



Ministry

Authorized by the Minister of Education

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Supplement to *Physical and Health Education, Senior Division, 1975*



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Physical and Health Education, Senior Division, 1975 and this supplement provide the basis for the development of courses in physical and health education for credit towards the Secondary School Honour Graduation Diploma.

Although Grade 13 physical and health education courses are no longer classed as experimental, the development of a detailed course of study continues to be an important and challenging undertaking.

The decision to develop a course at the Honour Graduation level must be preceded by an assessment of the needs and interests of students, including those with special needs and interests.

Teachers should be prepared for the extra curriculum development work required of them.

The development of an Honour Graduation physical and health education course influences and is influenced by courses in the Intermediate and Senior Divisions. Earlier courses must prepare students for the advanced level of scholarship and the in-depth approach expected of Grade 13 courses. As a result, existing Intermediate and Senior Division physical and health education courses may need to be reassessed and significantly revised in order to fit in with the new course.

Particular care should be taken to integrate the old and new courses, to ensure continuity of content and a consistently increasing level of challenge.

An Honour Graduation course must relate its studies to the discipline of physical and health education. This requires a definite shift in focus from earlier courses in that the student will be examining and investigating such areas as the basic philosophy, the scientific and sociological foundations, and the history of physical and health education.

Courses must be based on a theoretical model or structure which illustrates the important relationship between health, the environment, and human movement in all its forms and dimensions. A course at this level should emphasize an understanding of the scope of physical and health education and the ways in which it can contribute to the improvement of society.

The practical components of a course should be related from or studied in relation to theoretical elements. Physiological, laboratory work, and projects thus serve to reinforce the specific concepts first introduced

It is recommended that planning time for a detailed course be at least one year. Development of a specific course at the school level over such an extended period of time helps to ensure the following:

- avoidance of administrative problems in the scheduling of the course;
- effective communication with students, staff, and the public concerning the course;
- compatibility with the goals of the school;
- availability of qualified, competent, and committed staff members;
- acquisition of required resources;
- access to and planning time for the participation of out-of-school individuals, agencies, or institutions;
- content flow from previous physical and health education and the avoidance of significant content overlap;
- adequate time to analyse the course and make any necessary modifications in order to complement existing courses in other subjects offered within the school. A successful integration often requires considerable dialogue and co-operation among school administrators and other subject area department heads;
- full consideration of the special needs of some students and the planning of necessary modifications;
- the development of course objectives that are consistent with the aims outlined in the guideline;
- the careful development of all components of a course of study.

Specific course development at the school level does not preclude the desirability of establishing a curriculum development committee at the school board level for Grade 13 physical and

health education. Such a committee could aim to:

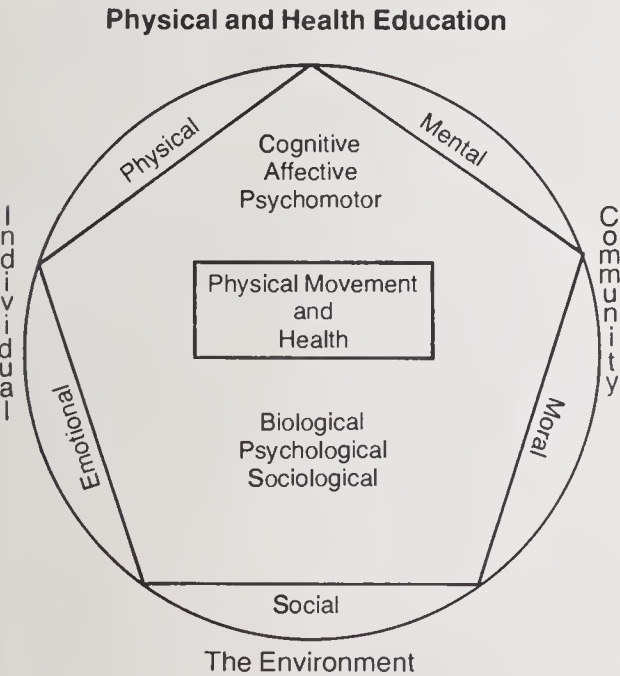
- determine local policies and procedures appropriate to the development of Honour Graduation courses;
- describe the overall rationale, aims, and objectives of the courses;
- acquire or gain access to and, if necessary, co-ordinate a variety of print, non-print, and human resources;
- provide comprehensive content outlines of units, topics, and sub-topics which relate to each of the major objectives;
- identify a variety of evaluation methods and criteria for the guidance of supervisory officials, principals, consultants, department heads, and teachers in assessing the effectiveness of a course;
- indicate reasonable expectations of student performance and suggest evaluation methods and criteria that would be appropriate in assessing student achievement, including any modifications that may be necessary for students with special needs;
- provide a model for ongoing curriculum modification.

