

SMALL GROUP DISCUSSION GUIDE: FOCUS COURSES

Building Quality Engaging Programs (intended for 1-3 people)

Getting Started

Refer to Focus Course Advocacy and Implementation PowerPoint.

Topic: focus course advocacy and implementation

Intended audience: Up to three H&PE school-based program leaders and/or teachers or administrators

Description: This kit will provide you with the tools needed to advocate, communicate and gain support for the delivery of focus courses in secondary schools. You will learn strategies to lead an exploration of the curriculum strands with colleagues to determine when and how to differentiate the content of a focus course while addressing all curriculum expectations. Participants will explore how to utilize the inquiry process to provoke student thinking and to create authentic, relevant learning opportunity for students.

Personalizing your presentation:

- consider audience entry points (e.g., What is their experience with focus courses? What is their professional position?);
- make the content relatable; and
- be responsive to the participants' needs and interests related to the content.

Session objectives:

By the end of the session, participants will:

- acquire a deeper understanding of the content of the H&PE Curriculum and its relevance to focus courses;

- acquire a deeper understanding of how to utilize the inquiry process to provoke student thinking and to create authentic, relevant learning opportunities in a focus course; and
- use the tools provided to guide them in ensuring that focus course offerings in their schools will meet the academic expectations of the H&PE Curriculum.

Discussion Guide and PowerPoint Slides Outline

Focus Course Advocacy and Implementation

PowerPoint Slide Reference: 1

Time: 5 minutes

Materials: chart paper and markers (optional)

Strategy:

- Share with participants that the intent of H&PE, as with all curricula, is to support all students in achieving success. This presentation will provide the necessary information for schools, departments and teachers to begin the program planning and delivery of quality focus courses within the province of Ontario.
- The H&PE icon from the upfront of the H&PE Curriculum document graphically communicates all elements of the H&PE Curriculum that are holistically combined to provide students with the knowledge and skills needed to be:
 - healthy and active across their lifespan;
 - resilient in an ever-changing world; and
 - effective 21st century learners.

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Workshop Learning Goals

PowerPoint Slide Reference: 2

Time: 5 minutes

Materials: chart paper and markers (optional)

Strategy:

- Review the learning goals with participants.
- Ask participants if there is anything else they hope to get from the session. Consider recording this on poster paper or a white board for reference throughout the session.
- Explain to participants that this workshop will help them become more familiar with both the implementation of a focus course in their H&PE programs and the use of inquiry as part of the planning process.

Let's Start Where You Are!

PowerPoint Slide Reference: 3

Time: 10 minutes

Strategy:

- Review the questions on the slide and ask participants to select one question to respond to.

- Have the participants share their responses. For a session with one participant, have them respond to each question and discuss their responses as appropriate.
- Consider making connections to school-wide priorities such as healthy schools, mental health and safe and accepting schools, as well as collaborating with other educators who are teaching some similar concepts (e.g., in family studies, equity and hospitality courses).
- After exploring an appropriate number of questions, ask the participants to share one idea that they are pondering or reflecting on.

H&PE and the Renewed Vision for Education

PowerPoint Slide Reference: 4

Time: 5 minutes

Strategy:

- Share with participants that the revised H&PE Curriculum Healthy Active Living Education (HALE) courses and focus courses:
 - specifically support the renewed vision;
 - help engage students who are not engaged through HALE/intramurals/team sports; and
 - are a vehicle to provide access to engaging courses that meet the needs/interests of all learners.
- With the help of the bullets on the slide, highlight how the H&PE Curriculum:
 - supports the goal of high-quality learning giving individual students the opportunity to choose programs that suit their skills and interests;

- contains proven links between well-being and achievement - well-being promotes healthy development (physical, social, emotional, cognitive) of all students;
- provides an opportunity to build skills and knowledge to live healthy, active, productive, inclusive and accepting lives now and in the future; and
- provides an opportunity to develop 21st century living skills, such as resilience, problem-solving, critical thinking, decision-making, communication, and collaboration which will help students throughout their personal and professional lives.

Bibliography:

Ontario Ministry of Education. (2014). *Achieving Excellence: A Renewed Vision for Excellence in Ontario*. Retrieved from:

<http://www.edu.gov.on.ca/eng/about/renewedVision.pdf>

Ontario Ministry of Education. (2016). *Ontario's Well-Being Strategy for Education*.

