



**Seventh-day Adventist
Secondary Curriculum**

First Edition November 1990

Physical Education



**Institute for
Christian
Teaching**

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It is our wish that teachers will use this document to improve their teaching and so better attain the key objectives of Seventh-day Adventist education.

Sincerely



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SUGGESTIONS FOR USING THE FRAMEWORK

There are many ways to use the framework to help you plan courses, units of work, or topics. The aim is to provide a basic checklist for planning. For topics or units, try the following steps, summarizing your plan on a page or two.

Read the framework overview, philosophy, rationale, and objectives on pages 4-8 to gain a picture of the key emphases of your subject. When choosing your topic, first check its place in the section on key learning areas of physical education on page 10. Examples of categories are 'aquatics' and 'games'.

Check through the list of values on pages 12-13. Examples are 'creativity and initiative'. Select those that need most emphasis in your topic, and write them down..

Read the suggestions on how to teach values on page 14. An example is making value judgments. Also refer to the guidelines on competition on page 17. Now add some ideas on value teaching methods to your summary.

On page 16 you will find a list of issues which can be used to introduce values. Examples of categories of issues are 'competition' and 'contact sport'. Scan these and write appropriate ones into your summary.

When thinking of skills, refer to the set of learning areas and skills on page 19, and select those that are applicable. Write these down.

For ideas about assessment, check page 21. Assessment must be linked with your teaching content, emphasis and methods. Jot down some ideas.

To see how value-concepts, skills and teaching methods can be worked into planning, look at the topic summary on page 32 and the unit overview flowchart on page 33. You can now refine your own summary overview page, choosing the format which suits you best.

To make your overall planning more systematic, it could be helpful to use the correlation charts on pages 34-36. See the instructions for using these on page 34.

Refer to the appendices for further teaching resources. As you can see, you are required to thoughtfully bring together a number of strands in the planning process. By this stage, the topic or unit is certain to be taking on a values-oriented Adventist Christian perspective.

WHAT IS A FRAMEWORK?

In the Adventist school context, a 'framework' is a statement of values and principles which guide curriculum development. These values and principles are derived from Adventist educational philosophy which states important ideas about what is real, true and good. The objective of the framework is to show how Adventist Christian values and faith can be integrated with academic learning, and it provides some examples of how this can be done. The framework is organized as a resource of ideas for subject planning, so it is intended to be useful rather than exhaustive.

In attempting to present an Adventist perspective, it is clearly understood that some aspects of a course may be taught in similar fashion no matter where it is taught. However at a superficial level the objectives and content of other topics taught in Adventist schools will seem little different from state syllabi merely because the content appears relatively neutral in philosophical terms. With thoughtful teaching there will in fact be differences in content emphasis and approach for these topics, while there will be more noticeable differences in other topics and curriculum processes. These differences of varying degree will stem from the underlying philosophy of the framework.

This physical education framework contains: a framework overview diagram; a philosophy; a rationale; aims; lists of attitudes and values; suggestions on teaching values; a list of issues; a list of learning areas; guidelines on competition; guidelines on assessment; a set of correlation charts for planning; a flowchart to demonstrate unit planning procedure; and appendices which include resources and a summary of state syllabi.

In the framework there is acceptance of the requirement to teach the basic skills, topics and thematic links outlined in the various state syllabi. The document sets out some of these in checklists and gives practical suggestions which will be used in the preparation of course outlines, programs, units and lessons. It therefore becomes a basic reference point for teachers. No attempt has been made to replace an individual teacher's personal programs, but rather to guide the development of these programs. Overall, the framework mainly attempts to show how good practice can be placed in a value perspective which is Christian. It is a tool teachers can use to help them either reinterpret state curriculum documents from an Adventist perspective, or to simply teach from that perspective if the subject is an elective one.

WHO IS THE FRAMEWORK FOR?

The framework is primarily designed for all physical education teachers in Adventist secondary schools. It also provides a reference point for curriculum planning for principals and administrators in the Adventist educational system. Further, it attempts to show state authorities that there is an Adventist curriculum emphasis which provides some justification for the existence of an Adventist school system. The document is to be used in establishing the direction for any curriculum planning, whether it involve creating courses from scratch, adding to state syllabi, or evaluating units and resources.

FRAMEWORK OVERVIEW

This Physical Education Framework provides guidelines and ideas for planning physical education. It is based on key ideas such as:

- Our body is the temple of God, a place where He can restore His image.
- Well planned physical activity ensures balanced personal development.
- Adventist have an obligation to model a healthy lifestyle.

