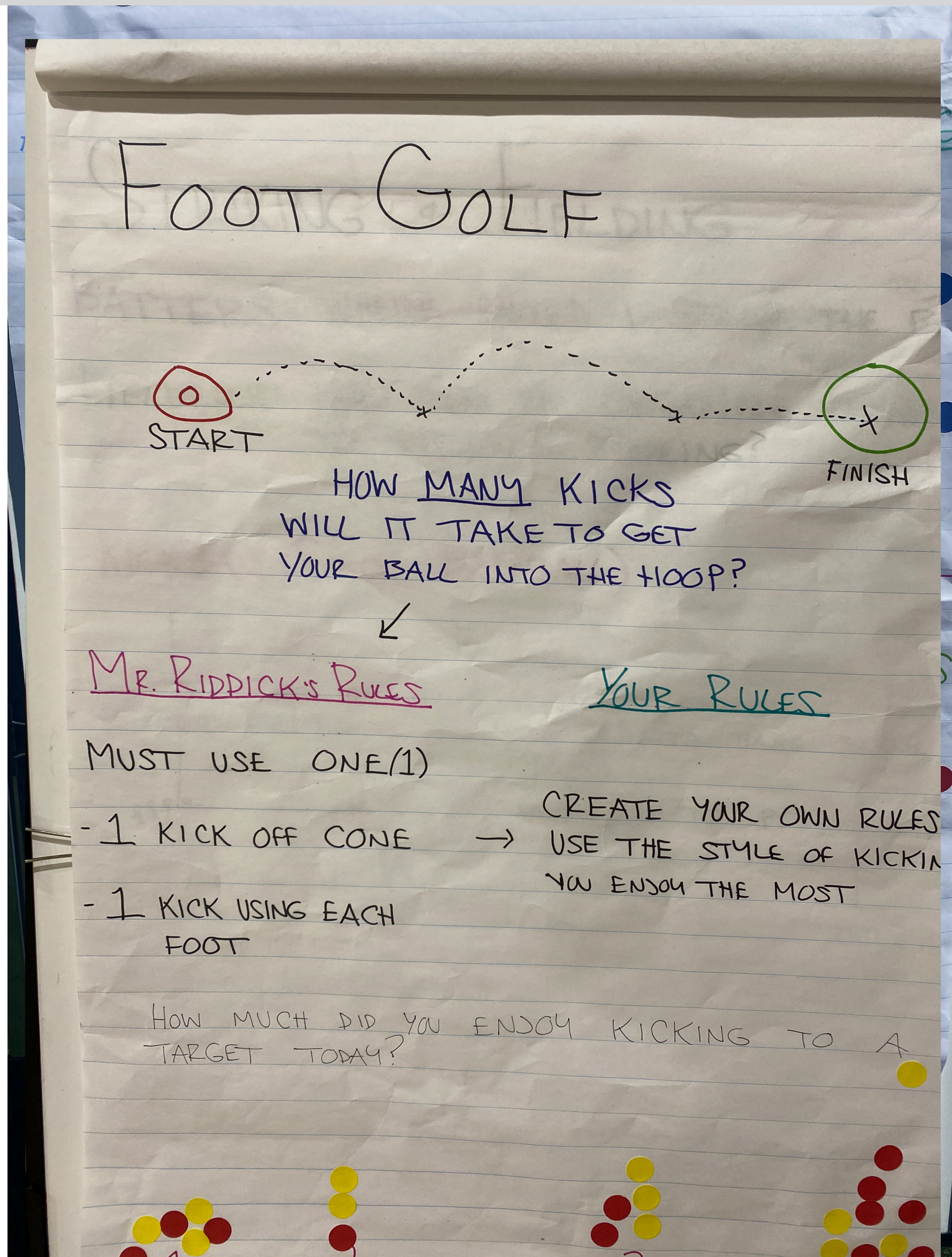
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STUDENTS INVESTIGATE KICKING AS IT RELATES TO PERSONAL EXPERIENCE



