

APPENDICES

APPENDIX A

Recommended Resources

Primary/Elementary Level

Gender Equity Schools Initiative: CAHPERD

- ▶ teachers guide to creating gender equitable forms of play in school physical education programs

Moving to Inclusion: CAHPERD

- ▶ resource materials on including students with disabilities

Nichols, B. (1994). *Moving and Learning: Third Edition*. Times Mirror/Mosby

- ▶ third edition identifies many global/multicultural activities

Project Wild Activity Guide: Canadian Wildlife Federation

- ▶ integrated curriculum materials on environmental education, including physical education activities

Intermediate Level

Hellison, D. & Templin, T. (1991). *A Reflective Approach to Teaching Physical Education*. Champaign, IL: Human Kinetics.

Hellison, D. (1973). *Humanistic Physical Education*. Washington, DC: AAHPERD.

Hellison, D. (1978). *Beyond Balls and Bats*. Washington, DC: AAHPERD.

Hellison, D. (1985). *Goals and Strategies for Teaching Physical Education*. Champaign: Human Kinetics.

Senior High School Level

Wellness 1200

Bag, J. (1985). *Participation: Fitness*. Ontario: Krames Communications.

Byer, C. & Shainberg, L. (1991) *Living Well - Health in Your Hands*. New York: Harper Collins Publishers.

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Canadian Summit On Fitness (1986). *Fitness...the Future*. Government of Canada Ottawa, Canada.

Cooper, K. (1983). *The Aerobics Program For Total Well-Being*. New York: Bantam Books Inc.

Corbin, C. & Lindsay, R. (1985) *Concepts of Physical Fitness with Laboratories* Seventh edition. Dubuque IA. Wm. C. Brown Publishers.

Egar, S. (1987). *Wellness: The New Focus On Health*. CAHPER Journal, May/June p.19-23.

Floyd, P., Johnson, K., Mcleod, K., Scroggs, J. (1991). *Wellness: A Lifetime Commitment*. Winston-Salem: Hunter Books.

Friedman, N. & Cullinane, K. (1985). *Participation: Wellness-Taking of Your Life*. Ontario: Krames Communications.

Getchell, B. (1982). *Physical Fitness: A Way of Life*. Toronto: John Wiley and Sons.

Jewett, A. & Bain, L. (1985). *The Curriculum Process in Physical Education*. Dubuque, Iowa: Wm. C. Brown Publishers.

Pemberton, C. & Ellison-Sandler, Y. (1985). *Participation: Nutrition-Better choices for Wellness*. Ontario: Krames Communications.

Physical Education 2100/2101 (Cooperation and Leadership)

Active Living Alliance for Children and Youth (1992). Leaders' guide for active living - active learning: New dynamics for Canadian schools. Gloucester: Government of Canada.

Canadian Association for Health Physical Education and Recreation and Canadian Intramural and Recreation Association (1993). *Canadian Active Living Challenge: Leader's Resource Tool Kit - Program 1 - 2*. Ottawa: Author.

Canadian Intramural Recreation Association, (1990). *High School Student Leadership Manual*. Ottawa

Hellison, D. (1978). *Beyond Balls and Bats*. Washington, DC: AAHPERD.

Hellison, D. (1985). *Goals and Strategies for Teaching Physical Education*. Champaign: Human Kinetics.

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Mosston, M. & Ashworth, S. (1986). *Teaching Physical Education*. (3rd Ed.) Toronto: Charles E. Merrill.

Orlick, T. (1975). *Every Kid Can Win*. Chicago: Nelson.

Orlick, T. (1978). *The Second Cooperative Sports and Games Book*. New York: Pantheon.

Orlick, T. (1982). *Winning Through Cooperation*. Washington, DC: Acropolis Books.

Project Adventure Publications. P.O. Box 100, Hamilton, MA 01936

Physical Education 3200 (Self-Direction and Discovery)

Bain, L. (1982) *Human Adaptation: Coping Techniques in Education*. In Education in the 80's: Physical Education, C. Ulrich (ed.). Washington, DC: National Education Association.

Jewett, A. E. and Bain, L. L. (1985). *The Curriculum Process in Physical Education*. Dubuque: W.m.C. Brown.

