



Physical Education – Teaching & Learning:

CJC Approach

CJC PE Department

**** Vision: PHYSICAL EDUCATION IS FOR LIFE ****

Physically fit students who have acquired the skills, knowledge and attitude to maintain a lifelong healthy lifestyle. -

Can you plan a personal fitness plan?

Do you know how to evaluate your fitness level?

Did you pick up skills in at least two games in CJC?

Are you able to appreciate games in general?

Do you influence others around you to lead an active and healthy lifestyle?

**** Mission: CJC PE PROGRAMME: Ensure all the above and more! ****

To nurture in all a love for physical health and fitness and be advocates through a wide range of physical and non-physical activities.

MOE Syllabus

Expectations of MOE Pre-U Syllabus

Have at least 16 hours of curriculum time per module that will develop the ability of the student to participate independently, safely and with enough competence to be a participant at a recreational level;

Schools should offer at least three physical activities for every student.

Include learning outcomes which are aligned to the six goals of Physical Education (through formative assessment);

Goal 1: Acquire a Range of Motor Skills to Participate in a Variety of Physical Activities.

Goal 2: Understand and Apply Movement Concepts, Principles and Strategies in a Range of Physical Activities.

Goal 3: Demonstrate Safe Practices during Physical and Daily Activities with respect to Themselves, Others and the Environment.

Goal 4: Display Positive Personal and Social Behaviour across Different Experiences

Goal 5: Acquire and Maintain Health-enhancing Fitness through Regular Participation in Physical Activities.

Goal 6: Enjoy and Value the Benefits of Living a Physically Active and Healthy Life.

Have a culminating event (either through an end-state game or achieving a target set).

Provide students with instruction and the opportunity to participate competently. Students should also be able to carry out the physical activities independently and safely on their own beyond school.

Principles of Physical Activities to guide school's offerings

Students to participate in physical activity at basic or extension level.

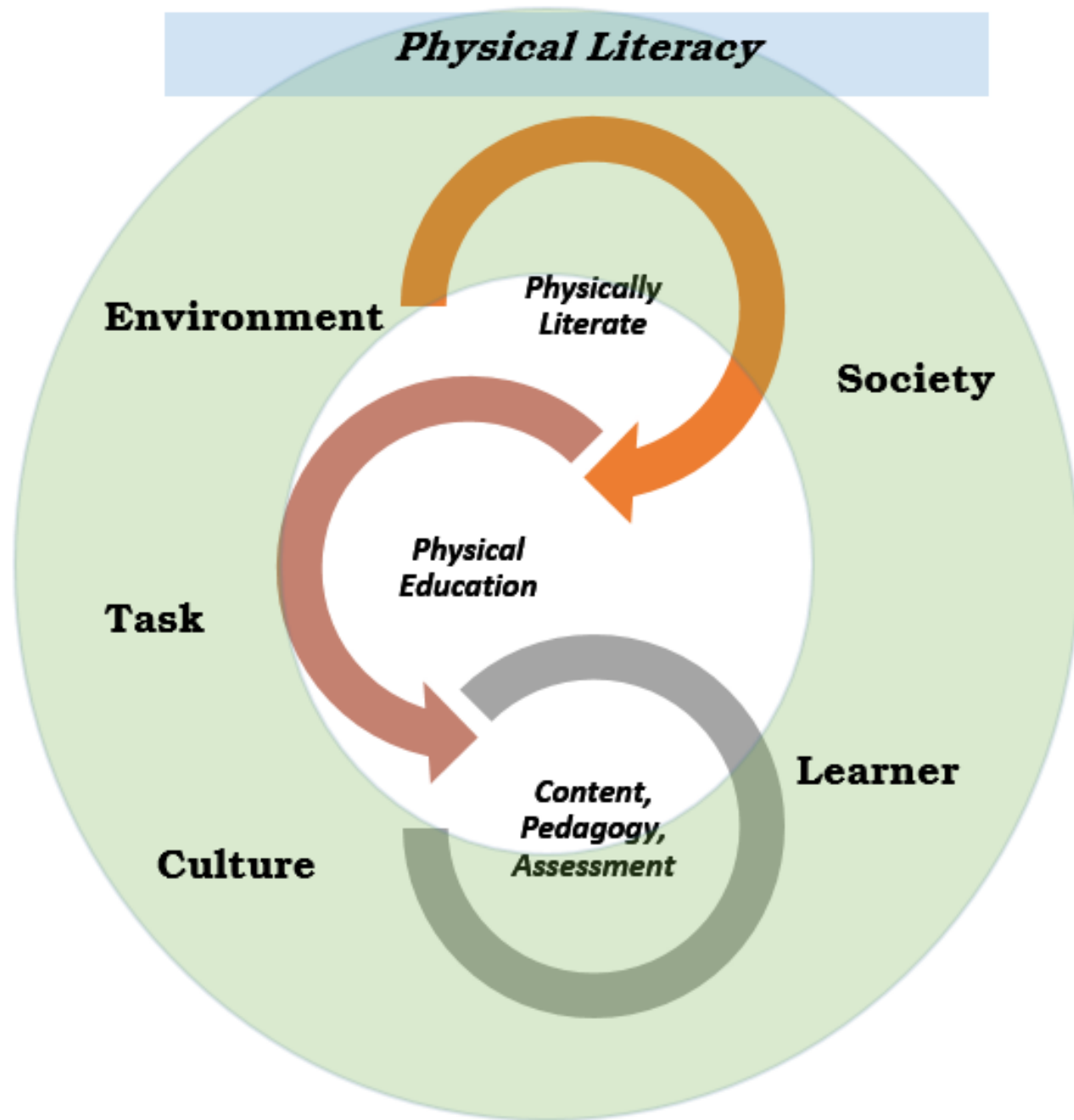
Students to participate in one activity that is individual/dual in nature and a team activity.