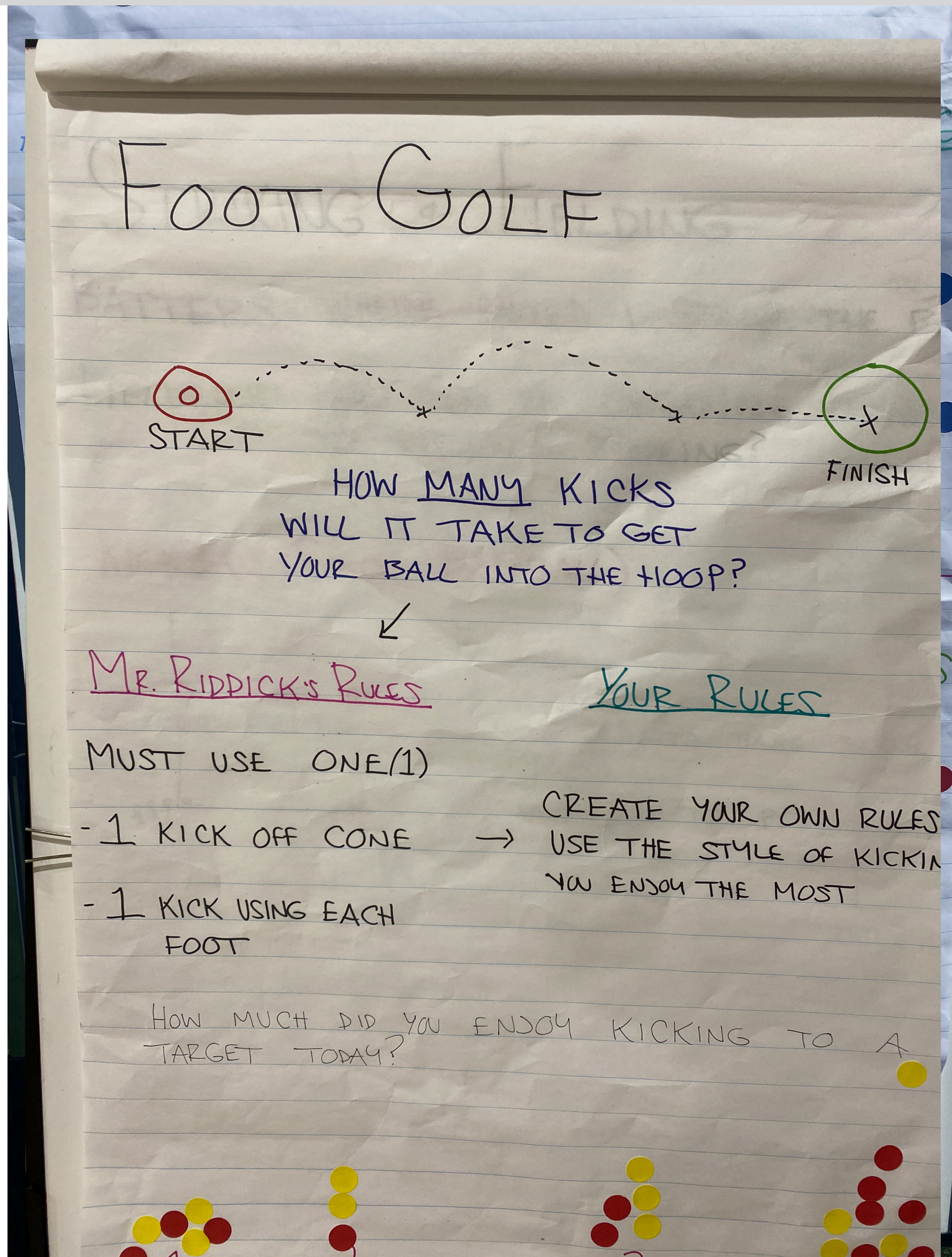
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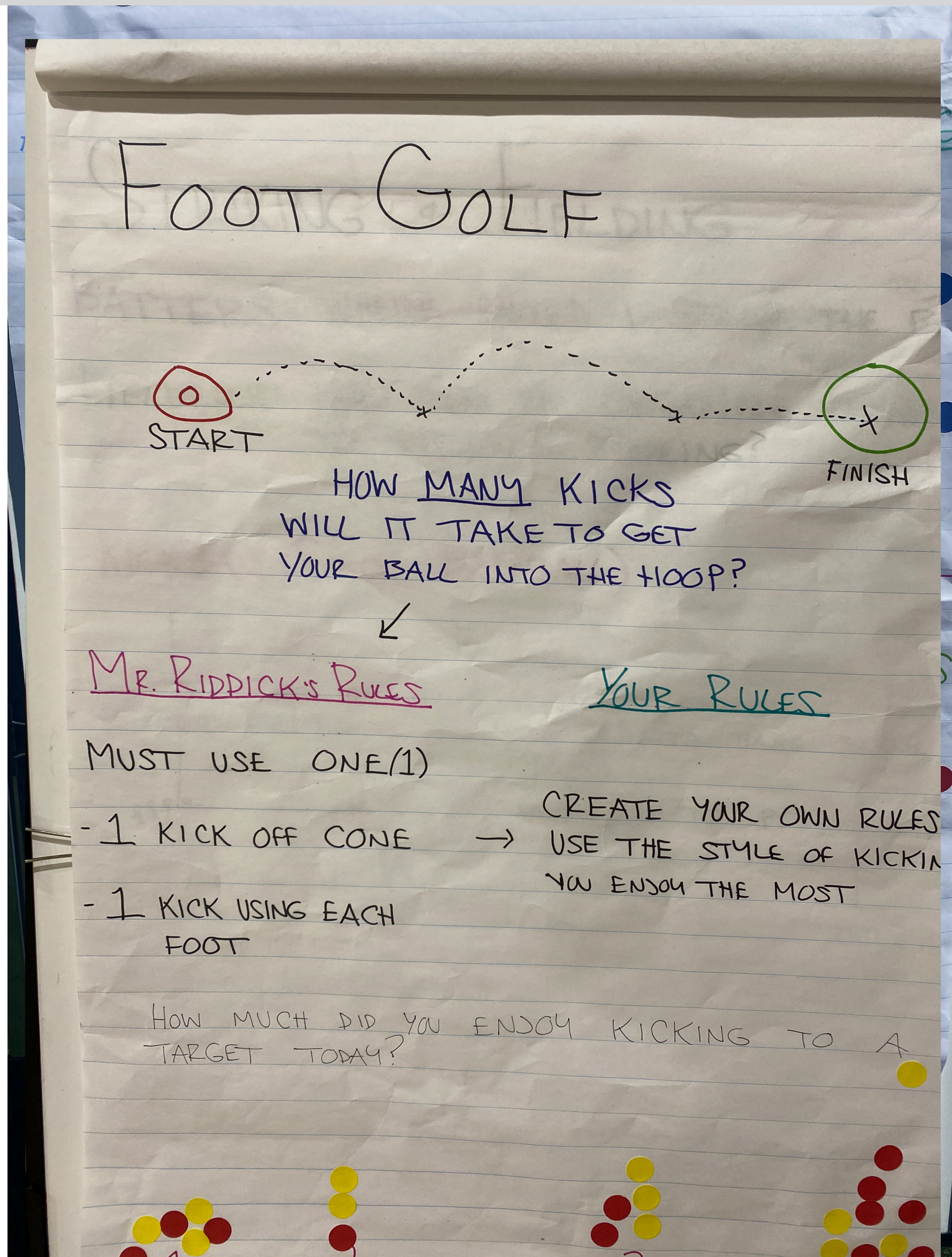
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GRADE 2 - SOCCER / KICKING

