



Workshop 2

How physical activity works within the school setting

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Purpose

Participants should be able to:

- discuss the importance of physical activity for young people, and recommend ways they can support young people in participating in physical activity;
- make links between the school physical activity program and documents such as the *Health and Physical Education Years 1-10 Syllabus* and the *Health Promoting Schools* framework; and
- use appropriate terminology for discussing physical activity.

Activity 1

Review of audit from Workshop 1.

Activity 2

Understanding the relationship between physical activity, the school and community

Refer to the diagram of the *Health Promoting Schools* framework on the following page.

Circle those points that you believe you could personally contribute to.

Come up with five questions that you might need to ask your facilitator in order to enhance your understanding of each of the circles.



The Health Promoting Schools framework

Curriculum, Teaching and Learning

The curriculum tailored to meet the specific needs of students - to address problems with particular skills and strategies in physical education

An atmosphere of participation by all in physical activity

Celebration of enthusiastic involvement by all in physical activity

An informal curriculum that provides many opportunities for physical activity experiences such as "Jump Rope for Heart" and informal 'play'

Physical activity is offered that caters for a range of skill levels

Physical activity is offered that caters for, respects and incorporates the full range of cultural diversity within the school

Frequent formative, supportive feedback on physical education weaknesses and strategies for improvement

High but achievable expectations for all in physical education

Enthusiastic and committed involvement and participation in physical activity by all adult members within the school as effective role models

Celebration of exceptional achievement in physical activity

Partnerships and Services

Utilisation of community resources such as council owned pools, ovals, walking tracks

Utilisation of wider community services such as clubs and organisations

Consultation and involvement of parents/volunteers as tutors in the *Support and Active Learner* program

Work with local health providers, regional sports officers, leisure services organisations and others to provide activities such as jazzercise or water aerobics to the school community

Consultation with and involvement of relevant Aboriginal and Torres Strait Islander groups, religious, ethnic or cultural groups as appropriate

Engagement of students in community experiences such a Walk Against Want

Ethos and Environment

Provide safe, appropriate equipment which incorporates variety and fun

Provide structures, equipment and support for informal activities

Value and celebrate physical activity achievements that are not just in the traditional competitive definitions

Provide support for students with difficulties

Involve students in the planning of the physical education curriculum

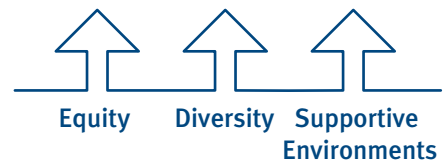
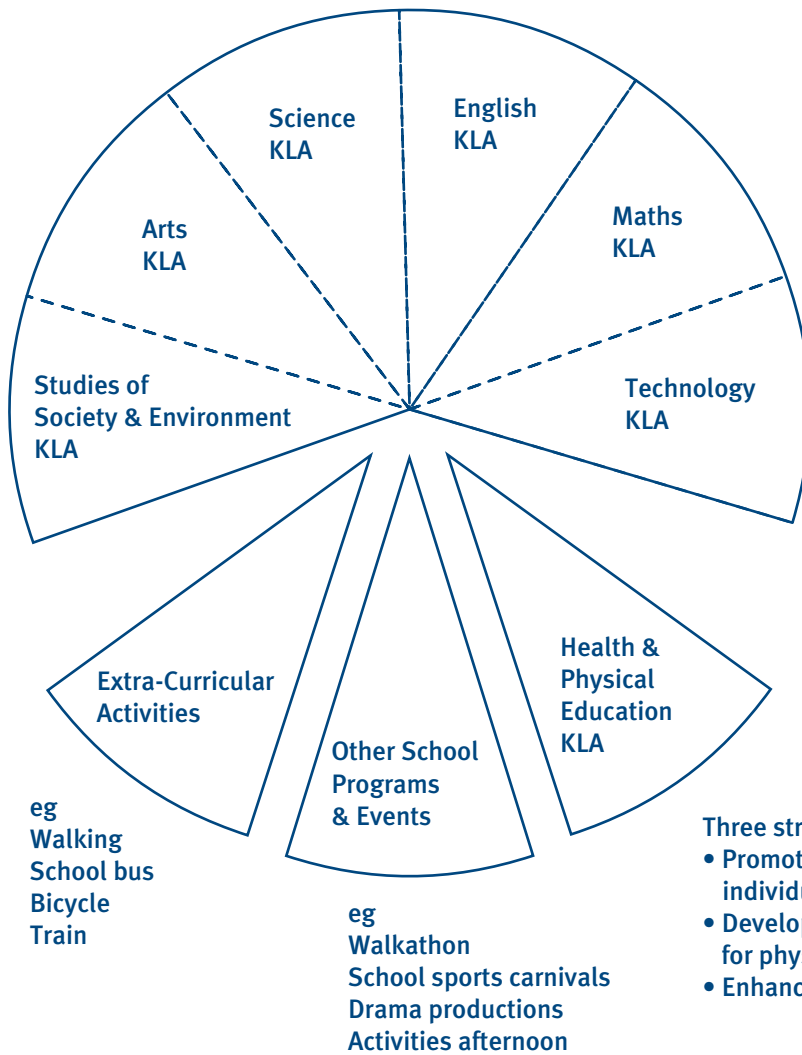
Address the physical health and fitness needs of the staff

