

# What do secondary educators think of the current Ontario Health and Physical Education Curriculum?

## Executive Summary – Curriculum Review for Health and Physical Education

### Overview

In September 2007, the Ontario Ministry of Education began the review of the Health and Physical Education Curriculum. In preparation for this review, OASPHE (The Ontario Association for the Supervision of Physical and Health Education), in partnership with Ophea, conducted the *Secondary Health and Physical Education Curriculum Review Survey* with educators in the fall of 2006 to gather feedback about the current Health and Physical Education curriculum. Findings from the survey have been summarized into key messages to be considered in the H&PE curriculum review process. They have been organized by course to reflect messages in relation to the *overall curriculum* as well as messages that address the *specific strands* of the curriculum for all secondary level courses:

Healthy Active Living Education (HALE) (PPL) - Grades 9 – 12	Health for Life (PPZ30)– Grade 11	Exercise Science (PSE4U) – Grade 12	Recreation and Fitness Leadership (PLF4C) – Grade 12
<i>Strands: Physical Activity, Active Living, Healthy Living, and Living Skills</i>	<i>Strands: Determinants of Health, Community Health and Vitality</i>	<i>Strands: Biological Basis of Movement, Motor Development, Physical Activity and Sports in Society</i>	<i>Strands: Leadership, Facilitation of Recreation and Leisure, and Physical Fitness and Well-Being</i>

### Key Messages Regarding the Overall Curriculum

#### 1. The Introduction of the *Ontario Curriculum Grades 9 - 10: Health and Physical Education, 1999* and *Ontario Curriculum Grades 11 - 12: Health and Physical Education, 2000* should be revised and updated.

43% of the respondents indicated the need for revisions to the introduction section of the curriculum. It was felt that key learnings/essential learnings for the curriculum need to be included and that key messages also need to be stated about inclusion and differentiated instruction (e.g., for English Language Learners, and the special needs population). The section dealing with Focus courses also needs to be clarified.

#### 2. The Health and Physical Education curriculum does a "better than average" job in the preparation of students for lifelong healthy active living and in addressing physical activity and current societal concepts and issues.

72% of respondents indicated that the curriculum does an above average job in preparing students for lifelong healthy active living, and in addressing physical activity and current societal concepts and issues. However some improvement is necessary since 20% of the respondents felt that the curriculum expectations are only "somewhat better than average".

#### 3. An additional Health and Physical Education mandatory credit is needed in Health and Physical Education at the secondary level in order to alleviate the problem of "too many expectations to cover" and to enhance the development of an appropriate scope and sequence from grades nine through twelve.

97% of the respondents indicated that there should be a second mandatory H&PE credit. A second mandatory H&PE credit would help address the current societal issues of physical inactivity that relate to obesity and overall healthy growth and development, by increasing the amount of physically active time among youth.

### Healthy Active Living Education (HALE) – Grades 9 – 12 (PPL10 – PPL40) - Key Messages: Overall Course

- 86% of respondents indicated that they are able to address 76% -99%, or 100% of the curriculum expectations for HALE in their instruction. The most commonly stated reasons for not addressing all expectations were "too many expectations" and a "lack of adequate resources".
- Most (87%) of respondents stated that the Physical Fitness overall and specific expectations (Active Living Strand) should be changed to be consistent and state the same message in all grades. The majority of these respondents (62% of the 87%) stated that they preferred the expectations to use the verbs "maintain or improve" rather than "demonstrate improvement".
- In order for students to lead a healthy and active lifestyle, modifications need to be made to the secondary H&PE curriculum to address topics that are not currently addressed.

## HALE Key Messages: Findings Regarding Specific Strands

Healthy Living	Living Skills	Physical Activity	Active Living
<ul style="list-style-type: none"> <li>39% of respondents indicate that the Healthy Living strand requires revision</li> <li>53% indicated that there is too much content and not enough time to sufficiently address the expectations.</li> <li>53% indicated that there is too much overlap between grades 9 and 10 and between grades 11 and 12.</li> </ul>	<ul style="list-style-type: none"> <li>38% indicated that the Living Skills strand requires revisions as there were too many expectations to cover and that there was not enough time to cover all the expectations.</li> <li>28% of respondents also indicated that there were "overlaps in knowledge and skills"</li> </ul>	<ul style="list-style-type: none"> <li>Only 16% of respondents indicated this strand required revision</li> <li>29% of those indicated there were too many expectations to cover</li> <li>18% of those indicated there were gaps in knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>Only 8% felt this strand required</li> <li>50% of those indicating there are too many expectations to cover</li> <li>38% indicated a combination issues with expectations in relation to "gaps in knowledge and skills" and "inappropriate for the grade level"</li> </ul>

## Health for Life – Grade 11 (PPZ30) - Key Messages: Overall Course

- 79% of respondents indicated that they are able to address 76% - 99%, or 100% of the curriculum expectations in their instruction of Health for Life.

## Health for Life - Key Messages: Findings Regarding Specific Strands

Determinants of Health	Community Health	Vitality
<ul style="list-style-type: none"> <li>50% of respondents indicated the Determinants of Health strand requires revision as there are "too many expectations to cover"</li> </ul>	<ul style="list-style-type: none"> <li>33% of respondents felt that the Community Health strand required revision as there were "too many expectations to cover" or that some of the expectations were not relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Only 17% of respondents indicated the need for revision to the Vitality strand, although 96% of the respondents indicated they would like to add an overall expectation in this strand that includes an active participation component.</li> </ul>

## Exercise Science – Grade 12 (PSE4U) - Key Messages: Overall Course

- 96% of respondents indicated that they are able to address 76% - 99%, or 100% of the curriculum expectations in their instruction of Exercise Science.

## Exercise Science - Key Messages: Findings Regarding Specific Strands

Biological Basis of Movement	Physical Activity & Sports in Society	Motor Development
<ul style="list-style-type: none"> <li>45% of respondents indicated that this strand requires revision as there are "too many expectations to cover".</li> </ul>	<ul style="list-style-type: none"> <li>40% of respondents indicated that this strand required revision as there are "too many expectations to cover" and that the "expectations are not relevant".</li> </ul>	<ul style="list-style-type: none"> <li>Only 15% of respondents indicated that the motor development strand requires revision, however areas identified for improvement included that expectations should be more specific and lead to interesting ways to approach the subject material and that more variety is needed.</li> </ul>

## Recreation and Fitness Leadership – Grade 12 (PLF4C) - Key Messages: Overall Course

- 90% of respondents wanted the course designation changed from a college destination course to a university/college destination course.
- Most respondents (91%) are able to address 76% - 99%, or 100% the curriculum expectations in their instruction of Recreation and Fitness Leadership.

## Recreation and Fitness Leadership - Key Messages: Findings Regarding Specific Strands

Leadership	Physical Fitness & Well-Being	Facilitation of Recreation & Leisure
<ul style="list-style-type: none"> <li>58% of respondents indicated that this strand required revisions as there are "too many expectations to cover" and some indicated that several expectations were not relevant.</li> </ul>	<ul style="list-style-type: none"> <li>30% of respondents indicated that this strand needed revision as there were "too many expectations to cover" and there were "gaps in the knowledge and skills". Some also indicated that several expectations are not appropriate or are not relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Only 12% of respondents indicated a need to revise the Facilitation of Recreation and Leisure strand, although some modifications were suggested that indicated less focus on theory and more emphasis on practical application.</li> </ul>