STUDENTS INVESTIGATE KICKING AS IT RELATES TO PERSONAL EXPERIENCE



- After sampling, students have choice to continue kicking with friends or kick by themselves
- New student ideas about kicking emerge (i.e. kicking challenge)

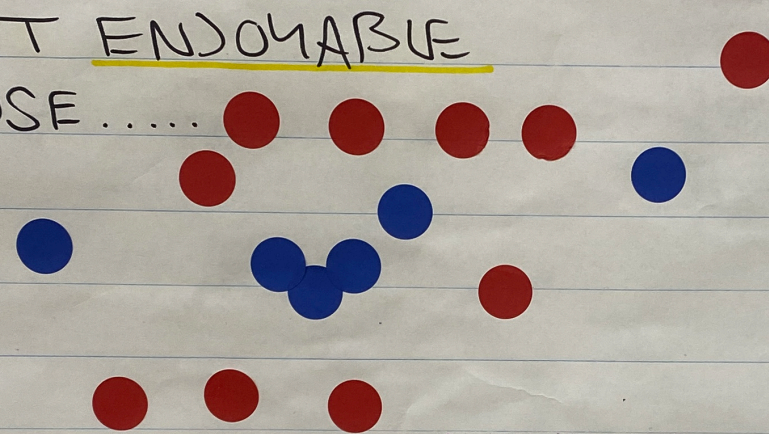
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Soccer

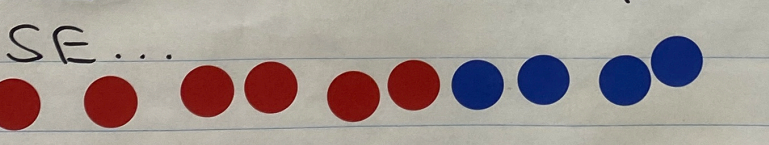
IS A GAME THAT INVOLVES MANY OF THE WAYS
TO KICK THAT WE FIND ENJOYABLE.

I HAVE PLAYED AND
FIND IT ENJOYABLE
BECAUSE.....



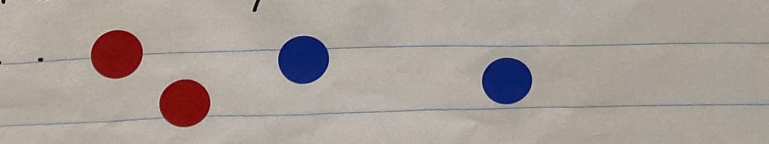
- FEELS GOOD TO RUN & KICK
- FUN
- LIKE BEING ON A TEAM

I HAVE PLAYED AND
DID NOT FIND IT ENJOYABLE
BECAUSE...



- NO FAIRPLAY
- DON'T THINK I'M GOOD
- PEOPLE ARE RUDE
- DANGEROUS
- DON'T KNOW HOW

I HAVE NOT PLAYED,
MY THOUGHTS/QUESTIONS
ARE.....



- WHAT ARE THE RULES

GRADE 2 - SOCCER / KICKING

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- DON'T KNOW HOW

I HAVE NOT PLAYED, MY THOUGHTS/QUESTIONS ARE....

