

Building a Curriculum of Community in Physical Education Using a Gandhian Framework

Capping Project

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Abstract

Physical education (PE) spaces can marginalize students, particularly low-skilled or female students, and reinforce gender stereotypes. While there has been a recent movement toward teaching games for understanding (TGFU) and physical literacy development in PE, there are still many physical educators who are using a traditional model of PE that can promote verbal, physical, or structural violence. The purpose of PE is to help students to develop habits that allow them to be active for life and intrinsically enjoy physical activity. There are many reasons why students may avoid participating in activities in PE. Students who feel isolated from their peers (culturally, socially, or because of their gender or skill level) or sense a lack of meaning in the activities face a considerable barrier to experiencing joyful movement in PE. Women in particular have been often marginalized in PE spaces and it is common to see female students hesitating to participate in PE, feeling self-conscious during the activity, or avoiding the activities altogether. A rethinking of the ways that we develop lifelong movers who are caring and compassionate to themselves, their peers, and their teachers is needed. By integrating a PE program with character education and activities that build physical literacy, students will feel more engaged, connected, and confident during PE classes. This unit plan will help teachers begin to develop a curriculum of community using a Gandhian framework to instruct and assess their PE classes. The framework incorporates two fundamental Gandhian principles throughout the activities and assessments: *ahimsa* (non-violence) and *sarvodaya* (uplift of all). In order to reduce violence in a PE space, the assessment and planning of activities must honour student voice and experience. To ensure that students continually strive to uplift themselves and develop strong relationships, competition that pits one student against another is minimized. The quality and intensity of the activities that could fit into this framework are excellent and varied to provide teachers with the flexibility to adapt the unit to their students. The purpose of the unit is

to create students who are physically active for life, who can develop a confidence and competence in a variety of environments, and who can become more compassionate toward themselves and their classmates.

Glossary of Terms

The following glossary provides clarification about the intended meaning of specific words in this unit plan. Many of these words or terms have alternative definitions so the purpose of this glossary is to provide a more detailed description and clarify the context in which the word is used.

Ahimsa

Ahimsa is a notion that is well-established in Indian philosophy and is one of the key principles in Mahatma Gandhi's political and philosophical work. The word is sometimes defined as "nonviolence," (its closest literal translation) although the more accurate meaning, when used in Gandhian pedagogy, is "to do no harm in thought, action or deed" (Joshee, 2012, p.76). In a physical education context, we can strive for *ahimsa* in our assessments, instruction, and in the activities we choose to include in our courses. The idea of *ahimsa* can help us to contemplate what less harmful teaching practices and learning environments might look like. Structuring a PE course using the lens of *ahimsa* can be particularly useful when attempting to develop a curriculum of community in your class where students feel a sense of belonging and safety. I contend that *ahimsa* can even exist in a competitive environment providing, as Kashtan (2010) writes, there is a "respectful consideration of opponents, an honoring of their humanity and their value...a key element of nonviolence." *Ahimsa* also includes demonstrating kindness and compassion to oneself in thought and action. This is a crucial part of developing a safe environment for students in PE: teaching them students that being compassionate toward yourself instead of critical, especially during activities where you may be struggling or feeling inadequate, can be extremely difficult but is very important to achieve significant growth and increase enjoyment.

Sarvodaya

The term *sarvodaya* was first coined by Gandhi and is translated as “the uplift of all” (Joshee, 2012, p.76). It is one of Gandhi’s nonviolent principles and is a key aspect of this unit plan. The idea behind *sarvodaya* is that everyone does better in society when the welfare of all is highly valued. Hiking provides an exemplary model of how the principle of *sarvodaya* is ingrained in certain physical activities. In hiking, it does not matter how fast you climb the mountain if you leave the rest of your group behind in the process. In fact, *sarvodaya* undergirds many team sports and collaborative activities. It is difficult or impossible for an individual to succeed in a team sport without the uplift of the rest of the team (e.g., a wonderfully talented outside hitter in volleyball can only experience a small amount of success without good passing and setting). This unit differs from the mentality in many team sports because we also want the “opponent” to experience success. We do this by removing the idea of an opponent entirely, or rather by reframing the opponent as a time goal or personal best rather than another player. The goal of this unit is to create an environment where all students experience success and enjoyment, rather than just the “winner.”

