

Quality Physical Education and Significance for Healthy Life Learning in Physical Activity



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LIFE WITH MOVEMENT (PRINCE MOHAMMAD BIN FAHD UNIVERSITY)

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The teaching of physical education, sports and physical activities has no doubt with intrinsic benefit to human growth.

Physical education, physical activity and sport can yield a wide range of benefits to individuals, communities and society at large (Article 2)

The practice of physical education, physical activity and sport is a fundamental right for all (Article 1)

UNESCO (2015) International Charter of Physical Education and Sport. Paris: UNESCO.



United Nations Educational Scientific and Cultural Organization (UNESCO) International Charter of Physical Education and Sport (1978 & 2015)

United Nations Education Science and Cultural Organization (UNESCO) adopted an International Charter of Physical Education and Sport in 1978 which stated that

every person is entitled to participate in sport, including specifically women, young people, the elderly and those with a disability.

This document is then revised in 2015 to offer a holistic understanding of sport and physical education in human's life growth.

United Nations Educational Scientific and Cultural Organization

INTERNATIONAL CHARTER OF PHYSICAL EDUCATION AND SPORT

(Adopted by the General Conference at its twentieth session, Paris, 21 November 1978)

Preamble

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris at its twentieth session, this twenty-first day of November 1978.

Recalling that in the United Nations Charter the peoples proclaimed their faith in fundamental human rights and in the dignity and worth of the human person and affirmed their determination to promote social progress and better standards of life,

International Charter of Physical Education and Sport (2015 Revised Version)

Article 2 - Physical education, physical activity and sport can yield a wide range of benefits to individuals, communities and society at large

2.1 **When appropriately organized, taught, resourced and practiced, physical education, physical activity and sport can make distinct contributions towards a wide range of benefits to individuals, families, communities and society at large.**



Executive Board

Hundred and ninety-sixth session

196 EX/9

PARIS, 18 March 2015
Original: English

Item 9 of the provisional agenda

**REPORT ON THE PROGRESS OF THE REVISION OF THE
INTERNATIONAL CHARTER OF PHYSICAL EDUCATION AND SPORT**

Physical Education - Current Works of Improvement

Classroom Experiences

New Concepts and Innovative Methods in Teaching and Learning

1. **Games Learning Approach** - Teaching Games for Understanding, Games Learning, Games Approach, ... (
2. **Mosston's Teaching Spectrum in Physical Education** - Enquiry Model in Learning, Student Center Approach, Productive vs Reproductive Concept in Learning ...

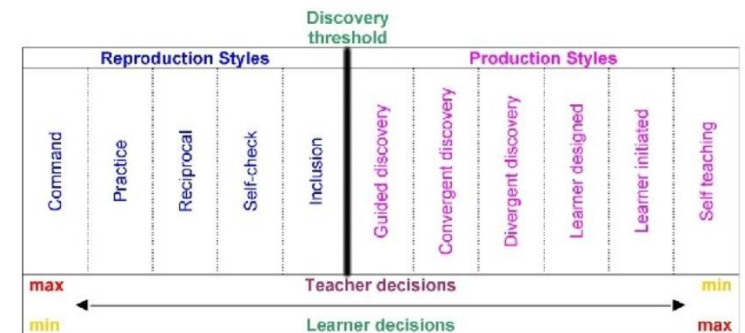


REACT, Vol. 21, No. 1 (June 2002) pp. 77-84
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RESEARCH FEATURE

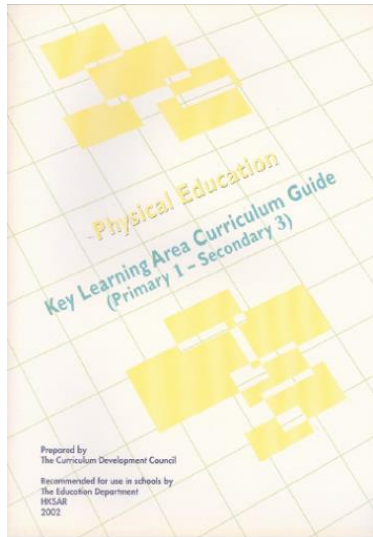
Implementating the Games Concept Approach in Singapore Schools: A Preliminary Report