- WHAT ARE THE RULES

Soccer

GOAL: EVERYONE WOULD BE HAPPY TO PLAY AGAIN

"I WOULD WANT TO PLAY AGAIN IF"

- FUN
- WE ARE KIND
- GOOD SPORTSMANSHIP
- EVERYONE TRIES THEIR BEST
- NO "DITCHING"
- SAFE/NOT DANGEROUS
- TOUCH THE BALL

AFTER TODAY'S CLASS, WOULD YOU WANT TO PLAY AGAIN?

YES! I WOULD ♥ TOO because...	YES, BUT I LIKE OTHER KICKING ACTIVITIES MORE
MAYBE, IF WAS CHANGED.	No, I DO NOT WANT TO BECAUSE....

GRADE 5 - BALL HOCKEY

HOW MIGHT THIS UNIT LOOK DIFFERENT IN THE NEW CURRICULUM?

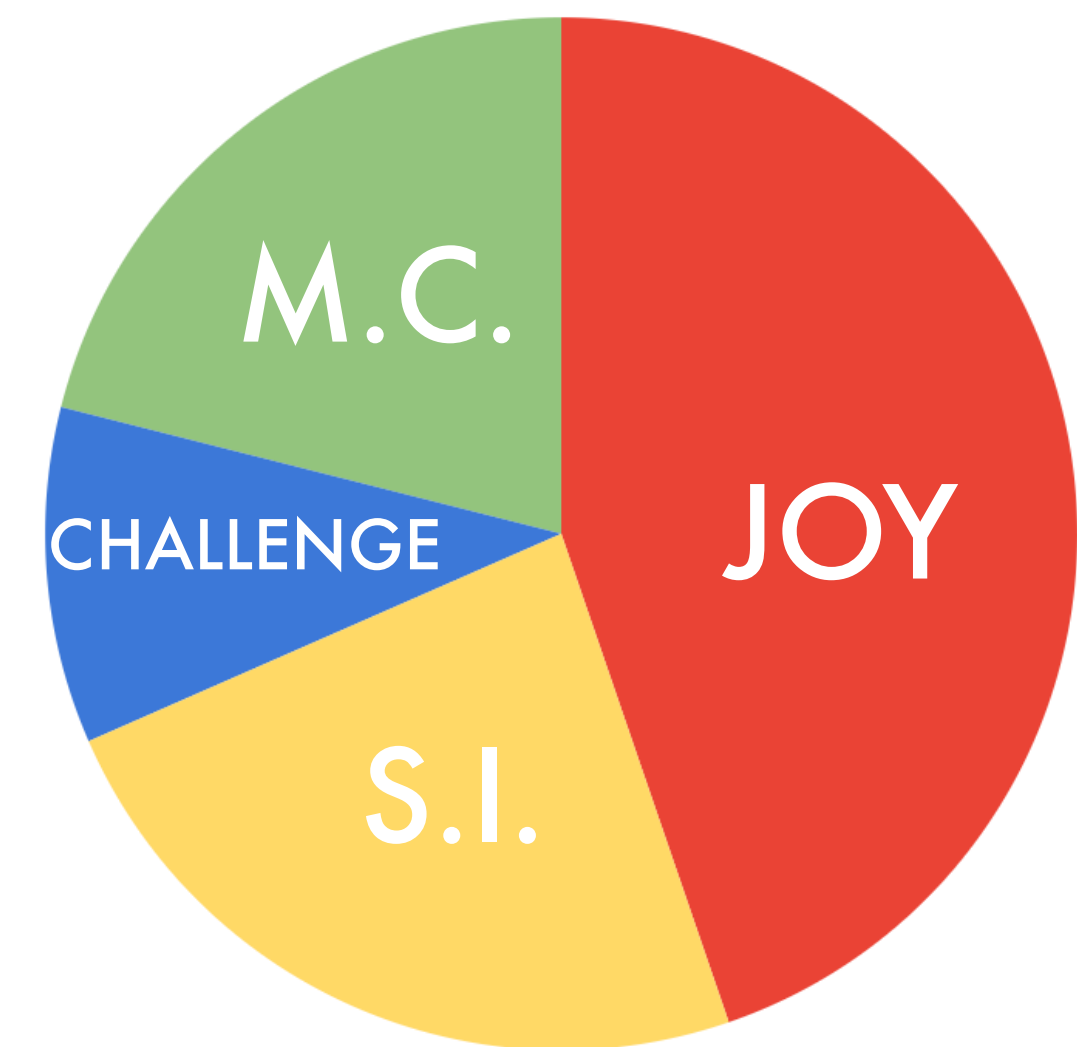
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- **Mural Data:** Students who selected a sport-based photo, identified joy & social interaction as most prevalent features