Jewett, A.E. and Mullan, M.R. (1977). *Curriculum Design: Purposes and Processes in Physical Education Teaching-learning*. AAHPER, Washington, DC:

Jewett, A.E.(1981). *Purpose Process Conceptual Framework*. In Proceedings of the Second Conference on Curriculum Theory in Physical Education , W.M. Harrington (Ed.). Athens. University of Georgia.

Jewett, A.E.(1982). *Curriculum Designs for Fulfilling Human Agendas*. In Education in the 80's: Physical Education, C. Ulrich (Ed).Washington, D.C. National Education Association.

Jewett, A.E. (1985). *Participant Purposes for Engaging in Physical Activity*. In G.T.Barrette, R.S Feingold, C.R. Rees and M. Pieron (Eds), *Myths, Models and Methods*, (pp. 87-100). Champaign, IL: Human Kinetics.

Appendix B

A Summary of Major Curriculum Orientations

Curriculum orientations represent values that emerge from philosophical positions. The importance of making values explicit in curriculum work is now generally acknowledged (Jewitt, 1994, p. 56). Educational values guide decision making about curriculum intentions and potential learning outcomes. Brief outlines of the five major curriculum orientations for education are provided as background for the rationale concerning the curriculum orientation of choice. The five major orientations are disciplinary mastery, self-actualization, social reconstruction, learning process and personal-global.

1. The *disciplinary mastery* or academic rationalism orientation gives top priority to subject-matter content. A 'back to basics' approach to the acquisition of knowledge is believed to be the primary purpose of the curriculum with a focus on the 'what' of learning. This subject mastery emphasizes a concentration on selected knowledge directed towards preparation for the existing society. When this educational orientation is operationalized in physical education, the achievement and maintenance of high level fitness, the mastery of sport skills, the mastery of fundamental human movement knowledge such as Laban's movement concepts, and the mastery of theoretical knowledge based on exercise physiology and biomechanics are considered imperative.
2. The *self-actualization* or humanistic orientation gives top priority to nurturing personal growth. It is a child-centered approach to education in which self-understanding, autonomy and personal responsibility, combined with emotional and physical development of the learner are of primary importance. Content is viewed and selected as a means to enabling personal growth. Curriculum intentions are designed to provide the learner with

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opportunities to become responsible for identifying and setting personal goals.

Educational experiences challenge each learner to surpass previous limitations, cross boundaries and strive for a heightened awareness of self. Learning is purposeful and fulfilling in the view of the learner. Personal empowerment brought about by learner choice and decision-making leads to learner self-actualization. A humanistic physical education curriculum may consist of sport, fitness, cooperative and outdoor pursuits if perceived as enabling personal growth. Programs would focus on providing opportunities for the design and development of individualized and personalized physical activities that are self-directed and meaningful to the learner.

3. The *learning process* or technological orientation accepts that the information explosion makes it impossible to acquire all the knowledge and skills that are available in society. In response to an ever-expanding knowledge base and new technological skills, this orientation advocates an acquisition of process skills for life-long learning. 'Learning how to learn' is emphasized rather than the 'what' of learning. The priority is on both the learner and the subject matter. Within this orientation, physical education would focus on promoting problem solving skills of learners which could be transferred to new sets of circumstances. Movement education at the primary-elementary levels of education would provide necessary problem-solving opportunities for learners to transfer to higher levels of physical education knowledge and application. For example, at the high school level, a learning process skill would be learning how to design and apply personal wellness programs.
4. The *social reconstruction* orientation to education accepts as a fundamental belief that the mandate of education is the transformation of society. A social reconstructionist curriculum is viewed as a vehicle for creating a better society. This orientation values personal and collective reflection leading to an awareness of larger societal concerns, and would direct physical education to work toward social justice. Issues such as racism,

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sexism, equity, fairness in sport, the inclusion of disadvantaged persons or groups, the impact of media and societal expectations on lifestyle would be addressed within a social reconstruction orientation toward physical education. Physical education activities and projects would engage students in critically examining the societal and environmental implications with the intent of becoming change agents that focuses on improving the school and community for all.