Students are to be given the opportunity to select from a range of activities provided by the school.

Students to play in a recreational competition, and to participate in organising it.

Physical Literacy

- “According to Whitehead (2013), physical literacy can be described as a disposition to capitalize on the human embodied capability wherein the individual has the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for maintaining purposeful physical pursuits/activities throughout the life course.” (Whitehead & Capel, 2013)
- **Physical Education and Physical Activities**
- ***Is it possible to understand Physical Literacy without a philosophical/social/cultural stance?***



Leadership attributes for all.....

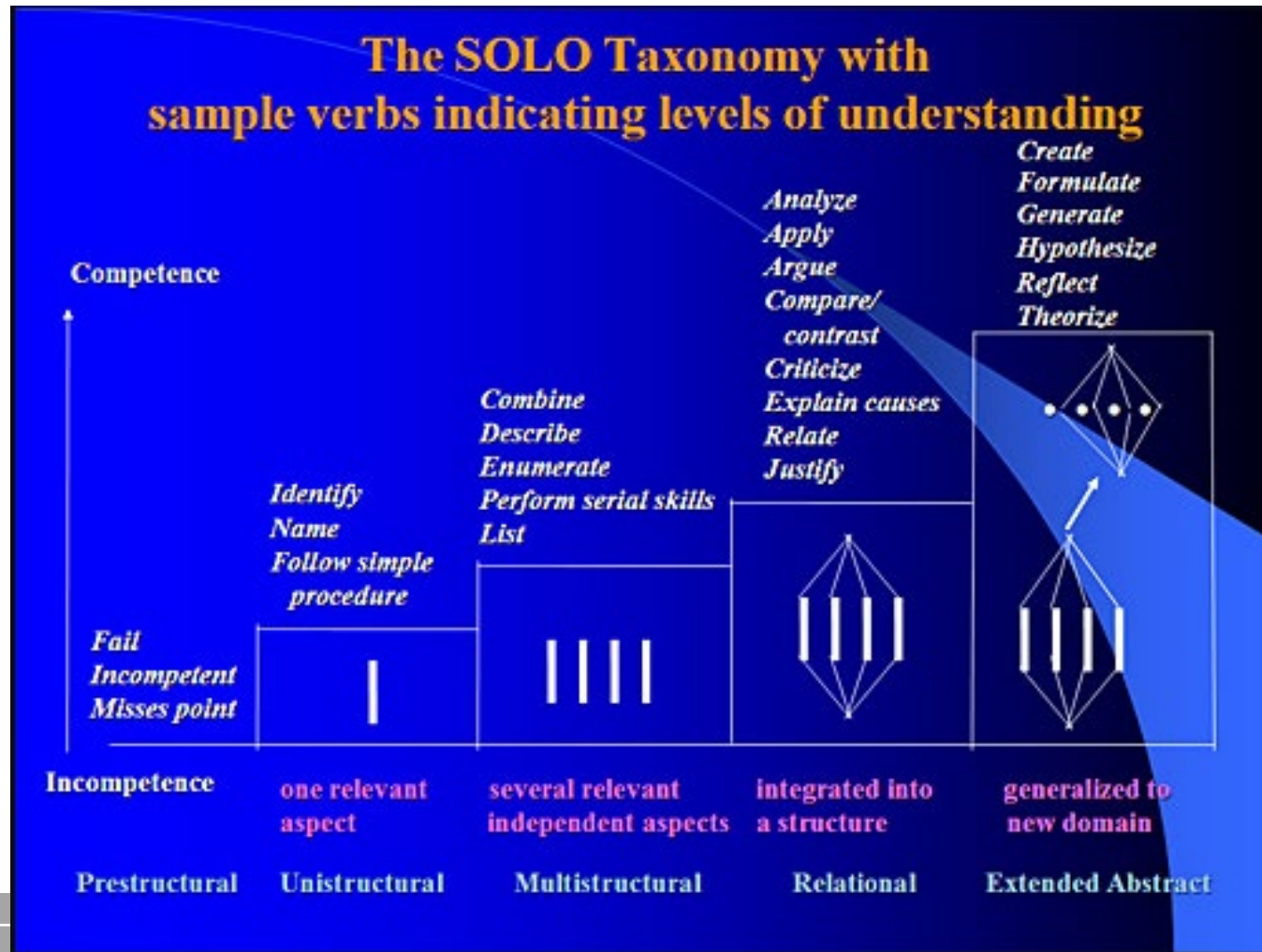
	<u>Leadership Attribute</u>	<u>Possible behaviours demonstrated</u>
1	Integrity is	<ul style="list-style-type: none"> · Showing courage to call out bad behaviour among team mates · Admitting fault when necessary
2	Discernment is	<ul style="list-style-type: none"> · Displays the ability to thoroughly think things through before making decisions · Possessing good view of the bigger picture
3	Resilience is	<ul style="list-style-type: none"> · Committing to completing tasks without giving up
4	Initiative is	<ul style="list-style-type: none"> · Taking steps to accomplish tasks without need for reminders or prompting from teachers
5	Humility is	<ul style="list-style-type: none"> · Accepting feedback as an opportunity to grow
	Humility is <u>NOT</u>	<ul style="list-style-type: none"> · Overreliance on teacher feedback such that student constantly checks with teacher before making any decision in an attempt to appear humble