Promote safe access to equipment for all students regardless of ability

Support a culture of high but achievable outcomes

Provide ongoing opportunities for participation and contribution

Curricular and extra-curricular activities



Social justice principles



Curricular and extra-curricular activities

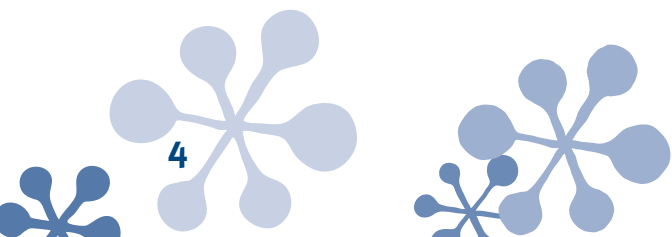
Consider whether your involvement (as per audit) is part of curricular or extra-curricular activities. You may wish to make notes below.

Discuss what implications this might have for:

- The teachers you wish to work with in the school.

- What activities they might be involved in.

- The groups of young people you wish to work with.



Health and Physical Education Years 1-10 Syllabus

A description of the key features of the *Health and Physical Education Years 1 - 10 Syllabus* is included below. Volunteers are not expected to know these details, they are simply included here for your interest.

Strands of the key learning area

The concepts of the *Health and Physical Education Syllabus* key learning area (KLA) are organised into strands. Each of these strands makes an equivalent contribution to the Health and Physical Education key learning area. Students develop their understanding of the fundamental concepts in the strands throughout the compulsory years of schooling.

There are three strands in the Health and Physical Education key learning area:

- *Promoting the Health of Individuals and Communities;*
- *Developing Concepts and Skills for Physical Activity; and*
- *Enhancing Personal Developments.*

Promoting the Health of Individuals and Communities

This strand acknowledges that health has a number of dimensions - physical, social, emotional, mental and spiritual - and that health is maintained and enhanced by both individual action and the combined actions of community members. The strand focuses on:

- acquiring information, developing skills and implementing strategies to promote personal, group and community health and safety;
- examining issues related to the selection and use of health products, services and information; and
- investigating how health is linked to individual behaviours and to the interaction between people and their social, cultural and physical environments.

Developing Concepts and Skills for Physical Activity

This strand highlights the acquisition of understandings about physical activities, and the motor skills required for participation. It focuses on:

- enhancing physical performance in games, sports and other physical activities through monitoring and evaluating movement sequences and applying basic movement concepts; and
- improving strategic awareness in games, sports and other physical activities.

The strand examines a range of factors that influence attitudes towards, and participation in, physical activity. This strand also provides opportunities for participation in activities that develop understandings and skills in relation to health-related fitness.

Enhancing Personal Development

This strand acknowledges that personal identity, relationships, and growth and development are key aspects of an individual's development and that these influence health. It focuses on developing:

- personal and interpersonal skills needed to function in a range of groups and settings;
- strategies to promote positive relationships; and
- knowledge and understandings necessary to enhance growth and development.

This strand also examines how personal development is influenced by a range of physical, social and cultural factors.