5. The *personal-global* orientation is equivalent to the ecological integration (Jewett & Ennis, 1990) approach to curriculum which evolved from Jewett & Bain's (1985) ecological validity orientation. The personal-global curriculum orientation integrates and synthesizes the beliefs and values of the learning process, self-actualization and social reconstruction orientations. This orientation advocates a balanced curriculum that strives for an equal consideration of learner needs, contextual opportunities or limitations and knowledge demands. A 'whole world view' is required to encourage the learner to participate responsibly in a globally interdependent society. Learners, as holistic persons, are integrated with their particular setting. Self-reflection and consciousness are integrated into self-directed and learning process activities. This perspective is future-oriented in which individual education is designed to assist in creating a better future. It is believed that opportunities for assuming personal responsibility, and the development of positive influential leadership, can create positive societal and environmental change. Within this orientation, physical education activities can be integrated with other subjects, disciplines and programs within the school and community, while maintaining its unique contribution to the education of the learner.

APPENDIX C

Glossary of Terms

Active Living: Active Living is a concept describing a way of life that values physical activity as an essential part of daily life. Active Living places physical activity within a broader perspective of total fitness or well-being. The nature, form, frequency and intensity of physical activity is relative to each person's ability, needs, aspirations and environment. The concept goes beyond the physiological aspects of physical activity to encompass the mental, spiritual and social dimensions that make up the entire physical activity experience. It is an integrated way of living

Assessment: A term that is associated with formative evaluation. It is a formal ongoing process of feedback that is concurrent with teaching and learning and is founded on curriculum intentions. Students may be active participants in the process as teachers guide the development and evaluation of individual and group goals.

Criterion-Referenced Assessment: Specific descriptions of achievement levels are determined as the evaluative criteria. Learner achievement is assessed in reference to the established criteria. Formative evaluation tends to rely on criterion referencing.

Critical: Within the context of this framework, critical means to deliberately question everything about ourselves and our settings, not to damage, but to reveal and challenge our values and principles and the taken-for-granted assumptions that guide and direct our everyday affairs. The ultimate purpose is to 'change', change that contributes to personal maintenance and growth that is in balance with our social and environmental settings.

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Curriculum Framework: A guide which is explicitly designed and written to assist school communities of teachers, students and parents in their curriculum decision-making about K-12 programmes (Marsh, C. J., 1992). A curriculum framework document usually includes:

- (a) a rationale or platform,
- (b) scope and parameters of curriculum area,
- (c) broad goals and purposes of subjects within the curriculum area,
- (d) guidelines for course design,
- (e) content,
- (f) teaching and learning principles,
- (g) guidelines for evaluation (students, teachers, program)
- (h) criteria for accreditation and certification of subjects,
- (i) future developments for the area.

By incorporating a strategic or futuristic orientation to long-term curriculum development, a curriculum framework provides a more comprehensive view of the collective direction of the subject area. A comprehensive physical education curriculum framework describes where the stakeholders want the physical education curriculum to be in the future, and provides the road map or guide for future physical education curriculum development.

Curriculum Reform: An intentional change that pursues an improvement to the curriculum by strengthening the good qualities while simultaneously attempting to remove the faults and weaknesses within the curriculum.

Empowerment: As a concept in the context of this Framework, to empower means empowerment-as-enablement rather than empowerment-as-authorization. Empowerment-as-authorization is based on 'a priori' knowledge and specific skills wielded by a single person or small group who bestows powers on students and/or teachers to work within a limited framework as provided by the individual or group. Empowerment-as-enablement differs in form, process,

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and intent. Teachers and students become empowered or enabled in different circumstances, for different reasons, and in different ways. Their power is created and realized by them -- not received or bestowed by others. Empowerment-as-enablement, once recognized, becomes a process begun but never completed. It is a lifelong journey in which lifelong learning becomes a reality. The empowerment of students '*in, through and about*' physical education enables them to recognize, create, and channel their own power on a personal level and collective level in their school and community, and eventually, on a global level. A learning environment that fosters enablement expects students to be active and responsible participants. (Adapted from Sears & Marshall, 1990, p.15-32)

Equity: The right of all individuals to equal opportunity in and equal access to participation in activities which allow development to one's potential regardless of gender, age, motor ability, race, religion or socio-economic level (CAHPERD, 1994).

Formative Evaluation: Evaluation that occurs during the teaching-learning process. It is the procedures used by teachers to develop interactions with students in order to obtain information regarding student progress in the curriculum. (Evaluation of Students in the Classroom, 1990)

Guiding Principles: The underlying beliefs and values that are inherent through this Conceptual Framework, and should be inherent in all actions emanating from the document.