Spectrum of Teaching Styles (Mosston, 2002)



Curriculum Change

1. **Curriculum Development Council (HK SAR)** – Physical Education Key Learning Area Curriculum Guide (P.1 to S.3) (2002)
2. **Michigan State Board of Education** – Policy on Quality Physical Education (2003)
3. **Ministry of Education (Canada)** – The Ontario Curriculum Guide (Grade 1 to 8) Health and Physical Education (2010)

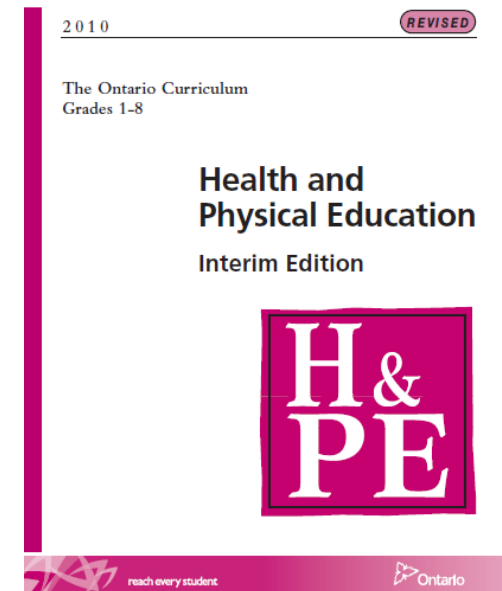


Attachment C

Michigan State Board of Education Policy on Quality Physical Education

A child's intellectual growth cannot take place without having met his or her basic physical needs. The curriculum for every child's preschool through high school experience should include the opportunity to participate in quality physical education programs and other health-enhancing physical activity.

I. The State Board of Education recommends that all public schools offer physical education opportunities that include the components of a quality physical education program. Quality physical education programs positively impact students' physical, social, and mental health. It is the unique role of quality physical education programs to provide opportunities for children to understand the importance of physical activity and to acquire skills to combat a sedentary lifestyle.^{1, 2}