Structure

It is important that the structure of a course include an emphasis on the underlying principles of the discipline and their widest application. Jerome Bruner's comments on this point are well worth quoting:

... The curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject. Teaching specific topics or skills without making clear their context in the broader fundamental structure of a field of knowledge is uneconomical in several deep senses. In the first place, such teaching makes it exceedingly difficult for the student to generalize from what he has learned to what he will encounter later. In the second place, learning that has fallen short of a grasp of general principles has little reward in terms of intellectual excitement. The best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which the learning has occurred. Third, knowledge one has acquired without sufficient structure to tie it together is knowledge that is likely to be forgotten. An unconnected set of facts has a pitiable short half-life in memory. Organizing facts in terms of principles and ideas from which they may be inferred is the only known way of reducing the quick rate of loss of human memory.*

There are many ways of viewing the structure of physical and health education. The schema below presents a general view of its major components.



*Jerome S. Bruner, *The Process of Education* (New York: Vintage Books, 1960), pp. 31-32.

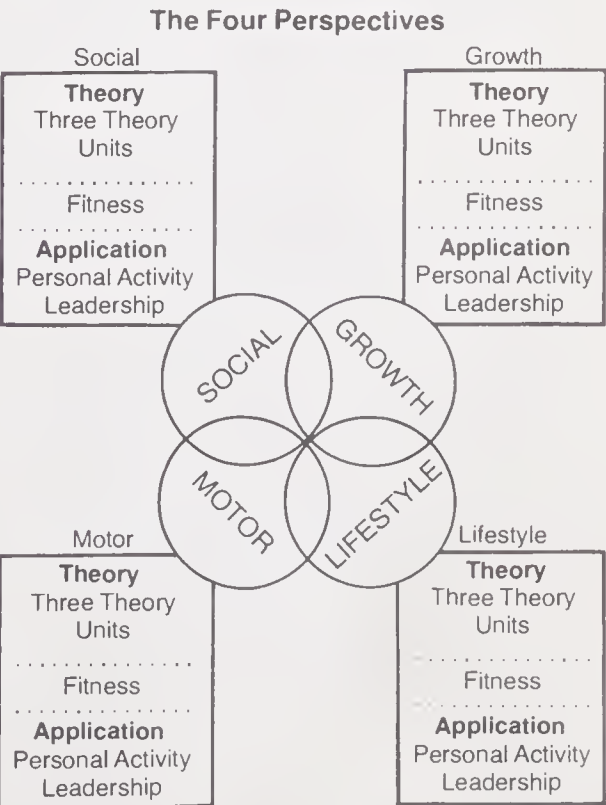
The central portion of the diagram indicates that all studies focus on physical movement and health. Health is defined as total fitness and includes the physical, mental, emotional, moral, and social dimensions of the person. The cognitive, affective, and psychomotor functions are included to stress the importance of the thinking, feeling, and doing aspects of learning, while biology, psychology, and sociology provide the underlying principles of the discipline. In addition, ever-changing environmental forces constantly affect physical movement and activity and the health of the individual and the community.

The main aim of these courses is to significantly increase the student's understanding and appreciation of the subject area so that he or she can assess and evaluate a variety of philosophies of physical and health education. The student will then be able to arrive at a personal philosophy based on the best and most current evidence available.

Content

As indicated in the diagram below, a course shall be developed from one of the following perspectives:

- 1. Physical Growth**
The physical growth perspective centres on the principles that govern movement and patterns of physical activity. It focuses on the nature and effects of physical activity at the various stages of the life cycle. The practicum provides an application and illustration of these principles governing physical activity and of their influence on various age groups.
- 2. Lifestyle**
The lifestyle perspective examines the relationship between health, lifestyle, and physical activity. It focuses on health as the unifying concept of the discipline of physical and health education. The practicum provides an application and illustration of the relationship between health and lifestyle.
- 3. Motor Development**
The motor development perspective focuses on the principles and mechanics of movement. It emphasizes the scientific basis for the discipline of physical and health education. The practicum provides an application and demonstration of these principles through physical activity.
- 4. Social Development**
The social development perspective focuses on people and physical activity and the effects they have on each other. It examines the motivation for physical activity and the benefits derived from it. The practicum provides an application and illustration of the theory of motivation in physical activity and a demonstration of the interaction of people and their environment.