**PHYSICAL EDUCATION
INCLUDES SKILL
LEARNING AREAS
SUCH AS:**

- Aquatics
- Creative Movement
- Daily Life Activities
- Games

**PHYSICAL EDUCATION
INVOLVES LEARNING
VALUES SUCH AS:**

- Appreciation of God's world
- Expressiveness
- Participation
- Striving for mastery

**PHYSICAL EDUCATION
REQUIRES TEACHERS TO
DEVELOP APPROACHES
TO VALUING SUCH AS:**

- Decision-making
- Identifying and clarifying students' values
- Leadership
- Role model

**ATTITUDES IN PHYSICAL
EDUCATION ARE
DEVELOPED THROUGH
CONSIDERING ISSUES
SUCH AS:**

- Competition
- Contact sport
- Fitness
- Sportsmanship

PHILOSOPHY

The philosophy of this physical education framework is an extension of the philosophy of Adventist education which is based on a world view derived from the Christian faith. This view begins with a belief in an eternal, loving and personal God who has always existed, who is all-powerful, and who is the source of all life, truth, beauty and Christian values.

Because it affirms the above Biblical view of God, the framework focuses on the concept of restoration. Man was originally created in God's image, but this image has been marred by sin. Physical education in Adventist schools therefore focuses on the restoration of God's image in mankind through emphasizing a group of health-related concepts.

We achieve good health by pursuing a balanced lifestyle, one which requires us to harmoniously develop all of our faculties - physical, social, spiritual and academic. Through harmonious development of these faculties, we acquire a perception of well-being which helps us sense our personal value to God and the world. Physical health therefore undergirds all that we attempt in life. Consequently through an alert and balanced perspective we are better equipped to realize our life potential in a Christian context.

Our bodies are the temple of God where the Holy Spirit dwells, so they are places where God can readily re-establish His image. As we build health and its attendant positive attitudes, this process influences both our quality of life and world view, and God's image becomes strengthened in us.

By viewing ourselves as God's dwelling places, we recognize that God's gift of health entails obligations. Adventist lifestyle conveys a value-laden perspective of how life should be lived. It also affirms attitudes to issues relating to desirable recreation, the nature and competitiveness of sport, healthy eating habits, and aesthetic beauty of human movement. Through a healthy lifestyle and the knowledge of health and fitness, we can become positive models who glorify God and make Him more real to others.

RATIONALE

The philosophy of physical education in this framework implies that there are good reasons for the importance of the subject in the curriculum. Some of these reasons are expanded in this rationale statement.

Physical education is an essential part of wholistic education because fitness, stamina and general good health are necessary prerequisites for successful learning. Our physical education skills help us cope with life, and extract the most from the variety of our experiences.

Physical activity helps many students develop self-esteem. Sporting and other recreational activities also help students to experience new challenges, and to develop success, confidence and enjoyment in participating. They sometimes experience little opportunity for such success elsewhere in school life.

The recreation component of physical education provides a popular context for adolescents to learn and enjoy social interaction and relaxation. In games, sport and outdoor activities they relate to teachers and peers in a more relaxed manner, and they learn how to cooperate socially. They also learn how to gain release from stress, and how to relax later in life.

Games and teamwork provide a venue for teaching a range of positive attitudes such as good sportsmanship and the benefit of endurance. Attitude formation happens naturally and constantly during games and other physical activities.

Much physical recreation permits students to appreciate the aesthetic quality of movement, and to express themselves creatively in ways that are unique to physical activity.

Many skills, such as those relating to balance, coordination, and safety, are required in life and can be developed in physical education.

Outdoor education activities have the potential to help teachers make God more real to students. Teachers demonstrate God's positive attributes as they gain rapport with students, interact with them, and show them evidence of God's creatorship in the outdoors.

Overall, physical education draws together a wide range of skills and values considered to be important in life, and more specifically, it fulfils the intentions of Adventist education.

BIBLICAL REFERENCES THAT UNDERPIN PHYSICAL EDUCATION

The following list of Biblical references is provided to give more information about some of the values listed in this framework. The list is not exhaustive, and can be added to in future. It is intended that teachers refer to the list to increase their consciousness of the possible place of scripture in their subject content.

