

CURRICULUM PLANNING, INSTRUCTION, and SAFETY

I. CONSIDERATIONS IN INSTRUCTION

Effective Lesson Design:

Teachers need to consider *what students need to learn, how they will know if they are learning, and how to respond if students are not making progress*. To begin planning teachers need to consider the big ideas, the learning context, and specific learning goals. As teachers assess learning they will need to adjust plans and instructional approaches. Teachers need to help activate students' prior learning, review learning goals, and scaffold instruction, differentiating according to needs.

Effective Instruction in Health and Physical Education:

1. Motivates students and instills responsible risk taking.
2. Based on the belief that all students can be successful and that learning in HPE is critical.
3. Based on diagnostic assessment of prior knowledge and skills
4. Provides appropriate level of challenge
5. Balance of both direct instruction and inquiry based instruction
6. Encourages higher-order thinking, critical and creative thinking
7. Includes participatory exploration and hands on activities
8. Provides wide range of activities
9. Includes developmentally appropriate activities

Questions to consider when evaluating your health and physical education program: p. 42-43
Curriculum document, related to the fundamental principles of health and physical education:

1. Support from School, Family and Community
2. Physical Activity is Vehicle for Learning
3. Physical and Emotional Safety
4. Student-Centred and Skill-Based
5. Balanced, Integrated and Connected to Real Life

Characteristic of a Quality Lesson (p. 59, Pangrazi & Gibbons, 2009):

1. **Student Engagement.** Students are engaged in appropriate learning activities for a large percentage of class time.
2. **Success-oriented.** Learning atmosphere is a caring, positive climate.
3. **Clear Learning Outcomes/Specific Feedback.** Students know what they are learning and are given feedback on those outcomes even when teacher is not available.

4. **Progress Monitored Regularly.** Students are held accountable for progress toward goals and are able to assess and record their progress.
5. **Limited Management Time/Smooth Transitions.** Equipment and movement from activity to activity is organized and seamless. Lots of structure and routine.
6. **Limited Time in Lines.** Students spend a great deal of time practicing and playing rather than waiting for a turn.
7. **High, Realistic Expectations.** Teachers have structured activities to challenge students and hold them accountable to moving forward.
8. **Enthusiastic Teacher.** Teachers are actively involved in the instructional process but are aware of surroundings and in control.

Essential Elements of Instruction (p. 60 – 64, Pangrazi & Gibbons, 2009):

1. **Learning Outcomes** that are observable and clearly define content to be learned.
2. **Determine Instructional Entry Level** and develop a progression of learning activities that lead to final outcome.
3. **Use Anticipatory Set** designed to focus students on learning outcomes.
4. **Deliver Meaningful Skill Instruction** that maximizes three key points; limits instructions to 30 to 60 seconds; presents information in easy to understand form; and separates management and instructional episodes.
5. **Monitor Student Performance** ensuring students are on-task and practicing correctly.
6. **Use Teaching Cues** which are precise; short and action-oriented; and, integrated.
7. **Demonstrate Skills** as teacher or using students.
8. **Check for Understanding** using hand signals; asking questions answered in choral response; direct forthcoming activities to all students; and use peer-assessment techniques.
9. **Offer Guided Practice** that allows students repeated opportunities checking for correct form immediately after instruction.
10. **Bring Closure** that reviews learning asking for key points, demonstrations or reflections.

Reflection and Application:

1. **Design an evaluation checklist with 5 key questions that you would use to evaluate your Health and Physical Education lessons Post in a document to DropBox in MYLS.**

II. PLANNING (p. 43-44, Curriculum Document)

Connections should be made between concepts and skills in all three strands of the curriculum (Active Living, Movement Concepts and Healthy Living). Living skill expectations should be woven across activities in the other three strands. Examine the curriculum for the grade you are teaching and for the grades directly above and below to get an overview of developmentally appropriate expectations.

The Health component of the curriculum can be taught explicitly and/or integrated with physical education concepts or other subjects. **Thirty percent** of instructional time should be spent on the Healthy Living strand.

The Physical Education component should be a mixture of activities that includes *games, dance, movement education, outdoor and recreational activities, and a fitness focus*. Students should have access to a variety of equipment and facilities, for example, use several types of balls for throwing and catching, play a variety of sport-related games, run inside and outside, etc.

The Daily Physical Activity (DPA) component of a health and physical education program can be part of a physical education class and/or integrated into the instructional day as a school wide activity or part of a classroom schedule.

Planning Examples:

Sample Time Tables from DPA Ministry documents (p. 60 – 62): includes DPA as a school wide activity on a daily basis in addition to regular Health and Physical Education classes; DPA incorporated into HPE classes; and, DPA integrated into classroom schedule by individual teacher. Check the scope, sequence and balance of the curriculum. Ensure that you are covering the content of the curriculum—a broad variety of activities in elementary education. Check the sequence of activities and lesson focus (skills) for appropriate progression. Ensure a balance of activities and equipment and that emphasis reflects the interests and needs of students.

Choosing activities:

Begin with the curriculum and suggestions and examples from learning expectations. Utilize already developed lesson plans from colleagues, OPHEA documents, organizations such as CIRA, texts, and resources on-line and in books.