Gandhi/Gandhism/Gandhian

Gandhism refers to a body of ideas that describe the principles, vision, and life work of Mohandas Gandhi. Mohandas (used interchangeably with Mahatma which means “great soul”) Gandhi was born in 1869 in India. He was a political activist and philosopher who spent his life advocating for civil rights and freedoms. Gandhi led India's independence movement in the 1930s and 40s and was guided by his belief in “passive resistance” to create social and political

change. “Passive resistance” means to struggle against social or political oppression in an active but nonviolent manner. Two of the main principles on which it was founded were *ahimsa* (nonviolence) and *sarvodaya* (uplift of all). Martin Luther King Jr., Nelson Mandela, and Barack Obama have all said they were heavily influenced by Gandhism. Gandhi’s work still inspires many activists and politicians who are striving to make change.

Body check-ins/Body cues

When the term “body cues” is used in this unit plan, it refers to the sensations within the body that we can become aware of through reflection. These sensations could include breathing rate, heart rate, muscle fatigue, soreness or tightness, shaking muscles, stomach tightness or nausea, energy level, and body temperature. Those who have participated in a yoga class would be familiar with noticing body cues, as participants are often asked to reflect on the messages their body is sending. Yoga instructors will routinely ask their participants to check-in with themselves by asking inward questions like: “Is this painful? If so, back off of the depth of stretch,” “Can you go further in your stretch without feeling pain?”, and “Are there any areas of the body that feel as though they are holding tension? Try to focus your breathing in this area to let it go.” When the phrase “body check-in” is used in this unit, it refers to this process of paying attention to one’s cues before, during, and after a physical activity. Body cues can provide insight into what is happening in your body in a physical sense and can also identify what your mental state is. For example, a tight or nauseous stomach can be a signal that you are feeling nervous or anxious about an activity. Direct teaching of how to notice and decode the sensations they are experiencing will help students to identify activities where they experience enjoyment and challenge. An important piece of information for teachers to express to students is that often, when it comes to physical activities, we can experience the highest level of enjoyment by

overcoming challenges and developing a sense of confidence in the activity. Identifying the cues your body sends you is the first step in identifying growth, challenge, and enjoyment.

Embodied knowledge/Ways of knowing

The term “embodied knowledge” is used in this unit to describe the internal wisdom that we each carry inside ourselves. In this case, I specifically refer to our embodied knowledge of our physical and emotional states while participating in physical activity. According to Whitehead (2010), “physically literate individuals are sensitively aware of their embodied dimension and can reflect astutely on their movement experiences” (p.14). This enables them to reflect on their own movement, as well as engage in dialogue about how their movement can be enhanced during physical activities. This way of thinking about bodily knowledge, that it is in each of us because of our lived experience and not because of what we are explicitly told or taught, allows us to assess student growth based on reflection and discourse rather than the meeting of predetermined outcomes. Wilcox (2009) defines “embodied knowledge” as an “epistemological and pedagogical shift that draws attention to bodies as agents of knowledge production” (p.105). Historically, the human body has been viewed through the lens of function and aesthetics, valuing the body for what it can do and what it looks like. Through the use of the Gandhian framework in the unit, I am looking to shift the focus away from strictly valuing function and image, to honouring what it knows (embodied knowledge) by utilizing reflective assessment like journaling, conferences, dialogue, and encouraging regular body check-ins throughout the activities.

Violence

In Western society, when we hear the term “violence” we commonly associate it with an explicit,