Philosophy:

- Genesis 2:8
- Genesis 1:29
- Genesis 4:2
- Luke 2:52
- Mark 6:3
- 1Corinthians 6:19,20
- Romans 12:1
- Psalm 139:14
- God's original environment for man was a garden.
- God's original diet for man was health promoting.
- Man's original occupations were caring for flocks and tilling the soil, both outdoor and physical in nature.
- Jesus Christ lived a life which emphasized a development of the physical.
- Jesus was trained as a carpenter which is a notably physical occupation.
- The body belongs to God. So we must serve God in the body.
- We are to present our bodies to God as a living sacrifice.
- Man is fearfully and wonderfully made. There is an implied responsibility to care for this wonderful creation.

Personal, Social, & Affective Issues:

- 1Corinthians 10:31
- 1John 4
- Genesis 4:9:10
- Matthew 5:41-44
- Romans 12:18
- Romans 14
- Matthew 7:12
- 1Corinthians 12:11-25
- 1Peter 2:13,14
- 1Peter 5:5
- Whether therefore ye eat or drink or what ever ye do do all to the glory of God.
- Love is to be the motivating force of all interaction; between man and God and between man and man.
- We cannot ignore the rights and needs of others.
- Do everything to remain at peace with all, even your enemies.
- As far as possible live at peace with all men.
- Do not judge or criticize others.
- Whatsoever ye would that men should do to you, do ye even so to them.
- We are not all equal nor do we have the same talents, but we are compared with the parts of a body all working together as a harmonious whole.
- Submit to legitimate authority.
- Humility is to characterize relationships to authority.

OBJECTIVES

Personal, Social and Affective Objectives:

This curriculum will provide students with opportunity to develop:

1. A balanced Christian perspective which recognizes of the importance of exercise to total well-being.
2. Cooperation and consideration of the rights and needs of others, attitudes which include the qualities of loyalty, honesty, commitment and a sense of fair play.
3. The ability to establish realistic personal objectives in physical fitness and motor skill development.
4. Sensitivity and tolerance by recognizing and accepting individual differences in people.
5. Appropriate relationships to authority.
6. A sense of initiative and responsibility.
7. Self-confidence and social awareness.
8. Expressive and communicative skills through movement as well as language.
9. Self-confidence and the desire to participate and measure one's ability against a standard.
10. Appropriate attitudes to stress, competition and challenge.
11. Positive attitudes about a variety of recreational activities regarded as beneficial leisure time pursuits.
12. Leadership and membership skills that involve the ability to make, contribute to, or accept decisions for the benefit of the group.
13. Appropriate Christian responses to concerns such as the role of sport in society, the media and sport and related moral issues.
14. An aesthetic understanding of the beauty of motion as displayed in various movement forms.

Psychomotor Objectives:

Through frequent, regular and vigorous activity each student will be given the opportunity to:

1. Pursue optimal physical development.
2. Develop health-related fitness in a balanced way through improving cardiovascular efficiency, flexibility, muscular strength, muscular endurance and body composition.
3. Perform motor skills with efficiency through improved kinaesthetic awareness, coordination, rhythm, speed, agility, balance and power.
4. Master the basic locomotor skills of walking, running, jumping, hopping and leaping.
5. Master the basic non-locomotor skills of bending, stretching, rocking, swinging and twisting.

6. Master the basic manipulative skills of striking, catching, kicking and throwing.
7. Develop and maintain a wide range of motor skills through a variety of activities.
8. Consistently perform physical activities at an acceptable level.
9. Utilize correct safety procedures.

Cognitive Objectives:

Each student will be able to:

1. Know how to maintain the body in peak physical condition so that it is more receptive to the promptings of the Holy Spirit.
2. Evaluate knowledge, concepts, ideas and standards against those expressed by God in His Word.
3. Develop an awareness of the need for a balanced lifestyle.
4. Learn the reason, purpose and value of physical activities.
5. Develop a knowledge of principles to facilitate the highest level of well-being possible.
6. Gain a knowledge of how performance skills are acquired.
7. Learn rules, strategies and backgrounds of various activities.
8. Develop the ability to relate movement skills to everyday experience.
9. Monitor personal fitness.
10. Develop effective decision-making processes.
11. Acquire a knowledge of the prevention and treatment of injuries.
12. Acquire a knowledge of the proper use of resources and equipment.

LEARNING AREAS IN SECONDARY SCHOOL PHYSICAL EDUCATION

This section of the framework sets out eight learning areas of physical education. These learning areas are a means of organizing groups of topics and skills for planning purposes. The eight areas appear to be prevalent in various state syllabi.

