



Ministry
of
Education

Dupe

Physical and Health Education

Authorized by the
Minister of Education
Hon. Thomas L. Wells

Senior Division
1975

Table of Contents

1	Introduction
2	Planning the Program
3	Evaluation and Reporting of Student Progress
4	Health Education
5	Physical Education
12	Honour Graduation
15	Resources

This guideline is designed to assist individual teachers and local curriculum committees in developing a program in the Senior Division.

Credit courses leading to the Secondary School Graduation Diploma may be developed from this guideline within three broad classifications.

A. Physical and Health Education Courses

This is the traditional combination of physical and health education, with health education receiving approximately 25 per cent of the instructional time. The health education instructional time may be blocked into a variety of time units to facilitate the administration of the total program. The health content for such a course would be taken from the section on page 4. The physical education content—approximately 75 per cent of the instructional time—should be divided among the broad categories on page 6 to offer a balanced program.

B. Health Education Courses

Full credit courses may be offered in health education. It is expected that the six areas of heavy concentration and the ten areas of continuing development, as outlined in the health education section on page 4 would constitute the major part of the content of this course. It is not intended that a full credit course be developed from a single area such as sexuality. Such a course would be considered experimental and would have to be submitted to the Ministry of Education for approval. Courses in health education are not intended to be the only offerings in the Senior Division. It is suggested that courses of classifications A or C should also be offered.

C. Physical Education Courses

It is expected that a balanced program will be selected from the seven broad categories listed on page 6. It is not intended that a full credit course be developed from one category such as dual activities. Furthermore, courses in physical education are not intended to be the only offerings from this field in the Senior Division. It is suggested that courses of classification A or classification B should also be offered.

It is expected that most schools will, for the time being, continue to offer physical and health education courses (classification A) in years 3 and 4 of the Senior Division. Should demand warrant, additional courses such as the specialty courses of classifications B and C may be offered.

Courses at the Honour Graduation level are described on pages 12-15.

Teachers should note that this guideline supersedes *Curriculum S. 29, 1960, Senior Division Physical Education, Grades 11, 12 and 13*; and *Curriculum S. 29-A, 1969, Growing into Maturity in a Changing World*.

This section describes the context within which schools may offer a Senior Division program in physical and health education. Three main factors will be analysed below, but they are related to one another. The physical and health educator must recognize the ways in which school programs can be designed to accommodate the characteristics of the student and the needs of society.

The Senior Division Student

The Senior Division student lives in a rapidly changing society. In addition, the student in this division is moving into adulthood both from the developmental point of view and from the legal one. By recognizing the existence of a changing student in a changing society, a teacher can develop an exciting and relevant program in physical and health education.

Today many students in the Senior Division are concerned with finding answers to questions such as *Who am I? What am I? Where am I going?* Students are conscious of their reliance upon preceding generations for acculturation, but they feel that they have something to offer in return. They are seriously questioning, investigating, and evaluating the cultural stereotypes in such areas of their lives as:

- self-actualization and significant relationships;
- the nuclear family and alternate life styles;
- codes of morality;
- sexuality and sexual mores;
- the rights and responsibilities of minorities;
- the work ethic and the age of leisure.

The senior student lives in a milieu of conflicts: the rising consciousness of personal and social concerns on the one hand and, on the other, an apersonal technology with its tendency to dehumanize. In program planning, the affective component in learning must be consciously organized and utilized.

The transition from adolescence to adulthood may lure educators into the trap of regarding senior students solely as people in a process of *becoming*, when in fact they are also in a process of *being*. Senior Division students are conscious of themselves and very

Planning the Program

concerned about their own self-image. Their school experiences should be structured to help them acquire a realistic and positive self-concept.

Courses developed in the physical and health education program should appear relevant to the Senior Division student. In large measure, the courses should place an emphasis on the here and now, and should be designed to enhance the student's day-to-day life as well as prepare him for the future.

In physical and health education courses, freedom within limits is desirable. Within a specific and clearly understood framework, numerous situations should provide learning that will challenge students and allow them to recognize and move towards realizing their full potential. Students need a significant voice in the decisions that affect their school years and influence their destiny.

Trends in Physical and Health Education

The physical and health education program has been in continual change, as the hopes and expectations of the community have influenced school activities and as more research has become available to teachers. A historical perspective of the subject will show how emphases have changed over the years.

Yesterday

Consistent with the time-honoured maxim of *mens sana in corpore sano*, there was formerly an attempt to aim all the learning activities of the physical and health education program towards the improvement of health. Health came to be regarded as a more positive concept than the mere absence of disease.

The socio-political climate of the war years and the post-war years affected programs as well. The role of exercise as therapy and the demand for mass exercise programs during the war years was reflected in some courses. More important was the re-awakening of the ancient Greek ideal in which active play and physical education are seen as essential to the development of the whole person.

In the field of health education, studies formerly were focused on the structure and function of the human body. Now, other dimensions of health are obvious, including the sociological and psychological dimensions.

Today and Tomorrow

By looking at school programs of past years and by considering the influence of a changing society on the student, it is possible to foresee likely developments in physical and health education. This guideline anticipates that programs will develop with more and more emphasis on three aspects: individualization, scientific orientation, and humanization.

Through individualization, there will be more personalized approaches so that consideration will be given to each student's needs and aspirations. It is quite possible through appropriate organizational methods and teaching techniques to base work on common topics, yet to give individuals different experiences. Such individualization, of course, will not preclude team activities, which also make their contribution to the growth of the individual.

Through scientific orientation, students will develop an understanding of the principles and concepts of health education and physical education and will know how these apply to their own lives. The societal factors that affect human health will be seen as more important and more relevant than they have been previously. Increasingly, courses will be based on exact knowledge from the sciences, and with this access to a wider range of resources, credit courses will be possible in both health education and physical education.

Through humanization, programs can serve the needs of a greater number of students. While there will continue to be a place for traditional and highly structured co-instructional activities, there will be increased opportunities for pursuits that carry social dimensions.

Having regard to these three aspects and to the needs of the student in contemporary society, it is possible to delineate objectives and sub-objectives from the broad goals set out in this document to guide the development of the physical and health education program.

Aims

A balanced program in physical and health education is intended to:

- help students develop a love of vigorous activity and a desire for total health that will become a way of life now and in later years;
 - provide opportunities for students to experience a total fitness feeling, and to help them realize that this feeling is to be valued and maintained throughout life;
 - help students to develop a positive self-concept that will assist them to assess their potential;
 - provide students with opportunities to continue the development of motor skills in a variety of physical activities so that they will be able to enjoy leisure time pursuits outside of school;
 - help students to develop and clarify their personal values, so that their attitudes, decision-making abilities, and resulting behaviours will contribute to satisfying relationships and will allow them to realize their potential for the betterment of self, family, and others;
 - help students to assimilate the body of knowledge appropriate to physical and health education.
- These aims will provide a framework for the setting of specific objectives. In setting objectives, teachers should note that:
- the specific program objectives should be developed co-operatively by all members of the physical and health education staff;
 - students should be aware of the objectives and, in consultation with the teacher, should determine how the objectives relate to them as individuals;
 - ongoing evaluation by staff and students should determine the degree to which these objectives are being achieved.

Evaluation and Reporting of Student Progress



In setting objectives, it will be recognized that students differ in how they learn. Some will profit from a highly structured environment with little choice offered to them, while others will learn best within an environment that allows wide student choice. Some will enjoy and benefit from working with and helping a peer; still others will work and learn effectively in an individualized program. A teacher with a large repertoire of teaching styles will be able to satisfy the needs of many students. In fact, student needs and program objectives are likely to be met only if teachers are able to function effectively within a variety of teaching styles.

There are many resources to assist teachers in implementing physical and health education programs.