Retrieved from: <http://www.edu.gov.on.ca/eng/about/WBDiscussionDocument.pdf>

Vision of the H&PE Curriculum

PowerPoint Slide Reference: 5

Time: 5 minutes

Strategy:

- Ask participants to read the vision for all H&PE courses.
- Highlight to participants how the knowledge and skills students acquire in H&PE allow them to develop physical and health literacy, which enables them to lead a healthy active life and promote healthy active living.

- Referencing the graphic on slide 1, share how the elements of the H&PE Curriculum are holistically combined to provide students with the knowledge and skills needed to be:
 - healthy and active across their lifespan;
 - resilient in an ever-changing world; and
 - effective 21st century learners.
- Share that focus courses have the unique ability to address these curriculum expectations through a specialized lens. When planning, teachers must keep the vision and goals of the course expectations at the forefront of their decision-making as they develop a focus course.

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Developing Physical Literacy

PowerPoint Slide Reference: 6

Time: 5 minutes

Strategy:

- Share with participants that the knowledge and skills acquired in any focus course - achieved from all of the curriculum expectations in a course - will provide students with an authentic experience where they will integrate their learning with their experiences in everyday life and in the community. Focus courses will continue to help students to develop the physical literacy and health literacy that they need to lead healthy, active lives. (Note: the

definitions for physical literacy and health literacy can be found on page 7 of the [H&PE Curriculum](#).)

- Have participants fill in the blank: “One thing I know about Physical Literacy is...”
- Review the definition on the slide and make connections back to participant responses.
- Share with the participants that within the context of a focus course, and throughout all strands, students will develop:
 - the living skills needed to develop resilience and a secure identity and sense of self through opportunities to learn adaptive, management and coping skills; to practise communication skills; to learn how to build relationships and interact positively with others; and to learn how to use critical and creative thinking processes;
 - the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, through opportunities to participate regularly and safely in physical activity, and to learn how to develop and improve their own personal fitness;
 - the movement competence needed to participate in a range of physical activities through opportunities to develop movement skills and to apply movement concepts and strategies in games, sports, dance and other physical activities; and
 - an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health and an understanding of how living a healthy and active life is connected with the world around them and to the health of others.

Considerations:

- Provide samples (see [Section 4: Planning a Focus Course](#)) to illustrate the process of differentiating between HALE and focus courses.

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Developing Health Literacy

PowerPoint Slide Reference: 7

Time: 5 minutes

Strategy:

- Have participants share one thing they know about health literacy.
- Review the definition on the slide and make connects back to participant responses.
- Share with participants that the development of a student's health literacy in a course must be given the same priority as physical literacy. With the revised structure to and addition of healthy living in every course, the expectations must be addressed and students need to have an opportunity to explore concepts that will enable them to make healthy choices and make connections to their lives.
- It is important to remember that a focus course may be the only H&PE course students take and they may never take a HALE course.

Considerations:

- Provide samples (see [Section 4: Planning a Focus Course](#)) to illustrate the process of differentiating between HALE and focus courses.

The Fundamental Principles of Health and Physical Education

PowerPoint Slide Reference: 8

Time: 5 minutes

Strategy:

- Highlight for participants that on page 8 the [H&PE Curriculum](#) it states that all courses, including focus courses, should be designed to promote important educational values and goals that support the development of character. These courses help students make connections to their lives beyond school and to lifelong healthy active living.
- The content and the setting of learning in a focus course make the student's experience in school unique and allows students to learn through creative work, collaboration and hands-on experiences in support of the Fundamental Principles.
- The Fundamental Principles, as outlined in the H&PE Curriculum, provide the foundation upon which program design, implementation and daily instruction are based.
- Have participants share:
 - What does a successful focus course look like? How do such courses connect to the Fundamental Principles of the H&PE Curriculum?

Considerations:

- Refer to Ophea's [All About H&PE](#) resources for additional support and resources, including posters and videos on the Fundamental Principles.

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

The Intent of Focus Courses

PowerPoint Slide Reference: 9

Time: 10 minutes

Strategy:

- Review the various intentions behind offering a focus course identified on the slide. Have participants share which intention is most important to their school and why.
- Highlight for participants that the HALE courses outlined in the H&PE Curriculum are designed to allow secondary schools the opportunity to develop focus courses from Grades 9 through 12 to meet the needs and interests of a variety of students to continue to engage them in healthy active living. Focus courses also provide students with an opportunity to explore potential career pathways in the field of Health and Physical Education beyond high school.
 - Students need to be connected to the curriculum; they should see themselves in what is taught, how it is taught and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse and helps all learners develop the knowledge, skills and perspectives to help them to be informed, productive, caring,

responsible, healthy and active citizens in their own communities and in the world (Ontario Ministry of Education, 2015a, p.3). A focus course will allow students the opportunity to experience a wide variety of physical activities that are directly related to their community resources and resources within the school.

