



Toward the development of a pedagogical model for Health-Based Physical Education (HBPE)

Haerens L^{1,2}, Kirk, D³, Cardon G¹, De Bourdeaudhuij I¹,

¹Flemish research foundation

²Ghent University, Department of Movement and Sports Sciences, Ghent, Belgium

³University of Bedfordshire, Alexander Chair in Physical Education and Sport, Institute for Sport and Physical Activity Research, Bedford, UK

Corresponding author: L. Haerens, Leen.Haerens@UGent.be

ABSTRACT:

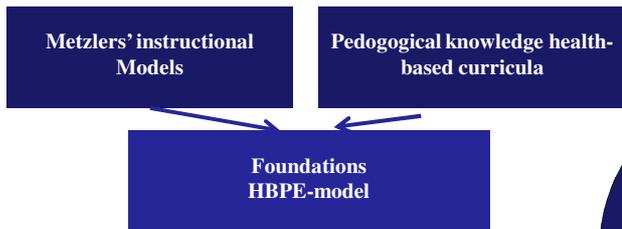
The purpose of this study is to begin the development of a pedagogical model for Health-Based Physical Education drawing on **Metzler's (2005)** ground-breaking work on **instructional models** for physical education and on a selective review of what has been learnt about the practice of Health-Based Physical Education. After at least forty years into the development of various successful and less successful forms of **Health-Based Physical Education**, we suggest that pedagogical models, grounded in robustly designed and systematic programs of research that radically reconceptualize physical education for health, are well overdue. Our aspiration is that **the development of such Health Based Physical models** can provide further momentum to the pursuit of lifelong physical activity through school physical education.

PURPOSE:

To develop a pedagogical model for Health-Based Physical Education drawing on:

STEP 1: A selective review of what has been learnt about the practice of Health-Based Physical Education.

STEP 2: Metzler's (2005) work on instructional models



STEP 1: Literature review Most important lessons learned from the past

1. Mixing health goals with goals of sport-based, multi-activity physical education programs is not successful (e.g. McKenzie & Lounsbury, 2009)
2. Increasing MVPA during PE insufficient (e.g. Harris, 2000)
3. Cognitive, motor and affective learning goals are all important



STEP 2: A curriculum or a model? Why models-based practice (MBP) (Metzler, 2005)

1. Organizing center = only subject matter => direct instruction dominates



2. MBP = Comprehensive and coherent plan for teaching, based on sound theoretical foundation
3. MBP = Statement of intended learning outcomes, learning domain priorities
4. MBP includes a definition of teachers' content knowledge expertise and defining developmentally appropriate learning activities.
5.

REFERENCES

- Harris, J. (2000). *Health-related Exercise in the National Curriculum*. Key Stage 1 to 4, Champaign, IL: Human Kinetics.
- McKenzie, T.L. & Lounsbury, M.A.F. (2009). School Physical Education: The Pill Not Taken. *American Journal of Lifestyle Medicine*, 3, 219-225.
- Metzler, M.W. (2005). *Instructional models for physical education*. Scottsdale, AZ: Holcomb Hathaway.
- National Association for Sport and Physical Education (NASPE). (2004). *Moving into the Future: National standards for physical education*. Reston, VA: NASPE.
- Siedentop, D. (1996). Valuing the Physically Active Life: Contemporary and future directions. *Quest*, 48, 266-274.
- Whitehead, J. & Fox, K. (1983). Student-Centred Physical Education. *Bulletin of Physical Education*, 19, 21-30.

NASPE Standard 6 (2004)

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Siedentop (1996)

...people **value** physical activity when they organize their lives so that regular involvement in activity occurs throughout the lifespan.

Engagement + Willingness to be literate and critical

=> **MAJOR THEME: 'Valuing the physically active life'**



STEP 3: Starting to think about each component

- **Component 1: Foundations**
 1. Underlying theory & rationale
 - 2. Major theme**
 3. Assumptions about teaching and learning
- **Component 2: Learning and Teaching features**
- **Component 3: Implementation needs and modifications**

Learning features

Valuing
= Having a positive attitude towards health (Whitehead and Fox, 1983)
= Cognitive understanding of the importance of PA for all (Harris, 2000;
= Being literate and critical

Learning is not
Learning sport based skills
Becoming fit

Teaching features

Incorporate theoretical and scientific foundations
= Sound understanding of PA for health, benefits of an active lifestyle and strategies to become more active
= Psychological, motivational and social concepts related to valuing an active lifestyle and motivating pupils to become active (e.g. Need thwarting versus supporting teacher behaviors)

Not exclusively apply direct teaching style
Students as independent decision makers =>
Teacher as facilitator of learning

IDENTIFIED TENSIONS

Type of learning activities?

Sports based versus Lifetime activities
=> Studies implementing the model using different types of activities

Learning domain priorities?

Most existing curricula focus on learning in the motor domain
=> New teaching and evaluation methods developed and investigated

Transfer of learning

• How establish relationships between PE and wider community?
=> Longitudinal studies focusing on transfer of learning

STEPS TO BE TAKEN



- 1. Summit meetings**
 - Experienced researchers & practitioners critically review the model
 - Develop each component in detail
- 2. Pilot-testing of the model**
 - Different grades, school types, different teachers
 - Validation in research
- 3. Teachers**
 - Models' effect on teachers philosophies about teaching and learning
 - Effects on teaching styles
- 4. Learners**
 - Attainment of learning goals on the short & long term