III. SAFETY CONSIDERATIONS (p. 46 – 47, Curriculum Document)

Safety must be considered on two levels: teacher preparation and student preparation. Teachers are responsible for ensuring that planning includes consideration of possible risks and appropriate precautions are taken. Safety practices should be communicated to children and recorded appropriately (e.g., within lesson plans, as learning outcomes, anchor charts in the gym, practice of routines and rules).

p. 46 “In a safe learning environment, the teacher will:

- Be aware of up-to-date safety information;
- Plan activities with safety as a primary consideration;
- Observe students to ensure safe practices are being followed;
- Have a plan in case of emergency;

- Show foresight;
- Act quickly”

A responsible teacher must “consider potential dangers, assess those dangers, and implement control measures to protect students from the risks.” Teachers need to be aware of student personal safety as well, in the change room, forming groups, demonstrating tasks and discussing health topics (p. 47).

Safety Checklist (Pangrazi & Gibbons, 2009, p. 174, 178)

Supervision and Instruction

1. “Are teachers adequately trained in all of the activities that they are teaching?
2. Do all teachers have evidence of a necessary level of first aid training?
3. When supervising, do personnel have access to a written plan of areas to be observed and responsibilities to be carried out?
4. Have students been warned of potential dangers and risks, and advised of rules and reasons for the rules?
5. Are safety rules posted near areas of increased risk?
6. Are lesson plans written? Do they include provisions for proper instruction, sequence of activities, and safety?
7. When a new activity is introduced, are safety precautions and instructions for correct skill performance always communicated to the class?”

Continued on next page...

8. Are the activities taught in the program consistent with prescribed learning outcomes?
9. Do the methods of instruction recognize individual differences among students, and have the necessary steps been taken to meet the needs of all students, regardless of gender, ability, or disability?
10. Are substitute teachers given clear and comprehensive lesson plans so that they can maintain the scope and sequence of instruction?
11. Is appropriate dress required for students? This does not imply uniforms, only dress (including shoes) that ensures the safety of the student.
12. When necessary for safety, are students grouped according to ability level, size, or age?
13. If students are used as teacher aides or to spot others, are they given proper instruction and training?

Equipment and Facilities

1. Is all equipment inspected regularly and are the inspection results recorded on a form and sent to the proper administrators?
2. Is a log maintained recording the regular occurrence of inspections, the equipment in need of repair, and when repairs were made?
3. Are "attractive nuisances" eliminated from the gymnasium and playing field?
4. Are specific safety rules posted on facilities and near equipment?
5. Are the following inspected periodically?
 - a. playing field for presence of glass, rocks, and metal objects
 - b. fasteners holding equipment, such as climbing ropes, horizontal bars, or baskets
 - c. goals for games, such as soccer and field hockey, to be sure that they are fastened securely
 - d. padded areas, such as goal supports
6. Are mats placed under apparatus from which a fall is possible?
7. Are playing fields arranged so participants will not run into each other or be hit by a ball from another game?
8. Are landing pits filled and maintained properly?

Emergency Care

1. Is there a written procedure for emergency care?
2. Is a person properly trained in first aid available immediately following an accident?

3. Are emergency telephone numbers readily accessible?
4. Are telephone numbers of parents available?
5. Is an up-to-date first-aid kit available? Is ice immediately available?
6. Are medical files maintained that list restrictions, allergies, and health problems of students?
7. Are medical files reviewed by teachers on a regular basis?
8. Are accident reports filed promptly and analyzed regularly?

Transportation of Students

1. Have parents been informed that their students will be transported off campus?
2. Are detailed travel plans approved by the site administrator and kept on file?
3. Are school vehicles used whenever possible?
4. Are drivers properly licensed and vehicles insured in accordance with district policy?

Managing Personal Safety: Learning Outcomes in Physical Education

The teacher will always be ultimately responsible for the safety of his or her students; however, an integral part of the establishment and maintenance of a safe environment involves students learning to take responsibility for their behaviour. This includes development of learning outcomes associated with safe behaviour as part of the physical education curriculum. Most provincial PE curriculum guides identify safety as a major concept. For example, Manitoba includes *Safety* as one of five major outcomes in its PE/Healthy curriculum framework. The *Safety* curriculum outcome states that the "student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living" (Manitoba Education and Training, 2000, p. 20). This outcome is further subdivided into two knowledge strands including *physical activity risk management* (relates to safe participation in physical activity), and *safety of self and others* relating to safety practices associated with everyday living (e.g., fire safety). Similarly, both BC and Ontario include explicit knowledge and skill learning outcomes associated with personal safety and injury prevention as part of their PE curriculum guides.

Standard of Care (p. 164, Pangrazzi & Gibbons, 2009)

1. “Is the activity suitable to the age, and condition (mental and physical) of the participating students?”
2. Have the students been progressively taught and coached to perform the activity(ies) properly to avoid the danger inherent in the activities?
3. Is the equipment adequate and suitably arranged?
4. Is the activity being supervised properly in light of the inherent dangers involved?”

OPHEA Safety Guidelines

OPHEA has online resources that describe safety guidelines for a variety of sports and activities in three contexts: health and physical education classes, intramural activities within the school, and, intercollegiate activities outside the school. The guidelines are specific to sports and lead up games to those activities. A password is available to teachers who are employed by participating school boards in Ontario. Access is available in the WLU library section addressing Education resources.

An example is posted in MYLS for Softball Lead Up Games.

School Injury Reporting Process

Each school and board will have its own set of emergency procedures, safety guidelines and reporting processes that should be followed by teachers who are employed by the board. Look at your PDS for procedures and policies related to safety and injury prevention, and reporting procedures.

Reflection and Application:

Read the Generic Section of the OPHEA Safety Guidelines and complete the quiz on MYLS. You must master the questions on the quiz to gain access to the Week Three material on MYLS.