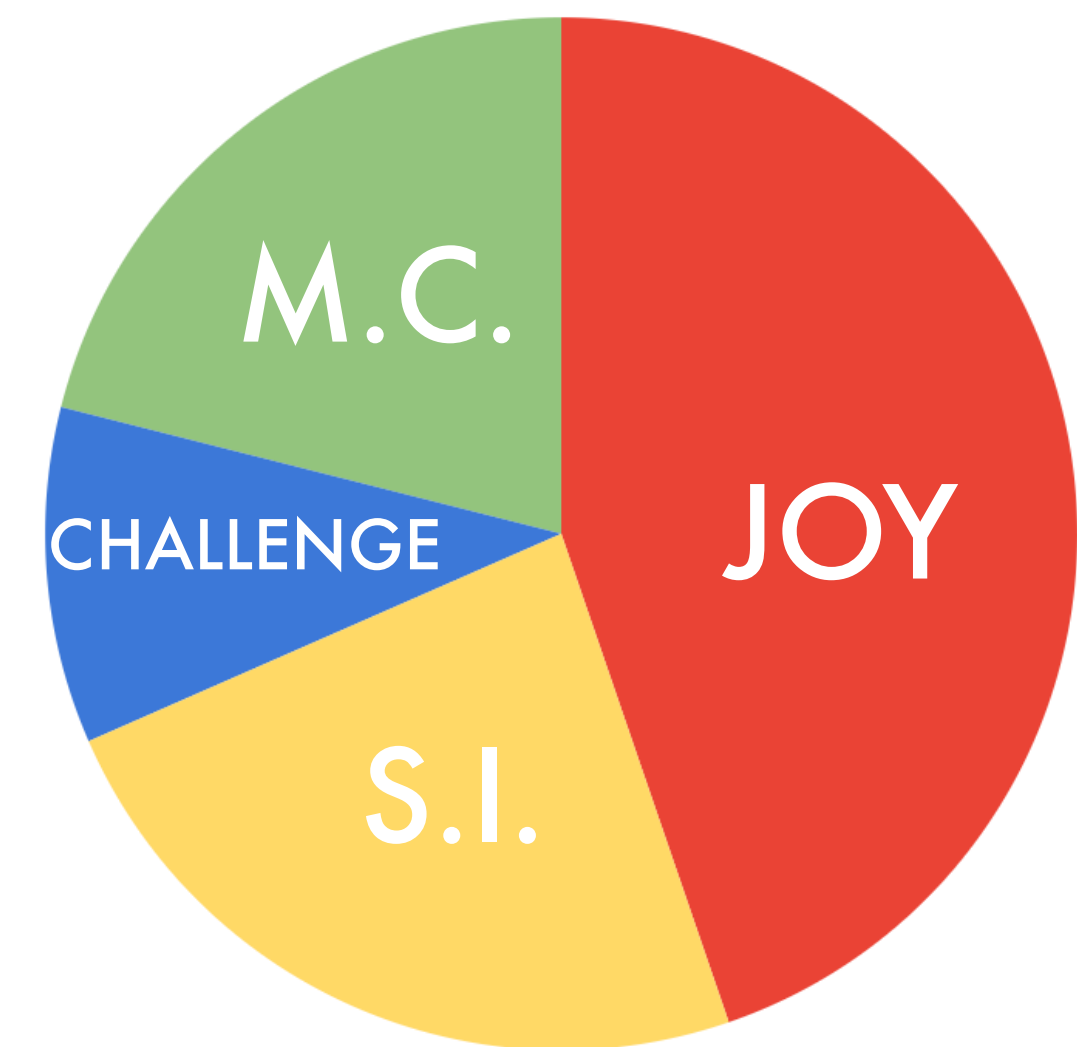


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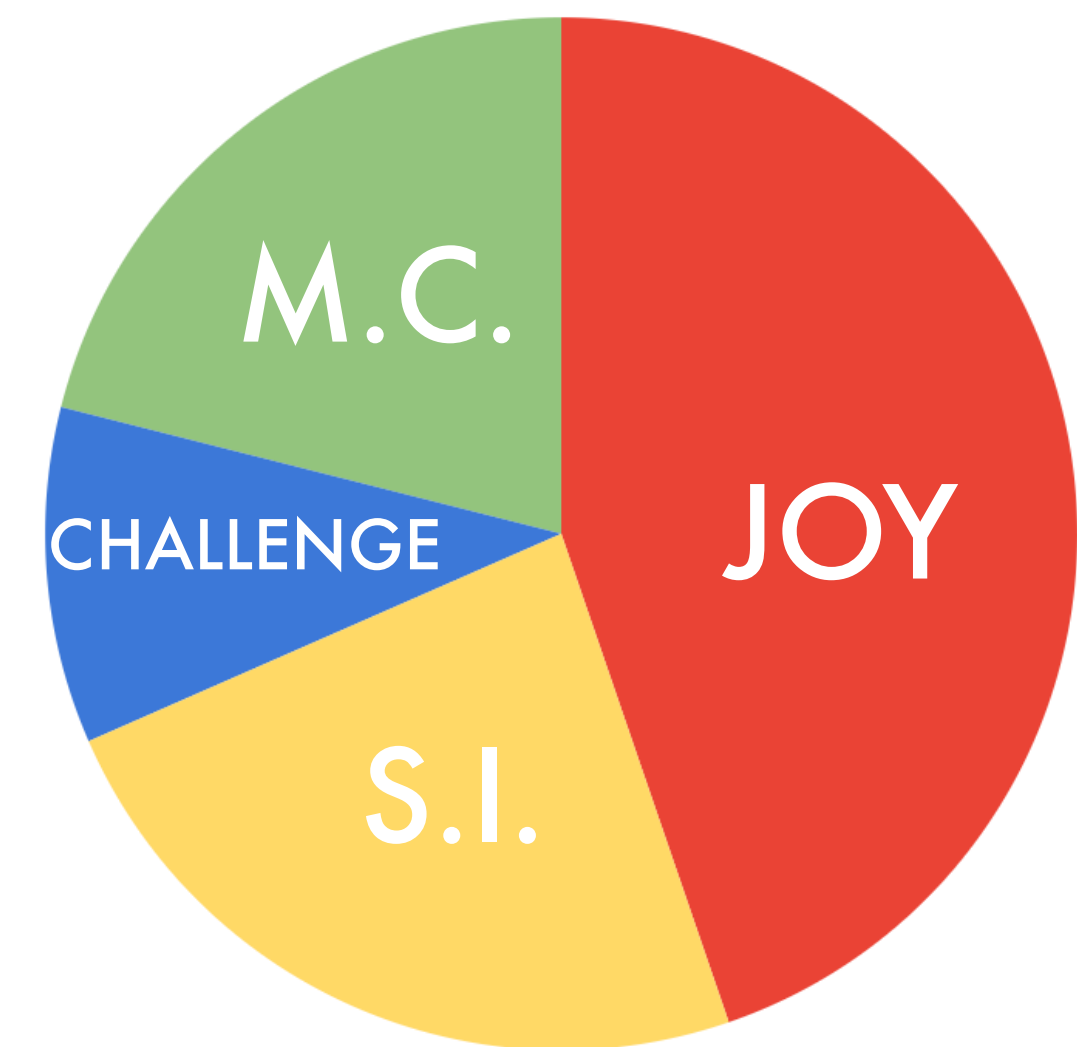


