



Getting Started with Learning Outside of the Classroom: **Health & Physical Education Secondary Supports**

In these unprecedented times, the OASPHE Executive is sharing a resource that we hope anticipates some of the diverse needs of its members so that students in this province can continue to learn and succeed in the best way possible. This isn't business as usual so we have curated a collection of material, including videos and sites that we hope you find helpful as you navigate and prepare for student learning at home. The various activities identified in this document are designed for teachers to support their students in ways to engage in physical activity to continue to develop their personal fitness through activity participation in a variety of activities to support their health and well-being.

These month long plans may be used with all Healthy Active Living Education courses (PPL) and their associated courses (PAF, PAI, PAD) as they encompass the big ideas of the expectations in these courses. The content may be adapted for the age and stage of the learner using the suggested resource links. These alone will not meet the varied expectations of the HPE curriculum but might offer students an opportunity to engage in learning about themselves, and to continue to explore healthy concepts to support their health and well-being.

The items and suggestions listed below are meant to be used as professional tools. Teachers are asked to refer to their Board's specific policies and procedures with regards to any content being shared.

Considerations for Teaching Health & Physical Education Outside of the Classroom

- the tasks/activities should be age and stage appropriate and accommodations or modifications provided as needed;
- the suggested physical activities must be safe and follow [OPASSE](#) safety considerations. You can also check the OSBIE Blog post: [How to conduct a Distance Learning Risk Assessment](#).
- tasks/activities must be able to be done individually or may be done with a younger or older siblings; suggest activities that can be done with no or limited equipment and can be done in a small space;
- focus on physical activity/physical fitness development (20-30 minutes), healthy eating, well-being and mental health; and
- link the tasks/activities to the Living Skills and/or [Social Emotional Learning Skills](#) whenever possible.

Curricular Connections

HEALTH AND PHYSICAL EDUCATION							
Strands	"Key Ideas"	Resource(s)	9	10	11	12	en français
Active Living	<ul style="list-style-type: none"> Actively participate in a wide variety of activities Develop physical fitness using appropriate concepts Maximize Personal Safety 	Playsport CIRA Ontario - Games Galore Thompson Educational Publishing	✓	✓	✓	✓	✓
Movement Competence	<ul style="list-style-type: none"> Perform basic movement skills and concepts used to refine skills Apply an understanding of strategies and tactics to enhance success 	Ophea - Physical Literacy - Learn to Move PHE Canada - Passport for Life CS4L - Movement Preparation Guide	✓	✓	✓	✓	✓
Healthy Living <ul style="list-style-type: none"> <i>Healthy Eating</i> <i>Personal Safety and Injury Prevention</i> <i>Substance Use, Addictions and Related Behaviours</i> <i>Human Development and Sexual Health</i> <i>Mental Health</i> 	<ul style="list-style-type: none"> Understanding Health Concepts Make Healthy Choices Make Connections to Healthy Living 	Ophea - Cannabis Education Resources Ophea - Concussion Resources Ophea - Sexual Violence Prevention Resources Ophea - Healthy Living through Drama Thompson Educational Publishing - Webinars	✓	✓	✓	✓	✓
Living Skills (see connections to Social Emotional Learning Skills)	Personal <ul style="list-style-type: none"> <i>Self Awareness/Self Monitoring</i> <i>Adaptive</i> <i>Coping</i> <i>Management</i> 	Ophea - Inquiry Based Learning Ophea - HPE Secondary Resources	✓	✓	✓	✓	✓
	Interpersonal <ul style="list-style-type: none"> <i>Communication</i> <i>Relationship and Social</i> 		✓	✓	✓	✓	✓
	Critical/Creative Thinking <ul style="list-style-type: none"> <i>Planning</i> <i>Processing</i> <i>Drawing Conclusions/Presenting Results</i> <i>Reflecting/Evaluating</i> 		✓	✓	✓	✓	✓

Note: Consider utilizing and/ or adapting material available in both the PPZ and PSK elearning courses to suit the age, grade and course you may be teaching. <https://www.ontario.ca/page/learn-at-home>

Sample Suggestions for Learning Outside the Classroom

HPE at Home (April)

<p>Learning Goal: We are learning to...</p> <ul style="list-style-type: none"> • be physically active at home everyday in order to stay healthy, both physically and mentally. • challenge ourselves to learn a skills we have always wanted to learn • independently read and view information that helps us continue to make healthy choices for my physical health and well-being • apply our personal, interpersonal and critical and creative thinking skills to be successful with this new way of learning. 	
Active Living	Be active for 30 minutes each day. Capture a picture of you engaging in the activity or record the activity. Reflect on why you chose that activity and how it enhanced for physical (worked on my cardio) and mental health (e.g. helped me reduce my stress, helped me relax)
Movement Competence	Identify a skill that you've wanted to learn that you have access to. (e.g., juggling, skateboard trick, non dominant layup, overhand serve, yoga move or a dance). Videotape yourself initially trying the skill. Use appropriate media to find an example of how to do the skill and use the videos to try and improve your skill. Every time you think you have made gains, take a picture, videotape or journal the improvements. Note the time it takes to perfect the skill. Identify the strategies that you used to help you master the skill (e.g., watch videos, ask a friend, practice with a family member...)
Healthy Living	Click on one of the 5 links that will take you to an article/ video about one of our health topics.. Read / view the information you have selected(e.g., print, video, song) in order to be able to reflect on how it applies to their life and how you might use the information to continue to make healthy choices now and in the future.
Living Skills	Monthly tracking of how you are using your living skills to be <i>resilient</i> as you navigate this different way of learning. (Personal skills: E.g. What coping and stress management strategies do you find work for you? Interpersonal skills: How are you maintaining social and relationship connections while keeping yourself safe and <i>physically</i> social distancing? Critical and Creative Thinking: How are you exploring different ways to access information and creative ways to try to learn a new skill?)