Holistic: A term that acknowledges the intra-individual and inter-individual differences and similarities of human beings. It supports the need to be concerned with all aspects of the learner's life, requiring attention to be paid to the concepts of self, value, meaning, purpose and intention. (Shontz, 1975, cited in Schuster, 1980)

Intentions: Broad, clearly defined statements of curriculum intents (goals, aims, objectives, ends - the why of a program) describing things and actions to be accomplished in order to reach the desired future. Intents are based upon value decisions concerning what is worthwhile in the

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curriculum. For the participants, the curriculum intents provide focus, direction, and guidelines for the experience which they construct in their own meaningful way (Werner & Aoki, 1979).

Learners: Participants in the educational process. In a school setting, students become critical inquirers through teachers, who as models, facilitate learning. Students, in becoming inquirers, have a reciprocal effect on their teachers and extend that learning to their peers, other students, family, and community.

Mission: The quest or pursuit of the curriculum; its purpose or reason for being.

Mission Statement: A brief, clear statement describing the pursuit of the curriculum, including what, for whom and how.

Norm Referenced Assessment: Achievement levels are based on the concept of the normal curve distribution (bell shaped curve). Tables of norms are established. Learner achievement is assessed in reference or comparison to others in the established norms. Summative evaluation has traditionally relied on norm referencing.

Physical Activity: Any bodily movement produced by skeletal muscles and resulting in energy expenditure. It can be categorized to include activities ranging from low levels of intensity to high level intensity activities. The term exercise is often interchanged with the term physical activity. In the context of physical education, exercise is considered a subset of physical activity that is planned, structured and repetitive. The intent of exercise is to improve or maintain physical fitness. Physical fitness, as an aspect of health, may be one of any number of outcomes attributed to physical activity. (Adapted from Canadian Fitness and Lifestyle Research Institute: The Research File - No. 92-01)

Quality Daily Physical Education: A balanced, planned and meaningful content which is

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sequentially and equitably taught to all students throughout the entire school year by competent and enthusiastic educators as a valued and integral part of the entire educational process.

Quantitative and Qualitative Methods of Evaluation: Two paradigms (or ways of comprehending) of curriculum evaluation which subsume other forms of evaluation and assessment. Both types are empirical in that they observe phenomena and characteristics of participants who interact with each other and curricular programs. Quantitative methods use numerical comparisons focusing on the most easily observed characteristics in the curriculum, whereas qualitative methods use direct comparison to consider both observed characteristics and specific qualities perceived as personal forms of meaning. Quantitative methods tend to view interactions in the curriculum as personal choice, but largely determinate and unproblematic. Qualitative methods tend to view interactions as indeterminate and problematic in which qualities are seen as functions of perceptions and personal meanings that evaluators (students and teachers) bring to the curriculum settings. Quantitative methods aim at a general evaluative understanding of participants and programming, whereas qualitative methods aim at a particular evaluative understanding of participants and programming. (Willis, 1978)

Self-Actualization: A fulfillment of individual talents, capacities, and potentialities - an actualizing, or making real, of one's own abilities. In physical education, it can mean the cultivation of one's physical potential, or it can more indirectly mean experiencing one's expressive self through the medium of movement and physical activity (Gensemer, 1980).

Self-Referenced Assessment: Levels of achievement are negotiated for each individual student, and progress is individually assessed with reference to these levels.

Situational Analysis: An introspective review of the current status and the environment of where physical education is now. It is a 'snapshot' of the current status of physical education at a global and national level, followed by a focus on the physical education curriculum in Newfoundland and

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Labrador. The process is really a cultural analysis involving a review of physical education as being affected by the external (broad contextual issues) and the internal (immediate school environment) factors Marsh, 1992).

Stakeholder(s): Individuals and groups that have a vested interest in the curriculum.

Summative Evaluation: The judgement of learner achievement at the end of the instructional-learning process for the purpose of placement, promotion, and graduation. Data may be obtained from a variety of sources but referenced to a criteria. The Personal - Global orientation advocates a reliance on the formative evaluative process to determine the summative judgement of learner achievement.

Vision: A concise description of the preferred future of where the physical education curriculum is going. It is a description of how the stakeholders would like the curriculum to be at some future time.