Assistance is available from regional offices of the Ministry of Education and other professional people at the faculties of education, at universities, and in the community.

Other resources are also available in professional journals, bulletins, and periodicals published by the Ontario Physical and Health Education Association (OPHEA), the Canadian Association for Health, Physical Education, and Recreation (CAHPER), and the Canadian Health Education Specialist Society (CHESS).

A list of print resource materials and sources of information is included in the Intermediate Division guideline for physical and health education (1973). Some of these resources are pertinent to the Senior Division.

Whatever form it takes, a well planned system of continuous evaluation is necessary if physical and health education is to be effective, relevant, and dynamic.

Student achievement should be evaluated by realistic criteria in terms of achievements within the program. The program should be evaluated in terms of both its content and its process. It should be evaluated also in terms of its potential for meeting the needs of each individual student through aspects such as flexibility and adaptability and of its potential for providing experiences of success, challenge, and student participation.

Since the process of evaluation depends on comparing achieved results with expected results, objectives are important. Some will be very general and some specific; some will be a combination. Some may be stated by teachers in behavioural terms, others may be unstated but exist as implicit hopes and expectations. Since it is desirable that students be involved in evaluation, they should be involved in setting objectives.

The patterns and procedures for evaluation in physical and health education should be in keeping with the school's over-all evaluation policies and should be determined and planned by all teachers concerned. Self-evaluation and peer group appraisal are important aspects of evaluation.

It is most desirable to employ a variety of evaluation techniques, rather than be limited to one or two. While there is a place for tests at intervals during the course, there is a much greater place for day-to-day observations of the degree

of success students experience as they meet new challenges. Such observations can form the basis for anecdotal reporting and for making judgements about achievements.

Assessment of students' learning on a continuous basis should ensure that they are learning at a level and rate consistent with their abilities so that, where necessary, the teacher can diagnose difficulties and make appropriate changes in either program or teaching-learning strategies.

Since many aspects of physical and health education are difficult to translate into a valid percentage or letter grade and since the establishment of a supportive atmosphere is essential to the achievement of objectives, planners may well consider alternatives in reporting student progress.

Feelings, relationships, values, and decision-making skills need to be assessed and reported in their own terms. Anecdotal reporting can be an effective method of reporting in this subject field: students, parents, and staff members can learn much about a student's progress from the teacher's comments. Students' comments are also valuable in anecdotal reporting.

In some types of reporting, a student's record consists of letter grades or percentage marks; in this case, the evaluation becomes more concise but less informative.

There are occasions, however, when percentage marks may be requested. A student leaving school in the Senior Division, either for further education or employment, may wish his school record to be translated into percentages, since this has been the traditional practice.

In summary, effective evaluation is an essential part of any physical and health education program. Through extensive day-by-day observation of student activities, it is possible to assess both the achievement of individual students and the success of the programs and at the same time leave unimpeded the teaching and the learning that is the very heart of every course.

A Sequence of Curricular Content
Kindergarten to the Senior Division

Areas of Study	K/Prim.	Junior	Early Intmdte.	Late Intmdte.	Senior
1. "Non-human" Life Processes	I-B	H	C	M	M
2. Human Families	I	B	B	H	H
3. Individuality	I	B	H	H	C
4. Anatomy and Physiology	I	B	H	C	C
5. Human Growth and Development	I	B	H	H	C
6. Sexuality	I	B	B	H	H
7. Dental Health	I	B	H	C	M
8. Alcohol	M	I	B	H	C
9. Tobacco	I	B-H	H	C	M
10. Other Drugs	I	B	H	C	C
11. Safety Education	I	B	H	C	M
12. First Aid	M	I	B	H	C
13. Nutrition	I	B	B	H	C
14. Values and Valuing	M	I	B	H	H
15. Community Health	I	B	H	C	C
16. Consumer Health	M	M	I	B	H
17. Physical Fitness	M	M	I-B	H	C
18. Venereal Disease	M	I	B	H	H
19. Stress	M	M	I	B	H
20. Communications	M	M	I-B	H	C

M-Minimal
I-Introduction

B-Basic Development
H-Heaviest Concentration
C-Continuing Development

Teachers planning Senior Division health courses—whether for full credit or as part of a traditional physical and health education option—should find out about the content and process of the students' previous experiences in health education from kindergarten to the end of the Intermediate Division. This information is available in the section dealing with health in Circular P1J1 (1975), in the Intermediate Division guideline for physical and health education (1973), and in curriculum documents developed and/or used in the local educational jurisdiction. Further information can be gained from those teaching the physical education and health program prior to the Senior Division, possibly through some organization within the family of schools.

A great variety of courses, with different emphases to meet local needs and student interests, is possible within the rationale of the present guideline. They should all, however, emphasize relevance to the students' experience and an appreciation of alternatives and consequences connected with health. Health education classes should be co-educational.

Content

A chart of health education areas of study, showing appropriate emphases for different topics from Kindergarten to the Senior Division, was published in the 1973 Intermediate Division guideline. A slightly revised version appears above. The special importance of consumer health in the Senior Division warrants its listing as a

separate topic here; previously it was considered as part of the more general topic, community health.

The notes that follow elaborate some of the topics identified in the chart as appropriate for a more intensive treatment in the Senior Division than what is accorded them at other stages.

Human families

In examining courtship, marriage, and the family, students can explore a wide range of practices both in our society and elsewhere. The development of various concepts of marriage and the nuclear family can be pursued. The study might include extended families, family patterns in different cultures, factors in successful marriages, problems of a parent raising children alone, family planning, marriage breakdown, and divorce. Legal considerations and individual rights related to these concepts might also be investigated.

Sexuality

Students may gain perspective on sexuality through such topics as the nature of love, gender identity, changing male and female behaviour, roles, and expectations, human sexual response, standards of sexual behaviour, and sex and the law.

Values and Valuing

The study of values and the value processes should be a key component of all health education topics. The analysis of value issues might also be integrated into questions that students are investigating.

Venereal Disease

Aspects of the study of venereal disease could include epidemiology, treatment, social aspects, individual responsibility, and current Ontario law.

Stress

The broad question of stress could be covered through topics such as negative and positive aspects as well as related diseases, either psychosomatic or degenerative.

Consumer Health

Students might investigate some of the claims made by the manufacturers of health and beauty products or agencies that offer services related to some health or beauty need. Such products or services are often found in such areas as diets, terminal diseases, and the improvement of physical appearance.

The following areas of study represent topics of continuing development as shown on the sequence chart on page 5.

Individuality

A study focusing on individuality could touch on basic needs for growth and maturity, mental health as part of general health concerns, personality, adaptive behaviour, and self-actualization.

Anatomy and Physiology

In the Senior Division, anatomy and physiology can be an area of study, but not a major component of a course. Genetics and heart disease are two of a number of topics that are appropriate at this level.

Human Growth and Development

Students could explore human growth and development through such topics as pregnancy, birth, endocrinology, and the biological male and female.

Alcohol and other drugs

The focus for these studies in the Senior Division should be on use, misuse and abuse, decision making, and values exploration, as a development from the legal, medical, and pharmacological factors studied in earlier years.

First Aid

Students may investigate first aid through principles and treatment as well as through injury prevention.

Physical Education

Nutrition

The study should focus on topics such as the relation of nutrition to physical fitness, the concepts of *overfed* and *undernourished*, over-eating as an addiction, health hazards of over-eating, the principles of good nutrition, the pros and cons of natural foods and health foods, and the relation of nutrition to family health and family budgeting.

Community Health

Aspects of community health might include studies of overpopulation, pollution, vanishing natural resources, and agencies dealing with community health.

Physical Fitness

The concept of physical fitness can be developed through topics such as weight control and aerobics, through individual fitness programs, through exploration of fitness testing, and through recreational activities within the community.