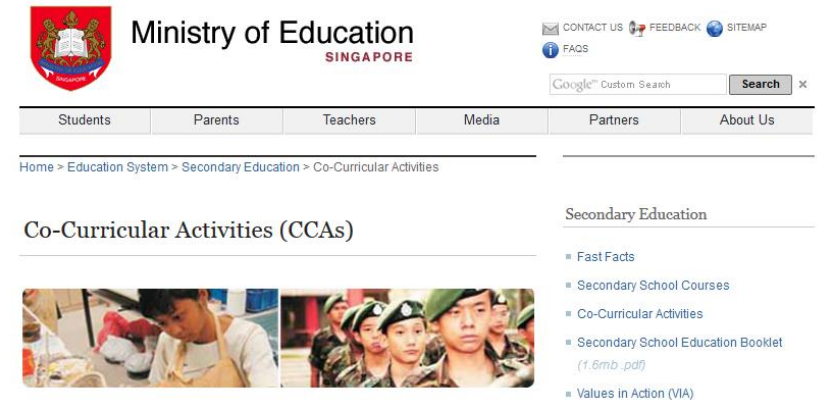


Opportunities of Learning in Physical Education, Sports & Physical Activities

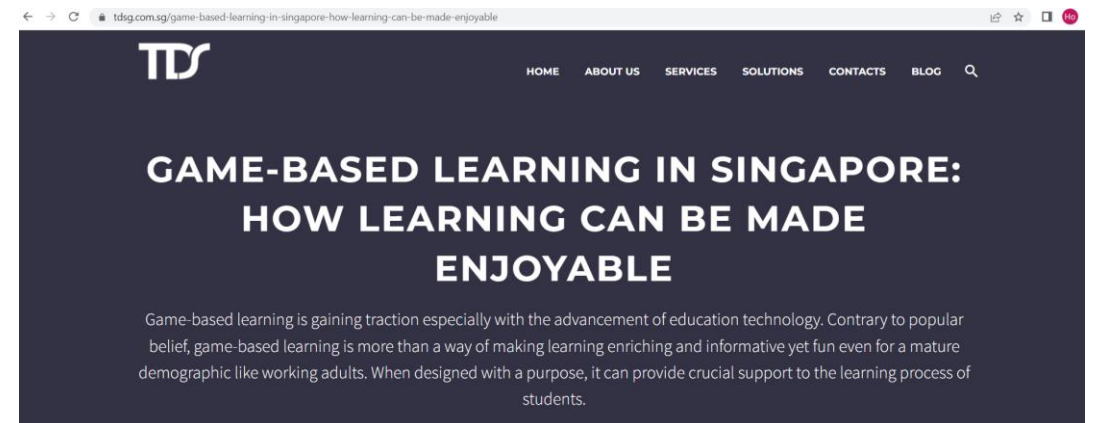
Extension of Learning Opportunities by

1. Co-Curricular Activities Program,
2. School Leisure Activities,
3. Extra-Curricular Activities,
4. After School Sport Program,
5. Weekend Sport, ...

Schools make the change.



The screenshot shows the Ministry of Education Singapore website. The header includes the Ministry of Education Singapore logo and navigation links for CONTACT US, FEEDBACK, SITEMAP, and FAQs. A search bar is also present. Below the header, there are tabs for Students, Parents, Teachers, Media, Partners, and About Us. The main content area is titled 'Co-Curricular Activities (CCAs)' and features a breadcrumb trail: Home > Education System > Secondary Education > Co-Curricular Activities. A banner image shows students engaged in various activities. To the right, under 'Secondary Education', there is a list of links: Fast Facts, Secondary School Courses, Co-Curricular Activities, Secondary School Education Booklet (1.6mb .pdf), and Values in Action (VIA).



The screenshot shows the TDIG website. The header includes the TDIG logo and navigation links for HOME, ABOUT US, SERVICES, SOLUTIONS, CONTACTS, and BLOG. The main content area is titled 'GAME-BASED LEARNING IN SINGAPORE: HOW LEARNING CAN BE MADE ENJOYABLE'. Below the title, there is a paragraph of text: 'Game-based learning is gaining traction especially with the advancement of education technology. Contrary to popular belief, game-based learning is more than a way of making learning enriching and informative yet fun even for a mature demographic like working adults. When designed with a purpose, it can provide crucial support to the learning process of students.'

2. Quality OE in PE Curriculum

3. Signature OAE Programme for Every Level

Level-wide programmes are planned for mass participation so that every student, from P1 to P6, is given the opportunity for exposure and to ignite their interest. The P4 to P6 OAE Enrichment Programme, P4 Artificial Caving Activity, P5 Outdoor Adventure Camp and P6 Kayaking Expedition are some of the examples that provides students with the skills, motivation and encouragement towards life-long participation in such healthy activities.

To augment the level-wide programmes, students with specific interests, skills and talents are given the opportunity to develop further through specific programmes, such as overseas learning journeys and sport climbing competitions. Please see the table below for the description of some of these programmes.