Well-being: Well-being is a composite of psychological and physical well-being. Psychological well-being is the presence of positive emotions such as happiness, contentment, joy, and peace of mind and the absence of negative emotions such as fear, anxiety, and depression. Physical well-being is a self-rating of physical health and vitality coupled with a perceived absence of physical discomforts. (Reker and Wong, 1984, p. 24)

Wellness: Wellness is a lifestyle approach to personal development. It is a deliberate, conscious decision to pursue optimal well-being. It encompasses the body, mind and spirit. It is a positive choice, pursued because it is judged to be a richer way to be alive. (Ardell & Langdon, 1989, p. 33)

APPENDIX D

Technical Questions about Teaching Physical Education

1. Did the planned activity actually occur? If not, why not?
2. Were the intents realistic? Did other emerge during the lesson?
3. Did the learners' knowledge and skills correspond to my expectations? What discrepancies caused me to modify the lesson?
4. Did I cover what I planned? Did I plan too much or too little content to cover?
5. Did my methods and procedures work? If not, what went wrong?
6. Were specific curriculum outcomes achieved? If not, what went wrong? How can I utilize the unanticipated outcomes?
7. Did I provide sufficient resources? What else is needed?
8. Did I get adequate feedback during the lesson? What did I learn from the feedback? Did I give the learners sufficient feedback?
9. Was the time adequate for the lesson? Was the time used efficiently?
10. Were the follow-up activities done? Were they effective?

(Adapted from Posner, G. J., 1989, p. 136-137)

APPENDIX E

Critical/reflective Questions about Teaching Physical Education

1. What counts as knowledge in physical education? Whose definition of physical education, sport, play, and recreation are dominant and whose are marginalized or discredited?
2. How is knowledge in physical education organized, produced and distributed?
3. Which groups have traditionally benefited from physical education?
4. Which groups have been disempowered by physical education?
5. What are the relationships between physical education and other curricula?
6. What overt, hidden and null curricula can be discerned in physical education teaching?
7. In what ways do play, sport, recreation and physical education conform to or deviate from ideologies of powerful groups?
8. Could the form and content of physical education be defined, organized, produced and distributed differently?
9. How can physical education alert students about important moral and political questions such as equality, justice and emancipation?

(McKay, J., Gore, J. M. & Kirk, D. 1990)

APPENDIX F

Critical Questions to Guide In-process Program Evaluation

A series of critical questions to establish a generic in-process evaluation of physical education curriculum development.

1. Does the Curriculum respond to the needs of the learner?
2. Why or why not?
3. What information and knowledge do we have -- and need to get -- that bear upon the issue of physical education curriculum development?
4. Is there a need to revise the curriculum?
5. If so, how could it be modified?

(Adapted from Sirotnik, 1988, 1991)

APPENDIX G

An Overview of Action Research

Action Research is a form of educational research that is done *by* teacher (including students) *for* education. It generally follows a series of spirals that include planning, acting, observing, reflecting, and re-planning. The intent of action research is to improve educational practices in one or a combination of the ways: personal, professional, and political.

The following working definition provides a guideline to help teachers decide if their problem or project can be solved or improved through action research:

If yours is a situation in which:

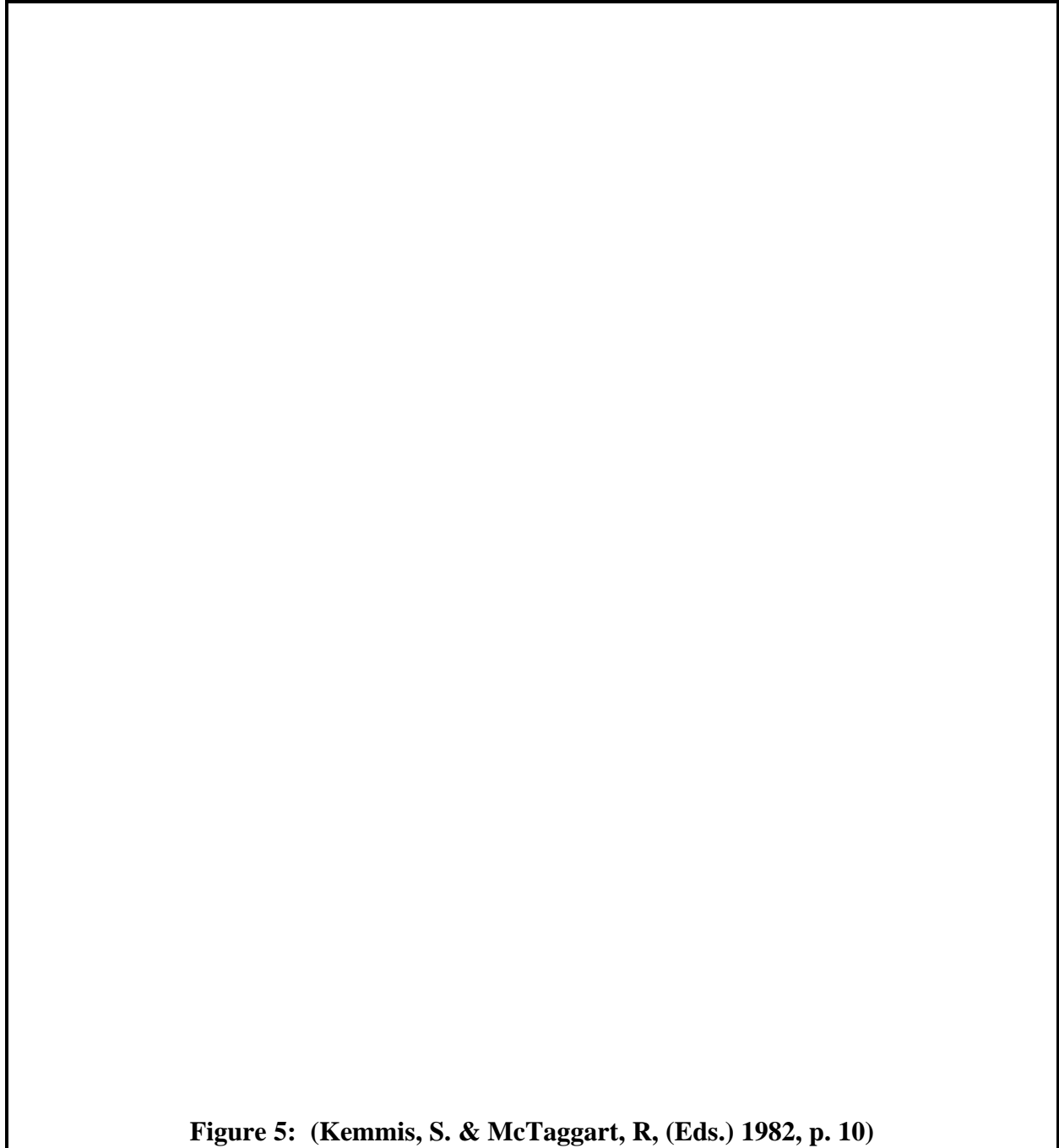
Teachers reflect and improve (or develop) their *own* work and their *own* situations by interlinking their reflection and action, and make their experiences public to other participants and to other persons interested in and concerned about the work and the situation (i.e. their theories and practices of the work and the situation); and if yours is a situation in which there is increasingly: Data-gathering by participants themselves (or with the help of others) in relation to their own questions; Participation (problem-posing and answering questions) in decision making; Power-sharing and the relative suspension of hierarchical ways of working; Collaboration among members of the group as a 'critical community'; Self-reflection, self-evaluation and self-management by autonomous and responsible persons and groups, Learning progressively (and publicly) by doing and by making mistakes in a 'self-reflective spiral' of planning, acting, observing, reflecting, and replanning; Reflection which supports the idea of the 'self-reflective practitioner'.