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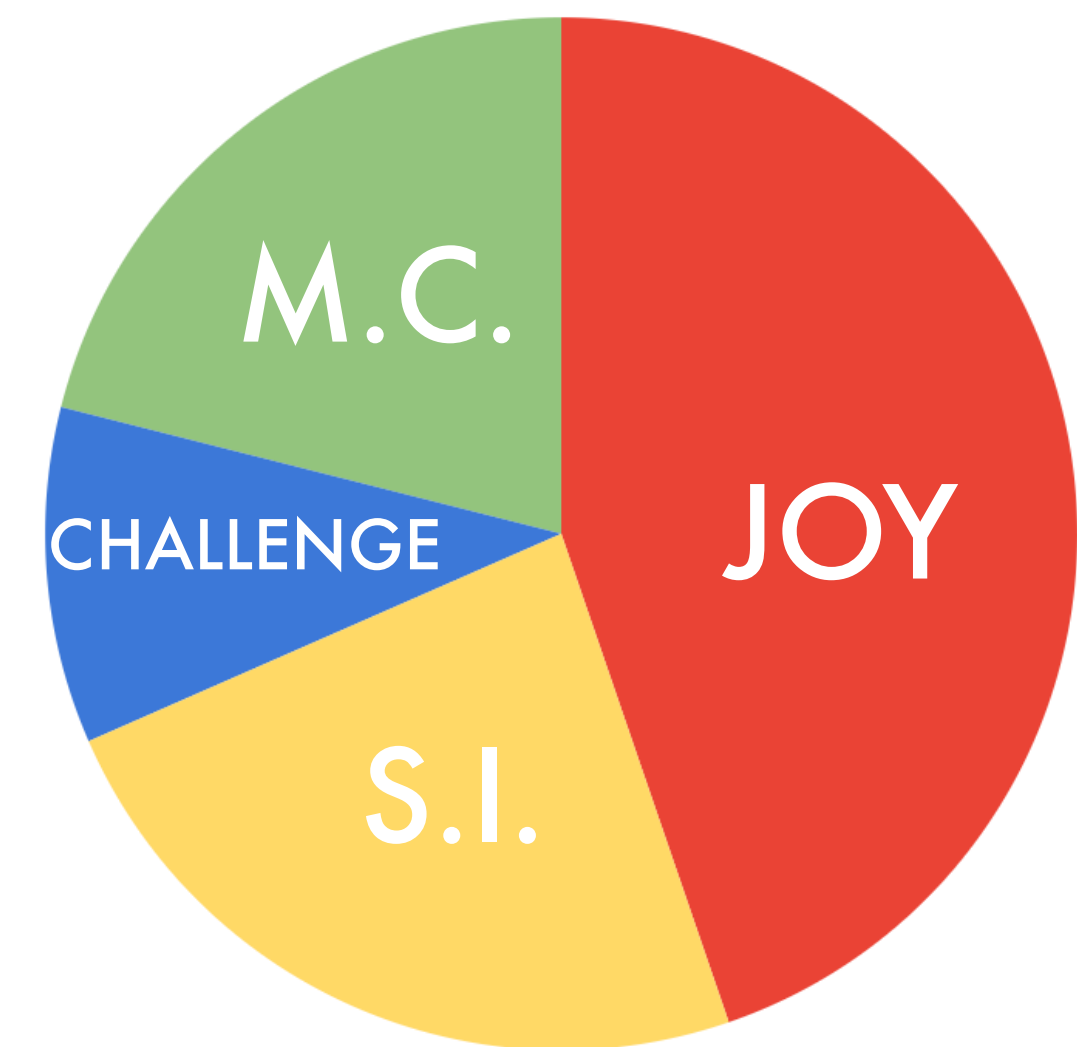