Activity	Character Development
<p>§ P1 SEA Aquarium Learning Journey (Conservation of Marine Life)</p> <p>Students learn interesting facts about marine life and the impact of human on these sea creatures and plants</p> <p>-</p>	<p>Objective(s):</p> <p>i) Students to be able to develop empathy and compassion for marine animals and appreciate the impact of human activities on marine life</p> <p>Outcome(s):</p> <p>Students imbued with the values of Care and Responsibility (Concerned Citizen)</p>
<p>§ P2 River Safari Trail</p> <p>Students are given the opportunity to go on an outdoor trail where they are expected to apply knowledge learnt in class to real life.</p> <p>Joy of Learning – First hand interaction with the animals while going</p>	<p>Objective(s):</p> <p>i) Developing a sense of place and manage and assess risks of self and others.</p> <p>ii) Students to be able to learn interesting facts about animals.</p> <p>iii) Students to develop empathy and compassion for animals</p>

Although physical education is important, time allocation to the learning is different to countries

Allocation of Physical Education Curriculum Time in Regions (Mean Minutes per Week)							
Latin America	Min per Week	Europe	Min per Week	Asia	Min per Week	Africa	Min per Week
Brazil	110	Luxembourg	142	China	105	Ethiopia	225
Chile	135	Andorra	165	Kazakhstan	115	South Africa	58
Colombia	120	Poland	156	Hong Kong	90	Gabon	150
Cuba	183	England	120	India	60	Guinea	100
Mexico	75	France	220	Japan	125	Lesotho	110
Venezuela	90	Germany	135	South Korea	120	Libya	125

Source: UNESCO-NWCPEA: World-wide Survey of School Physical Education (2013).

The difficulties in having a quality programs in physical education turns to be a world-wide phenomenon

- **In Singapore**, the desire to improve the quality development of physical education was limited in the identification of solutions to **staffing issues**, the inadequate duration for physical education lessons and class size (McNeill et al., 2010).
- **In China**, quality improving approaches in physical education became a dream when it was common to have 50 to 60 students in a single class, and 80 students was the norm (Wang & Yao, 2004). The **lack of adequate space** and **equipment** in physical education made quality improvements difficult (Yang, Liu & Ji, 2006).
- **In the Taiwan region**, the cultural bias, facilities, equipment and resources were challenges to the development of physical education (Holzweg et al., 2013).
- Sarwar (2010) discussed the physical education development **in the industrial city of Gujranwala in Pakistan**, and the major problems regarding physical education development comprised the **lack of funds, space, and facilities** and the **lack of interest** of staff, students and parents.

De D'Amico, Ramos and Guerrero (2014) discussed the problem of physical education development **in Venezuela** as a result of the failure to establish long-term participation of physical activity and structured recreational activities (p. 547). This problem escalated in conditions in which there was a **lack of qualified physical education teachers** to work with children and youth in school (De D'Amico, Ramos & Guerrero, 2014).

A similar situation occurred **in Mexico** where “**many schools did not have a physical education teacher** in class” (Taylor, Ulloa & Villalobos, 2014, p. 315).

In some cases, it was a result of **principals who did not believe in the physical education** program or teachers who had negative perceptions regarding physical education and did not believe in contributing to it (Holzweg, et al. 2013).

The Reality in the Teaching of Physical Education

1. Sollerhed (1999) argued that “even with her strong historical traditions in physical education, **time was reduced** from three hours to one hour per week during the compulsory years of school” (p. 167) in Sweden.
2. The Speednet Survey (1999) in England recorded the loss of a half million hours of physical education in primary schools in the academic year 1998–1999 to **make way for literacy and numeracy work**. One-third of England’s primary schools experienced this reduction in time for physical education. The decreasing amount of curriculum time and the instructional methods and activities in physical education classes have raised concerns.

What does Quality Physical Education refer to?

The success development of QPE involves the works of different perspectives ...

GOOD STAFF DEVELOPMENT PROGRAM

Policy to support adequate duration for physical education lessons

Introduction of adequate opportunities for learning

Good funding structure and facilities

interests in physical education

qualified physical education teachers

Quality Physical Education – What does it refer to?