HPE at Home (May)

Learning Goal: We are learning to...

- set realistic fitness goals, while working at home, to engage in regular participation in moderate to vigorous physical activity
- use a wide variety of physical activities, at home, everyday in order to stay healthy, both physically and mentally.
- challenge ourselves to learn new skills that we have always wanted to learn
- independently read and view information that helps us continue to make healthy choices for my physical health and well-being
- apply our personal, interpersonal and critical and creative thinking skills to be successful with this new way of learning.

Active Living	<ol style="list-style-type: none">1. Determine an activity that you like to do and have access to that will help you develop your personal fitness goal, (e.g., 30 minutes of yoga, walk, a fitness circuit of your own design, H.I.T.T. workout). Set a personal fitness goal for this month, engage in the activity 2 x/ week. Track your progress in achieving your goal.2. Continue to be active for 30 minutes on the other days of the week. Reflect on why you chose that activity and how it enhanced for physical (worked on my cardio) and mental health (e.g. helped me reduce my stress, helped me relax)
Movement Competence	Select one of these 5 activities (1per game category) that you will do twice a week for this month. Complete the activity and each time you finish, record what you felt you were successful at and what you want to try to do better next time to be more successful. Each time you do the activity try to incorporate a strategy to be more successful and then when you finish record the strategy and explain how well it worked.
Healthy Living	Select 5 examples from popular media (e.g., music lyrics, video, print, art) that resonate with you and are helping you maintain your health and well-being, while learning from home. How are your decisions, choices and behaviours about topics like, mental illness, relationships, healthy eating, resiliency connected to the examples chosen?
Living Skills	Monthly tracking of how you are using your living skills have supported you to be <i>engaged</i> while learning from home and to be able to support your personal health and well-bing? (Personal skills: Describe how you used planning skills to adjust your fitness goals and fitness plans to meet your personal needs? Interpersonal skills: Explain how paying attention to one's emotions and expressing them in a positive way can assist in avoiding conflict with others while at home? Critical and Creative Thinking Explain the connection between remaining physically active and your social, emotional and physical well-being during this distance learning opportunity?

HPE at Home (June)

Learning Goal: We are learning to...

- demonstrate our personal, interpersonal and critical/creative skills contribute to our ability to continue to build our knowledge and support the connections to our health and well-being
- demonstrate our understanding of the role of physical activity, personal fitness and personal safety have in our pursuit of a healthy active lifestyle
- perform a wide variety of movements and apply appropriate strategies and tactics in different types of game situations and environments
- use our health knowledge to make positive decisions and take actions to support our health and well-being
- make good choices that support our behaviours in order to navigate the world around us

Part A: Continue to refine your personal fitness goal(s) by engaging in a minimum of 30 minutes of physical activity throughout your week. Reflect on why you chose your activities and how they enhance your physical (worked on my cardio) and mental health (e.g. helped me reduce my stress, helped me relax)

Part B: Select one example that best represents what you learned in each of the areas of the course identified below. This may include learning from our class time together as well as the learning you have acquired during this distant learning experience. The items selected may represent something you did really well, something you struggled with or something you enjoyed more than you anticipated.

Once you have selected the example, explain why you selected it and how it illustrates your learning.

Active Living	Example: Reason:
Movement Competence	Example: Reason:
Healthy Living	Example: Reason:
Living Skills	Example: Reason:
Part C:	

1. Read and view information [here](#) (video and discussion guide) about the Fundamental Principles in Health and Physical Education.
2. Respond to the following questions to reflect your understanding of these Fundamental Principles in Health and Physical Education and how they apply to your learning and connect to your world. Use a format of your own choosing to share your responses. (e.g., a collage with supporting text, prezzi, powerpoint, a video, an iMovie, a written report, etc.)

FP#1: How do you see what you have learned in the course reflected at home, in school and in your community?

FP#2: During the time you were learning at home were you exposed to physical activities and movement forms that you may not have tried before? Explain how this experimentation to new opportunities challenged you to develop their movement skills and how they have contributed to your joy of movement.

FP#3: What does an emotionally safe and supportive environment look like, feel like, and sound like at school and while learning at home? What factors contributed to helping you learn both at school and home and help you meet your desired goals?

FP#4: What types of skills did you develop and/or success did you experience during the distance learning part of the course? Do you feel that these skills and successes will contribute to your ability to make effective choices and engage in positive behaviours as you pursue a healthy, active life?

FP#5: How will your learning about your own health and your participation in physical activity opportunities while at home contribute to your well-being and the healthy, active life you desire?