



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

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## ABSTRACT:

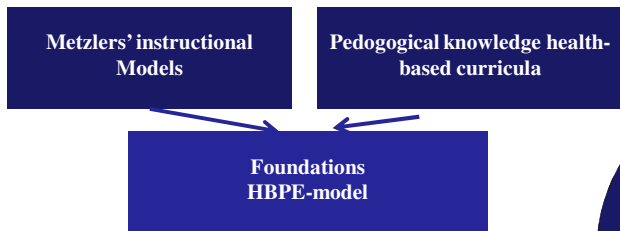
The purpose of this study is to begin the development of a pedagogical model for Health-Based Physical Education drawing on **Metzler's (2005)** ground-breaking work on **instructional models** for physical education and on a selective review of what has been learnt about the practice of Health-Based 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**



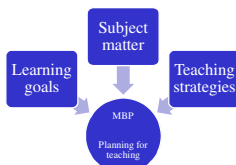
### STEP 1: Literature review Most important lessons learned from the past

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. ....

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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