

# Women's Health and Fitness 11/12 Curriculum

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## CHAPTER ONE

### *Introduction*

The modern world is increasingly complex with technological advancements designed to simplify and enhance communication, entertainment, and day-to-day life. Amidst all of this, for many, the basic requirements of a healthy lifestyle are often overlooked and disregarded. In the busy schedules of many North Americans, physical activity is given a low priority, and the health related benefits of exercise are not experienced.

Regular physical activity is associated with a range of well-documented health benefits. Therefore it is concerning that many adults and children do not fully understand the implications of being inactive. Many adults form a dislike for activity at an early age, and in many cases people have had bad experiences with physical activity during adolescence, while attending school. During adolescence, especially among young women, levels of physical activity often decrease compared to early childhood. Adolescent girls are significantly less likely to participate in physical activity than adolescent boys (Pate et al., 2005). Further, girls often claim to have had bad experiences in physical education (PE) at school, and it has been shown that girls who do not have a history of involvement in physical activity during their youth are less likely to be healthy and as physically active as adults (Flintoff & Scraton, 2001). Research over the past decade has focused on means of improving girls' attitudes towards physical activity, and the starting point for this is usually in physical education classes at the middle and high school levels.

I believe that PE programs in middle and high school are the starting point where

distaste for PE begins. PE programs at these levels often do not have a specialized PE teacher, and classes are not meaningful or motivating to adolescent girls. I believe that with an effective curricular framework and instruction, PE for young women can provide an experience with physical activity that is positive, and create for them an appreciation and respect for being active and healthy throughout their lives.

My experience as a male PE teacher at a high school has exposed me to the phenomenon of declining enrollments of girls in elective PE programs. PE, in BC, is mandatory for all students until grade 11 and 12. In these years, students have the option to take PE 11 and 12. However, year after year the majority of students in these courses are males. I teach a PE 11/12 class at present, that has three girls out of thirty students. It is obvious that we are not offering an option for those girls who want to be active but don't want the social and competitive aspects of a male dominated class. Also, schools are not doing an adequate job of making PE a valuable course to take in the senior years of study.

In this project I develop a model curriculum called Women's Health and Fitness 11/12 (WH&F 11/12), a new PE course geared exclusively to meet the needs of female students in grades 11 and 12. The curriculum incorporates aspects of fitness, health and wellness, nutrition, stress relief, first aid, team sports, and lifestyle activities. The course is developed as an elective, created to suit the school where I am currently employed, using its facilities and resources.

The decision to design a curriculum for the senior grades and not for the junior grades, where much of the distaste for activity and PE begins, was made due to the fact that PE is gender segregated at my school in the junior years. Because of this, teachers

have more freedom in designing their PE courses to suit the needs of junior female students. At the senior level, only co-educational PE is offered, and many girls stop taking PE in the senior years because male students typically dominate these classes, not only in their numbers but socially and in the male-oriented competitive sports that are undertaken in these classes. There is no desirable option for young women at the senior level, and this is a major problem resulting in the neglect of an essential outcome of a good comprehensive education system.

The course will consist of 90-110 hours of instruction, and students who successfully meet the learning outcomes of the course will receive four credits towards graduation. WH&F 11/12 will consist of three areas of study: Fitness and Health Knowledge, Lifestyle Physical Fitness, and Health and Wellness Certification.

WH&F 11/12 will be developed as a PE 11/12 elective course, and will meet the prescribed BC provincial learning outcomes of Physical Education 11/12.

The over arching course goal will be to solve the problem of declining physical activity among high school girls due to a lack of an elective PE course that enables them to feel comfortable, appreciated, and valued. Gibbons and Humbert (2006) assert “there is substantive indication that typical school programs provided to adolescent girls may not adequately promote physical activity during the critical development period between childhood and adulthood” (p. 4). This inadequate promotion of physical activity has alarming effects in the later years of high school, when physical education becomes an elective. Gibbons and Humbert (2006) maintain that “the continuing low enrollment of young women (e.g. 5% - 8% in BC schools) in elective secondary school physical education programs is indicative” (p. 4).

*Purpose of Women's Health and Fitness 11/12*

**The purpose of this project is to create a curriculum that:**

1. Exposes young women to lifestyle physical activities that can be pursued after high school is over, and influence them to adopt a healthy lifestyle.
2. Provides young women with knowledge on health related topics such as nutrition, basic anatomy and physiology, wellness, and health and fitness certification
3. Exposes young women to facilities in the community, and the availability of resources in society to help them lead active and healthy lifestyles.

*Subject Matter*

The course will be one semester or two-terms (four credits) duration and will consist of 100-120 hours of instructional time.

The course will consist of three components:

**1) Nutrition and Fitness Knowledge**

- healthy vs. unhealthy foods (carbohydrates, fats, proteins, vitamins, water, etc.)
- dangers and misconceptions of dieting
- caloric intake and balance
- obesity epidemic
- dangers of smoking, alcohol, and drugs
- fitness principles (heart rate, VO2 max, over-training, components of fitness)
- basic anatomy and physiology (bones, muscles, joints, nerves, heart, etc.)
- stress reduction and relaxation techniques

## **2) Lifestyle Physical Fitness**

- yoga, pilates, aerobics, weight training, jogging/walking, boxercise, circuit training, hiking, self-defense, team games, etc
- emphasis on acceptance, friends, fun, inclusion, and safety
- guest instructors (experts) brought in to teach a variety of activities
- community based activities including golf, tennis, skating, swimming, weight training, sailing, hiking, kayaking, etc.

## **3) Health and Wellness Certifications (Value Added Options)**

- first aid and CPR certification
- coaching certification (NCCP theory level 1 and 2)
- complete a expert delivered Self-Defense course
- certification in Care and Prevention of Athletic Injuries

### *Methodology and Curriculum Framework*

There is an abundance of resources to structure a new curriculum, and each framework is specific to the subject matter, grade level, learning outcomes and objectives of the course, and the personal preferences of the curriculum designer.

The WH&F 11/12 curriculum is based on the framework used by the British Columbia Ministry of Education (BCME) to design the Integrated Resource Packages (IRP's) for secondary level physical education courses.

The curriculum has been designed using current research, focused on factors contributing to successful female PE classes at the secondary level. Aspects of successful female only secondary PE programs have been incorporated into this new curriculum. Curriculum designs of successful programs from around British Columbia were particularly useful in the development of this new course.

The BCME IRP's were used as a framework to design, format, and present to the reader the curriculum for WH&F 11/12. The prescribed learning outcomes for WH&F 11/12 are organized and displayed in tables that are similar to those in other BCME secondary level IRP's.

## CHAPTER TWO

### *Literature Review*

Over the past few decades, researchers the world over have explored the issue of female participation in and enjoyment of physical education in school. It is a widely held belief that the attitudes developed towards physical activity while in school carry over to attitudes held as an adult. Inactivity in school is believed to translate into inactivity in adulthood, and this can lead to health problems and a future burden on government health care. As such, research has aimed to find the aspects of physical activity that appeal to females, and sought ways to implement these aspects into current physical education settings in schools. Numerous educators have used this research to modify physical education classes, in an attempt to meet the needs of female students, with varying degrees of success.