AQUATICS

Core:

- Water Safety
- Survival Skills
- Swimming Strokes
- Lifesaving and Resuscitation

Optional:

- Diving
- Synchronized Swimming
- Water Sports and Games
- Higher Awards for Life Saving

DAILY LIFE ACTIVITIES

Core:

Activities related to:

- Fitness eg
 - Development
 - Assessment
- Circuit Training
- Outdoor Education eg
 - Camping
 - Orienteering
 - Bushwalking
 - Canoeing
 - Cycling

Optional:

- Survival eg
 - "Duke of Edinburgh"
 - "Wilderness Lifestyle"
 - Adventist Gold and Silver Awards
- Physical Recreation eg
 - Archery

CREATIVE MOVEMENT

Core:

Experiences of movement which involve:

- Individual experiences in the quality of movement eg
 - Rhythm
 - Space
 - Time
 - Effort
 - Body Awareness

Optional:

Options could be provided in:

- Movement to music relating to:
 - Eurhythmics
 - Educational Concepts - Laban
 - Rhythmic Sportive Gymnastics
 - Sports Acrobatics
 - Synchronized Swimming
 - Traditional Cultural Movement
 - Aerobics
 - Mime

GAMES

Core:

To include:

- Individual and dual games
 - Team games
- (Selected from major and minor games of national, local and ethnic interests).

Optional:

The options are provided for in the freedom of choice of individual, dual and team games

GYMNASTICS

Core:

Creative and explorative movement experiences based on the following:

- Static Positions
- Landings
- Rotations
- Swing
- Spring
- Flight and Height
- Partners
- Groups
- Apparatus

Optional:

- Artistic
- Educational Laban
- Rhythmic / Sportive
- Acrobatics
- Trampolining

TRACK AND FIELD

Core:

- Running
- Jumping
- Throwing

Optional:

- Hurdling
- Walking
- Five Star Award
- Pentathlon
- Intrасchool, Interschool and Other
- Carnivals
- Triathlon

HEALTH EDUCATION

Core:

- Building Self-esteem
- Community Health Issues
- Consumer Health
- Disease and Disability
- Environmental Health Issues
- Exercise and Fitness
- First Aid
- Mental and Emotional Health
- Nutrition and Fitness
- Public Health Agencies
- Relationships
- Safe Movement Practices
- Sex and Family Life
- Use and Abuse of Drugs
- Work and Leisure Time

Optional:

FOUNDATIONS OF PHYSICAL EDUCATION

Core:

- Major Body Systems
- Functions of the Major Body Systems
- Elements of Fitness and their Importance
- Major Mechanical Principles of Movement
- History of Sport
- Sociology of Sport
- Psychology of Sport

Optional:

VALUES

Listed below are a group of values which the framework committee have identified as being important to physical education teachers. The list is not exhaustive, and will doubtless be added to over time. It is a starting point to give teachers some ideas for planning.

General:

- Acceptance of responsibility for one's own learning
- Capacity for self motivation
- Confidence in handling apparatus and equipment
- Cooperation
- Creativity
- Efficiency
- Enthusiasm in tasks
- Excellence
- Flexibility in thought
- Independence of thought, self-confidence and self-respect
- Perseverance
- Responsibility for one's own actions
- Safety consciousness
- Safety procedures
- Self-criticism and willingness to be evaluated by others
- Self-discipline

Aquatics:

- Awareness of survival skills
- Aesthetic value
- Confidence in and about the medium
- God given medium. Part of God's world – natural environment
- Level of efficiency in stroke production
- Striving for mastery
- Therapeutic value
- Unique safety considerations
- Value to an atypical child

Creative Movement:

- Beauty, grace, form
- Composition
- Cooperation
- Creativity
- Expressiveness
- Interpretation, transposition
- Order
- Originality
- Rhythm
- Space awareness, body orientation
- Spontaneity
- Timing

Daily Life – Outdoor Education:

- Appreciation of God's world
- Accepting the value of challenge
- Conservation of the environment
- Exploration of self-limits
- Faith
- Initiative
- Leadership
- Positive group interaction
- Self-awareness
- Serving the community
- Shared responsibility

Fitness:

- A high level of motivation
- Diligence and perseverance
- Positive self-image
- Self-respect

Foundations:

- Appreciation of past performances in sport
- Respect for the workings and capabilities of the human body

Games:

- Acknowledging others' performance
- Cooperation
- Empathy
- Enjoyment
- Excellence
- Fair play
- Honesty
- Motor skill competence
- Participation
- Valuing relaxation

Gymnastics:

- Aesthetics in movement
- General physical development
- Beauty
- Development of cooperation skills
- Form
- Grace
- Positive self-image

Health Education:

- Cleanliness
- Clear definition
- Sensitivity to social issues eg sex, community health
- Sensitivity to social norms

Track & Field:

- Awareness of somatotypes.
- Confidence in handling equipment.
- Motivation for training.
- Perseverance.