Queensland Schools Curriculum Council Health and Physical Education Years 1-10 Syllabus (1999)

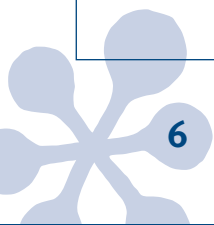


Activity 3

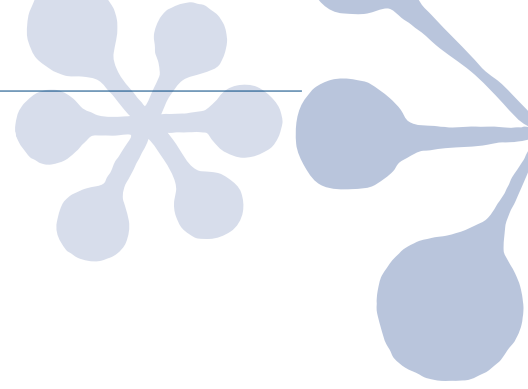
Understanding physical activity terminology

In the table below, copy down any unusual or interesting definitions that you were not sure about from the discussion.

Term	Meaning
Locomotor skills	
Non-locomotor skills	
Manipulative skills	
Biomechanics	
Fitness	
Tactics	
Strategies	
Fine motor skills	
Gross motor skills	
Stability	



Tabloid games	
Modified games	
Striking skills	
Social justice principles	
Socio-cultural factors	
Dribbling	
Trapping	
Zone defence	
One-on-one defence	



Activity 4

The importance of physical activity for young people

List below all the reasons why you think participating in physical activity is important for young people.

Once you have formed a pair with someone, add any extra ideas that you had not thought about.

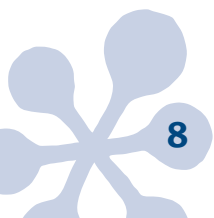
Compare this with the list on the overhead transparency. Add any extra ideas that you had missed that you think are important.

After discussions with other participants, make notes below on the following:

1. The similarities and differences between the top five reasons for participation in physical activity for boys and girls.

2. Whether the top five reasons might be different in different contexts (eg school physical activity, physical activity as part of a sporting club, physical activity with family and friends).

3. What implications this might have for school physical activity programs.





Activity 6

Exploring differences

The physical activity 'classroom' is different to a regular classroom. As a result of the discussion, write down some of the important differences. Include how the physical activity class is structured, and how and why teachers work differently in this environment.

Physical activity teachers in this school work in the following ways with their students in the physical activity 'classroom'.

Behaviour management

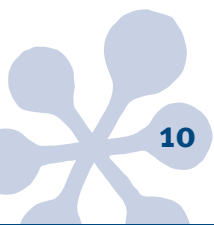
Complete the list of strategies preferred at this school when dealing with behaviour management issues in the physical education classroom.

- Behaviour management is the responsibility of the teacher.
- All people working with young people are to look for and comment on positive behaviours as much as possible.
- _____

- _____

- _____

Specific management strategies are important in the context of physical activity. The following list of management techniques can be used to ensure physical activity classes run smoothly and effectively. As a volunteer, the teacher you are working with will employ some or all of these at various times in the classroom and may instruct you to use some of them as well. Read the following strategies and ask questions if you need to.



Signals

When organising young people, it is important to check that they understand spatial awareness and instructions.

- Be clear in determining signals to commence and finish activities.
- Identify boundaries.
- Explain what the blast of a whistle means in the lesson - generally speaking:
 - one blast means stop, look and listen to the teacher;
 - two blasts means come to the teacher; and
 - three blasts means emergency, move quickly to a safe area.
- It is preferable to try to use quiet signals whenever possible. This keeps the tone of the class quieter. For example, hand in the air for quiet, hands on heads to stop, or balls on heads.
- The teacher may ask you to establish your own set of signals for stopping or starting and moving the class.

Break signals

The teacher may determine what signals to use to break the activity to give more instruction or to change the activity eg ball skills to music, stop music, students stop. The teacher will always try to keep the instructions simple and clear.

Formations

The teacher will have decided beforehand what formations they will use for the lesson - lines, circles, free formation or others - depending on the activity involved. If you are outside, it is always important to ensure that the person giving instructions is positioned so that students are not looking into the sun. Markers such as witches hats are an easy way to determine boundaries and the set out of an activity.

Teams

Placing young people in teams is a regular occurrence in the physical education classroom. Remember to:

- change teams around each lesson;
- attempt to balance the skill level and gender of the teams; and
- consider methods of choosing teams - eg pick teams by giving each child a colour at random and then they line up in 'colour' groups.

Teams are useful for organising and setting up the classroom environment. Working in teams gives a sense of belonging to all young people. It is therefore important to ensure that no child is left standing out when the teams are chosen. Ensure that whatever method of choosing teams is used, all young people are allocated a team.

Adapted from Landy and Burrige (1998) Motor Skills and movement, Station Lesson Plans for Young Children pp 6-14,