In the development of this new female-only elective senior physical education curriculum for my school, much of the design and framework has been created using the current literature. The rationale for many of my decisions is supported by research done in the past few years. First, I will discuss why it is necessary to offer a physical education class that is gender specific to females at the grade 11 and 12 level. Second, I will discuss the importance of incorporating lessons on nutrition and health related knowledge into a physical education class. Third, I will discuss the importance of tailoring a physical education class to meet the needs of females in high school in order to increase their participation, enjoyment and motivation, leading to adult women who remain involved in physical activity. Fourth, I will discuss assessment strategies.

Finally, I will outline the importance and relevance of carrying out a curriculum design and the literature surrounding it.

### *Female Only Physical Education*

It is crucial to investigate the rationale as to why it is necessary to offer a female only senior elective physical education class. Presently, most secondary schools in BC offer senior (grade 11 and 12) PE classes that are co-educational, meaning both males and females are enrolled in the same course. At the junior level, it is the decision of each school to offer gender-segregated or co-educational PE classes. At my school, junior PE classes are gender-segregated, and senior classes are co-educational.

Fraser-Thomas and Beaudoin (2004) outline how co-educational PE classes came about. "In 1972, Title IX was implemented in the United States, mandating every school by law to begin offering equal opportunities for boys and girls, which led to coeducational PE in many schools" (p. 46). Canada soon followed suit, and coeducational PE was offered, with the belief that "equal access for girls would lead to equal participation and excellence in PE" (p. 46).

Coeducational PE programs have often been criticized for their "failure to provide a gender equitable environment" (p. 46). This sentiment is echoed in the work of Gibbons, Gaul and Blackstock (2004), as they contend "the opportunities provided within many physical education programs do not appear to be valued by, or meaningful to, female students" (p. 19). The authors also noted that "for almost three decades, Canadian young women have expressed clear dissatisfaction with many existing physical education programs" (p. 19).

Young women are aware of the negative impact of having coeducational PE classes. Flintoff and Scraton (2001) described the attitudes of young women in regards to coeducational PE in the UK. Young women “talked about the importance of single sex PE, at least for some activities, to avoid scrutiny from the boys” (Flintoff & Scraton, 2001, p. 15). This is a common theme among research articles in this field. Young women develop a dislike for PE in a coeducational environment due to the presence of their male counterparts. Humbert’s (1995) study (as cited in Fraser-Thomas & Beaudoin, 2004) details how girls in some programs have been “made to feel like second class citizens, as PE has given the impression of being ‘made for boys’ through posters, awards, and other means” (p. 46). Also, “girls spoke of being ‘cut down’ and ridiculed about their bodies” (p. 46). Another finding was that “girls have found their male classmates ‘to take over’ PE classes and monopolize playtime” (p. 46). In the study by Gibbons, Gaul and Blackstock (2004), it was discovered that young females felt that the “public nature of their physical education class and constant comparison with their male classmates accentuated the pressure felt to look good and be popular” (p. 20). Felton et al. (2005) completed a study (as cited in Gibbons & Humbert, 2008) focusing on increasing the physical activity of girls using “girl-friendly PE” (p. 171). The first component of girl-friendly PE was that “gender separation opportunities exist in classes” (p. 171).

Vertinsky’s (1992) study (as cited in Gibbons & Gaul, 2004) outlines how traditional PE uses a European male, middle-class sporting model (p. 12). Vertinsky contends that “female students regularly receive messages about being weak and unskilled” (p. 13). Brown (2000) and Olafson (2002) conducted studies (as cited in

Gibbons & Gaul, 2004) that concluded “by virtue of adopting a sport-based curriculum model, the official curriculum in physical education may structure obstacles to participation in PE for many female students” (p. 13). In a study by Hannon and Ratliffe (2007), it was revealed that aspects of PE that girls didn't enjoy “included the risk of injury, aggression, and rough physical contact” (p. 13). Further to this, “these risks are generally associated with male sports and boys' participation in coeducational physical education” (Hannon & Ratliffe, 2007, p. 13). Chung and Phillips (2002) maintain that in PE classes, in order to improve the attitudes of students towards activity, “the teaching process and evaluation should reflect gender. . . in the real teaching setting” (p. 7).

The preceding literature supports the notion that young females will experience more success and enjoyment in gender segregated PE programs, which supports the need for women's only elective PE programs.

### *Nutrition and Fitness Knowledge*

In today's fast paced society, it is becoming increasingly difficult to eat a healthy diet that allows for proper nutrition. Much of the responsibility for informing children about proper nutrition falls on parents, but many parents themselves have not been educated on the correct way to achieve a nutritionally sound diet.

Healthful diets help children grow, develop, and do well in school. They enable people of all ages to work productively and feel their best. What people eat can also help reduce the risk for chronic diseases, such as heart disease, certain cancers, diabetes, stroke, and osteoporosis, which are leading causes of death and disability among Americans. Finally, eating right can reduce the risk of obesity, high blood pressure, and high blood cholesterol, which increases the risk of disease (The Importance of Nutrition, 2008).

It is thus crucial that WH&F 11/12 include a focus on proper nutrition. Students will learn the principles of maintaining a balanced diet, and what foods to avoid. In Gibbons and Humbert's (2006) study, an outline was presented of "major concepts associated with meaningful participation of female students in physical education" (p. 7). Several concepts were common among the elective PE courses that had high enrollment. One of the concepts was "personal health and fitness focus" (p. 7). The literature clearly supports the inclusion of a nutrition and health focus in WH&F 11/12.

#### *Meeting the Needs of Female Students*

Western society increasingly values a healthy mind and a healthy body; however obesity and inactivity are on the rise. In schools, an effort is being made to improve physical education programs to increase activity levels of students and influence them to be healthy and active throughout their lives. "Participation in physical activity and PE is declining, and, more specifically, girls' participation is declining at a rate that behooves nurses and other child health advocates to examine this phenomenon" (Biscomb et al., 2000, as cited in vanDaalen, 2005, p. 115). It is thus vitally important to address the specific needs of female PE students, as there is an obvious lack of PE courses that appeal to them. "There is some promising research that supports the notion that if the needs and interests of young women are incorporated into PE programs, they will willingly participate" (Gibbons & Humbert, 2006, p. 5).

"Physical education, exercise, and participation in sports have the potential to impact an individual, especially his or her psychological characteristics (Adams-Blair,

2002, p. 46). Self-esteem and academic standing have been shown to increase in females who participate in sport and activity (Adams-Blair, 2002, p. 48).

It is now understood that participation in sports and athletic activity has a positive impact on girls' lives. Women who participated in sports as girls report a greater confidence, self-esteem, and pride in their social and physical selves (p. 48).