Quality Physical Education (QPE) - **refers** to the actions of careful decision in

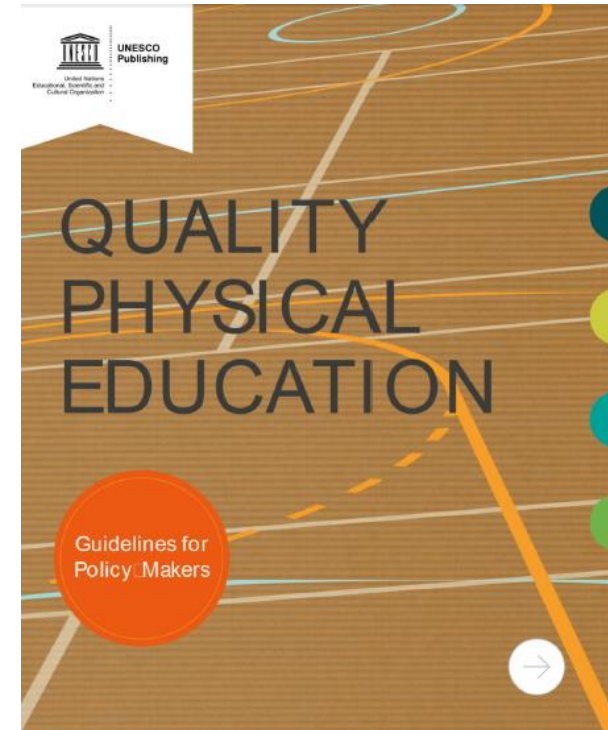
making use of every possible ways to

develop a well “planned, progressive, inclusive and supportive learning experience

that forms part of the curriculum in early years, primary and secondary education, and in this respect,

Sources:

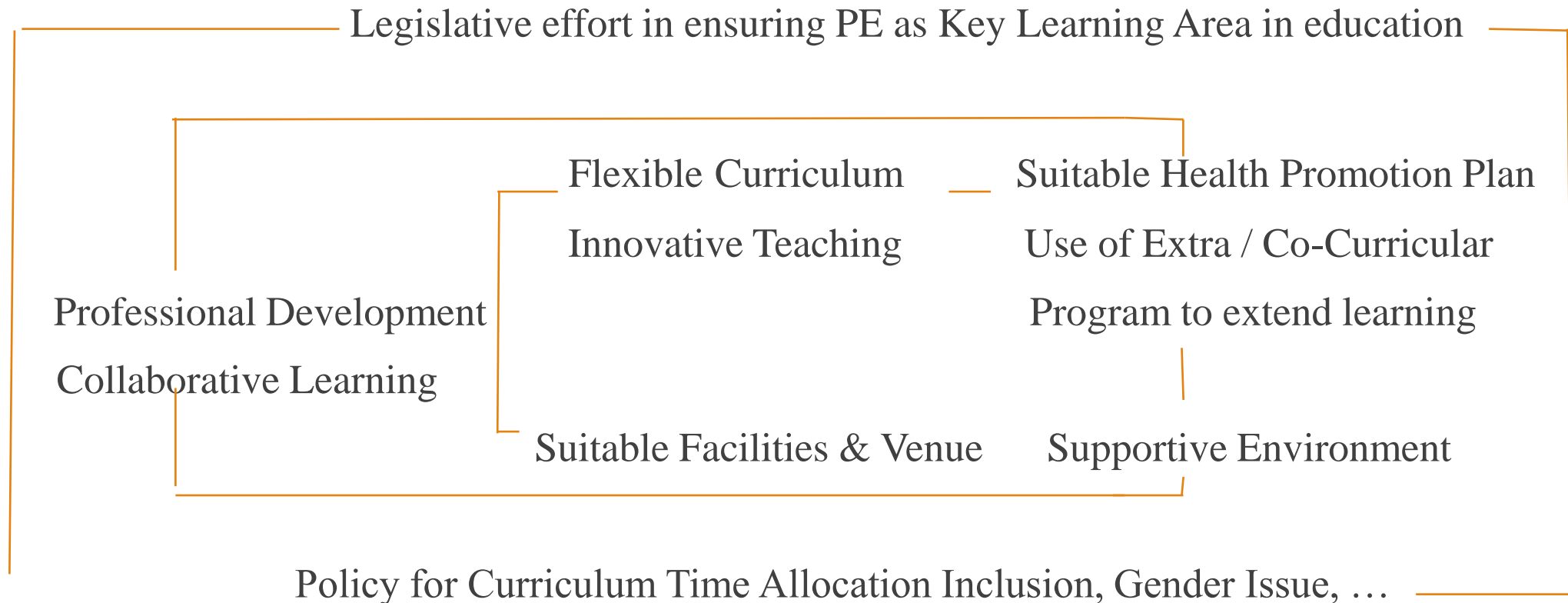
Quality Physical Education Guidelines for Policy Makers, 2015, p.9).