Communication

The students' understanding of the concept of communication may be developed through continuation of content that may have been part of the Intermediate Division program. This concept may also be approached through the study of individual and group communication, verbal and non-verbal communication, trust as a factor in communication, and through communication as a means rather than an end.

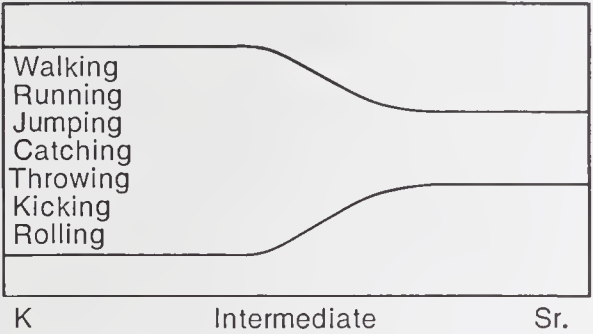
For success, especially in the affective aspects of the above topics, it is important that a high level of trust be developed early in the course. Students must feel free to examine and to discuss in depth all sides of a question. Where appropriate, the teacher should reveal his or her own opinions on a controversial issue – although not in a prescriptive sense. The aim should always be to help students make decisions that reflect their own priority of values within the context of the philosophy of life of their own culture, community, and family.

It must be noted, however, that teachers should exercise taste, discretion, and sensitivity in dealing with specific topics in the areas of *human families*, *sexuality*, *venereal disease*, and *human growth and development*. Teachers should introduce these topics carefully and should deal with them only in the context of a well planned total program. The department head, principal, and supervisory officials must be made aware of the content within the expanded course of study for each school. Parents should also be aware of the general content and of the purposes of the course.

A Sequence in Physical Education

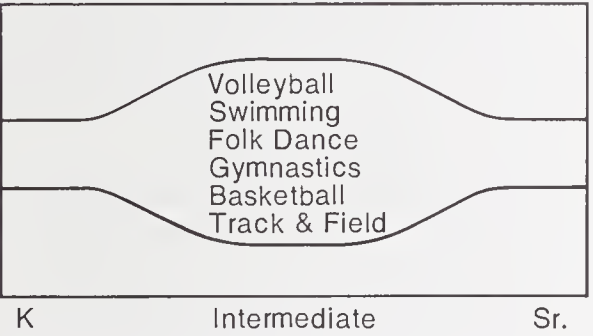
The program in physical education can be regarded as a Kindergarten-to-Senior Division continuum. The following charts indicate the appropriate major emphases in terms of gross and fine motor development, team sports, dance, and individual sports. The lists are not intended to be prescriptive or all-inclusive.

Motor Development



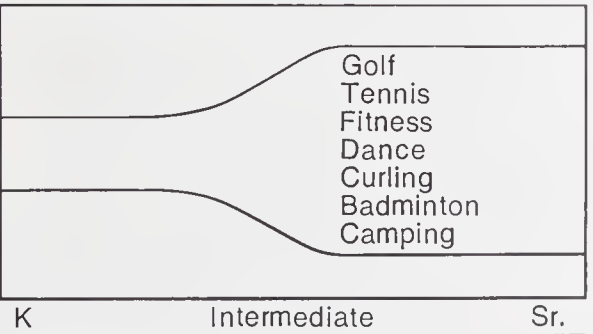
The major emphasis on motor development is most appropriate in the early years.

Team Sports and Folk Dance



The major emphasis on the application of gross and fine motor skills in team sports and folk dance is most appropriate in the intermediate years.

Individual Sports, Dance, and Continuing Activities



The major emphasis in the Senior Division is on sports and activities that may lead to continuing participation outside of school and in future years.

Physical education is intended, through the medium of movement, to improve the total health of the student. In addition to its functional value, movement

provides a vehicle for expression. In program planning, teachers should keep in mind the considerations that are discussed below.

Students should be able to direct their efforts into fewer areas with more specialized content and with opportunity for in-depth study.

The teacher's planning, for example, should ensure that students know how any given activity applies to their physiological, psychological, and sociological needs.

The program should not be limited to a prescribed number of games, dances, gymnastics, and similar activities. It should include knowledge and understanding of principles pertaining to:

- the acquisition and performance of motor skills;
- the organic requirements for power, skill, and endurance;
- the values and hazards of physical activity;
- the procedures for proper and safe participation in physical activities.

Two primary concerns of physical education are motor fitness and physical fitness. Although connected, these two are quite distinct for teaching purposes. The first involves co-ordination, balance, power, agility, speed, and reaction time: all basic to physical skills that are usually retained for long periods of time. Physical fitness, on the other hand, involves such factors as circulo-respiratory fitness, muscular strength, endurance, and flexibility, none of which are retained to the same extent. For this reason it is important for students to gain, not only skills for the present, but attitudes that will lead to maintenance of physical fitness in future years.

The development of motor skills to a level that will permit satisfying participation in aerobic activities for fun is an effective way to achieve physical fitness.

Content

The Kindergarten-to-Senior Division continuum in physical education indicates a definite emphasis shift in the Senior Division. Throughout the intermediate years a survey type of presentation is recommended. The Senior Division may offer an elective approach, with the students choosing their own programs from a variety of the activities offered within the course.

It is expected that students will discuss their course selections individually with the staff and that the teachers will explain the advantages of a balanced program.

In order to offer students the opportunity to select a balanced program, it is recommended that physical education courses should contain activities from each of the following seven broad categories:

- individual activities* such as archery and golf;
- dual activities* such as wrestling and tennis;
- team activities* such as field hockey and volleyball;
- dance* such as folk and modern.
- personal physical fitness* which should include an understanding of the relative fitness value of all activities as well as the importance of such specific fitness activities as aerobics and circuit training;
- outdoor education* which should retain its interdisciplinary character, but should have a strong physical and health education component;
- aquatics* which should include a sequence of strokes and water safety skills, along with activities such as skin and scuba diving and synchronized swimming.

It is recognized that facility limitations, or lack of staff expertise in one particular category, would restrict the number of broad categories from which activities could be offered. However, it is strongly recommended that the program be as balanced as existing facilities will allow. Some of the seven categories above are elaborated in succeeding pages.

Because of the maturity of students at the Senior level, co-educational classes in selected activities are appropriate. Most of the physical education activities that may be pursued for recreation by both men and women are suitable for co-educational classes in school. Agility and skill activities are more appropriate than those requiring strength and endurance.

Elective programming should permit choice between a co-educational activity and an all boys' or all girls' activity. Co-educational groups should not participate in activities that are more suitable to separate boys' and girls' classes. This would apply to team sports such as football and basketball. Teachers must consider the students' skill and ability when grouping for practice or competitive play.

Aquatics

Aquatics can be offered as part of the physical and health education program when facilities and trained staff are



available. Those who teach in school pools must be qualified to teach under the current Public Health Act Respecting Public Swimming Pools. Teachers and administrators are advised to obtain a copy of the latest regulations from the Ministry of Health, Ontario.

Where they can be taught, swimming and diving skills and facility in water safety and life-saving techniques are important to all students and constitute an essential aspect of public safety. Aquatics programs can contribute significantly to the physical, social, mental and emotional development of the individual and provide particularly important carry-over value for recreational opportunities outside of school. For some children with exceptional needs, participation in an aquatics program may provide opportunities to acquire skill and reach levels of achievement that parallel or surpass that of other individuals.

Because of the heterogeneous nature of any class, there will be great demands on the teacher to plan for individual differences; some students will be learning swim strokes for the first time, while others will be perfecting previously learned skills and proceeding to develop proficiency in other areas of aquatics.

Safety procedures must be established and practised at the beginning of the program and appropriate water safety skills and knowledge should be incorporated into each lesson.