The benefits of physical activity are widely known and espoused, but research has shown that activity levels are declining in youth and adults. In a study conducted from 1999 to 2005 by the University of Toronto and the University of Guelph, using data collected from the Ontario Student Drug Use Survey, it was found that "male students were significantly more likely than female students to be enrolled in PE, attend PE class daily, and participate in vigorous physical activity during the average PE class (Participation in High School Physical Education, 2007). In order to appeal to females in high school, physical education programs will have to meet certain needs of the female clientele. "The opportunities provided within many physical education programs do not appear to be valued by, or meaningful to, female students (Gibbons, Gaul & Blackstock, 2004, p. 19). Additionally, "as a result, the intended impact of these programs on lifelong physical activity may be minimal (p. 19).

The distaste for PE in high school may be linked to an avoidance of physical activity as an adult. There are alarming statistics about the physical inactivity of adults in Canada. Furthermore, inactivity in women is becoming a major problem in Canadian society.

The proportion of those physically inactive increases with age. Sex related differences are most apparent among older adults, where 67% of women are inactive compared with 55% of men. The majority of Canadians still face increased risk of chronic disease and premature death due to physically inactive lifestyles (Canadian Fitness and Lifestyle Research Institute, 2001)

This inactivity begins in school, and there has been much research focused particularly on the physical activity levels of high school aged females, and their activity levels and participation in high school physical education classes. “Physical activity rates decline precipitously during the high school years. These rates are consistently lower among adolescent girls than among adolescent boys (Pate et al., 2005, p.1592). Gibbons and Gaul (2004) outline how research in this area has suggested that “moving from a sport-based curriculum model to one that focuses on health-related fitness can better meet the needs of female students in physical education (p. 4).

The bottom line in developing a new curriculum to promote girls to be more physically active is creating a course that meets the needs of high school females. In the research, there are several areas of interest concerning the needs of this population.

#### *Lifestyle Activities and Community Facilities*

“One of the key factors associated with the girls’ decision to drop PE was the compulsory competition that was involved” (vanDaalen, 2005, p. 119). In designing a course to appeal to the needs of female students, a major consideration is the type of activities that will be used to achieve health and fitness. Traditional competitive team sports do not appeal to many females, and a new PE course will move away from competition and incorporate lifestyle physical activities that can be carried on long after high school graduation. Sallis and McKenzie (as cited in Fairclough & Stratton, 2004) state “physical education experiences may also promote knowledge of, and positive attitudes towards physical activity through the lifespan” (p. 448). The goal of the new curriculum would be to not only improve the activity level and health of the female

students while enrolled in the course, but also stimulate them to adopt a healthy, active lifestyle that they will carry with them through adulthood. This lifestyle is likely to include activities that are non-competitive and can be done alone or with a small group of people. In a study by Hill and Cleven (2005), high school students of both genders were asked about their preferences for physical activities and sports. Certain activities such as swimming, dance, and aerobics were preferred “by a significantly higher percentage of girls than boys” (Hill & Cleven, 2005, p. 192). The researchers note that “these findings reinforce the contention that girls are more likely than boys to prefer non-contact and recreational activities” (p. 192).

In a study by Dwyer et al. (2006), the barriers to physical activity participation for high school girls were investigated, and one of them was competition. Some of the respondents to the study claimed that they “disliked competition, reporting that it deterred them from participating in physical activity” (Dwyer et al., 2006, p. 83). It was also noted that “they felt that the pressure to win in competitive sports was too stressful” (p. 83). In another study, conducted by Ridgers, Fazey and Fairclough (2007), the focus was on the fear of negative evaluation by students during physical education classes. A result of the study was that “teachers must develop a broader base of competence that is not dependent on winning, but is tied to personal mastery of tasks and challenges” (Ridgers, Fazey & Fairclough, 2007, p. 345). Furthermore, the notion that PE evaluation should be contingent on effort and personal achievement and not on competition “is particularly important among adolescent girls, whose fear of negative evaluation appears to increase from the early stages of their secondary education and who are particularly at risk from declining physical activity participation with age” (p. 345). Competition is healthy, but it

is clear that many females prefer non-competitive activities, and this need will be addressed in the new curriculum design.

### *Choice of Activities*

Ennis (2003) (as cited in Gibbons & Humbert, 2006) addressed the “importance of the active involvement of students in the curriculum development process as a way to increase their interest, motivation, and commitment” (p. 5). This course will not have a set list of activities, but instead will give the currently enrolled students the choice as to what they would like to pursue. This means that the activities may change from one year to the next, but that is a necessity to actively engage the students in designing a part of the course, and giving them a feeling of ownership. The characteristic of student choice was investigated in a study by Gibbons and Humbert (2006), where a number of senior level elective PE courses with high female enrollment were compared and the common characteristics detailed. One of the common traits was “student involvement in selection of course content” (p. 7). In a study by Gibbons and Blackstock (2004), the details of a new female only elective PE course called WPE 11 were examined. One aspect was the choice given to students in terms of the activities that were pursued during the course, and how this affected the students’ enjoyment in PE.

Interestingly, in each of the four years that WPE 11 has been offered, the final selection of activities has always varied. Although some activities have been consistently included in all four years, others vary in interest and popularity. . . . This provides further support for the practice of actively involving the students in selection of activities each year (Gibbons, Gaul, & Blackstock, 2004, p. 22).

In this curriculum design, the option of choice in activities will be offered to students, but it will be a directed choice. The students will be given a list of options, and the most popular options will then make up the activities in the course.

### *Class Environment*

The social environment of PE classes is a huge factor in the level of enjoyment for students, and has been given specific attention in the context of female PE classes. In the study by Gibbons and Humbert (2006), “female students consistently emphasize the importance of the learning environment in their PE classes (p. 7). Female students value the respectful behavior of all participants, the focus on safety and inclusion, and a focus on fun and friends (p. 7). Female students desire for teachers to make “activities, and especially the more vigorous ones, as enjoyable and purposeful as possible, with a clearly defined focus, so pupils would concentrate more on taking part than their level of exertion” (Fairclough & Stratton, 2004, p. 450). It will thus be an important factor in the curriculum design to incorporate activities that are fun, to create a relaxed environment where the girls can enjoy activity, enjoy their friends, and be active.

### *Certifications*

As part of this course, students will be given the opportunity to receive certification in a number of areas such as CPR and First Aid, Self-Defense, Athletic Injury Care and Prevention, and Coaching Theory. Gibbons and Humbert (2006) outlined the concepts that were consistent among elective PE courses with a high enrollment of females. One of the common attributes was “added value options” (p. 7). These included certification as a fitness leader through a recreation center and National

Coaching Certification Program (NCCP) training. Students will be given the chance to attain a number of certifications in this course.