- Ask participants: How does the intent of focus courses support and reinforce the Fundamental Principles of the H&PE Curriculum?

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

The Learning in Focus Courses

PowerPoint Slide Reference: 10

Time: 5 minutes

Strategy:

- Highlight key words or phrases in the statement that guide our understanding of focus courses and the design and planning for instruction.
- Examples:
 - “focus on a particular *group of activities*” ;
 - “*vehicle* for achieving expectations” ;
 - “*medium through which* students achieve the course expectations” ; and
 - “students must be given the opportunity to *achieve all the expectations.*”

- Have participants share how this matches their school's approach to focus course design and instruction.
- Share with participants that:
 - these courses will focus on a particular group of physical activities as the vehicle through which students achieve the curriculum expectations;
 - the type of focus chosen for a course should be seen strictly as the medium through which students will achieve the course expectations, including the living skills expectations;
 - teachers should remember that the curriculum expectations provide the focus and foundation rather than an individual sport like hockey, basketball or rugby (the activities chosen are simply the vehicle through which students focus on achieving the identified expectations); and
 - a focus course will allow students the opportunity to experience a wide variety of physical activities that are directly related to their community resources and resources within the school.

Considerations:

- Use specific examples of how connections are made from [Section 1: The Purpose of Focus Courses within the H&PE Curriculum](#) to generate or support discussion.

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>
- Ontario Ministry of Education. (2010). *PPM 146: Revisions to Credit Requirements to Support Student Success and Learning to 18*. Retrieved from: <http://edu.gov.on.ca/extra/eng/ppm/146.pdf>

The Learning in Focus Courses Continued

PowerPoint Slide Reference: 11

Time: 5 minutes

Strategy:

- Share with participants that the intent and requirements of focus courses are now clearly articulated by the Ministry of Education in the H&PE Curriculum.
- As outlined in the slide, a focus course should meet the interests and needs of students by offering a wide assortment of physical activities that will allow the students to transfer skills into lifelong participation.
- Use the following question to allow the participants to explore the limitations of a “single sport” course and the limitations this has to allowing the Fundamental Principles to be met.
 - What are some of the perceived or real issues related to offering single sport courses?
 - Participant responses may include:
 - do not fully address the breadth of all curriculum expectations in a grade and of the Fundamental Principles;
 - unfairly draw students away from feeder schools due to allure of single sport courses (e.g. hockey academy);
 - students are not given an opportunity to participate in a variety of physical activities;
 - may be seen as an opportunity to practice sports during the off-season;
 - do not properly prepare students for pathways beyond high school; and/or

- do not provide equitable opportunities to students lacking prior skills in that sport.

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Tools to Support the Design of a Focus Course

PowerPoint Slide Reference: 12

Time: 2 minutes

Strategy:

- Highlight for participants that they will be moving into the next section of the workshop, which will explore tools to design a focus course. Throughout this section participants should keep in mind the types of courses that may be offered within their own schools and consider where and how they might use the following tools when designing a focus course they may consider offering or when revising a focus course they currently offer.

Evolution of Focus Courses

PowerPoint Slide Reference: 13

Time: 10 minutes

Strategy:

- Share with participants that course names have all been changed to include “Healthy Living” in an effort to support the Vision and Goals of the H&PE Curriculum and to emphasize the mandate that all focus courses will include

the healthy living expectations that have been outlined in the document. This shift in language will help to promote both students' health literacy and physical literacy.

- Use the following questions with participants to help them understand the process of determining which focus course to offer.
- Questions and sample participant responses:
 1. How do we determine which focus courses to offer (refer to [Section 3: Considerations for Offering a Focus Courses](#) of the Focus Course Planning Resource for more information) in order to:
 - increase the rate of participation in physical activity amongst all students;
 - engage a wider number of students;
 - broaden the range of options; and
 - customize their pathway to better suit interests and needs.
 2. How do we enhance courses to better meet curriculum expectations by:
 - using an inquiry process to plan for differentiation of content (e.g., addressing healthy living expectations within a focus course);
 - using a TGfU approach for activities;
 - using an appropriate context for the expectations to make the focus authentic; and
 - offering a wide variety of activities (e.g., not offering a single sport course).
- What do you need to effectively implement focus courses in order to ensure alignment with the H&PE Curriculum?