The program should provide opportunities in as many aquatics activities as possible: synchronized swimming, novelty and team games, stroke im-

provement, water entries and diving, life saving, skin and scuba diving, competitive swimming, and survival swimming. Students should develop an understanding of the principles governing flotation. A teacher should incorporate into a program the skills and activities that might be used for recreation in a social setting.

As in other parts of the physical education program, teachers should employ a variety of teaching methods and audio-visual aids; it is also important, for the sake of enriching the program, to take advantage of resources that exist within the class.

Students, properly dressed as bathers, can, if they are not taking part in the practical part of the lesson, play a supportive role, helping individual students, organizing equipment and assignment cards, or participating in the water safety activities practised on the deck.

Under the guidance of the teacher, students should be required to make decisions about their own abilities and the order and speed at which they progress.

Outdoor Education

Outdoor education may be defined as learning *in* and *for* the outdoors. It is interdisciplinary by its very nature, although its main emphasis may be, and often is, placed upon one particular subject area.

Within a physical and health education program, outdoor education includes both an *aesthetic* and *challenge* focus. A physical and health education emphasis will, however, probably weight the program towards a physical or

challenge direction, although the aesthetic focus is not eliminated.

Outdoor education may comprise single lessons, half-day, full-day, and extended experiences in the outdoors. The in-school aspect of the outdoor program should be enriched by films, slides, and guest speakers. Simulations may bring outdoor-like activities into the gymnasium and the schoolyard. In order to be relevant, exciting, and enjoyable, however, simulations cannot really compare with actual outdoors and in-nature experiences.

Safety must be a major concern of an outdoor education program. The importance of both the theoretical and the practical aspects should be stressed. This is one area where it is impossible to over-emphasize. Safety skills peculiar to the out-of-doors should be developed and understood. Reading potential dangers in the terrain is one such outdoor safety skill. Another major concern should be individual and group safety and the responsibility of the group for the individual.

A second aspect of outdoor education to receive attention should be conservation, that is, wise use of the environment. Conservation can be related to conduct at campsites, to the preservation of undergrowth, of new trees, and of wildlife, and to keeping the wilderness environment clean. A good motto to practise is *take nothing away, leave nothing that was not here before*.

The following lists of studies are grouped into two general categories. The first category includes skills and activities that may be considered as fundamental to outdoor education generally. The second category lists outdoor education skills and activities that lend themselves to a physical and health education emphasis. Both lists are general and are not intended to be all-inclusive.

Category A

Camp fire skills are essential for survival. The safety rules should be kept in mind at all times. In addition, students should find out where and how to build a fire, what wood to choose for it, how to start it, how to build a fire in wet weather or in deep snow, and how to choose and care for cooking utensils.

Equipment and clothing may be studied from the point of view of kind and quality. The important principle is selection for utilitarian rather than aesthetic reasons.



Knowledge of first aid is required by everyone who participates in outdoor trips. Students should acquire a knowledge of basic first aid that is relevant to wilderness conditions.

Food selection depends on such factors as weight and bulk, cost, packaging, and resistance to spoiling or crushing. Students should plan menus with these factors in mind.

Using map and compass is an essential skill for all members of any party on an outdoor trip.

Rope skills are necessities in the outdoors. Students should know about safety procedures for the effective use of lashings and knots and should be able to apply this knowledge in practical situations.

Weather lore is useful information in the outdoors. Students should learn to predict weather problems and hours of daylight and should be able to use their knowledge in planning activities.

Outdoor implements should be studied in terms of safety, maintenance, and efficient use. This category would include such implements as axes, knives, and trenching tools.

Social and recreational activities provide scope for students to develop leadership qualities in singsongs, singing games, skits, or wide-area games.

Quiet times, when students can be alone to reflect or relax, are necessary and should be provided. Carefully planned solo experiences are also appropriate. Safety considerations must be a major concern.

Category B

Back-packing is a hiking and camping activity in which all supplies and equipment are carried. It requires a knowledge of the kinds of packs used, and of how and what to pack in relation to the type of trip planned.

Canoeing, sailing, and whaleboating are all skills in which safety must be emphasized. For each type of craft, students should understand structure, selection and care, loading, handling, and portaging.

Cycling skills should be considered in the light of camping requirements. Students should consider safety and repairs.

Health studies would include topics such as pollution of air, water, and soil, the effects of over-population on nature, balance of nature, sleep, rest, fatigue, nutrition, stress, exertion, physical limits, endurance, and exposure.

Hiking can be considered from the point of view of equipment, nature trails, and safety.

Initiative training leads to group building and group identity. It has a problem-solving focus, and stresses the group's responsibility for the individual.

Orienteering is concerned with the use of map and compass. It is applicable to such activities as hiking, cross-country skiing, and snowshoeing.

Rock climbing is not an activity for amateurs. Students should be aware of the expertise required and of equipment, basic rapelling techniques, and safety practices.

Snowshoeing, skating, and cross-country skiing can be studied through such topics as equipment, both the kinds available and the care required, and through the learning of skills. Students should understand both the challenges and the aesthetic experiences possible in these sports.

Wilderness survival should emphasize the need for confidence and the necessity to avoid panic. Students should learn how to assess a situation, and the initial actions that should be taken in a survival situation. They should be familiar with survival foods, and should learn to improvise signalling devices, to use distress signals, to build shelters, and to do outdoor measurement. They should also know how to pace to avoid walking in circles, how to use nature's directional aids such as moss and the north star, how to set snares, how to fish, and how to do survival swimming.

Outdoor learning experiences can usually be provided near the school without extensive travel or expense. From many schools, it is easy to reach parks, ravines, swamps, streams, bush-land, fields, or reforestation areas. For outdoor experiences, help and advice may be sought from knowledgeable people in the community and, for services and expertise, from such commercial enterprises as outfitters, equipment suppliers, and boat manufacturers and retailers.

A major objective of any outdoor education experience should be group building and the development of trust, group solidarity, co-operation, and mutual support. As noted above, safety must always be a major consideration. Safety regulations must be developed, understood completely, and rigidly enforced. Students should thoroughly understand that any gross transgression of safety rules, such as foolish behaviour in a canoe, would probably terminate the trip. Buddy systems and buddy canoes should be an integral part of any outdoors trip. The use of any substance that will alter mood and behaviour or that will distort perception should be forbidden.

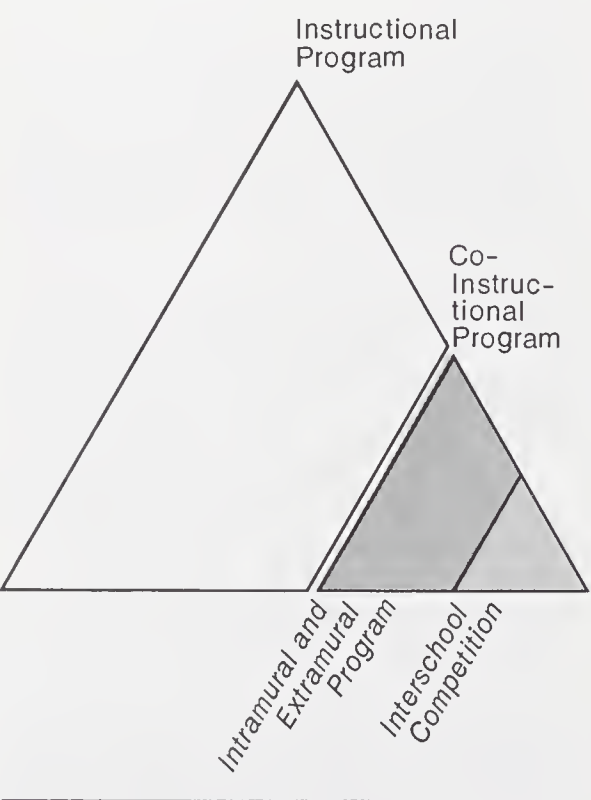
Planning, preparation, and organization are essential for outdoor lessons, experiences, and trips. They should never be taken lightly and they should never be led by untrained and unprepared persons. Teachers intending to become involved in this type of program should undertake intensive professional development themselves. Successful outdoor teachers will combine enthusiasm and competence and must be prepared to exchange traditional class-

room teaching methods for methods proven in the outdoors. They should also recognize the opportunity in this new situation to develop a new kind of positive and effective teacher-student relationship.