APPROACHES TO VALUING

This section of the framework enumerates some suggestions for implementing a more values-oriented approach to teaching physical education. The list is far from exhaustive.

ROLE MODEL

The teacher models values in many ways. Following are some suggestions about being an effective Christian role model.

- Realize that your actions and reactions in organizing and participating in activities say more about your values than what you verbalize.
- Enthusiasm is infectious and needs to be part of your manner.
- Convey a high level of professionalism.
- Display a sympathetic attitude to your students.
- Be firm but caring in class management.
- Discover and build on each student's abilities.

VALUES IN TOPICS

Each topic in the teacher's yearly programme needs to contain a values component. Whether it be practical or theoretical, students need to know the value of why each activity is covered in the syllabus. Teachers need to be aware that the teaching of values in practical activities may differ in nature from that taught in the theory classes. For example, in the practical component the values are taught through role-modelling, whereas in theory, direct discussion or other valuing tactics can be used.

When beginning a lesson, there is often opportunity to deliberately mention the value of the theory or activity of the lesson .

EXPECTATIONS

We teach values by insisting that we have high expectations of students. These expectations can involve such issues as deportment, behaviour, language, effort expended, and general attitude.

LEADERSHIP AND RESPONSIBILITY

Provide opportunities for students to develop leadership and responsibility. For example:

- Appoint a wide spread of students to lead teams or groups.
- Use students as team coaches.
- Delegate responsibility when engaging in outdoor activities.
- Appoint monitors for issuing equipment.

DECISION-MAKING

Plan and develop situations where students can make positive decisions without threat from peers or teachers. For example, when students are in the role of a team-coach and a player needs to be substituted, the coach needs to analyse alternatives and the consequences, gathering information about the decisions in the process. A decision which relies on value judgements can then be made.

There is a range of games which employ decision-making strategies. Examples are: Capture the Flag; Cricket etc.

Problem solving is another part of making decisions. Students can be taught how to solve problems in group situations. For example, outdoor education requires group problem solving.

Teachers may also help students make informed decisions about life. One tactic involves the type of values analysis which examines the consequences of choosing alternate courses of action in fitness training, choice of diet etc. These decisions are then implemented with certain outcomes, and they result in goal achievement and the improvement or deterioration of well-being. Students need to be aware of all of these steps in decision-making. The following questions illustrate this tactic:

- If you try to improve your diet in this way, what might be short- and long-term consequences (both positive and negative) for you, for other family members?
- What evidence is there from the past, from scripture or from other sources that the sorts of consequences listed in (a) above would happen?
- Should we therefore attempt to arrange diet like this?

OTHER VALUING TACTICS

Constantly examine and identify the values expressed and implied in all aspects of physical education. Sample questions are:

- What is the message and value expressed in this game scenario?
- What values are shown in my organization of this award-giving?
- How does this reaction to competition reflect the values of the church?
- What values are neglected in this choice of diet?

Help students clarify the value positions shown in their own and others' responses to questions. Clarifying questions could include:

- What values did you have in mind when you chose to pursue an Adventist Gold Award?
- Why did you express yourself to the referee like this?
- What do you mean by your comment about the value of this game? Explain yourself.
- Why do you hold that position about this issue?

Help students make value judgments about activities and choices which relate to lifestyle. We may continually assist students to both identify and form criteria for judging the worth of these activities and choices. Sample questions may include:

- Is this decision about training worthwhile? On what basis do you make your judgment?
- What are the criteria for judging what is morally good or bad in this creative movement?
- What do you think of the merit of this decision about use of leisure time as judged against the Biblical commandments?

Discuss value-laden life issues which arise anytime during classwork, whether discussion is teacher-initiated or student-initiated, formal or informal, and which impact on students. Examples of such issues are found in this framework.

Create opportunities for students to apply values to their own lives. Examples of these opportunities are:

- How does this incident relate to your values or life?
- What do you personally get out of this portrait of relationships?
- What are you going to do in response to the idea expressed in this fitness case study?