Sample Outlines

The purpose of designing a course from a particular perspective is to provide the various units of study with a unifying theme. This ensures that the student has the opportunity to gain an in-depth understanding of both the theoretical and practical aspects of the perspective.

Each course will provide a structure for the consolidation of theory and practice.

A course must contain at least the following six elements:

- three theory units to develop the knowledge base;
- one fitness unit to apply the theory to practice;
- one personal activity unit to demonstrate the personal application of the theory;
- one leadership unit to provide supervised leadership opportunities to test the theory in actual situations designed to be of service to others.

The personal activity and leadership components provide the practical application of the course material. They may be scheduled concurrently with the theory and fitness units.

Sample outlines are provided for the development of courses from each of the four perspectives described on page 2. Each of the outlines identifies broad areas of study for the three theory units and suggests applications of the theory in the fitness and application units.

1. Physical Growth

Motor Development

Areas of study:

- stages in growth and development to physical maturity
- patterns of motor and skill development in children
- maturation and movement
- instruction and learning
- practice factors in learning

Psychology

Areas of study:

- motor educability and capacity
- memory
- patterns of social and behavioural activity among children, adolescents, and adults
- motivation and attitude
- adaptation of methods of organization and practice to different age groups
- leadership and followership

Philosophy

Areas of study:

- the philosophy of the development of physical activity programs for children, adolescents, and adults
- competition and its effects
- the philosophy of curricular and co-curricular programs for different age groups
- the philosophy of sport from the point of view of a participant or a coach

Fitness

Suggested approaches:

- the analysis of fitness programs and of the fitness levels of different age groups in Canada, Ontario, the community, and the school
- the analysis of the components of total fitness
- standard tests for the measurement of fitness and motor performance
- the development of a specialized balanced program of activity for a particular group

Personal Activity

Suggested activities:

- skill development in a lifetime sport or activity of the student's choice, for example, hiking, cycling, curling, swimming
- the development of sequences from basic motor skills to sport or activity-specific skills (for example, aiming in bowling, basketball, and hockey)
- skill development in a new sport or activity

Leadership

Suggested activities:

- coaching and officiating for community and school activities
- the organization of activity clinics or events for young children
- the organization of fitness programs for young children, adolescents, or adults, including motivation and assessment strategies;
- helping a friend improve his or her understanding of and performance in an activity

2. Lifestyle

Active Health

Areas of study:

- caloric input and energy output
- theories of nutrition
- definitions of health, fitness, and lifestyle
- theories of stress

Philosophy

Areas of study:

- the components of a healthy lifestyle
- theories of health care, for example, biomedical-technological, socio-environmental, holistic, alternative, wellness models
- the manifestations of work and leisure in lifestyle

Social Issues

Areas of study:

- individual responsibility for health
- health in the market place; health as a consumer product
- the economics of health care
- drug use, misuse, and abuse
- personal values and decision-making in the determination of lifestyle
- environmental issues
- the relationship of lifestyle to disease and ill health

Fitness

Suggested approaches:

- the analysis and evaluation of the components of fitness
- the development of a personal plan for a fit lifestyle
- the promotion of fitness through the life cycle from infancy to old age
- the analysis of strategies for coping with stress

Personal Activity

Suggested activities:

- the development of physical skills in a personal plan to achieve immediate and long-term goals
- the development of a practical program to increase specific aspects of personal fitness

Leadership

Suggested activities:

- the organization of a day, week, or event for other students in the school, for young children, or for the community to illustrate the determinants of lifestyle
- the organization of a school or community group in a fitness program
- the staging of school or community events to promote a healthy lifestyle
- the discussion of stress-producing factors with a parent or relative and a consideration of the best means of coping with stress

3. Motor Development

Physiology

Areas of study:

- the physiological processes involved in creating energy for movement
- the effects of activity on the physiological processes
- the role of physical activity as a contributor to general health
- the application of knowledge of physiology to the development of personal programs of physical activity
- the application of knowledge of physiology to the conditioning of athletes

Kinesiology

Areas of study:

- the anatomic analysis of human motion
- the mechanics of human motion
- the underlying principles of efficient motion
- the kinesiological analysis of movement specific to particular skills