As one of the seven broad areas of study within physical education, and as a part of its health-education potential, outdoor education can open a whole range of learning experiences that can make significant contributions to every student. There are many ways in which outdoor education can be structured into a physical and health education program. Whatever form it takes, it can enrich the entire school curriculum, and provide new interests, skills, understandings, and leisure pursuits that will last students for a lifetime and for which there is no substitute.

Co-instructional Programs

The term *co-instructional* refers to parts of the physical education curriculum commonly known as the intramural program, the extramural program, and interschool competition. The co-instructional program must complement the instructional program and help to satisfy the objectives of the school and of the physical education program.



Recreational Activities

There are two types of recreational activities. Active recreation demands significant muscular effort and is chosen for leisure time. Passive recreation includes attendance at concerts or the

theatre, playing cards or chess, collecting stamps, and watching television. Worthwhile as they may be, these activities are not included in a physical and health education program.

In the Senior Division, teachers of physical and health education should provide many opportunities for students to become familiar with and to develop an understanding and appreciation of a variety of physical and social skills that may be used for *active* recreation during their present and future life. In addition, students should be given opportunities to acquire the skills needed to participate in such activities with satisfaction and enjoyment.

Meeting Special Needs

In the Senior Division, teachers of physical and health education should provide many opportunities for a student to gain knowledge, understanding, skill, appreciation of participation in leisure time physical activities, and a desire to perform a variety of physical and social skills that may be used for active recreation during present and future life. The program should be sufficiently diversified to meet students' personal needs and expectations and be practised further in the school and community.

This diversification should be broad enough to include program adaptation to serve students with unique educational needs. Some students may have behaviour, communication, or intellectual problems, or a physical exceptionality that prevents them, either permanently or temporarily, from full, active participation in the program. Physical and health education plays an important role in developing healthy personalities as well as healthy bodies. The program should provide opportunities for the physically handicapped to maintain a suitable level of physical



fitness, for handicapped youths to develop positive self-concepts, and for frustrated or withdrawn students to have games experience and social interaction with their peers. The physical and health education teacher should consult students and their parents, the school administration and health services, and the medical profession as required. The following considerations may also be helpful.

It is necessary to determine the student's ability and to study the causes of special needs before planning a program. While the objectives remain the same in any physical education program, the means of achieving objectives will be modified to accommodate the individual student. The student should assume some responsibility for determining both objectives and the means of attaining them. Every effort should be made to include the student in the regular program when activities permit participation. Students must have the opportunity to experience success.

Teachers should schedule electives with the view of accommodating all students in a safe and satisfying program. When a student is unable to take part in a particular activity, an alternate

should be scheduled opposite it; for example, *weight training* opposite *aquatics* for the student wearing a cast; *archery* opposite *track activities* for a student in a wheelchair.

Having the student continually officiate, score, or do written assignments when the full activity program is impossible simply sidesteps a significant responsibility. Evaluation should be based on active participation leading to fulfillment of the objectives co-operatively established. An exception is the withdrawn student for whom scorekeeping or other sideline activity may be a first step towards full participation.

There may be occasions when a separate elective could be established for a group of students with exceptional needs. Such an elective could be developed when a number of students want it, when the teacher has the expertise, and when time is available. Such requirements might be remedial motor skills for one group of students or weight-control activities for another. The students and the teacher could establish the goal expectations and design an elective to achieve them. Such separate classes should be carefully considered to avoid any possible stigma.

A particular student may benefit from continuing in the same elective. For example, aquatics for a second session might replace gymnastics for some students.

Following are some examples of ways teachers may modify the regular physical education program to accommodate exceptional students:

- the teacher provides special electives in which the student can participate fully;
- the teacher provides alternatives within the regular elective to accommodate a special situation; for example, the student with a chronic knee defect may take the regular program except for high jumping or long jumping;

–for physical conditioning activities, the teacher instructs the student to decrease the number of repetitions, use a slower rhythm, or omit movements of certain body parts;

–for dance or rhythmic activities, the teacher decreases the number of repetitions and substitutes an alternate rhythmical activity such as walking or sliding for running;

–for gymnastics and self-testing activities, it is possible for a student to decrease the vigour of the activity, avoid or limit competition with others, and to judge his or her progress against previous performance;

–for individual and dual activities, individual skills can be practised, but the teacher would restrict or modify the game situation and provide opportunities for alternative and potentially less strenuous activities like bowling, table tennis, archery, or golf;

–for team activities, the student might play a position requiring a minimum of activity.

Safety

Safety in a school physical and health education program falls into two main categories, theoretical and practical. The theoretical aspect focuses upon an understanding of the basic concepts of safety, which may be presented as a part of the classroom instructional periods or in the gymnasium or out-of-doors. The practical aspect consists of the application of concepts and principles of safety in the activity program.

Some factors to which safety considerations and practices should be directed are:

Facilities

The kind of facility and its physical organization must be taken into account. Aquatics programs and their related safety regulations are discussed on page 6.

Equipment

It is important that all equipment used in physical education should be safe, tested, and of good quality. Personal protective equipment should also be provided whenever it is required.

One General Aim of Physical and Health Education	One Sample Specific Program Objective	Sample Badminton Unit Objectives	Sample Badminton Unit
To help students develop a love of vigorous activity and a desire for total health that will become a way of life now and in later years.	To develop sufficient skill in a variety of individual sports so that the student will continue to participate in vigorous activity and appreciate its role in maintaining total fitness.	<p>At the end of the unit, student will:</p> <p>Think (cognitive) —understand the rules, strategies, and values of the game of badminton well enough to play a double match</p> <p>Feel (affective) —enjoy playing badminton enough to want to continue to play regularly</p> <p>Act (psychomotor) —have enough skill to play a doubles match well enough to include a placement of serve, sustained rally, and at least one doubles-game strategy</p>	<p>—Review care and use of equipment</p> <p>—Discuss wise purchase of own equipment</p> <p>—Determine student ability using, for example, (a) wall volley test (b) court rallies</p> <p>—Arrange students in appropriate groupings</p> <p>—Review fundamental skills, scoring, and strategies: —grip —long and short serve —drives —clears —drop shot —placement —etiquette</p> <p>—Teach new skills: —smash —hairpin —cross-court drop shots —round-the-head stroke</p> <p>—Teach new game strategies: —side-by-side system —up-and-back system —combination system</p> <p>—Teach types of tournaments, playing as many types as time permits</p> <p>—Officiating —Evaluation</p>

The Teacher

The expertise of the teacher will affect safety in a physical education class. While this statement applies to all parts of the physical education program, it should be noted that in swim programs, the teacher as an aquatics instructor must be qualified under the regulations made under the current Public Health Act Respecting Swimming Pools.

The Student

The standards of safety are also affected by the students' skill and understanding, attitude, physical condition, and pre-activity conditioning. The teacher must be vigilant to prevent one student from pressuring another into trying skills or activities for which he is not ready.

The Task

The teaching method and the question of student readiness must also be considered. External compulsion to attempt

a skill too quickly creates an unsafe situation; therefore, proper sequences and progressions will reduce safety hazards.

Rules

Rules relating to safety should always be established, clarified, and observed. In addition, game rules and performance rules and criteria should be modified and adapted where desirable in order to assure maximum safety.