The part 3 of the QPE Policy Guideline ...

Part 3: QPE POLICY IN ACTION	30
3.1 Ensuring an inclusive approach	32
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Part 4: PUTTING PRINCIPLES INTO PRACTICE	62

Quality Physical Education contains the Components of ...



How well are we working towards the better understanding of QPE development?

The launch of the QPE study by the four international associations in 2010



International Society for Comparative PE and Sport (ISCPES)



Federation Internationale d'Education Physique (FIEP)



International Federation of Adapted Physical Activity (IFAPA)



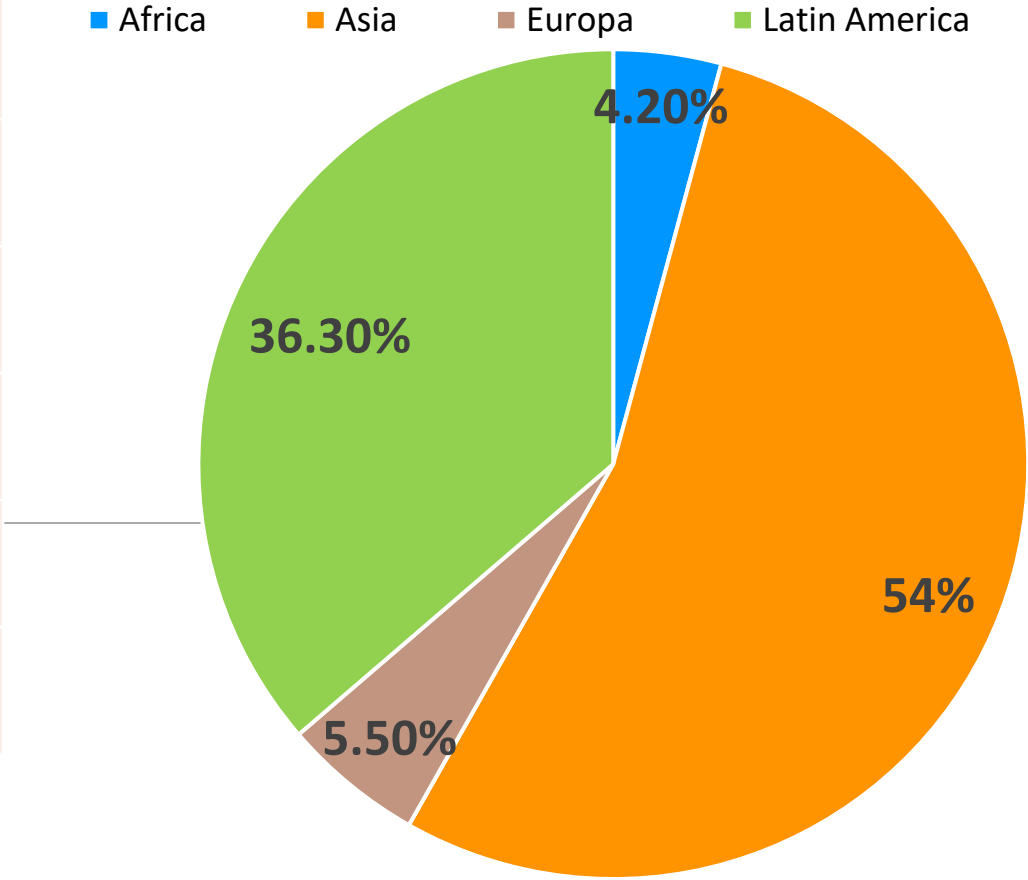
International Association of Physical Education and Sport for Girls and Women (IAPESGW)