### *Assessment*

The method of student assessment in the curriculum design is a major decision, and the current research has addressed this issue, specifically relating to girls PE. Felton et al. (2005) conducted a case study of a high school that was part of a study to increase physical activity among high school girls. In this school, a new girls PE curriculum was designed, and it was made to suit the school environment and involved the input of students, parents and teachers. The study concluded that this new course was successful in meeting these goals, and the factors to success were detailed. In terms of assessment, some suggestions were made. "Girls developed a personal portfolio that included assessments of their physical activity level, nutritional status, and body measurements" (Felton et al., 2005, p. 59). Each student in this course set goals and developed their own individual fitness program (p. 59). The girls were assessed in meeting their own goals in an ongoing basis throughout the semester. This concept of having students set goals and then assessing if they meet their personal goals is intriguing and will be incorporated into this curriculum design. The assessment in this proposed curriculum will consist of self-evaluation, peer evaluation, and evaluation by the teacher, and this evaluation will be formative. Students will be assessed subjectively, but also be given assignments and projects that will be marked with a rubric, and thus the assessment will also be objective and summative.

### *Curriculum Design*

This project is the design of a new curriculum for a female only PE class. A curriculum design is a necessity when wanting to create a new course at a school or in a district. A brief discussion of a curriculum design is necessary to provide relevance to this project.

Prideaux (2008) outlined the concepts of a curriculum design. He maintains that a “curriculum has at least four important elements: content; teaching and learning strategies; assessment processes; and evaluation processes” (Prideaux, 2008, p. 1). The definition of a curriculum design is “the process of defining and organizing these elements into a logical pattern” (p. 1).

The curriculum represents the expression of educational ideas in practice. The word curriculum has its roots in the Latin word for track or race course. From there it came to mean the course of study or syllabus. Today the definition is much wider and includes all the planned learning experiences of a school or educational institution (Prideaux, 2008, p. 1).

The curriculum design that will be conducted in this project will outline the planned learning experiences of students who will take the course. It will address assessment, content, and learning and teaching methods. It is a worthwhile endeavor as the current PE courses offered at my school are not attracting female students, and the need for something new exists. The curriculum design for this project will ideally fill this need.

### *Conclusion*

The three major components of WH&F 11/12 are nutrition and fitness knowledge, lifestyle physical fitness activities, and health and wellness certification. These three components have been chosen as the focus of this curriculum as the current literature

supports the inclusion of these areas in female PE courses. Successful female elective PE classes include activities and areas of study that appeal to young women, and the three areas of study in this curriculum are also present in many of the successful female only PE courses that are currently offered in British Columbia. In this curriculum, these three components have been designed to complement and reinforce each other. They will not be delivered in discrete units, but will overlap and connect with each other. It is hoped that by incorporating course components that have been proven successful, that this course will energize and inspire learners to change their lifestyle and encourage those around them to follow suit.

## CHAPTER THREE

### *Personal Significance of the Curriculum Design*

I have been teaching for six years, and as I am still relatively new to the profession I often teach classes that more senior teachers tend to avoid, namely junior high girls PE. I have struggled teaching these courses, and the opportunity to research this field and develop a new curriculum is of great appeal to me, as it will undoubtedly increase my understanding of the issues that these girls face, and as a result of my research improve my teaching. In recent years I have modified the way I deliver girls PE courses compared to boys classes, and I have had some modest success. I am always searching for activities that may appeal to a majority of girls in my classes, as it seems that they dislike many of the traditional PE activities that tend to involve team sports and a certain amount of competition. I have had success making the focus of my girls' PE classes more individual, fun and inclusively participatory, and reducing an emphasis on competition and skill performance.

As an active, healthy adult who values fitness and a nutritionally sound diet, I want to find a better way to inspire my female students to adopt lifestyles that are suitable and specific for them, and at the same time achieves a desirable level of health and wellness. With the epidemic of inactivity and obesity pervading our culture, it is absolutely crucial to influence the attitudes of young people in high school so that these attitudes can be carried with them into adulthood.

My passion as a teacher is helping students become connected with their school. It is my view that there are many students who feel that they don't fit into the school environment and that the school doesn't offer them what they are looking for. I feel

particularly strongly about the unease that is experienced by high school aged girls in PE classes, as this setting creates attitudes of extreme unhappiness due to its focus on skill performance and competition.

Many female students in junior PE dread attending PE, and would rather skip class or pretend that they are injured or sick than participate in activity on a daily basis. Female students in high school have many reasons to dislike physical education. Female classmates in PE can belittle each other on the basis of their body type. Females have expressed their dislike to me regarding the simple routines of picking partners, groups and teams. Female students have told me that they wouldn't play on a team with certain individuals because they didn't like them, or that they wouldn't play on a team unless they were with their friends. Female students desire to fit in and be seen as cool, and there seems to be a social stigma attached to putting forth effort in physical education classes and that this act somehow makes you "uncool". I believe that female students in high school have an understanding of the importance of physical activity and solid nutrition, but the social culture of a typical female PE class supersedes this knowledge. In my experience, many females put a much higher priority on maintaining their status in the social order versus participating fully and achieving high marks in PE classes. PE for some students is the worst part of the day, and this is a major problem in our school system, and something that needs to be addressed in my school. By creating this new female-only elective PE course, I hope to create a place where young women discover how to lead a healthy lifestyle, and enjoy the feeling of being active and healthy.

Ultimately, I hope that by designing a course to meet a certain unfilled need, I will gain the experience and confidence needed to create new courses in the future.

*Course Objectives*

WH&F 11/12 is designed to be a one semester course (two terms) and consist of 100-120 hours of class time. Students will earn four credits for successfully completing the course. WH&F 11/12 will also be valuable as it will contribute to the completion of the Grad Transitions program, which must be completed to graduate high school. The Grad Transitions program is comprised of three components: personal health, community connections, and career and life (British Columbia Ministry of Education, 2009). To get credit for the personal health component, students are required to participate in at least 150 minutes of physical activity per week (BCME, 2009). WH&F 11/12 will satisfy this requirement, as students will log their physical activity hours for the duration of the course.

The course is divided up into three main categories: nutrition and fitness knowledge, lifestyle physical fitness, and health and wellness certification. The specific objectives for these categories are addressed in the prescribed learning outcome and unit plan outlines to follow. The three main categories are not mutually exclusive. The three areas of focus will not be delivered as isolated units. The categories are interrelated and will be delivered to ensure connections between the categories are made throughout the course. Throughout the curriculum design, the concepts of health and fitness knowledge will be delivered concurrently with physical activity, to reinforce the relationship between the physical tasks and the underlying concepts.