COMPETITION GUIDELINES

In view of the debate currently revolving around the concept of competition, the framework committee has attempted to set out some basic guidelines as a resource for teachers involved in organizing games and sporting events of various kinds. These guidelines are listed below:

1. Teachers should recognize that the organization and running of actual sporting events only comprise part of the competition issue. For example, the reporting of results and presentation of awards also have large implications for influencing student attitudes.
2. The framework committee endorses the organization of interschool sporting events between Adventist schools, and between Adventist schools and non-Adventist schools. However they consider that the idea of school sport leagues has drawbacks. One of these is that competition between larger groups of schools encourages the 'us versus them' syndrome. The aim of interschool competition is to encourage students to improve themselves, and to encourage social interaction, participation, cooperation, and the ability to accept defeat graciously.
3. The benefits of healthy competition are to a large extent dependent on teacher leadership before the competition commences. Teachers demonstrate attitudes to competition in the way they organize their teams and discuss tactics before and after interschool games. The planning phase is critical because there teachers can guide attitudes to winning, losing, and relating to other teams. They can also ensure that their students practise skills and performance, and that they behave in an orderly and sportsmanlike way.
4. The principle of involvement and participation is vital to staging healthy competition. Teachers should strive for as few day-long spectators as possible, and they should invent games to include all students. They can also demonstrate charitable attitudes in the way they choose teams. Here they can discourage unfavourable attitudes to players of less than average ability.
5. Teachers should take the trouble to inform students about their reasons for organizing competition in particular ways, and they should identify the values which underpin these approaches.
6. The issuing of rewards is an activity which demonstrates what teachers value. We suggest that if certificates are given, then all should receive them irrespective of their place in the race or match. Certificates need not indicate the place of the participant, even though place getters (first, second and third) can be recognized in some way. Also the importance of gaining first place can be played down before the sports carnival or event begins.
7. When reporting results of races or events and making presentations, ensure that the approach is low key. Avoid giving too much prominence to first or any place getters. Rather cater for all needs and emphasize effort and participation. Points for participation can make winning appear less important. A possible point scheme for place getters could look like this:

Participation	4 points
First	3 points
Second	2 points
Third	1 point
A record	1 point

8. Cheerleading should not be organized with specified leaders, nor should it appear organized at all. We recommend that teachers discourage teacher- or student-initiated cheer squads. This is because such cheering can foster undue rivalry and a sense of emulating the cheering associated with 'big league' games.

9. House organization and competition are seen to comprise a satisfactory approach to planning sporting activities in schools.
10. In all competition, it is important to encourage the lower achievers.
11. We think that sporting competitions can generate good school spirit . The key motivator for this spirit is simply participation - a value teachers should keep emphasizing.
12. Round robin tournaments are a good means of organizing some types of competition. In these tournaments all individuals or teams play everybody else. Organizers should avoid elimination tournaments which can breed exclusiveness. Teams can be mixed up so that different groups - male, female, staff etc - can interact.

ISSUES

Whatever aspects of physical education we teach, it is evident that life issues of all kinds will pervade our teaching. Discussion of issues is a vehicle for considering many values. Some of the life issues that may affect adolescents are listed below as prompts for busy teachers who are seeking ideas for stimulus material. The issues are categorized into sixteen groups.

Competition:

- Aggression
- Appropriateness
- Interschool sports
- Intrascchool sports
- Rewards
- Scoring
- Motivational tool

Creative Movement:

- Appropriateness
- Attitude development
- Limitations
- Music used
- Sex roles

Contact Sport:

- Brutality
- Definitions of contact
- Injury

Equal Opportunity:

- Activity choice
- Activity level
- Advertising in sport
- Media myths
- Meeting needs of all students
- Responses to advertising
- Special groups

Ethics:

- Excesses in sport, competition,
- Fitness etc
- Fitness development on Sabbath
- Honesty in participation
- Sabbath activities

Fitness:

- Definition and nature
- For what?
- Why a certain level?

Myths in Physical Education:

- Factors preventing participation
- Media myths
- Nutrition
- Ideas of remedies
- Weight control

Nutrition:

- Double standards
- Junk food
- Performance

Place of Theory:

- Role of sport science

Safety:

- Degree of supervision
- Expertise of supervision
- Prevention of injury
- Readiness of students
- Use of equipment

Sportsmanship:

- Attitudes to winning and losing
- Building self-worth

Teacher Model:

- Fitness
- Partiality
- Participation
- Professionalism
- Role model

Testing and Evaluation:

The Place of Sport:

- Cultural considerations
- Leisure activities
- Parental influence
- Reasons for sport
- Spectators
- Value of sport

The Use of Skill in Games:

Use of Drugs:

- Performance
- Use of caffeine etc.

ASSESSMENT

Traditionally, the subject has lacked a degree of credibility. Assessment when carried out regularly and consistently will enhance the subjects status in the school program. Physical education offers a unique opportunity to assess a student's attitudes and values as well as their level of skill development.

