

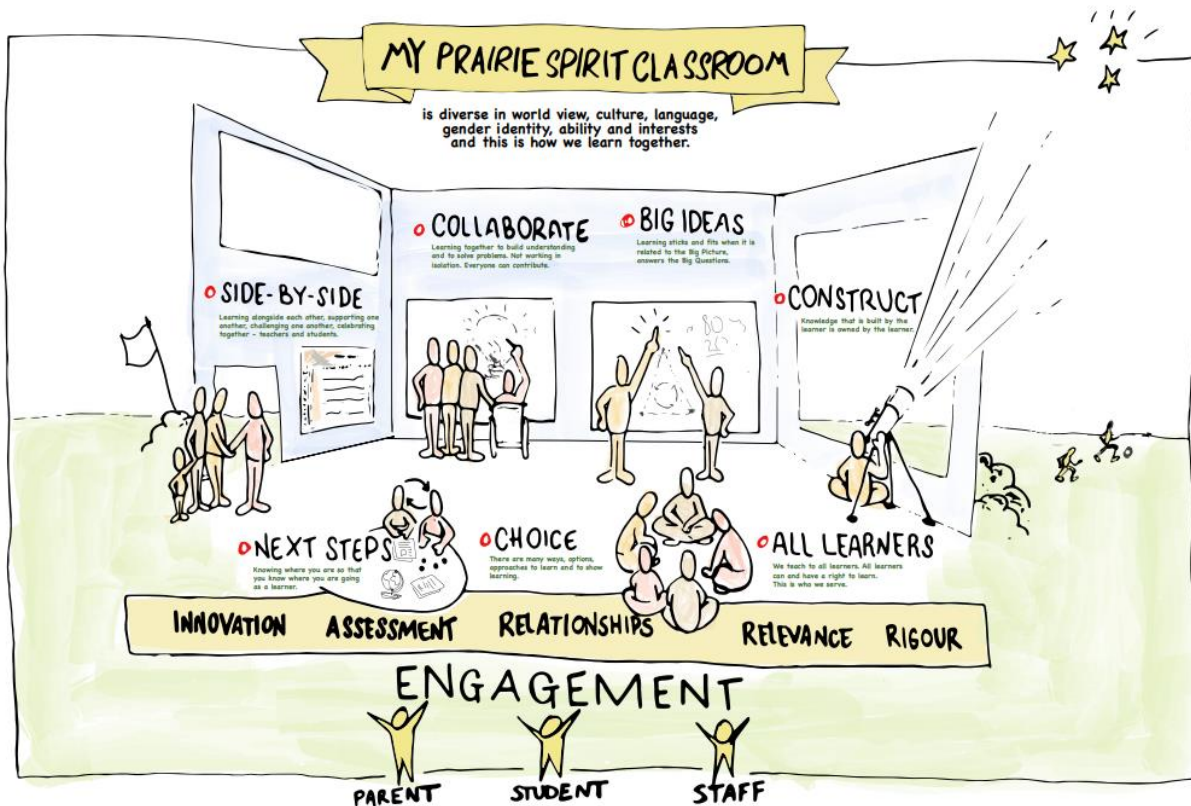
# PRAIRIE SPIRIT SCHOOL DIVISION

Considerations on Physical Education and Physical Activity during the  
school day.

2020/21

Updated August 28<sup>th</sup>, 2020

MISSION: Learning without limits in a world of possibilities  
VISION: Learners for life



## **PSSD Considerations on Physical Education and Physical Activity during the school day.**

### **2020-21**

The coming school year will pose challenges and opportunities for the instruction of Physical Education and Wellness. Teaching and learning within this area will need to comply with Ministry and Division guidelines and school specific plans for safe return to schools. Schools should defer to their *Return to School Plans* in the event that a discrepancy exists between them and information presented here or in the linked documents.

The Saskatchewan Physical Education Association (SPEA) and Physical and Health Education Canada (PHE Canada) have provided some useful supports for delivering a safe and relevant programming in the areas of Physical Education and Wellness. Some of the points from these documents are compiled below and are intended to compliment and support the schools' safe return to school plans.

#### **New Routines**

- Hand sanitization procedures must be implemented before entering any physical education space including outdoor environments and then upon returning to another academic learning area.
- Proper personal protective equipment (PPE) must be made available for students, staff, and personal if required (masks, disinfectant, shields). Masks will be required when students are unable to safely physically distance.
- A clear procedure and schedule must be in place for the proper cleaning of physical education equipment and facilities. Teachers will instruct students how to safely sanitize Phys Ed equipment and areas that the students use. Sanitation of equipment will take place after individual use, prior to putting the equipment back in storage or before any other student can access it.
- Equipment must be sanitized and put away safely at the end of the day to ensure the proper cleaning of all hard surfaces and contact areas by the custodial staff.
- Make it a priority to instruct students in physical distancing using a variety of methods.