*Prescribed Learning Outcomes – Women's Health & Fitness 11/12*

Table 1

*Active Living: Prescribed Learning Outcomes*

<p><b>Prescribed Learning Outcomes</b></p> <p><i>It is expected that students will:</i></p>	<p><b>Specific Topics</b></p>
<p>A1: explain and understand the significance of different types of nutrients in food, and the types of food in which these nutrients are found</p>	<p>A) learn the significance of: protein, fats (saturated, unsaturated, trans), carbohydrates, calories, water, electrolytes, minerals, vitamins</p>
	<p>B) read, with understanding, nutritional information reported on food packages, and make healthy food choices based on this information</p>
	<p>C) choose to avoid foods with high percentages of specific types of nutrients</p>
<p>A2: develop a balanced diet plan and understand the effects of diet on general health and well-being</p>	<p>A) use the Canada Food Guide to plan meals</p>
	<p>B) explain how a balanced diet contributes to health maintenance</p>
	<p>C) explain how a balanced diet may differ from person to person, due to differences in body type, age, gender, culture, and activity level</p>

	<p>D) develop and institute a diet plan for a set period of time, and keep a nutritional journal of all foods ingested. Record and interpret the impact of this diet on mood, well-being, weight, and energy level.</p>
<p>A3: examine how society influences nutritional choices</p>	<p>A) research and explain how advertising influences consumers to make poor nutritional choices</p>
	<p>B) examine how the media portrays beauty and how this effects young people and leads to eating disorders</p>
	<p>C) debate the validity and usefulness of the BC Healthy Schools Act, and its impact on the nutritional choices of students</p>
	<p>D) examine the epidemic of obesity, and relate this to nutrition and physical activity</p>
	<p>E) analyze commercial and fad diets in terms of nutritional balance and long-term effectiveness</p>
	<p>F) examine the detrimental effects of smoking, alcohol, and drugs on the human body</p>

<p>A4: demonstrate an understanding of how the cardiovascular, muscular, and skeletal systems operate and contribute to human movement and performance</p>	<p>A) identify the fundamental components of the cardiovascular, muscular, and skeletal systems through hands-on models, charts, and pictures</p>
	<p>B) understand the relationship between the body systems and how each one contributes to overall health</p>
	<p>C) describe how each system is affected by physical activity, and how exercise can change the structure and function of each system</p>
<p>A5: design a personal training plan that incorporates the principles of training (frequency, intensity, time, overload, sport-specificity, core)</p>	<p>A) investigate the various principles of training, and how each one affects fitness</p>
	<p>B) understand the difference between aerobic and anaerobic activity, and how each one affects the various body systems</p>
	<p>C) develop a personal training plan using these training principles, and record and monitor progress</p>
	<p>D) describe the five components of physical fitness (cardiovascular fitness, muscular strength, muscular endurance, flexibility, and body composition) and how it is important to improve and train all five of these components when designing a training program</p>

A6: describe and implement strategies for managing stress	A) learn and practice relaxation exercises
	B) recognize personal stress and develop strategies for reducing or eliminating stress
	C) understand the impact that stress has on physical and mental health
A7: demonstrate an understanding of the factors that affect the choice of physical activity in one's life	A) discuss society's gender stereotypes regarding physical activity
	B) describe how age impacts the body, and how this in turn limits the nature of physical activity as one ages
	C) understand how metabolism changes with age, and the importance of staying physically active throughout one's lifetime

Table 2

*Movement: Prescribed Learning Outcomes*

<b>Prescribed Learning Outcomes</b> <i>It is expected that the students will:</i>	<b>Specific Topics</b>
M1: apply the concepts of movement to a wide variety of physical activities	A) participate in individual activities such as cardiovascular exercise, weight-training, aerobics,

	yoga, pilates, boxercise, hiking, kayaking, geocaching
	B) participate in dual or team activities such as badminton, tennis, canoeing, rock-climbing
	C) experience the facilities offered in the community, such as recreation centres and private health clubs, and learn about the activities and programs that are offered at these facilities
	D) experience at least one new physical activity that is enjoyable and can be continued after the completion of the course.
M2: improve personal proficiency in a variety of motor skills required for physical activity	A) perform exercises and movements with proper techniques, employing all safety precautions to avoid physical injury of self and others
	B) apply knowledge in the operation and handling of weight and cardio equipment when visiting a community fitness facility
	C) analyze the components of skill acquisition and performance

<p>M3: design activities that improve aspects of personal fitness in a variety of physical environments and using different movement categories</p>	<p>A) create activities in various physical environments (indoor gym, weight room, outdoors, dance studio) using a variety of implements.</p>
	<p>B) evaluate activities in terms of their effectiveness in improving skill and fitness, and modify activities to meet the needs of various individuals.</p>

Table 3

*Personal and Social Responsibility (Personal Behaviors): Prescribed Learning Outcomes*

<p><b>Prescribed Learning Outcomes</b> <i>It is expected that the students will:</i></p>	<p><b>Specific Topics</b></p>
<p>PB1: apply and abide by rules, procedures, and safety protocols in all activities and physical environments</p>	<p>A) state and demonstrate safety precautions in all activities</p>
	<p>B) state rationales for safety precautions, and ensure that all students abide by the rules, regardless of teacher's presence. (personal responsibility)</p>
	<p>C) follow rules in a variety of roles (participant, referee, coach)</p>

<p>PB2: demonstrate an understanding of the prevention, care, and treatment of minor injuries that can occur due to physical activity</p>	<p>A) state the causes of common minor athletic injuries (sprained ankles, pulled muscles) and strategies to reduce the occurrence of these injuries</p>
	<p>B) demonstrate the correct treatment for minor athletic injuries (rest, ice, compression, elevation)</p>
<p>PB3: demonstrate self-respect and self-esteem, and respect of others, while involved in all forms of physical activity</p>	<p>A) discuss and demonstrate what it means to win and lose a competition gracefully and with respect</p>
	<p>B) discuss or debate why self-worth shouldn't be derived from success or failure in physical activity, but that activity should be viewed as an avenue to increase physical and mental well-being</p>
	<p>C) demonstrate sportsmanship and teamwork in all physical activities, displaying the understanding that it is not whether you win or lose, it is how you play the game</p>
<p>PB4: create and maintain a personal journal of thoughts, feelings, ideas, and opinions throughout the course, in order to reflect and grow.</p>	<p>A) maintain a personal journal or blog for the duration of the course, outlining daily feelings, moods, attitudes, and perceptions regarding the course, physical activity, relationships with fellow students, and the instructor</p>
	<p>B) write a term paper at the end of the course,</p>

	reflecting on and detailing the changes, both physical and psychological, that occurred throughout the course.
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Table 4

*Personal and Social Responsibility (Leadership and Community Involvement):*

*Prescribed Learning Outcomes*

<b>Prescribed Learning Outcomes</b> <i>It is expected that the students will:</i>	<b>Specific Topics</b>
LC1: describe and discuss the benefits and importance of volunteer work in the school environment and the local community	A) volunteer as a coach or leader in a sport or activity group, within the school or in the community
	B) experience and demonstrate the time commitment, organization skills, and dedication involved in coaching or leading a group, and demonstrate competence in this commitment
LC2: demonstrate an understanding of the qualifications and personal qualities that are necessary in order to pursue a career in the field of physical activity and recreation	A) complete a project in which a specific career in physical activity or recreation is studied, incorporating the qualifications and avenues of study required to attain the position, and biographies of individuals currently holding these positions in the community

	B) identify post-secondary pathways that lead to careers in physical activity and recreation
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Table 5

*Certifications: Prescribed Learning Outcomes*

Prescribed Learning Outcomes <i>It is expected that the students will:</i>	Specific Topics
C1: apply knowledge and skills required by recommended certification programs related to physical activity that will be offered as part of this course	A) complete a First-Aid certification course, which includes CPR-level C training
	B) acquire Self-Defense certification
	C) complete a Coaching Theory Level One course (NCCP) – this certification is not specific to a certain sport or activity, but is a requirement for coaching and leadership positions in schools and the community
	D) complete a certification course in care and prevention of athletic injuries.