Supervision and liability must enter into any considerations of safety. Delegation of supervisory responsibility and authority to non-qualified persons may leave the teacher liable in case of accident and injury. The major factor in legal liability is the question of negligence, either by omission or commission.

Basically, for liability to exist there must be:
—duty of care owed to the injured person, that is, a duty to maintain a standard of safety;
—a breach or failure to conform to the standard;
—an injury as the direct result of failure to maintain the proper standard of safety or, as an indirect result, where there is a sufficient foreseeability of the risk or a causal connection between the failure of the responsible person to observe the standards and the injuries sustained.

Teachers of physical and health education should:
—develop policies and approved activities for the local educational jurisdiction and establish a procedure for obtaining administrative approval for any additional activities;
—assure adequate supervision at all appropriate levels;
—initiate and expedite regular, thorough inspections of equipment and facilities;
—check relevant insurance coverage and make sure that it is up to date and realistic;

Sample Badminton Lesson

Unit Evaluation

Resources

Objectives

- To teach the smash
- To teach up-and-back strategy in a game

Introductory Activity

- Set up circuit which includes the following activities:
 - (a) wall volleys
 - (b) throwing 15 birds to partner who returns them using overhead clear
 - (c) hitting to self using fore-hand and backhand grip
 - (d) short serves to wall
 - (e) short or long serves to partner
 - (f) skipping with individual rope

Review—overhead clear

Stress—proper stance and footwork

- reach to hit bird as high as possible
- elbow lead for whip-like arm and wrist action

Class organization—partners rally 30 feet apart over net

New—the smash

- demonstration and use in game

Stress—hit high and in front

- hit hard and snap wrist
- follow-through

Game (doubles)

- introduce up-and-back strategy

Class Organization—mimetic practice (without bird)

- guided practice—one partner throws high bird which is returned over net with smash

Evaluation

- self-evaluation (student, teacher)
- lesson evaluation (student, teacher)

Cognitive—think

- Is student able to officiate a game of badminton?

Affective—feel

- Do students continue to play the game when time is up?
- Do students belong to badminton club or intend to join a badminton club?

Psychomotor—act

- Do students have enough skill to play a doubles match which would include such skills as placement of serve, sustained rally and at least one doubles-game strategy?

Print

1. Bloss, M. V. *Badminton*. 2nd ed. Physical Education Activities Series. Dubuque, Iowa: W. C. Brown Co., 1971.
2. Broer, Marion R. *Individual Sports for Women*. Philadelphia: W. B. Saunders Co., 1971.
3. Davidson, K. R., and Gustavson, L. R. *Winning Badminton*. New York: A. S. Barnes and Co., 1964.

Non-Print

1. *Forehand, Overhead Shots, Smash*. Super 8 mm loop film. Sports Techniques Films. Universal Education and Visual Arts, 2450 Victoria Park Ave., Willowdale, Ont.
2. *Badminton Technique Charts* AAHPER, 1201 16th St. N.W., Washington, D.C.
3. *Badminton Sound Slide Film Series*. The Athletic Institute, Room 805, Merchandise Mart, Chicago, Ill.

-write out a complete accident report for any incident involving an injury (many court cases are not heard for months, or even years,) and have the report signed by witnesses;
-obtain legal assistance where necessary and make legal counsel aware of all facts as soon as possible.

Responsibility for safety in the activities of physical and health education in the Senior Division should continue to shift, in keeping with the appropriate considerations, from the teacher to the student. Students must understand how to follow safety procedures and why they should do so.

In the final analysis, the effectiveness of the safety component in physical and health education will depend in large measure upon the teacher's acceptance of his or her responsibilities *in loco parentis*. The care and concern expected of a kind and loving parent will do much to maintain safe practices in the school setting.

Leadership Development

Many students in the Senior Division can receive valuable experiences in leadership through the physical education program in the schools. For example, they might join an athletic association, operate an officials' club, manage a school team, direct school house leagues, or work with leaders' clubs. In addition, some senior students may gain experiences by working with other students, usually in the Intermediate Division.

It should be noted that:

- the senior student is working under the guidance and supervision of the regular class teacher;
- the regular class teacher and the

teachers of the senior student are involved in the pre-planning and follow-up procedures;
-each individual student assignment has specific objectives which the student understands and is capable of attaining. The student must gain from the learning situation.

These considerations will also apply to schools offering an Honour Graduation course in physical and health education.

Developing a Unit

The above chart shows how one of the aims listed on page 2 can be used as a starting point for developing specific objectives that apply to a specific unit and lesson. If such objectives are stated in clear and precise terms, evaluation can determine whether they have been reached.

Honour Graduation Diploma



Courses in physical and health education developed for credit at the Secondary School Honour Graduation level remain experimental. Therefore, as in the past, such courses will require Ministry of Education approval through the procedure outlined in Circular HS1.

This section offers teachers a number of examples intended to be helpful in developing experimental courses for Ministry approval. Three sample outlines are based upon courses submitted by boards to the Ministry and subsequently approved. Inasmuch as they were developed in response to local needs and within a locally developed rationale, these courses would not necessarily be suitable for automatic implementation in other situations. An examination of the rationale, needs, interests, and resources in the school for which an Honour Graduation Diploma course is intended is an important part of the planning process.

The aim of including the outlines here is to give an indication of both the depth and the variety that is possible at this level. The original submissions have been shortened considerably, in particular by the omission of the rationale and resources which made them unique for the schools for which they were planned.

Teachers should make sure that course content does not overlap with other Honour Graduation Diploma courses. It would be wise to consult department heads of other subject areas in planning.

Sample Course A

Unit One:

Fitness for Healthy Living.
(30 to 50 periods)

Students should:

- know and analyse the fitness performance and motor performance components of movement;
- understand the effects of physical activity on the various bodily processes;
- analyse the strengths and weaknesses of different fitness programs;
- be able to apply laboratory techniques and evaluation methods to the assessment of physical fitness;

Topic One:

Physical Fitness

- definition;
- the relationship of physical fitness to total fitness;

- the physical, mental, emotional, and social benefits of fitness;
- some general methods to improve fitness.

Topic Two:

Fitness Performance Factors

Definition, analysis, measurement, and improvement of:

- cardiovascular and respiratory endurance;
- muscular strength and endurance;
- flexibility.

Topic Three:

Motor Performance Factors

Definition, analysis, measurement, and improvement of:

- balance, co-ordination, agility, speed, power, reaction time, and motor ability tests.

Topic Four:

Fitness Test Procedures

- reliability, objectivity, and validity;
- tabulation of results;
- interpretation of results by simple statistical analysis.

Topic Five:

Fitness and Weight Control

- advantages of body fat;
- disadvantages of too much body fat;
- measurement of body fat to determine optimal weight;
- facts and fads about weight control;
- nutrition for athletes.

Topic Six:

Suggested Applications

- use of standard tests and the development of others for the measurement of the student's fitness and motor performance and that of others;
- tabulation of results;
- development and implementation of a fitness program for self-improvement;
- evaluation of a variety of conditioning programs;
- preparation of an adaptive fitness program and a remedial one.

Unit Two:

Sociology of Physical Activity and Leisure

(45 to 70 periods)

Students should:

- develop an awareness of the concepts of the social forces and philosophies that evolved out of the past to shape the contemporary institutions of sport, physical activity, and leisure;
- comprehend the broad cultural heritages of physical activity by means of an overview from primitive times to present;
- understand the close relationship between the socio-cultural environment

and physical activity, sport, and leisure in both past and present;

- be aware of desirable uses of leisure time;
- be aware of recreational outlets available in the community;
- understand the philosophy of the local community in the area of recreation;
- be aware of social benefits of recreational activities;
- be capable of developing new ideas concerning leisure activities and recreation.

