Praxis Paper

The recent revision of the Ontario’s health and physical education curriculum calls on all educators to have an emphasis on students developing skills and concepts that can be carried out for a healthy active lifestyle even after their academic careers. The idea of the new curriculum is to prepare students with the basic skills needed in order to perform everyday physical tasks that are not limited to sport related movements. Students will be taught the skills outlined through the physical literacy component and will be provided with the means to master these skills so that they can be implemented into the daily lives. The goal our mulitliteracies project is to provide educators with the necessary tools to teach these skills and how to incorporate them into a health and physical education classroom. We have also provided educators with lectures and GLOs that can be used to further develop these skills. The skills begin at the elementary level and work on a continuum so that students are constantly developing and building these skills all the way through grade 12. By doing this, educators will be able to help students progress to the ultimate goal of mastery over an extended time. All lessons outlined in this project can be adapted so that they carter to the needs of the students depending on age, level of development, skill level and any physical/cognitive limitations that may be present. These lessons can also be adapted so that there is a cross curricular element allowing them to be used in other content areas aside from health and physical education. Some of these adaptations are described in the lesson plan in hopes of acting as a spring board for others to collaborate on.

Because these lessons are based on a continuum, some skills may draw on the students previously knowledge or schemas. Much like a traditional classroom, scaffolding can be used to help students develop a skill based on their previous knowledge by educators providing assistance and encouragement depending on how much is needed. This theory is based off of L.S Vygostky’s works and his theory of the *zone of proximal development* (Parkway et.al,2010*).*The *Zone of Proximal Development* refers to,” "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (McLeod,2010). Using physical literacy as a guideline, students will be able to use muscle memory to recall the proper executions of the different movements from previous years and practice. Teachers can use a scaffolding technique to encourage their students and provide the necessary support to ensure that each movement is carried out correctly until the student is able to perform the movements independently. Scaffolding will allow teachers to help each student reach their goal independently and progress at their own pace as there will be various skill levels within the classroom.

Teachers can be even more effective implementing physical literacy by keeping a progress sheet so that both student and teacher can keep a record of improvements and outline any strengths and weaknesses. A rating sheet is also included in the PowerPoint attached so that teachers are able to assess student results against a standard and determine their initial skill level measurement.

Overall, this Mulitlieracies project will provide teachers with the necessary information and tools to intergrade physical literacy into their classroom by using low equipment and organizational games. Using the lesson plans and videos provided, students will ultimately master basic movement skills that will continuously be used and promote a healthy active lifestyle.

Parkway,F.W.,Standford,B.H.,Vaillancourt,J.P.,Stephaine,H.C., & Harris,J.R.(2010)*Becoming a Teacher*(Fourth ed.).Toronto Pearson Canada.

Saul McLeod published 2010,updated 2012(2010).Zone of Proximal Development.Retrieved November 10,2016, from <http://www.simplypsychology.org/Zone-of-Proximal-Development.html>