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2. Are there other learning outcomes besides 'sport technique' that are deserving of priority?

GRADE 5 - BALL HOCKEY

HOW MIGHT THIS UNIT LOOK DIFFERENT IN THE NEW CURRICULUM?

2000

- Send and receive an object with control (A5-5)
- Select, perform and combine basic skills in a variety of games (A8-10)
- Identify and demonstrate practices that contribute to teamwork (C5-5)
- Show respect for self & others (C5-6)
- Participate regularly to develop skills (D5-1)

2022



What is relationship between collaboration and physical activity?



Students demonstrate how collaboration influences physical activity (MS 5-3).



Collaboration is working with others to achieve a common goal including exchanging ideas and **sharing responsibilities**.



Teamwork acknowledges the perspective of all members.



Demonstrate respect for the contributions and perspectives of others when working together to **make decisions** or achieve team goals.



Practice collaboration during physical activity.

GRADE 5 - BALL HOCKEY

MY ACTIONS CAN CONTRIBUTE TO THE SENSE OF BELONGING OF OTHERS.

 Students reflect and relate life experiences to perseverance and well-being (CD 5-1)

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COURAGE



HUMILITY



RESPECT



LOVE



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GRADE 5 - BALL HOCKEY

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COURAGE



HUMILITY



RESPECT



LOVE

- As a participant, how can I uphold the trait/characteristic of my team?



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COURAGE



HUMILITY



RESPECT



LOVE

- As a participant, how can I uphold the trait/characteristic of my team?
- Students also participated in different roles:



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COURAGE



HUMILITY



RESPECT



LOVE

- As a participant, how can I uphold the trait/characteristic of my team?
- Students also participated in different roles:
 - Scorekeeper



 Students reflect and relate life experiences to perseverance and well-being (CD 5-1)

GRADE 5 - BALL HOCKEY

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COURAGE



HUMILITY



RESPECT



LOVE

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COURAGE



HUMILITY



RESPECT



LOVE

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 - Skill Coach
 - Captain



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COURAGE



HUMILITY



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 - Scorekeeper
 - Skill Coach
 - Captain
 - Referee



 Students reflect and relate life experiences to perseverance and well-being (CD 5-1)

GRADE 5 - BALL HOCKEY

MY ACTIONS CAN CONTRIBUTE TO THE SENSE OF BELONGING OF OTHERS.



COURAGE



HUMILITY



RESPECT



LOVE

- As a participant, how can I uphold the trait/characteristic of my team?
- Students also participated in different roles:
 - Scorekeeper
 - Skill Coach
 - Captain
 - Referee
 - Logo Designer



 Students reflect and relate life experiences to perseverance and well-being (CD 5-1)

GRADE 5 - BALL HOCKEY

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MY ACTIONS CAN CONTRIBUTE TO THE SENSE OF BELONGING OF OTHERS.



Reflection:
How can I
contribute to
someone's sense
of belonging
outside of school?
How might this
encourage them to
remain physically
active?



GRADE 5/6 - CREATIVE MOVEMENT

HOW MIGHT THIS UNIT LOOK DIFFERENT IN THE NEW CURRICULUM?

2000

- Apply Skills in Dance (folk, line, square, alone and with others) (A6-8)
- Develop a dance sequence (A6-9)
- Apply Gymnastics Skills (A6-12)
- Demonstrate enjoyment of participation through extended effort in PA (D6-1)

2022



How can movement patterns contribute to success across physical activities? (MS5-2)



Students adapt and apply movement patterns in control and dynamic physical activities (MS 6-2)



Creativity in movement can be supported by including objects and changing tempo and rhythm.



Movement combinations, patterns and sequences can be adapted using creativity.