Considerations:

- Record participants' ideas using chart paper. Consider using these ideas to provide a starting point for participants when they begin their planning.

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Course Codes

PowerPoint Slide Reference: 14

Time: 2 minutes

Materials: chart paper, markers

Strategy:

- Ask participants:
 - What are some of the challenges you have experienced when creating focus courses?
- Participant responses may include:
 - differentiation of the learning within different courses at the same grade (e.g., PPL30, PAF30, PAL30);
 - differentiation of the learning within focus courses at different grades (e.g., PAF20, PAF30, PAF40);
 - all the expectations of a course are addressed (e.g., Human Development and Sexual Health) and differentiated within grades;
 - students taking two courses at the same grade level (e.g., PPL20 and PAF20); and/or

- relevance of healthy living expectations to focus courses (e.g, how to contextualize Human Development and Sexual Health in an Outdoor Activities course).

Differentiation and the Focus of Learning

PowerPoint Slide Reference: 15

Time: 5 minutes

Strategy:

- Share with participants that effective differentiated instruction requires that educators take thoughtful and deliberate actions to address the particular needs of students. Differentiated instruction allows us to see learning from a variety of perspectives and provides countless, unexpected teachable moments that we may otherwise miss.
- Clarify for participants that all HALE and focus courses share a common structure. The question of uniqueness among the courses is important in order to avoid duplication and provide the unique learning experience that students are seeking.
- Using the same HALE expectations, participants need to think about how to contextualize the learning for the focus course to make it unique.
- Ask participants:
 - How do we differentiate instruction to focus the learning within a focus course? Participant responses may include:
 - focus on overall expectations that allow multiple entry points for learning concepts;
 - focus on the interests of learners;

- address active living expectations (e.g., fitness);
 - address the movement competence expectations; and/or
 - address the healthy living expectations.
- Ensure participants' responses connect back to differentiation by:
 - content - choice of topic/choice of entry point to engage in topic;
 - activity - choice of activity as the vehicle for learning and for demonstration of skills; and
 - product - choice of product to demonstrate learning through use of a choice board (connected to their lives).

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Mapping the Curriculum for Focus Course Development

PowerPoint Slide Reference: 16

Time: 5 minutes

Materials: chart paper, markers, curriculum documents and/or expectations by strand, sticky notes

Strategy:

- Share with participants that curriculum mapping is a process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed and assessments used for each subject area and grade level.

- Have participants share their experience/comfort level with curriculum mapping.
- Share with participants that they will now start mapping their choice of course. Be sure to clarify that this process takes time and that this is just the beginning of creating a curriculum map.
- Use the next two slides (17 and 18) to provide the instructions for beginning to plan how to differentiate course content.
- Have the participants decide which of the following scenarios they would like to work on based on their personal needs or the needs of their departments.
 - Scenario 1: Differentiating the learning at one grade level for a variety of focus courses (PPL30, PAF30, PAL30).
 - Scenario 2: Differentiating the learning at multiple grades for a common focus course (PAF20, PAF30, PAF40).
- Have participants consider:
 - Active Living and Movement Competence
 - how the activities of a particular focus course might be differentiated as a vehicle for student learning of expectations.
 - Healthy Living
 - how the healthy living learning might be differentiated based on student interest, content, process and product. Think about focusing on overall expectations.

Considerations:

- Suggest targeting the Grade 10 or 11 expectations as these two grades tend to be where the majority of focus courses are offered.

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Exploring the Mapping Process - Scenario 1

PowerPoint Slide Reference: 17

Time: 10 minutes

Materials: notebook paper, pens, curriculum documents and/or expectations by strand, sticky notes

Strategy:

- Highlight for participants that curriculum mapping occurs horizontally for all courses being offered at all grade levels.
- Provide participants with a copy of the curriculum document and paper. On paper, create a chart, 8 columns by 2 rows.
- Identify the focus courses being offered at the given school and place them headings horizontally along the top row, starting in the second column. Place the grade you have chosen to map vertically in the first cell of the second row of the first column.
- Begin to explore the curriculum expectations at your chosen grade level where there are examples of activities provided within the specific expectations of the H&PE Curriculum.
 - The chart on the slide begins by examining the specific expectation A2.1 from Grade 11. The examples provided are cycling, sledge hockey, snowshoeing and continuous moving during a game.