6	Purpose is	<ul style="list-style-type: none"> · Clearly motivated by the intention to achieve positive change instead of personal showing off
7	Nurturing is	<ul style="list-style-type: none"> · Encourages members of the team to step out of their comfort zone · Helps others try out leadership without shirking responsibility (not to be mistaken with dumping responsibility with the pretence that it is for their development)

School/MOE based expectations

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Skills / Competencies				
21 st Century Competencies	Social Emotional Learning	4M	Leadership Attributes – see above table	
<input type="checkbox"/> Civic Literacy, Global Awareness and Cross-Cultural Skills <input type="checkbox"/> Critical and Inventive Thinking <input type="checkbox"/> Communication, Collaboration and Information Skills	<input type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Management <input type="checkbox"/> Responsible Decision Making	<input type="checkbox"/> Mindset <input type="checkbox"/> Personal Mastery <input type="checkbox"/> Leadership Moments <input type="checkbox"/> Mentoring	<input type="checkbox"/> Integrity <input type="checkbox"/> Discernment <input type="checkbox"/> Resilience <input type="checkbox"/> Initiative <input type="checkbox"/> Humility <input type="checkbox"/> Purpose <input type="checkbox"/> Nurturing	
Positive Education Toolkit				
<input type="checkbox"/> Circle Time	<input type="checkbox"/> Reflective Cycle	<input type="checkbox"/> Strengths	<input type="checkbox"/> Growth Mindset	<input type="checkbox"/> Restorative Practice

All student learning is targeted to the minimum level of Multistructural (see below).