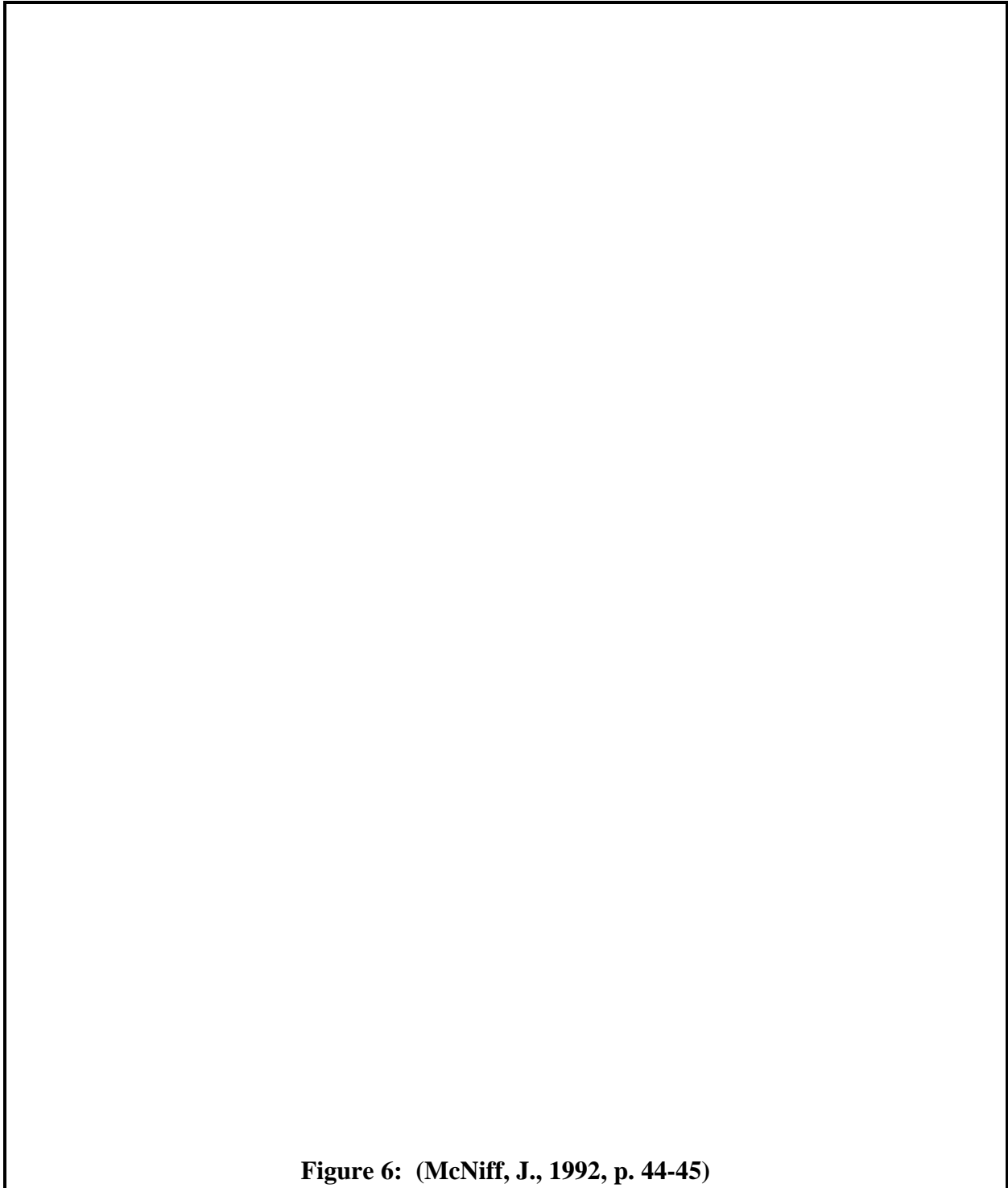
THEN Yours is a situated ACTION RESEARCH, and is worth pursuing.

(Altrichter, H., Kemmis, S., McTaggart, R. & Zuber-Skerritt, O. 1991, p. 8)

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Figures 5 and 6 depict the action research spiral of planning, acting, observing, reflecting, and replanning.





Appendices

The following sources provide a comprehensive introduction to Action Research:

Carr, W. , & Kemmis, S. (1986) . Becoming Critical: Education, Knowledge and Action Research. Philadelphia: The Falmer Press.

Grundy, S. (1987). Curriculum: Product or Praxis. New York: The Falmer Press.

Kemmis, S. & McTaggart, R, (Eds.) (1982). The Action Research Planner (2rd ed.). Victoria: Deakin University Press.

McKernan, J. (1991) Curriculum Action Research. New York: St. Martin's Press.

McNiff, J. (1992). Action Research: Principles and Practice. New York: Routledge.

McTaggart, R. (1991). Action Research: A Short Modern History. Victoria: Deakin University Press

Stenhouse, L. (1975). An Introduction To Curriculum Research and Development. London: Heinemann.