Motor Learning

Areas of study:

- the physiological components that affect performance
- the changes in psychomotor behaviour from infancy to old age

Fitness

Areas of study and suggested approaches:

- the principles of athletic training
- the various training methods for a particular sport or physical activity
- the energy expenditure of various activities
- the development of a training program for daily use, for competition, and for pre- and post-competition periods
- the prevention of athletic injuries
- the general procedures for emergency care
- first-aid techniques for athletic injuries
- athletic injury recovery and rehabilitation

Personal Activity

Suggested activities:

- the implementation of a personally designed training unit for a particular sport or activity, including a measure of skill improvement
- the development and implementation of practice strategies for sport- and activity-specific skills

Leadership

Suggested activities:

- the organization of leagues, teams, or events
- coaching, managing, and training in community and school leagues
- the organization of training clinics

4. Social Development

Sociology

Areas of study:

- the social forces and philosophies that shape the institutions of sport, physical activity, and leisure
- current issues in sports and physical activity, for example, women in sports, competition, professional sports, spectatorship versus participation, violence and sports
- the influence of the media on sports and physical activity
- economics and sports; sports as an industry

History

Areas of study:

- the broad cultural heritage of physical activity from primitive times to the present
- the forces that have influenced physical activity, for example, education, the government, etc.

- the status of physical education in a variety of cultures in ancient and modern times

Leisure

Areas of study and suggested approaches:

- the theories of leisure and play
- the desirable uses and possible benefits of leisure time
- the philosophy of recreation in the local community as reflected in the recreational outlets available
- the social benefits of recreational activities
- the development of models for future leisure and recreational activities for the individual and the community
- the development of programs for such groups as the aged or the disabled

Fitness

Suggested approaches:

- the examination of various fitness programs such as aerobics, weight training, interval training, and the Canada Home Fitness Test
- the analysis of trends of participation in sports and fitness activities in Canada, Ontario, the local community, the family, etc.
- the examination of different rationales for participation in sports and fitness activities
- the preparation of a cost/benefit analysis of a variety of specific physical activities
- the development of a personal total fitness program

Personal Activity

Suggested activities:

- the development of the skills necessary to carry out a personal fitness program
- the development of the skills of an activity more prevalent in another culture, for example, cricket, jai alai, bocce, tai-ch'i

Leadership

Suggested activities:

- the organization of an activity day, week, or event for other students, the disabled, the aged, or the neighbouring community
- helping another person in the development of a personal total fitness program
- the preparation of a cost/benefit analysis of the activities organized by the school or the community

Resources

This list is a supplement to the list of resources included in the guideline *Physical and Health Education, Senior Division, 1975*.

Books

Albinson, J. G., and Andrew, G. M., eds. *Child in Sport and Physical Activity*. Baltimore: University Press, 1976.

In this book seven basic disciplines contribute to a broad review of the effects of sports and physical activity on children.

With major sections on physiology, medicine, growth and development, psychology, sociology, and motor learning, the book organizes the material so that it is useful to professionals responsible for children and their athletic activities.

By presenting the child as a complete entity, the book attempts to bridge the communication gap that exists between the researcher/ theoretician and the practitioner.

Bauman, E.; Brint, A.; Piper, L.; and Wright, P. *The Holistic Health Handbook: A Tool for Attaining Wholeness of Body, Mind, and Spirit*. Berkeley, Calif.: And/Or Press, 1978.

Society is currently witnessing a revolution in ideas about health and disease. This handbook provides a comprehensive and multidimensional view of this growing movement. The text presents a wealth of ancient and modern systems, both traditional and alternative, for the attainment of wholeness of body, mind, and spirit: nutrition, meditation, acupuncture, yoga, spiritual healing, family health, health centres, and many more. It is a handbook that will help define and clarify the evolving concepts of health and develop our awareness of what we can and should do to improve it.

Borins, M. *An Apple a Day: A Holistic Health Primer*. Toronto: Wholistic Press, 1980. (Available from: Wholistic Press, P.O. Box 1250, Station "B", Downsview, Ontario.)

If you take an active role in caring for your own health, you will improve your life and probably get sick less often. This is the message of Dr. Borins's manual. He shows that people often fail to take responsibility for their health, although overeating, smoking, and drug abuse are directly within their control.

Davidson, S. *Current Status of Health, Physical Education, and Recreation (Canada)*. Ottawa: Canadian Association for Health, Physical Education and Recreation, 1977.

