



LONG RANGE PLAN (2000 – 2001)

SUBJECT: Physical and Health Education GRADE: 2 TEACHER: K. Walkowiak

The Purpose of The Ontario Curriculum, Grades 1-8: Health and Physical Education, 1998

Healthy active living involves a combination of physical activity and appropriate lifestyle choices. Students should begin early on to acquire basic knowledge about a wide variety of health-related topics and to develop relevant skills. They need to understand how their actions and decisions affect their health, fitness, and personal well-being, and how to apply their learning to make positive, healthy decisions in all areas of life and personal development. The school environment can profoundly influence students' attitudes, preferences, and behaviours.

Goals:

Through the health and physical education curriculum, students will develop:

- an understanding of the importance of physical fitness, health, and well-being and the factors that contribute to them;
- a personal commitment to daily vigorous physical activity and positive health behaviours;
- the basic movement skills they require to participate in physical activities throughout their lives.

The achievement of the objectives of the health and physical education program will not only enhance each student's life but will also result in a healthier population. Students' knowledge of the importance of daily vigorous physical activity will also help them understand how such activity combats health risks such as obesity and heart disease.

A comprehensive approach to health and physical education emphasizes the shared responsibility of parents, peers, schools, health-care systems, government, the media, and a variety of other institutions and agencies. Meaningful health and physical education also requires safe, health-promoting environments, support services from the community, and a school curriculum that makes health a priority in the school.

The Role of Parents:

- support classroom activities;

- promote and participate both in special events held within the school and in interschool activities;
- promote healthy active living through their own habits and practices
- support healthy eating;
- take responsibility for developing their children's self-esteem.

The Role of Teachers:

- develop a variety of appropriate instructional strategies that will involve students actively in the curriculum and at the same time address different student needs;
- model healthy active living in their own lives to encourage students to recognize the value and relevance of what they are learning.

The Role of Students:

- responsible for their own learning;
- learn the direct relationship between achievement and hard work.

Strands in the Health and Physical Education Curriculum:

The curriculum's major areas of knowledge and skills are organized around three strands:

- *Healthy living* includes healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse;
- *Fundamental movement* skills include locomotion/traveling, manipulation, and stability;
- *Active participation* includes physical activity, physical fitness, living skills, and safety.

These strands combine the living skills (e.g., personal, interpersonal, communication, conflict- resolution, goal-setting, organizational, time-management, problem-solving, and decision- making skills) that all students require.

The Importance of Safety:

In a safe school, students will:

- follow established routines for physical activities (e.g., set procedures for entering and leaving the gym and changing clothes, warm-up and cool-down activities);
- wear clothing appropriate to activities (e.g., a hat for outdoor activities), wear appropriate footwear and ensure
- follow the instructions outlined for each activity (e.g., for starting and stopping);
- take age-appropriate responsibility (e.g., for the safe use of equipment) and necessary precautions;
- follow rules and expectations pertaining to the setting for the activity (e.g., ski only in designated areas, follow playground rules);

- recognize and report unsafe situations and conditions;
- always play safely.

Achievement Levels:

- understanding of concepts;
- movement skills;
- active participation;
- communication of required knowledge.

Health and Physical Education for Exceptional Students: Modifications may include:

- facilities that allow for mobility of students with physical disabilities;
- equipment modifications;
- program modifications;
- assessment/evaluation strategies that accommodate a variety of learning styles and needs;
- using support systems extensively.

The Use of Equipment and Facilities:

- use of a variety of facilities;
- use of a variety of equipment;
- provision of instruction on the appropriate handling of equipment;
- care of equipment.