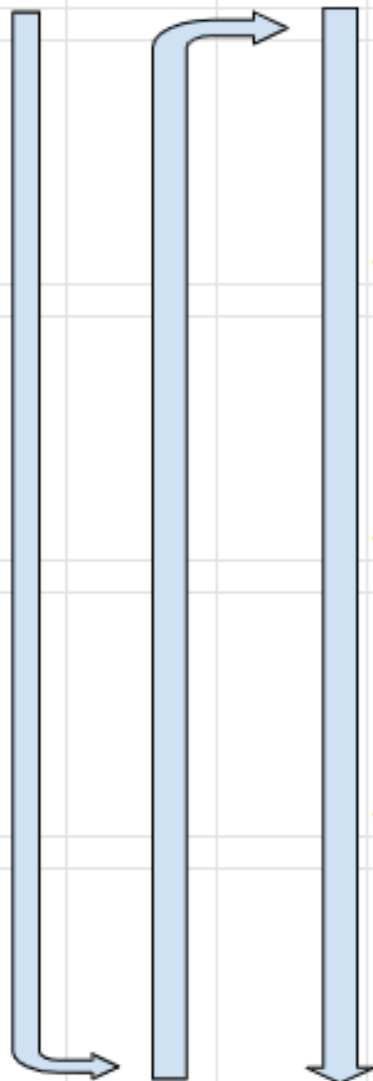


Physical Education

- *2 Year Journey*

2 Year PE Curriculum Deliverables

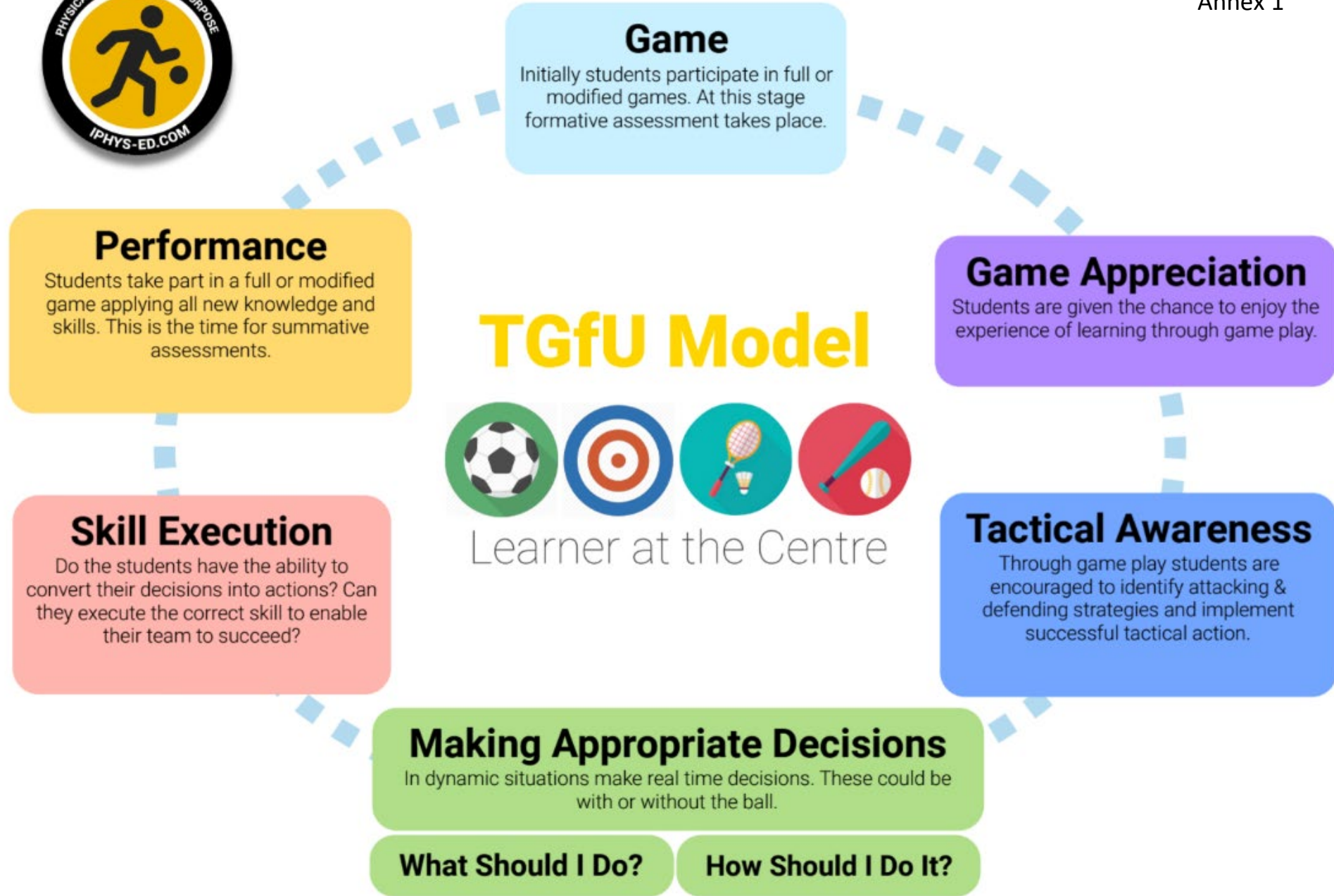
JC 18				JC 28						
			Remarks				Remarks			
Module:- Health and Physical Fitness Theme: Introduction to Health and Fitness Brief Description: Build-up to Cross-Country No. of weeks: Approx 4 weeks			C4- Students engage in a variety of physical activities that aim to expose students to and build their different components of fitness I4- Teachers employ Differentiated Instruction to cater to the varying physical competencies of their students	Term 1				Module:- Health and Physical Fitness Theme: Gaining knowledge and ability towards holistic fitness Brief Description: As an important build-up to Cross-Country and Napfa/Fitness. Using functional movements (include games) to leverage on for fitness training. No. of weeks: Approx 9 weeks	C4- Students engage in a variety of physical activities that aim to expose students to and build their different components of fitness I4- Teachers employ Differentiated Instruction to cater to the varying physical competencies of their students	Term 1
Module: Class based games modules - Game 1 Theme: Game module (Invasion Games) Brief Description: Using Invasion Games as a leverage to overall games understanding No. of weeks: Approx 6 - 8 weeks			C4: Students play territorial/invasion games to educate them on concepts & strategies in order to play the games well	Term 2				Module: Inter-Class Clinic cum Games Theme: Experiencing