*Units Overview – Women's Health & Fitness 11/12*

Table 6

*Organization of Units for WH&F 11/12*

UNIT	TITLE	TIME
1	Nutrition and Fitness Knowledge	40
	A) Nutrition and Health	15
	B) Principles of Training and Fitness	20
	C) Stress Management and Relaxation	5
2	Lifestyle Physical Activity	60
	A) Individual and Team Games	15
	B) Outdoor Pursuits	15
	C) Weight and Cardio Room	15
	D) Community Fitness and Recreation Facilities	15
3	Health and Wellness Certification	15-20
	A) First Aid	5
	B) Self-Defense	5
	C) Coaching Theory Level 1	throughout course
	D) Athletic Injury Care and Prevention	5
	TOTAL HOURS	100-120

*Unit Descriptions for WH&F 11/12***Unit 1: Nutrition and Fitness Knowledge**

Time: 40 hours

Students will explore and understand how nutrition affects well-being and health. Students will understand the connection between nutrition and physical activity. Students will examine their own nutritional intake, and how this affects body composition other aspects of physical fitness. Students will develop a personal nutrition plan, and follow the plan for a number of weeks, keeping track of intake and energy expenditure in a nutritional journal. They will become familiar with the theory and technique in the

development of a fitness program, through classroom instruction and in the evaluation and improvement of their own level of fitness. Students will be trained in the theories and principles of training, including such things as overload, frequency, variety, time, and intensity. Students will be required to develop an understanding of the body systems (cardiovascular, muscular, skeletal, and nervous) through classroom instruction. This understanding will be applied to physical activity to connect theory with practical application.

Students will receive instruction on stress and stress management and reduction, through a sports psychologist who will deliver a series of guest lectures. The students will then learn to apply these concepts into their own lives, and be able to monitor and manage stress.

### **Curriculum Organizer – 1A Active Health**

*It is expected that students will:*

- Explain and understand the significance of different types of nutrients in food, and the types of food in which these nutrients are found
- Develop a balanced diet plan and understand the effects of diet on general health and well-being
- Examine how society influences nutritional choices
- Demonstrate an understanding of how the cardiovascular, muscular, and skeletal systems operate and contribute to human movement and performance
- Design a personal training plan that incorporates the principles of training (frequency, intensity, time, overload, sport-specificity, core)
- Describe and implement strategies for managing stress

- Demonstrate an understanding of the factors that affect the choice of physical activity in one's life

## **Unit 2: Lifestyle Physical Activity**

Time: 60 hours

Students will participate in numerous activities, with the focus of the activities being on those that can be pursued throughout adulthood. Students will be instructed on the correct technique to perform movements and skills safely and successfully. Students will be trained in the techniques involved in proper strength development, and will participate in programs aimed at developing overall body strength. Students will experience a number of individual, dual, and team games, however the focus of the activity unit will be on those activities that will be relevant in the future lifestyles of the students, and will therefore be predominantly non-competitive. Students will be exposed to recreation opportunities that exist in their community, both outdoor and indoor (at recreation centers, health clubs, etc.). It is expected that students fully participate in all activities offered. Students will be given an opportunity at the beginning of the course to help the instructor choose which activities will be offered. Throughout this unit, students will evaluate their own performances through assessment and journal writing.

### **Curriculum Organizer – 2A Movement**

*It is expected that students will:*

- Apply the concepts of movement to a wide variety of physical activities
- Improve personal proficiency in a variety of motor skills required for physical activity

- Design activities that improve aspects of personal fitness in a variety of physical environments and using different movement categories

### **Curriculum Organizer – 2B Personal and Social Responsibility (Personal Behaviors)**

*It is expected that students will:*

- Apply and abide by rules, procedures, and safety protocols in all activities and physical environments
- Demonstrate an understanding of the prevention, care, and treatment of minor injuries that can occur due to physical activity
- Demonstrate self-respect and self-esteem, and respect of others, while involved in all forms of physical activity
- Create and maintain a personal journal or blog of thoughts, feelings, ideas, and opinions throughout the course, in order to reflect and grow

### **Curriculum Organizer – 2C Personal and Social Responsibility (Leadership and Community Involvement)**

*It is expected that students will:*

- Describe and discuss the benefits and importance of volunteer work in the school environment and the local community
- Demonstrate an understanding of the qualifications and personal qualities that are necessary in order to pursue a career in the field of physical activity and recreation

**Unit 3: Health and Wellness Certification**

Time: 15-20 hours

Students will be given the opportunity to receive additional certifications through this course, and it is expected that all students will participate in the training offered, even if the training takes place outside of school hours. The fees for these certifications will be included in the enrollment fee that will be collected at the beginning of the semester. The students will have the opportunity to receive coaching, first-aid, athletic injury, and self-defense certification. Through the experience gained in these certification courses, the students will have an understanding of opportunities that exist in the community for coaches and group leaders, and also be exposed to the opportunities that exist for careers in recreation and leisure in the community.

**Curriculum Organizer – 3A Certifications**

*It is expected that students will:*

- Apply knowledge and skills required by recommended certification programs related to physical activity that will be offered as part of this course

**Curriculum Organizer – 3B Personal and Social Responsibility (Leadership and Community Involvement)**

*It is expected that students will:*

- Demonstrate an understanding of the qualifications and personal qualities that are necessary in order to pursue a career in the field of physical activity and recreation

## CHAPTER FOUR

### *Learning Activities and Resources for WH&F 11/12*

WH&F 11/12 is a course primarily based on participation and involvement in non-traditional PE activities. It is expected that students will learn through hands-on experience, teacher instruction, reflection through journals, and guest instruction through the certification courses. There will be no formal skills testing for the physical activities, as the activities offered are mainly individual and could be adopted as recreation and lifestyle activities, without an emphasis on competition and skill performance. However, for the activities where safety and proper technique are required, it will be crucial that the students learn all required precautions. This will be done by explanation, guided practice, and demonstration, by the class instructor and guest instructors.