The 8 dimensions identified for QPE study

- *skill development and bodily awareness (SDBA),*
- *facilities and norms in PE (FNPE),*
- *quality teaching of PE (QTPE),*
- *plans for feasibility and accessibility of PE (PFAPE),*
- *social norms and cultural practice (SNCP),*
- *governmental input for PE (GIPE),*
- *cognitive skills development (CSD), and*
- *habituated behaviour in physical activities (HBPA).*

The launch of the Global Index of QPE study in 2019

	City	Male	Female	Total
Africa	3	135	114	250
Asia	43	1679	1476	3196
Europe	11	180	147	327
Latin America	31	1256	700	2146
Total	88	3250	2437	5919



GIQPE – Order of dimensions among continent

Africa		Asia		Europa		Latin America	
SDBA	5.81±1.9	FNPE	6.98±2.1	FNPE	6.95±1.5	QTPE	7.30±2.0
CSD	5.61±2.1	SDBA	6.87±2.2	QTPE	6.58±1.7	HBPA	7.10±2.2
HBPA	5.41±2.5	QTPE	6.76±2.3	SDBA	6.40±1.7	SDBA	6.98±2.0
QTPE	5.27±2.2	HBPA	6.66±2.3	HBPA	6.01±1.9	FNPE	6.89±1.8
FNPE	5.15±1.7	CSD	6.60±2.3	CSD	5.88±2.0	CSD	6.86±2.3
GIPE	4.39±2.2	SNCP	6.57±2.4	SNCP	5.70±2.0	SNCP	6.18±2.5
PFAPE	4.28±2.4	GIPE	6.40±2.3	GIPE	5.16±1.9	GIPE	6.13±2.6
SNCP	4.00±2.3	PFAPE	6.30±2.6	PFAPE	4.56±2.3	PFAPE	5.35±3.1
GIQPE	5.17±1.9	GIQPE	6.74±2.1	GIQPE	6.24±1.6	GIQPE	6.79±2.0

SDBA – Skill Development and Bodily Awareness

FNPE – Facilities and Norms in Physical Education

QTPE – Quality Teaching of Physical Education

PFAPE – Plans for Feasibility And Accessibility of Physical Education

SNCP – Social Norms and Cultural Practise

GIPE – Governmental Input for Physical education

CSD – Cognitive Skill Development

HBPA – Habituated Behaviour in Physical Activities

Quality Physical Education and Significance for Healthy Life Learning in Physical Activity

- **Developmental pattern and choice for learning** - The life experiences for physical education, sports and physical activities are very different between countries / regions. Data indicates that Asia and Europe have placed venue and facilities building as the main target. Africa has the work on the quality in learning and while Latin America places teaching quality and habit in regular exercises in front.

The skill development and bodily awareness seem to be the most valued dimensions in teaching.