A student profile, possibly using a data base, offers a way of monitoring a student's progression over time. Various areas of evaluation can be monitored and periodic feedback provided. Areas may include uniform, participation, strategy sense etc. These need not be percentage-based and need not run students alongside their peers. This profile will allow progress to be clearly seen and encouraged.

Checklists provide an ongoing way of rating an individuals skill level. Self-assessment, or pair assessment in the form of a contract may be used.

Officiating or having to lead out in an area of interest or expertise will teach evaluative skills. Particular areas of the program such as Health Education and Foundations of Physical Education lend themselves more to traditional testing methods.

Other Areas of Physical Education and Assessment:

Aquatics:

- The swimming area has its own set of evaluation standards (RLSSA). Diving is judged according to recognized criteria.

Daily Life:

- Outdoor Education. Perhaps a diary or log can be maintained and recorded observations presented and assessed.
- Fitness tests are available such as Australian Schools Fitness Tests.

Creative Movement & Gymnastics:

- Participants may present a routine, floor plan or apparatus configuration.

Track & Field:

- There are inbuilt evaluative mechanisms such as the 5 Star Award, Mars Award, BNZ Award.

Games:

- Skills can be tested with checklists which should include understanding of strategies and rules.

UNIT SUMMARY — GYMNASTICS

One of the main objectives of this framework is to help you integrate values, teaching approaches, issues and skills with your unit planning. With this objective in view, we have developed a brief example summary of a unit outline below.

Broad Objectives:

- Develop aesthetic appreciation of movement
- Develop responsibility
- Perform motor skills with coordination, rhythm, agility and balance
- Develop expressive and communicative skills

Issues:

- Appropriateness of creative movement
- Music used in accompaniment to movement
- Prevention of injury
- Use of a range of physical abilities
- Use of equipment

Values:

- Aesthetics in movement
- Balance
- Balanced physical development
- Developing cooperation skills
- Form
- Positive self-image
- Responsibility

Suggested Teaching Approaches:

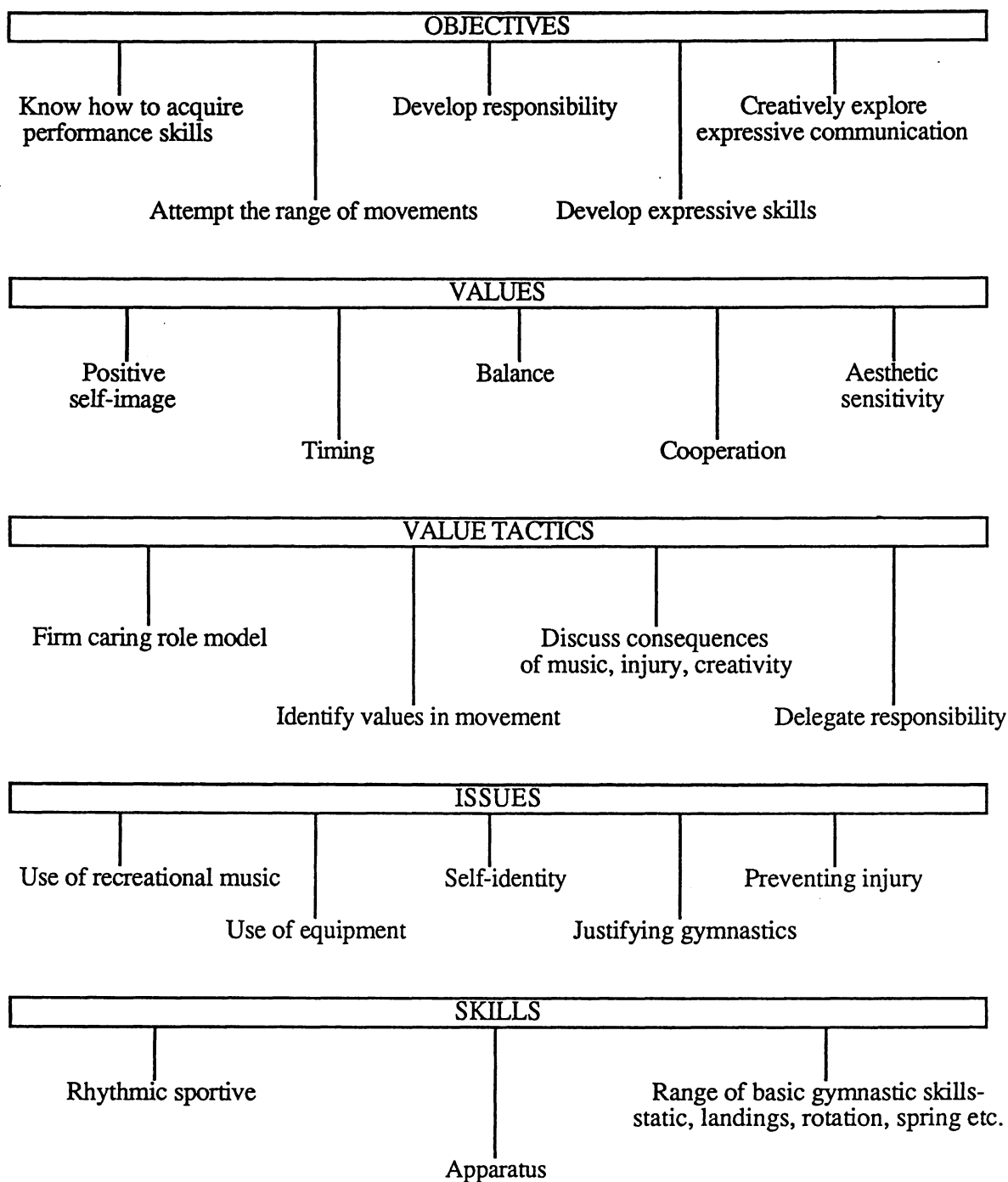
- Role model is particularly important in this activity. Be firm but caring in management. Build on the abilities students have.
- There are many opportunities to teach responsibility here. Delegate different spotters, appoint monitors, use student coaches.
- Refer to some decision-making. For example discuss the consequences of attempting rhythmic work, the consequences of using different types of music during workouts, and the consequences of injury.
- Create opportunities for students to identify the benefits of gymnastics to them. Encourage the more resourceful to explain how the aesthetic quality of the movement affects them spiritually, emotionally and physically.