- Place each identified activity into your chart in the appropriate course or courses where it best fits.
- In cases where the activity appears in more than one course the strategy is to provide the focus or context in which that activity will occur. For example, Cycling can be differentiated in the HALE, PAF and PAI courses as follows:
 - HALE: cycling (e.g., spin cycle, fitness activities demonstrated through individual program development);
 - PAF: cycling (e.g., spin cycle, fitness activities demonstrated through group spin class); and
 - PAI: cycling (e.g., outdoor cycling - endurance training demonstrated through paved surface biking (sidewalks, bike paths, roads) or mountain biking).
- Once completed, the remaining examples from the curriculum expectation are distributed into the other courses being offered:
 - Sledge hockey - PAL;
 - Snowshoeing - PAD; and
 - Continuous moving during a game - PAQ (contextualized as an endurance swim or water running).
- The process is continued in the same manner with the next expectation where the examples provided can be placed into the appropriate focus course.

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Scenario 1 - You Try It

PowerPoint Slide Reference: 18

Time: 10 minutes

Materials: notebook paper, pens, curriculum documents and/or expectations by strand, sticky notes

Strategy:

- As shared on Slide 17, have participants work individually or as a group (as appropriate) to practise mapping the identified curriculum expectations.

Considerations:

- If you are short on time, consider starting with the healthy living expectations.

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum Grades, 9 to 12: Health and Physical Education*. Retrieved from:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Exploring the Mapping Process - Scenario 2

PowerPoint Slide Reference: 19

Time: 10 minutes

Materials: notebook paper, markers, curriculum documents and/or expectations by strand, sticky notes

Strategy:

- Participants repeat the mapping process creating a chart, 8 columns by 5 rows.
- Place the Grades (9-12) in the first column, one grade per row, starting in the second row.

- Identify the focus courses being offered and place them as headings horizontally across the other columns.
- The sample on the PowerPoint is designed to develop the following focus courses:
 - Grade 11 - HALE plus PAF and PAQ; and
 - Grade 12 - HALE plus PAF.
- Next explore the curriculum expectations at the Grade 11 and 12 levels noting the examples identified within the curriculum expectations.
- Start by examining the specific expectation A1.1 and the examples provided in both the Grade 11 and Grade 12 course:
 - PPL30: individual activities, such as t'ai chi and weight-lifting; small- and large-group activities, such as wheelchair basketball, hacky sack; outdoor pursuits, such as cross-country running and softball; recreational and leisure activities, such as golf, tennis, table tennis, bocce and curling.
 - PPL40: individual activities, small- and large-group activities, outdoor pursuits, recreational and leisure activities.
- Place each activity into the chart in the appropriate course(s) where it best fits.
- In cases where the activity appears in more than one course the strategy is to provide the focus or context in which that activity will occur. For example:
 - Grade 11: Individual activities - weight-lifting:
 - HALE: weight-lifting (e.g., fitness activities demonstrated through individual program development);
 - PAF: weight-lifting (e.g., training methods demonstrated via endurance, power, strength-based programming); and

- PAQ: weight-lifting (e.g., endurance activities demonstrated through training to meet the endurance swim requirements of Bronze Medallion and Bronze Cross courses).
- Grade 12: Individual activities - weight training:
 - The specific expectation for Grade 12 is very generic and doesn't provide the examples as in the Grade 11 expectation. The context for exploring activity options will come from the following example: *"being appropriately prepared and equipped to participate in the activity, being engaged in the activity, striving to do their personal best, adapting to challenges when exploring new activities, monitoring their progress and successes in order to boost their confidence and increase their willingness to try new activities."*

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from: <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Scenario 2 - You Try It

PowerPoint Slide Reference: 20 and 21

Time: 10 minutes

Materials: notebook paper, pens, curriculum documents and/or expectations by strand, sticky notes

Strategy:

- Participants working individually or as a group (as appropriate) to practise mapping the identified curriculum expectations.
- Consider allowing participants the opportunity to select which expectations are more relevant to their needs.

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Additional Resources to Support the Development of Focus Courses

PowerPoint Slide Reference: 22

Time: 2 minutes

Strategy:

- Highlight for participants that the following slides will review additional Ophea resources available to support the development of focus courses.