This documentary statement on the status of health, physical education, and recreation in Canada in 1977 provides an in-depth look at subjects such as education in Canada, recreation and sports in Canadian culture, physical education, health, and so forth.

Davidson, S., and Blackstock, P., eds. *The R. Tait McKenzie Memorial Addresses, 1959-1979*. Ottawa: Canadian Association for Health, Physical Education and Recreation, 1980.

Dedicated as a memorial tribute to C. R. "Blackie" Blackstock, this 124-page hard-cover book includes sixteen pages of photographs and fourteen memorial addresses delivered at CAHPER conventions by such outstanding scholars and practitioners as Earle F. Zeigler, Helen Gurney, Stewart Davidson, Patricia Lawson, Bill L'Heureux, and Maury Van Vliet.

Gurney, H. *A Century of Progress*. Toronto: Ontario Federation of School Athletic Associations, 1979.

A Century of Progress is a carefully researched history of the development of Ontario high school girls' sports. The text is supplemented by more than two hundred photographs providing a geographical cross-section of the province over a ninety-year span.

Miss Gurney has produced a comprehensive picture of the social background which, in some areas, proved fertile for the growth of girls' school sports and in others held back their development.

Jackson, J. J., ed. *Theory Into Practice*. Victoria, B.C.: University of Victoria, 1979.

In this book, authorities in most areas of physical education document the most significant aspects of research within the past five years that have a practical application for teachers in elementary and secondary schools.

Topics covered include: physiology, running injuries, hypothermia, hyperthermia, motor development, motor learning, psycho-social aspects, changing attitudes towards girls' and women's sports, history, philosophy, ethics, and teaching effectiveness.

Contributors are primarily from British Columbia universities and include: Douglas B. Clement, Martin Collis, David Docherty, John Eckerson, M. Ann Hall, Bruce L. Howe, John J. Jackson, Lawrence F. Locke, Peter C. McIntosh, Fred L. Martens, Gerald Redmond, Ted Rhodes, Gary D. Sinclair, Jack E. Taunton, and Earle F. Zeigler.

Kozar, J. J. *R. Tait McKenzie: The Sculptor of Athletes*. Tennessee: University of Tennessee, 1975. (Available in Canada from the Canadian Association for Health, Physical Education and Recreation, Ottawa, Ontario.)

R. Tait McKenzie was a man of remarkable achievement in art, medicine, and physical education — three different fields that found a common medium of expression in his sculptures of athletes. The book includes illustrations of McKenzie's sculptures as well as biographical information on this important Canadian.

Michener, J. A. *Sports in America*. Toronto: Random House, 1976.

This is a searching examination of the way sports are being used and misused in America. Some of the areas that receive attention are: the juvenile sporting world, the myth of sport as an escape from the ghetto, discrimination against women in physical education programs, and competitive games. There is a detailed examination of the intricacies of financing sports, the intrusion of government in international competition, and the importance of the media to the survival of professional sports. The author is severely critical in his analysis, but he also offers recommendations for the solution of some of the problems he discusses. Throughout the book, the author argues that it is time we placed more emphasis on the sports that promote health and give pleasure to the player instead of merely providing entertainment for the spectator.

Ontario, Ministry of Culture and Recreation. *Leisure: A Resource for Educators*. Toronto: Ministry of Culture and Recreation, Ontario, 1978.

This resource book is a practical introduction to the concept of educating people in the use of leisure time. The book examines current societal conditions and trends, which reveal the

increasing importance of leisure in our society. It also shows that the ability to use leisure well is a learned ability. The book therefore encourages educators of all grade levels and subject areas to become involved in this aspect of education and suggests a number of objectives and strategies for their use.

Selye, H. *Stress Without Distress*. Toronto: McClelland and Stewart, 1974.

Dr. Selye maintains that stress is an important positive stimulus which helps to keep us from a vegetable-like existence. Yet stress is also a cause of ulcers, heart disease, and many other serious ailments. Dr. Selye offers reassuring answers to the problems posed by stress and gives specific advice on avoiding its harmful effects.

Monographs

Canada, Department of Health and Welfare. *A New Perspective on the Health of Canadians*. Ottawa: Health and Welfare Canada, 1974.