Skills Emphasized:

- Static positions
- Landings
- Rotations
- Swing
- Spring
- Apparatus (including that used in gymnastics)
- Rhythmic sportive gymnastics

UNIT FLOWCHART — GYMNASTICS

The unit flow chart below sets out a summary of some of the key elements of a topic. This chart is an appreciated form of the summary of this topic.



– INTEGRATION WITH PROGRAM –

CORRELATION CHARTS

To make your planning more systematic, it could be helpful to use the correlation charts on the following pages. You can develop each chart to make an overview of the use of values, issues and skills in your course or unit. You could photocopy your own correlation charts from the 'blanks' on these pages. When using the charts, write the title of your units vertically.

[illegible]

[illegible]

							T O P I C S	CORRELATION CHART VALUES
								General
								Acceptance of responsibility
								Capacity for self-motivation
								Confidence in handling apparatus
								Cooperation
								Creativity
								Efficiency
								Enthusiasm in tasks
								Excellence
								Flexibility in thought
								Independence in thought
								Perseverance
								Responsibility for one's own actions
								Safety consciousness
								Safety procedures
								Self-confidence and self-respect
								Self-criticism
								Self-discipline
								Aquatics
								Aesthetic value
								Awareness of survival skills
								Confidence in the medium
								God-given medium
								Level of efficiency in stroke production
								Striving for mastery
								Therapeutic value
								Unique safety considerations
								Value to an atypical child
								Creative Movement
								Beauty, grace, form
								Composition
								Cooperation
								Creativity
								Expressiveness
								Interpretation, transposition
								Order
								Originality
								Rhythm
								Space awareness
								Spontaneity
								Timing

T O P I C	CORRELATION CHART VALUES (cont'd)
	Daily Life-Outdoor Education
	Appreciation of God's world
	Accepting the value of challenge
	Conservation of environment
	Exploration of self-limits
	Faith
	Initiative
	Leadership
	Positive group interaction
	Self-awareness
	Serving the community
	Shared responsibility
	Fitness
	High level of motivation
	Diligence and perseverance
	Positive self-image
	Self-respect
	Foundations
	Appreciation of past performances in sport
	Respect for capabilities of the body
	Games
	Acknowledging others' performance
	Cooperation
	Empathy
	Enjoyment
	Excellence
	Fair play
	Honesty
	Motor skill competence
	Participation
	Valuing relaxation
	Gymnastics
	Aesthetics in movement
	General physical development
	Beauty
	Form
	Grace
	Positive self-image
	Health Education
	Cleanliness
	Sensitivity to social issues and norms
	Track and Field
	Confidence in handling equipment
	Perseverance
	Motivation for training
	Caters for somatotypes