Adopting an Inquiry Stance in Health & Physical Education

PowerPoint Slide Reference: 23

Time: 2 minutes

Strategy:

- Highlight for participants that Ophea's [Inquiry-Based Learning in Health & Physical Education](#) guide clearly outlines the inquiry framework (see pages 8-9) that teachers and departments should be utilizing to support the process of

curriculum mapping and collaborative inquiry, which ensures that focus courses are unique and differentiated by content to provide the learning experience to meet the needs and interests of students.

- As teachers reflect on their current practice and address the questions associated with differentiating course content they will be better prepared to plan their next steps and begin to transfer their learning into the new focus course structure (e.g., interpreting and analyzing fitness assessments to set goals; reflecting on their results and thinking about alternate approaches in the future; determining nutritional requirements for invasion activities that are part of the focus course; and thinking about making connections to outdoors, and healthy living for life and mental health).

Using the Inquiry Process to Support Planning for Healthy Living in Focus Courses

PowerPoint Slide Reference: 24 and 25

Time: 10 minutes

Materials: copies of Ophea's [Inquiry-Based Learning in Health and Physical Education](#) guide

Strategy:

- Ask participants the following questions:
 - How might the inquiry process be used to support differentiation between courses at the same grade level (e.g., PPL30, PAF30, PAL30)?
 - How might the inquiry process be used to support the differentiation of learning within focus courses at different grades (e.g., PAF20/PAF30/PAF40)?

- Ophea's Inquiry-Based Learning guide provides a variety of tools that may be particularly useful for differentiating content and providing an appropriate context for the Healthy Living strand within a focus course.
- How will the inquiry process support the content in a focus course to ensure that all the expectations of a course are being addressed (e.g., Human Development and Sexual Health) and differentiated within grades?
- Share with participants that use of reflection within the inquiry process may be most beneficial to teachers as they begin the process of differentiating the content of their courses (see pages 89-97 of the guide). As teachers reflect on their current practice and address the questions associated with differentiating course content they will be better prepared to plan their next steps and begin to transfer their learning into the new focus course structure.
- Share with participants that the sample inquiry focused-questions on the following two slides may be used to spark student interest and connect healthy living concepts to the focus of a particular course. Additional questions can be found in [Section 7: Planning for Teaching Healthy Living in a Focus Course Using the Inquiry Process](#).

Bibliography:

- Ontario Ministry of Education. (2015a). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Retrieved from:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>
- Ophea. (2016b). *Inquiry-Based Learning in Health and Physical Education: A Resource Guide for Educators*. Retrieved from:
http://teachingtools.ophea.net/sites/default/files/pdf/ibl_guide.pdf

Exploring Approaches to Teaching Healthy Living

PowerPoint Slide Reference: 26

Time: 5 minutes

Material: copies of Ophea's [Approaches to Teaching Healthy Living: A Guide for Secondary Educators](#) or have the resource open on a computer or device.

Strategy:

- Share with participants that Ophea a resource entitled [Approaches to Teaching Healthy Living: A Guide for Secondary Educators](#) which supports the Healthy Living strand of the H&PE Curriculum.
- Highlight that:
 - this resource was created to support the planning and delivery of healthy living and is an excellent support for the development of a contextualized health content in a focus course. It is available to school boards that have purchased access;
 - much of the content in this guide is generic and supports the quality delivery of healthy living regardless of course. [Part 5: Sample Unit Overviews](#) is also useful to show how to focus on overall expectations and cluster expectations considering the vertical learning approach;
 - there will be instances during the curriculum mapping process where there isn't a clear example provided to allow the expectation or examples provided to be easily placed. This guide will help to support the identification of common themes that can form the basis of the learning within the focus course; and
 - the guide is comprehensive to support a holistic approach and to help educators start where they are and build their knowledge and skills in adopting an inquiry approach to the delivery of H&PE.

Bibliography:

- Ophea. (2016a). *Approaches to Teaching Healthy Living: A Guide for Secondary Educators*. Retrieved from: <http://teachingtools.ophea.net/supplements/hpe-secondary/healthy-living/approaches-teaching-healthy-living>

What's Next?

PowerPoint Slide Reference: 27

Time: 5 minutes

Strategy:

Participants take a few moments to reflect on their learning throughout the session and identify next steps. Have participants share their next steps with a partner or the group.