#### **Spaces and Places**

- Physical Education can take place outdoors and in alternate spaces within and around the school (if it is safe to do so). Look to access the many places in and around your community and the resources that they can provide your students.
- Playing and learning outdoors should be encouraged as much as possible.
- Do not rely overly upon permanent playground structures.
- Create a school inventory of recreational outdoor spaces withing the community.
- Consider universally accessible spaces to allow for inclusive physical education.
- Outdoor instructional spaces can be demarked with cones, hoops, etc.
- Schools with Fitness Rooms will limit the number of students in the area to allow those using them to adequately socially distance. Masks will be required in these areas and equipment will have to be sanitized immediately after use.

- The use of change rooms is not recommended. Instead, students should come to school dressed to participate in physical activity. Block scheduling (high school) may help facilitate students needing to change at home after physical activity either at noon hour or end of the day.

### **Equipment**

- When possible, focus on activities that do not use equipment and allows for physical distancing.
- If equipment is needed for an activity, sharing of equipment should not occur. If and where possible, each student may be provided designated equipment (a ball, a racquet, etc.) that is their own for a duration of time and then sanitized after the duration of use.
- Clear and standardized procedures should be established and communicated to students for how equipment is used, sanitized and stored. This will likely need to be practiced and reinforced.
- Students should all have their own water bottles.
- Students should be encouraged to come to school dressed / prepared for Physical Education and Wellness.

### **What to Teach**

- Teach the provincial curriculum.
- Consider how outcomes might be met in ways where alternative (natural) environments and equipment might be supportive.
- Consider cross-curricular opportunities.

### **Program Considerations**

- Have a focus on well-being and inclusion for all.
- Consider the potential for new opportunities. Perhaps more of a focus on lifetime leisure pursuits that can be performed solo or that allows for social distancing.
  - Fitness/isometric strength activities
  - Nature walks/hikes
  - Journaling and goal setting as a component of wellness education
- Be mindful of balancing Trauma Informed approaches when planning.
- Be mindful of student readiness for win-lose, competitive contests. Especially for younger students, they may not have been in competitive environments recently, and may struggle with this if immersed too quickly.
- Consider land-based learning and incorporating Indigenous Ways of Knowing into your Physical Education and/or Wellness programming.
- When looking for competitive opportunities for students, focus on games where students can compete without using equipment or have individual pieces of equipment. Also consider competing to reach a new personal best score or a time as opposed to competing against another individual where physical distancing may be compromised. If competing against another individual, look for ways to compete while taking turns, in order to comply with social distancing measures (ex. Playing HORSE).

## **Ideas and Questions to Consider for PE teachers**

### ***Switch focus from games and competition to skills and movement patterns***

- What skills are important and how can we have students practice them using different objects?
- How many different objects can be used to acquire a skill? For example - sending an implement, how many ways can we send a football?
- Can students self-assess, self-correct, self-coach themselves in learning a new skill or movement pattern?
- Is there a way to create games/relays where students accomplish a group goal using their own equipment?

### ***Use of Technology – How can technology help students learn about wellness and activity?***

- Schools with access to a laptop, projector, and screen can have fitness, dance, Yoga, meditation and other activities available for students to do in their 2-meter individual space.
- Students might access personal fitness equipment or community facilities, track their activity and record it through online portfolios or journals.

### ***Resources that Promote Physical Activity***

- SPEA has resources such as Frisbee Golf Kits and Cup Stacking Kits for schools to use.
- EB's rents Cross Country Skis
- Give access to non-PE specific resources to encourage activity
  - Ex: Sidewalk Chalk – Students can create fitness obstacles for other students or students can create ground targets or boundaries to challenge themselves and others.
- Juggling supplies

### ***Embedding Activity and Wellness into the lives of our students***

- Encourage activities students can do at school that they can do at home with their families.
- Work to create a culture of Wellness in our schools
  - How can we promote what students are learning in PE classes and have it connected with everyday living – Meditation, Walking, Biking
- Encourage and promote community areas where students can have their own equipment and participate safely. (Local Golf Courses, Basketball Courts, Tennis Courts, Outdoor Rinks)

### ***Are there ways to compete without sharing equipment?***

- Target games – Have students with their own object and/or striking implement – Use targets in the natural environment, equipment that a student can set up and sanitize after use or created by students.
- Racquet Sports – Can students have their own object or objects that they serve and touch?
- Using video, social media or online portfolios to demonstrate or show mastery (maybe) of a set skills or challenges (my mind goes to the 10 shots, 10 push ups, 10 second wall sit challenge on Facebook).

### ***How can we continue to engage students in our PE classes?***

- Chunking Lessons (especially for classes that may be 2 hours long in quarter schedules)
  - Break it up into 4 – 30-minute sections where students can rotate after they sanitize the area or/and equipment
  
- Student Choice – What activities can students do to stay active? How do we push students who are already very active?
  - Students who struggle with activity – Where can you start? Where do you like to go to move? What motivates you to be active?
  - Elite athletes – what do you need to improve yourself in your activity, what can I teach you to be a better \_\_\_\_\_ player.