Topic One:

History of Physical Activity and Sport Philosophy

Students will explore the status of physical education in a variety of ancient and modern societies.

Topic Two:

Philosophy of Leisure and Recreation

Students should be introduced to theories of leisure and should analyse possible benefits that can and should be derived from an effective understanding of them. Possible aspects to be studied might be:

- definition of leisure;
- historical survey of leisure;
- amount of leisure available now and in the future;
- recreation and leisure as a social force;
- kinds of recreation and leisure;
- a study of local community recreation;
- development of a community-school recreation and leisure program;
- a wise plan for the use of leisure.

Unit Three:

Individual and Team Activities
(60 to 80 periods)

Students should:

- develop a high degree of skill in a limited number of selected activities and an acceptable degree of skill in other activities;
- understand the principles of movement related to activities learned through laboratory classes;
- demonstrate responsibility and display leadership in classroom situations;
- comprehend a psychological account of the acquisition of human skill;
- understand the principles of organization and administration through a practical experience.

Topic One:

Organization and Administration

- meaning and application of individual and team activities;
- major principles of sports organization;
- application to intramural athletics;
- samples of intramural and interschool organization;
- a study of a specific interschool sport;
- practical application tasks for the student.

Topic Two:

Psychology of Motor Learning and Sport

- the definition of motor learning and its difference from mental learning;
- motor educability and capacity;
- memory;
- methods of organization and practice;
- over-learning;
- motivation and competition;
- development of personal qualities.

Topic Three:

History of Sports

Students are responsible for an in-depth presentation of the origin, development, changes, innovations, and present form of at least one team and two individual activities.

Topic Four:

Analysis of Sports

Topic Five:

Skill Development

Topic Six:

Philosophy and Strategy of Coaching

Topic Seven:

Leadership Opportunities

- convening leagues and tournaments;
- coaching, managing, training and officiating in community and school leagues;
- attending and organizing clinics.

Sample Course B

Session One

(five weeks)

This part of the course is intended to be a comparative study of the physical and social aspects of elementary and secondary school physical education and would include the following units:



Unit One:

- pattern of motor development in children;
- maturation and movement;
- motor learning;
- practice factors in learning;
- instruction and learning of motor skills.

Unit Two:

–pattern of social or behavioural activity of children.

Unit Three:

–philosophy re: curricula, extracurricular patterns and co-educational classes.

Session Two

(eight weeks)

This part of the course is intended to survey the historical and sociological aspects of physical and health education.

Unit One:

–the historical aspects of physical and health education.

Unit Two:

–the origin and subsequent development of athletics in Canada.

Unit Three:

- groups and organizations;
- leadership and group change;
- role of the individual in sport.

Unit Four:

- philosophy of sport;
- competition and its effects;
- stress;
- the role of the coach;
- development of techniques;
- professionalism.

Unit Five:

- social influences in sport;
- sex roles in sport;
- advertising and other external influences;
- environmental influences;
- the injury-prone athlete.

Session Three

(nine weeks)

The theme of this session would be basic movement and skill development. The first part, to take three weeks, would comprise an analysis of movement and skill development and would be broken down into the following units:

Unit One:

- human motion, anatomic considerations;
- fundamental concepts, axes, and planes;
- structure and function of joints;
- muscular system;
- physiological principles of contraction;
- analysis of a basic activity.

Unit Two:

- the mechanics of human motion;
- balance;
- force and work;
- analysis of throwing.

Unit Three:

- human motion, underlying principles of skill development;
- anatomic principles of skillful motion;
- kinesiological analysis of movement.

The remaining portions of this session are intended to comprise the application of the principles of basic movement and skill development through indoor (three weeks) and outdoor activity (three weeks).

Session Four

(four weeks)

This part of the course is planned as a clinical study of the concepts of physical education.

Session Five

(three weeks)

This part of the course would be devoted to a major independent study and research project.

Session Six

(five weeks)

A study of man at leisure—the value of recreation.

Sample Course C

The course consists of eight academic units of 14 periods each alternating with seven activity units of ten periods each.

Academic units are:

Efficiency of Human Movement — Kinesiology

The student should be able to:

- list the various prerequisites of efficient movement;
- explain the laws of motion in terms of athletic performance;
- complete a kinesiological analysis of specific sports action;
- recognize that human movement, like all other movement, is subject to the laws of physics;
- appreciate the value of a knowledge of kinesiology in promoting high-level learning and performance;
- apply mechanical theory to sports skill performance.

Psychology and Physical Activity — Motor Learning

The student should be able to:

- list and describe the implications of at least three major psychological components that affect the performance of the individual;
- describe the sequence of changes that take place in perceptual motor behaviour from infancy to old age;
- list the advantages of various theories of practice;
- recognize that there are valid psychological factors that help determine the level of human performance;
- utilize a knowledge of psychology in attempting to better individual performance.

Conditioning: Physiology and Training

The student should be able to:

- describe the gross physiological processes involved in providing energy for movement;
- describe the gross physiological responses to various forms of physical performances;
- assess the role of a knowledge of physiology in conditioning athletes;
- assess the role of regular activity as a contribution to general health;
- apply knowledge of physiology to personal conditioning programs and to daily life.

Conditioning: Practices

The student should be able to:

- list and explain the principles of athletic training;
- identify the reasons for athletic training;
- name the steps involved in setting up an athletic training program;
- list and define factors involved in physical performance and describe techniques for measuring them;

- appreciate the values of various training methods and analyse the strengths and weaknesses of each;
- recognize that a good program motivates people to continue its use;
- value regular exercise and a nutritious diet;
- appreciate the skill and effort of physical performance at high levels;
- make regular physical activity a way of life;
- make the effort to set up a program for the improvement of personal fitness and athletic ability.

Athletic Injuries

The student should be able to:

- list the selected principles in the prevention of athletic injuries and indicate the value of this knowledge;
- outline the general procedures for emergency care;
- recognize that there are many rehabilitative therapies useful in speeding up complete recovery from injury;
- appreciate the importance of first aid and recognize the limitations of a coach or trainer;
- appreciate the relation of preparation for sports to prevention of injuries;
- show responsibility in applying first aid if necessary.

Sports Strategy and Coaching Theory

The student should be able to:

- list general principles of strategy for individual as well as team sports;
- list the purposes of pre-game warm-ups;
- appreciate the role of sport rules and their proper interpretation;
- recognize the importance of a coach and the implications of a strong philosophy;
- appreciate the importance of being prepared for a sports contest both physically and mentally;
- analyse the values and varieties of strategies in both individual and team sports.

History of Sport and Physical Education

The student should be able to:

- describe events and influences that have shaped Canadian sport;
- describe the present status of sport in Canada and selected other countries;
- describe Canadian culture from the point of view of sport and physical education;
- describe the present status and early development of physical education in Ontario schools;
- appreciate the values and enjoyment in studying the history of a sport;
- recognize the existence of a relationship between a country's sport and culture and its historical development.

Resources

Persistent Problems in North American Sport and Physical Education

The student should be able to:

- identify some persistent problems in North American sport and analyse the philosophical and sociological causes;
- describe the basic philosophical positions and sociological tenets underlying sports institutions and practices;
- apply problem-solving techniques to sports problems;
- recognize that cultural climate influences sport;
- appreciate the value of a systematic approach to philosophical argument;
- begin to develop a personal philosophical position concerning sport and physical education;
- apply knowledge of sociology and philosophy to the appraisal of current problems in sport.

Physical Activities

The student should be able to:

- perform basic and advanced skills in selected physical activities in a competitive situation;
- perform in selected sports in a manner reflecting knowledge of important rules and strategies;
- state important skill-teaching points, rules, and strategies in selected activities;
- enjoy physical activity;
- appreciate the skill and effort needed for proficient physical performance;
- accept regular physical activity as a way of life;
- apply academic theories of kinesiology, and psychology to the development of sports skills and to athletic competition.