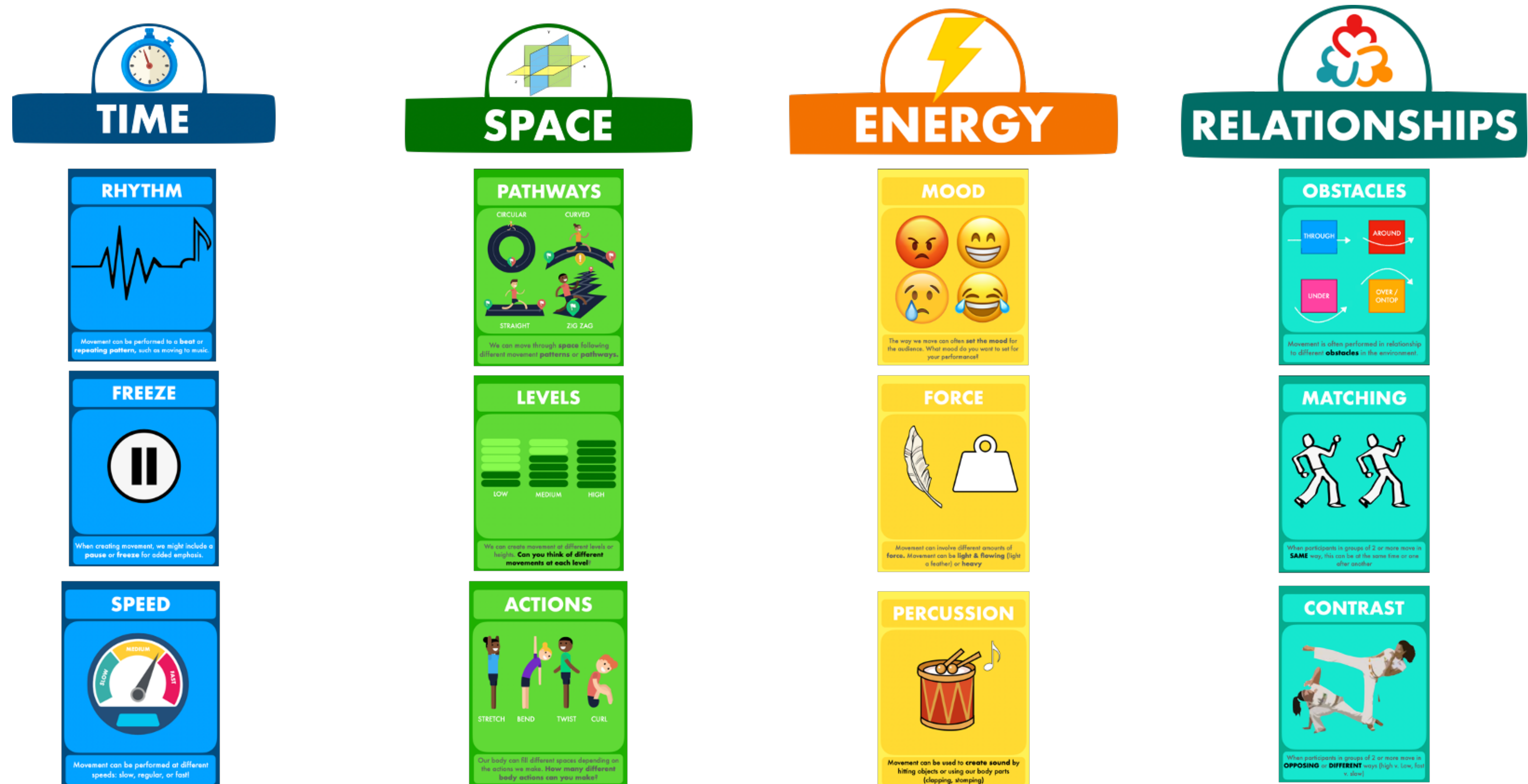
Adapt elements of movement to enhance movement patterns.



Identify patterns and elements of movement that are visible in rhythmic and expressive activities.

GRADE 6 - CREATIVE MOVEMENT

In this unit, students will explore the elements of movement and how they may be applied creatively.



GRADE 6 - CREATIVE MOVEMENT

Students explore a variety of movement experiences and identify the present elements.

TUTTING



PARKOUR



X-DISC



CAPOEIRA



GRADE 6 - CREATIVE MOVEMENT

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GRADE 6 - CREATIVE MOVEMENT

Students establish success criteria for what successful performance looks like.



How can movement patterns contribute to success across physical activities?

Students will watch videos of professional creative performance and discuss ideas related aesthetic, success etc.

What are the criteria of successful performances?



Students adapt and apply movement patterns in control and dynamic physical activities (MS 6-2)

Students will create their own movement sequence based on the success criteria applying the elements of movement.

GRADE 6 - CREATIVE MOVEMENT

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GRADE 3 - YOU CHOOSE

Active Living



Students examine how participation in a variety of **challenging** activities fosters well-being.

 KNOWLEDGE	 UNDERSTANDING	 SKILLS & PROCEDURES
A plan involves identifying a goal and then listing the steps needed to reach that goal. Physical activities that can increase in complexity include • rhythmic • gymnastic • expressive • individual • challenging • adventurous • cultural	Planning for active living is important for leading a healthy life. Participation in a variety of physical activities enables individuals to pursue goals and plan activities that satisfy personal interests and preferences. Exploration of a variety of physical activities can build transferable skills, self-knowledge, and resilience in the face of challenges.	Participate in physical activities that increase in complexity. Identify and implement personal strategies to overcome challenges in a variety of physical activities.

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