competitive elements of game play Brief Description: Every student to experience competition in 4 games No. of weeks: Approx 4 - 5 Weeks	I6, C2- Students play various sports as a class unit, cultivating/strengthening a sense of belonging to the class. C4- Students play various sports in a competition format. This affords them opportunities to be part of a competitive team in a semi-formal setting	Term 2
Module: Class based games modules - Game 2 Theme: Game module (Invasion Games) Brief Description: Using Invasion Games as a leverage to overall games understanding, culminating with PPA No. of weeks: Approx 6 weeks			I1, C4	Term 3/4				Module: Inter-Class Clinic cum Games - continued from T2 Theme: Experiencing competitive elements of game play Brief Description: Every student to experience competition in 4 games No. of weeks: Approx 4 - 5 Weeks	I6, C2- Students play various sports as a class unit, cultivating/strengthening a sense of belonging to the class. C4- Students play various sports in a competition format. This affords them opportunities to be part of a competitive team in a semi-formal setting	Term 3/4
Module: Elective Module - Game 3 Theme: Own choice game participation (All classifications) Brief Description: Students get to choose a game they have yet to experience/learn. No. of weeks: Approx 3 - 4 weeks				Term 3/4						



Physical Education

- *Examples of how you can experience PE. We use different methodologies to ensure learning adherence*





Games Concept Approach (CPDD, 1999)

Annex 2