in-your-face or explosive act. We will often associate the word “violence” with physical violence (e.g., hitting, kicking, tripping), verbal violence (e.g., threatening, using profanity, name-calling), and criminal violence (e.g., robbery, assaults, domestic violence). When I use the word in the unit plan, I am of course encompassing these examples but also including types of violence which are not as explicit (known as “slow violence”). Slow violence is defined by Nixon (2011) as “a violence that occurs gradually and out of sight, a violence of delayed destruction that is dispersed across time and space, an attritional violence that is typically not viewed as violence at all” (p. 2). This type of violence is easy to ignore because it is often a result of the structures and systems in place. For example, the stereotyping and lowering of expectations of women in sport are a result (at least in part) of the paternalistic Western medical system which viewed the male anatomy as the desired form and looked at the body through a lens of function. When I use the word “violence” in this unit I am referring to behaviours, attitude, structures, assessments, expectations, and activities that cause harm to a student or teacher in the class. This could include (but is certainly not limited to) posting of public grades, comparison-based assessments like the Beep Test, being chosen last for a team, feeling shame about one’s skill level, missing student voice in activities/assessments, imbalance of power between members of class, lacking a sense of belonging or safety, exclusion, and pitting students against each other. For Gandhi, educational violence "cannot be separated from linguistic, economic, psychological, cultural, political, religious, and other forms of violence" (Allen, 2007, p. 296). At the risk of sounding too extreme or off-putting, I use the term “violence” for a purpose: to draw attention to the harm in PE settings that is sometimes overlooked or ignored.

Physical literacy

Physical literacy (PL) can be best defined as the “motivation, confidence, physical competence,

knowledge and understanding to maintain physical activity throughout the lifecourse” (Whitehead, 2010, p. 5). The notion of physical literacy identifies the intrinsic value of physical activity and provides a clear goal that can be worked toward in all types of physical activity. The word “literacy” is used among researchers and physical educators because it is widely understood in the field of education as a term which implies mastery in a certain area (e.g., digital literacy (i.e., skill and understanding in technological realms) and foundational literacy (i.e., the ability to read and write with confidence). Whitehead, the premier scholar in the realm of physical literacy, discusses how PL confirms embodiment “as a fundamental aspect of our nature and in addition reinforces the holistic nature of the human condition (2010, p. 11). Key aspects of PL include the development of coordination and control of whole body actions (including running, jumping, spinning, crawling, etc.) and specific movement patterns designed for a particular activity setting (e.g., catching, throwing, kicking, dribbling, blocking). It also requires that the skills can be demonstrated in a variety of environments: in a controlled situation, with distractions and proximity to others, indoors and outdoors, etc. For PE teachers, the goal of the course should be to develop physically literate students whose participation in physical activity is intrinsically valued for the joy, challenge, and personal gratification that it provides. Whitehead even makes the case for improved interpersonal interactions between people as a result of improved physical literacy. She proposes that by becoming more attuned to your own body, you also learn to be more aware of others nonverbal cues. According to Whitehead (2001), physical literacy encompasses more than physical movement: it must include “an ability to ‘read’ the environment and to respond effectively” (p.130). This can help with developing compassion toward others, better communication, and a heightened awareness of the feelings and experiences of others.

Dysconsciousness

Joyce King (1991) originally used this term to describe a state of consciousness in relation to racism but it has since been applied to several areas of peace education. She defines dysconsciousness as "an uncritical habit of mind (including perceptions, attitudes, assumptions, and beliefs) that justifies inequity and exploitation by accepting the existing order of things as given" (p.135). This differs from the more commonly used and understood terms of "unconsciousness" and "consciousness", in that "unconscious" implies a lack of awareness and "conscious" is used to describe a knowing. An example of how the three terms differ is provided below.

Situation: The girls in your PE class are routinely submissive to the boys in your class when playing games. They will pass the ball away instead of shooting themselves, will not put forth a full effort, and shy away from physical contact. You hear them saying things like "I am just terrible at sports!"

Unconscious Internal Dialogue: *No dialogue would exist. You would simply not notice that they are not participating to their full potential. There is no reflection in the unconscious.*

Dysconscious Internal Dialogue: *"Those girls are too busy worrying about what they look like to break a sweat out there. If they only tried harder, they could get a better mark. My expectation is that they put forth an effort but I know that girls generally do not enjoy sports as much as the boys. That is just the way it is."*

This internal dialogue ignores the systemic issues that affect gender attitudes and disparities, the culture of the classroom or school, and the experiences of the students that have informed these behaviours. It accepts the idea that women are not as interested in physical activity as the status quo.

Conscious Internal Dialogue: *"I wonder what is making them feel as though they are less skilled than the boys? Could the activities that I am choosing to incorporate into the course be contributing to these feelings? I should ask them what activities they look forward to and feel confident when participating in and try it out in class."*

This internal dialogue accepts that there is an issue and that the students and the teacher have to walk alongside one another to try to change the power dynamic at play in the environment.