The course will be open to student input. The activities offered from semester to semester may change, as the selection of activities that will be delivered will be seasonal, and also decided upon using input from the students in the class. With every new group of students starting this course, the instructor will make it a point to ask for the students to vote on the activities that they are most interested in pursuing, given a list of possible choices. They will be given a list of team games, individual activities, outdoor pursuits, community facility based activities, and certification courses. From this list, the students will vote for their top few choices under each category. Using the top activities chosen democratically by the student body, the teacher will then develop a course master plan, using the most desired activities in conjunction with the realities and constraints of budget, facilities available, time in the semester, and other considerations.

*Following is a list of suggested learning activities and methods that could be used in this course:*

- lecture and note taking
- class, small group, or partner discussions
- student presentations (individual, partner, and/or group)
- oral debates on issues in fitness and health
- guest instructors and presenters
- video and exercise development manuals
- articles and internet-based information about specified topics
- field trips to community recreation facilities
- demonstrations by the teacher and guest instructors
- *guided-discovery* learning of physical activity skills (instructor describes the *goal* of a physical skill, and nothing else. The students then practice the skill, determining for *themselves* the technique points that result in success. The class then convenes and together, the class develops a set of criteria for performing the skill properly.)
- certification courses delivered by guest instructors (First-Aid, Coaching Theory Level 1, Self-Defense, Care and Prevention of Athletic Injury)
- journals and/or blogs (nutrition, physical activity, attitudes/thoughts/feelings about self and well-being)

When selecting learning activities and resources, instructors will need to be mindful of the learning styles and capabilities of their students. The instructors also need to choose learning activities that they feel comfortable delivering, and this may change the delivery of the course from one semester to the next, if the instructor is different.

#### *Assessment and Evaluation for WH&F 11/12*

The prescribed learning outcomes for WH&F 11/12 “provide the basis for the development of learning activities, and in turn assessment and evaluation strategies” (BCME, 2008, p. D-3). Assessment is defined as “the systematic gathering of information about what students know, are able to do, and are working toward” (p. D-3). Assessment methods that may be used are direct observation, self-assessments by the students, quizzes and tests (both oral and written), and projects/presentations.

Student performance, and as a result a students' percentage and letter grade in the course, is evaluated using the information collected through these assessment techniques. Teachers must use their judgment, their experience with students of various backgrounds and abilities, in concert with specific criteria that has been established, in order to determine to what degree each student has met the prescribed learning outcomes of the course. Evaluation and assessment can be a valuable tool *for* learning, and not just a tool in the assessment *of* learning. With constant and constructive feedback and assessment, students can become attuned to their shortcomings, and focus efforts to improve their standing in the course. When evaluation and assessment are seen as vehicles to promote and encourage learning and improvement, rather than as a final judgment of one's

abilities, “it shows learners their strengths and suggests how they can develop further” (BCME, 2008, p. D-3). Students can use the feedback from assessment to redirect their energy, to learn of the areas where they are not performing to standards, and to help them set new goals for the rest of the course.

Evaluation can take a few different forms. This course will employ “criterion-referenced evaluation” (BCME, 2008, p. D-3). This method of assessment compares each student’s performance to the standards set out in the prescribed learning outcomes for the course. A student is not compared to one’s classmates, but rather examined against the individual standards set out in the prescribed learning outcomes. Criterion-referenced evaluation may result in a large number of students receiving similar grades for the course, as the students are not competing against one another for grades. The standard bell curve of grades may not be achieved in this course due to this type of evaluation. The criteria that form the basis for this type of evaluation can take a variety of forms. These criteria can be used to assess individual students in relation to specific learning outcomes for the course. Three types of criteria that can be used are weighting activities based on the outcomes that they meet, using rating scales to rate student’s performance of an activity, or using a performance rubric to check off aspects of an activity as the student meets each one. (p. D-3).

A bell curve would most likely result if the course utilized norm-referenced evaluation. This type of assessment “compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes” (BCME, 2008, p. D-3).

### *Summative and Formative Assessment*

Two terms of importance in assessment and evaluation, in general and in the context of this course, are *summative* and *formative* assessment. Summative assessment will be part of the evaluation of students in WH&F 11/12. Summative assessment is recognized as assessment *of* learning. “The process of assessment leads to summative assessment, that is, a judgment which encapsulates all the evidence up to a given point (Taras, 2005, p. 468). “A summative assessment can have various functions which do not impinge on the process” (p. 468). It is important that students in WH&F 11/12 are assessed upon completion of the course, as to what degree they met the prescribed learning outcomes of the course. Summative assessment of certain aspects of the course will be carried out by the instructor, and will be both objective (written tests, practical exams), and subjective (observation).

An underlying goal of WH&F 11/12 is to increase the enjoyment of physical activity and a healthy lifestyle, and this will be accomplished in part by influencing the students to change their attitudes and behaviors. As such, it will be vital that the majority of assessment be assessment *for* learning, or formative assessment. Formative assessment “requires feedback which indicates the existence of a ‘gap’ between the actual level of the work being assessed and the required standard” (Taras, 2005, p. 468). Students in the course will be encouraged through assessment to breach this gap, but will need feedback and guidance in the best way to accomplish this. Thus, formative assessment “also requires an indication of how the work can be improved to reach the required standard” (p. 468).

At the start of each semester, it will be the responsibility of the teacher to clarify the expectations of the course. As the course progresses, the teacher will aim to have the students understand the assessment process, and gradually move the students to assess themselves. By having students self-assess, the teacher will move the students to critically reflect on their behaviors and attitudes, and have the students form a plan to improve their performance and close the gap between expectations and class performance.

In order to clarify expectations and provide clear criteria for performance, rubrics will be utilized in many aspects of the course. A rubric is an outline of the different criteria that are being assessed for each activity. Each component of the rubric is clearly defined and explained, and the students will have a breakdown of how their score is attained. The teacher will create the rubrics at the outset of the course, and as the course progresses the students will be involved in the creation of rubrics for activities. Rubrics will not only contain aspects of performance and skill, but also incorporate behavior and attitude criteria. Assessment in WH&F 11/12 will rely in large part on the students, and the focus of assessment will be on elevating each student to a higher level of knowledge, activity performance, and attitude in regards to a healthy and active lifestyle.

*Assessment Breakdown for WH&F 11/12*

- Sixty percent of the grade for the course will be based on participation, effort, and attitude demonstrated throughout this course. Improvements in physical fitness and skill will be directly related to consistent attendance and effort, this component of assessment will be given the highest weighting. Evidence of skill and fitness improvement will also receive consideration in assessment. This component of assessment will be primarily formative, in the form of journal keeping and/or blogs, observation and feedback from the teacher, and self-assessment of improvement using criterion-based rubrics.
- Twenty percent of the grade will be based on the theory studied and learned in class. This will be assessed through quizzes, tests, presentations/projects, discussions, and debates. Knowledge of the safety precautions and proper techniques involved in some activities will also receive consideration, and be assessed by observation and written quizzes and tests. The knowledge component will be primarily assessed using summative assessment. The prescribed learning outcomes will be assessed at the end of each unit of study.
- Twenty percent of the grade will be attributed to the successful completion of the certification programs offered throughout the course. Most if not all of the certification courses offered will require the students to complete an assessment of their learning and ability in the field of study. This assessment will take the

form of a written test and/or a practical examination (first-aid scenarios, etc.) As such, the assessment of this component will be primarily summative, however the instructor of each program will be required to give formative feedback to help students improve and master the required skills and knowledge.