This bilingual working paper was prepared by the Government of Canada with the intention of introducing a new perspective on health and thereby stimulating interest in and discussion of future health programs for Canada. It emphasizes the gravity of the environmental and behavioural risks that Canadians are taking and makes a commitment to giving human biology, the environment, and lifestyle as much attention as has been given to the financing of health care organizations.

Canadian Association for Health, Physical Education and Recreation (CAHPER). *Fitness Performance II Test Manual*. Ottawa: Canadian Association for Health, Physical Education and Recreation, 1980.

This bilingual document gives the fitness norms of Canadian school children (ages seven to seventeen) according to the results of a nationwide survey completed in 1979.

_____. *Position Paper: Violence in Sport*. Ottawa: Canadian Association for Health, Physical Education and Recreation, 1978.

CAHPER. *Position Paper: Women in Sport*. Ottawa: Canadian Association for Health, Physical Education and Recreation, 1978.

_____. *Sociology of Sport Series*. Ottawa: Canadian Association for Health, Physical Education and Recreation, 1978-79.

This series contains the following fifteen titles: *Motivation and Sport Involvement; Canadian Governments and Sport; Leadership; Group Cohesion and Sport; Sport and Gender: A Feminist Perspective on the Sociology of Sport; Sport, Physical Activity, and Achievement; Sport, Physical Activity, and TV Role Models; Sport as a Career; The Political Economy of Sport; The Sociology of Sport as an Academic Specialty; The Sport Fan: A Social Psychology of Misbehaviour; Sport and Ethnic Groups in Canada; Sport and the Mass Media; Play and Physical Activity in Early Childhood Socialization; Research Methodology*.

Manitoba, Department of Education. *Manitoba Fitness Test Manual*. Ottawa: Canadian Association for Health, Physical Education and Recreation, 1979.

This booklet was produced with the co-operation of the Department of Education for the Province of Manitoba. In 1976-77, the Department conducted the Manitoba Schools' Fitness Survey from which this manual was produced. It presents the norms compiled by the survey, specifies test procedures, and suggests desirable fitness objectives for the five- to eighteen-year-old group.

The Vanier Institute of the Family. *Health for People in the 1980's: A Work in Progress*. Ottawa: The Vanier Institute of the Family, 1980.

This brief was presented to the Federal Health Services Review, chaired by Mr. Justice Emmett Hall. It proposes an organic rather than a mechanistic approach to healthy living. The brief reviews the many related aspects of health (biology; environment; personal, familial, and societal patterns; care services) and outlines changes in both lifestyle and publicly administered services that will help contribute to a higher standard of health.

Research Reports

Desjarlais, L. *Needs and Characteristics of Students in the Intermediate Years, Ages 12-16*. Toronto: Ministry of Education, Ontario, 1975.

Macintosh, D. *The Role of Interschool Sports Programs in Ontario Secondary Schools*. Toronto: Ministry of Education, Ontario, 1976.

Macintosh, D., et al. *Factors Influencing the Election of Secondary School Physical Education and Their Relationship to Benefits Accruing From Such Programs*. Kingston: Queen's University, 1979.

Mednick, H., and Kelly, N. A. *The Relationships Between Physical Fitness and the Cost of Health Care*. Toronto: Quasar Systems, 1976.

Moriarty, D. *The Role of Interschool Sport in the Secondary Schools of Ontario: Evaluation and Policy Research*. Toronto: Ministry of Education, Ontario, 1977.

White, J., et al. *An Investigation of the Effects of Alcohol Use in Ontario Schools*. Toronto: Ministry of Education, Ontario, 1978.

_____. *Further Investigation Into the Effects of Alcohol Use in Ontario Schools*. Toronto: Info Results, 1979.

Note: Research reports listing the Ministry of Education as publisher are sold at the Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario.

Research reports by Desjarlais, Macintosh, Moriarty, and White are available on loan from the regional offices of the Ministry of Education.

Kits

Fit Kit. Canada, Department of Health and Welfare, 1977. Chart, test, crests, booklet.

This comprehensive information and testing package produced by Recreation Canada uses a three-part approach to encourage Canadians to adopt a more active lifestyle. The kit includes the following: "Rx for Physical Activity", fit tips, a fit kit progress chart, a walk-run distance calculator, the Canadian Home Fitness Test, crests, and a health and fitness booklet.

Fit Tip Kit. Canadian Association for Health, Physical Education and Recreation (CAHPER), 1980.

Numbers 1 through 13 of Series 1 of the CAHPER Fitness Committee's Fit Tips (bilingual) are included in this kit.

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