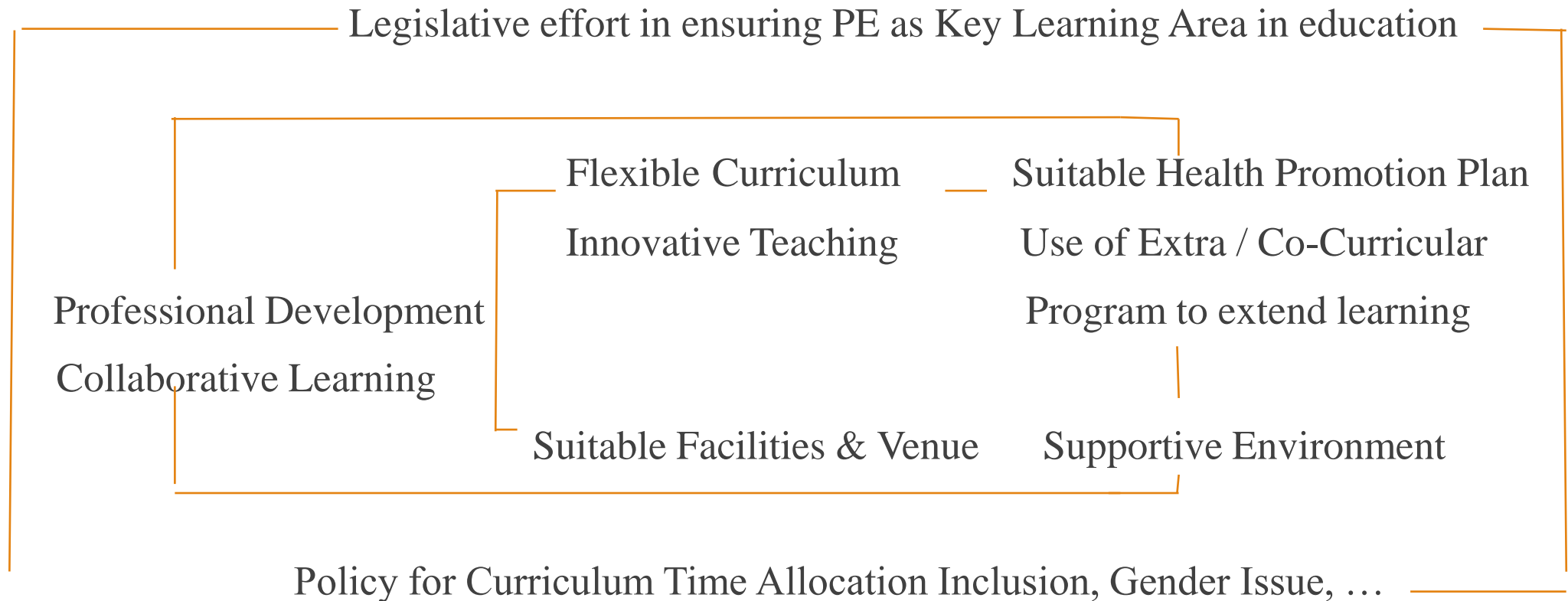
Habitual behavior in regular exercises received attention

Cognitive development seems to be less attended.

- **Plans for Feasibility And Accessibility of Physical Education** – This is the weakest dimensions in the overall performance to indicate the weak preparation for issues of inclusion, equality and gender differences.

-
- **Quality teaching of physical education** – Teaching remains the important dimension in ensuring the success of QPE.
 - **Financial input will have the effect to the overall learning in physical education** – Countries belong to the lower income group seems to have the difficulty in ensuring the best quality improvement for physical education. Countries belong to the Upper-Middle Income group seems to have acceptable performance in the overall rating.
 - **Stability seems to be essential in ensuring the smooth development of physical education** – Countries that have stable political, social and economic environment enjoy the substantial growth of physical education.

The works on different components in QPE yield different strategy for learning and life experiences for students



Conclusive Remarks

Physical education, sports and physical activities are powerful 'medicine' for healthy living and active lifestyle development. There are the development of different innovative ideas in teaching and curriculum planning in order to enhance students' learning in education. Nevertheless, there are evidences around the world which are disturbing.

Experiences indicate the effective planting of these innovative ideas when there is the holistic planning of different dimensions.

The study of Quality Physical Education indicates a new perspective on such holistic understanding of physical education and useful ways to investigate the different strategies for development of quality experiences in physical education, sports and physical activities.