Selected Activities:

aquatics, gymnastics, volleyball, skating/hockey, basketball, out-trip skills, golf, tennis/badminton.

Note:

Students take seven of the above activities.

🍁 A list of print resource materials and sources of information is included in the interim guideline—*Physical and Health Education—Intermediate Division 1973*. Many of these resources are pertinent to the Senior Division.

🍁 Circular 14: *Textbooks*; and Circular 15: *Canadian Curriculum Materials*, list learning materials suitable for use in some aspects of the program.

Bucher, Charles A., and Koenig, Constance R. *Methods and Materials for Secondary School Physical Education*. 4th ed. St. Louis, Mo.: C. V. Mosby, 1974. This book shows how changes in our society are affecting physical education in secondary schools. It describes innovative programs undertaken in the United States and around the world.

Gerhard, Muriel. *Effective Teaching Strategies with the Behavioural Outcomes Approach*. Englewood Cliffs, N.J.: Prentice Hall, 1971. This practical, easy-to-use guide to the behavioural outcomes approach spells out exact procedures in detail and can be readily applied to individual situations.

Gronlund, Norman E. *Stating Behavioural Objectives for Classroom Instruction*. Riverside, N.J.: MacMillan Publishing Co., 1970. (Paperback). This book is a practical guide to preparing instructional objectives for teaching and testing. The emphasis is on stating instructional objectives as learning outcomes and defining these objectives in terms of student behaviour.

Kirschenbaum, Howard, et al. *Wad-Ja-Get? (The Grading Game in American Education.)* New York, N.Y.: Hart Publishing Company, 1971. This 315-page book deals with evaluation and grading and its effect on students. The possible alternatives to traditional grading are examined in detail.

Popham, W. J. and Baker, E. L. *Establishing Instructional Goals*. Englewood Cliffs, N.J.: Prentice-Hall, 1970. The book is organized around self-instruction programs: systematic instructional decision-making, educational objectives, selecting appropriate educational objectives, establishing performance standards, and a curriculum rationale.

Tyler, Louise. *A Selected Guide to Curriculum Literature: An Annotated Bibliography*. Washington, D.C.: National Education Association Centre for the Study of Instruction. Publication Sales Section, N.E.A., 1201 Sixteenth Street, N.W., 20036. 1970. This book is an annotated bibliography of references on curriculum.

Willgoose, Carl E. *The Curriculum in Physical Education*. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1974. This book will assist physical educators in the development of curriculum for both boys and girls at all grade levels. The principles of curriculum development are applied to the aims of physical education.

Health Education

🍁 Fitness and Amateur Sport Branch. *Health and Fitness*. Available in English and French from Recreation Canada, Department of National Health and Welfare, Ottawa. This small booklet outlines the important theory and practice of keeping physically fit.

Bowman, Henry A. *Marriage for Moderns*. 7th ed. New York, N.Y.: McGraw-Hill Publishers, 1974. This book is both a teacher and student reference for topics dealing with preparation for marriage.

Burt, John J., and Meeks, Linda B. *Toward a Healthy Sexuality*. 2nd ed. Philadelphia: W. B. Saunders Co., 1975. This excellent text contains many practical suggestions for teaching about sexuality in the Intermediate and Senior Divisions.

Consumer Reports Editors. *The Medicine Show*. Mount Vernon, N.Y.: Consumers Union of the U.S. This yearly publication provides up-to-date information for consumer health.

Ellenson, Ann. *Human Relations*. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

This book is for both teachers and students who are searching for rewarding personal relationships.

Guidance Associates of Pleasantville, New York. *Family Planning To-day*. 2 filmstrips and record. Available in Canada from Longman Canada Ltd. Audio-visual aids in many areas of health education are available from this source.

Llewellyn-Jones, Derek. *Everywoman and Her Body*. New York, N.Y.: Lancer Books, 1972.

A lucid, helpful explanation of female biological processes is provided by a gynaecologist.

☛ Roberts, Terry. *Family Planning Curriculum*. London, Ontario: The London Free Press, 1973.

This publication outlines objectives, learning activities, and resource materials dealing with family planning.

☛ Ontario, Ministry of Health, Communications Branch. *Venereal Disease Teaching Kit*. (1975). Audio-tape, record, filmstrip, overhead transparencies, research articles, "simulation game" booklets, and teaching guides are available from the local board of education or health office. This is a complete kit for the teaching of this topic.

☛ Canada, Department of National Health and Welfare, *The Canadian Mother and Child*. 3rd ed. Ottawa: Information Canada, 1968.

This manual covers day-to-day health matters that arise during pregnancy and the first year of life.

☛ Palko, Michael E., ed. *Annotated Guide to Health Instruction Materials in Canada*. 3rd edition. Ottawa: Canadian Health Education Specialists Society, 1972.

This publication lists sources of free and inexpensive health education materials available in Canada.

Raths, Louis, et al. *Values and Teaching*. Columbus: Merrill Publishing, 1966. The philosophy behind *values clarification* is outlined, as well as some strategies useful in presenting topics dealing with morals.

☛ Vanier Institute. *Catalogue of Canadian Resources on the Family*. Rev. ed. Ottawa: Vanier Institute of the Family, 1973.

The broad range of print resources and audio-visual materials listed here pertain to the family and interpersonal relationships.

Physical Education

Adams, W. C. *Foundations of Physical Activity*. 3rd ed. Champaign, Ill.: Stipes Publishing Company, 1968.

This manual serves as a combination test and laboratory workbook for an approach that stresses knowledge and understanding of participation in physical activity. It outlines the scientific principles underlying physical activity, and examines the physiological and psychological effects of participation in such activity. Teachers of Honour Graduation courses should find this text helpful in planning their program.

Bilbrough, A., and Jones, Percy. *Developing Patterns in Physical Education*. London: University of London Press, 1973.

This book, available in paperback, is a comprehensive survey of recent developments in physical education. Practical help and guidance are given to teachers and student teachers with particular emphasis on administration and organization.

Brightbill, C. K., *The Challenge of Leisure*. Englewood Cliffs, N.J.: Prentice-Hall, 1960.

This book explores the challenge of leisure, its costs, and its relation to the varieties of human activity. Leisure is advocated as an opportunity for enriching our lives, developing our personalities, and learning the healthy way to escape the tension and compulsion of life in the "push-button" era.

☛ Cosentino, Frank and Howell, Maxwell. *A History in Physical Education in Canada*. Toronto: General Publishing Company, 1971.

The history of physical education in Canada is outlined through excerpts from pre-Confederation publications to the present day.

Guidelines for Adapted Physical Education. Harrisburg, Pa.: Commonwealth of Pennsylvania, Department of Public Instruction, 1966.

This comprehensive guideline to the development of adapted, modified, and remedial physical education programs is intended to help teachers understand what they are to accomplish and to assist them in formulating programs that will be worthwhile for the students that require them.

Lockhart, Ailenne, ed. *Physical Education Activities Series*. Dubuque, Iowa: William C. Brown Company.

This activity series comprises over 40 titles which are continuously being revised. Each publication is approximately 80 pages in length, and gives a basic outline of a recreational, physical, or sports activity, together with its history, skills, strategy, and rules.

Mosston, Muska. *Teaching Physical Education: From Command to Discovery*. Columbus: Charles E. Merrill Publishing Co., 1966.

This analysis of the spectrum of teaching styles will provide a challenge to readers.

Munroe, A. D. *Physical Education: A Discussion of Principles*. London: G. Bell and Sons, 1972.

This book presents factual material and arguments through which the individual reader can arrive at his own basic philosophy of physical education.