Table 7

*Assessment Summary for WH&F 11/12*

Type of Assessment	Category	Details	Weighting (%)
Formative (60%)	Teacher Assessed	Quizzes and Assignments Observed Participation	40%
	Self-Assessed	Self-Assess Performance and Behavior in Designated Units	20%
Summative (40%)	Unit End Assessments	Knowledge and Fitness Final Tests	20%
		Certification Completion	20%
		TOTAL	100%

### *Limitations for WH&F 11/12*

There are four limitations to the actual implementation of WH&F 11/12 in a secondary school in BC. More specifically, there are limitations to the implementation of this course at the secondary school where I am presently employed. The four limitations are school approval, transportation and logistics, funding, and student enrollment.

#### **School Approval**

This curriculum is designed to be delivered as a PE 11/12 elective. As such, it will need the approval of the administration to be offered in the school calendar. This curriculum will need to be presented to the administration with a rationale as to why it is necessary and what need it will fill. This course will not need approval at the school board level, as it meets the prescribed learning outcomes of the British Columbia Ministry of Education PE 11/12 curriculum.

#### **Transportation and Logistics**

Many of the activities identified for this course would require the students to travel to venues such as pools, recreation centers, golf courses, and other fitness and health facilities in the community. Student drivers are no longer a viable option due to liability and insurance concerns. Therefore, city transit or bus rental would be options. Both of these options present considerable challenges. Transit buses are on a set schedule, and it may be difficult to get to a facility without having to transfer buses, or within the time limitations of a block of study at a school, which run for either 70 or 80

minutes. Renting a bus is costly, and would require the students to pay a larger fee for the course.

Also, as this course has activity mixed with theory, it will be necessary to switch from a gym setting in the school to a classroom, and as my school is currently operating at full student capacity it will be a challenge to find the required teaching space. It may be necessary to use alternate locations to conduct the theory and certification components of the course, such as the wrestling portable or the cafeteria. To carry out the school-based physical activities required in the course, it will be necessary to use both the gymnasium and the weight room. Typically, physical education classes at my school are designated use of a facility for two-week units. As such, it will be a challenge to schedule WH&F 11/12 into one of these areas, since there are components of the course which occur in a classroom setting. It may be necessary to alternate between physical activity and theory or certification every two weeks.

### **Funding**

With the wide variety of options that will be offered, and the corresponding facilities in the community that will be used, there will be a substantial cost for each student associated with this course. Also, costs would be incurred to pay for guest speakers and instructors, and to deliver the certification courses. I would try and offset this cost by appealing to community organizations and members to donate their facilities or resources, or at the very least giving our group a substantial discount. I would attempt to schedule the majority of the classes in facilities at our school. Nonetheless, it would be necessary to charge each student with an activity fee for this course. I would hope that

the administration would help out any student who wanted to take the course but didn't have the financial resources to pay the fee. In my school, there are already programs that require student financial contributions. The students are given the option of paying the fee, or fundraising part or all of these fees. Fundraising opportunities are provided through selling chocolate bars and value coupon books. With these avenues available to all students, student fees to run this course shouldn't deter students from enrolling.

### **Student Enrollment**

At my school, courses like WH&F 11/12, specific to females in senior elective PE have been offered in the past, with limited success. When offered in prior years, the enrollment in the class started strong, but diminished from semester to semester, and eventually the number of students choosing to take these courses was not enough to justify running it. It will be vital for the survival of the course to keep enrollment high from year to year, and for this to happen students who finish the course must have positive experiences, and share these experiences with other students. Also, the teacher instructing the course must bring an enthusiasm and passion to the job every day. This will translate to continuing enthusiasm in the students, and this enthusiasm will contribute to the momentum of the course from one semester to the next.

## CHAPTER FIVE

### *Summary of Women's Health and Fitness 11/12 Curriculum*

WH&F 11/12 is designed as an elective course for students to receive credit for PE 11 and/or 12, and meet the graduation requirements for physical activity under the new graduation transitions program in British Columbia. This course has been constructed to appeal to the demographic of female students who are not satisfied with traditional elective physical education courses at the senior high school level. Using the most recent research on the topic of improving enrollment and enjoyment of girls in high school physical education, this curriculum incorporates the aspects and attributes of successful female elective courses around the world, and specifically British Columbia.

Students will experience physical activities with little emphasis on competition and skill performance. The primary goal of the activity component of the curriculum is to introduce physical activities that could be relevant in the daily lives of these women, long after high school has ended.

Students will be exposed to the theories, knowledge, and principles surrounding proper nutrition, body systems, fitness, and training. This theory and knowledge component will allow the students to appreciate the rational and reasoning behind living a healthy lifestyle, and will help develop an understanding of the importance in continuing a healthy and active way of life into adulthood.

Students will be offered opportunities to receive additional certification through this curriculum as the course has added value through external certification opportunities compared to a typical physical education class offered in high school. Students who enroll in WH&F 11/12 will have the opportunity to attain up to four additional

qualifications (First Aid, Coaching Theory Level One, Self-Defense, and Athletic Injury Care and Prevention), which may help these students secure employment or coaching positions in the future.

Students will be given opportunities to decide on the content of the course and help create rubrics used in assessing their performance. In this sense, it is hoped that the students will take ownership of the course and enjoy and value participating in all aspects of the curriculum. Students will help to develop some of the assessment rubrics used to evaluate their performance in the course. Students will use rubrics and learn how to assess their own performance, in the hopes that this will lead to reflective individuals who are able to modify their behaviors to meet the learning outcomes of the course. Students will be required to keep journals or blogs of their thoughts and attitudes throughout the course, and this will be part of the assessment of each student. It is hoped that the journals will make apparent the benefits and transformational qualities of a healthy and active way of life.

WH&F 11/12 is a course that faces barriers to its implementation in any high school, with its challenges in terms of location, funding, and attracting sufficient enrollment. However, a course such as this is drastically needed in many high schools, in order to provide an inviting, appealing environment for young women interested in being healthy and active, but who lack the desire to compete or play team games. Young women face the ongoing issues of poor self-confidence, body-image, and peer pressure, and these issues are prevalent in PE classes. This course will help young women believe in themselves and give them a sense of self-worth.

As obesity continues to be an epidemic in North America, it is of major importance that the educational system embraces all avenues for improving not only the physical health of students, but also the appreciation and understanding of what a healthy lifestyle entails, and how it can be adopted into the current lifestyle of a wide array of individuals.

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