Joyful movement

According to Whitehead (2010), through rewarding experiences of physical activity, “the physically literate individual can develop a positive sense of self as well as self-confidence” (p. 13). Grogan (2008) argues that to have the beneficial effect of improving self-esteem, exercise should be more about enjoyment than competition. To strive toward joyful movement in PE, less focus is needed on the aesthetics and functionality of movement and more emphasis on the feelings and sensations that the movements arise in the individual. Kretchmar (2008) writes about this when discussing delight in physical education. He contends that we have focused so much on the health benefits of activity and overlooked the “human” significance of movement. We do not need to choose either health benefits or joyous experiences in movement. They can often happen at the same time. Most often, we can experience joy in physical activity by gaining mastery in a skill so we can get into “the zone” (also referred to in research as “flow” (Stormoen, et.al., 2015) or “swing” (Kretchmar). When I use the phrase “joyful movement” in the unit, I am speaking about the feeling individuals get when they can totally immerse themselves in movement, without fear of judgement or embarrassment and feel joy.

Curriculum of community

The development of a curriculum of community involves balancing power dynamics, ensuring students have a voice in activity choices/assessments, and creating a safe, welcoming space where every member of class feels valued. A key component of this community building is facilitating opportunities for regular and meaningful dialogue in the class (both between students

and between teacher and students). For the purpose of this unit, striving to build a curriculum of community would include student conferences to honour their lived experience and placing an emphasis on interpersonal skills that can be developed through physical activity such as teamwork, leadership, and respect for one another and oneself. Moreno, et.al. (2015) identify the aim of teaching and learning relationship as “an individualised process where social interaction plays an important role” (p.106). Encouraging and modeling positive interactions with every member of class is a fundamental part of a curriculum of community.

Introduction

I have long held the belief that physical activity can improve the quality of one's life. I was taught from an early age, both explicitly and through my father's modeling, that staying active was an important part of life. Sports helped me to make friends, I felt good about myself when I experienced success and I had very positive experiences in my physical education classes. Through sport, I was able to develop teamwork skills and form strong friendships. Many of my favourite memories of childhood and adolescence took place in the gym or in a sporting context. When I remember my stories of physical education, I think of building confidence, strengthening relationships, and feelings of joy. I had great success in my classes and always looked forward to PE where I could be in an environment where I felt very comfortable and happy. My friends in high school and college also had positive experiences in and with physical education and physical activity. As an undergrad, I majored in physical education so I was surrounded by peers who had similar attitudes toward PE as I did. I know the positive power of sports and activity and that is one of the main reasons why I went to university to become a physical educator.

It was not until I commenced my graduate studies that I began to fully realize how polarizing PE can be for people and that my experience is not the most dominant narrative. When other grad students found out my area of study, they would react with either very positive attitudes toward physical education or deeply ingrained, intensely negative memories of this class. I heard from so many people (often women) who reported feeling terribly about themselves in the PE environment when they were in school and people were quite open about their struggles with the staff, curriculum (both written and hidden), and fellow students in their PE classes. Hearing their negative perceptions made me want to learn more about why they did not enjoy it and what I could do to make sure current students have a more positive experience.

The emotion behind their stories, spoke to the resonance of physical education and the power that the class could have on shaping identity among teens.

When I reflect on the times that my own students have shown hesitancy toward participating in activities, I can empathize with them because so often it is about much more than simply not enjoying movement. Unhappiness with their body, a lack of confidence in their skills, past experiences, family/community/cultural narratives, a nervousness about socially high risk activities, or a dislike of highly competitive activities are all potential reasons why a person may not enjoy PE class. The posting of scores and public competition with a clear winner and loser can present barriers for students to relax and learn to enjoy movement for the intrinsic rewards that PE can offer.

Barriers and Benefits of PE Participation

Joyful movement is defined by Kretchmar (2005) as experiences of delight that accompany the experiences people have as they move with a sense of flow. In other words, joyful movement is the positive feeling that an individual has when he or she participates in physical activity without worry about judgement and can be fully immersed in the experience of that movement (referred to as “flow” by Kretchmar and other movement scholars). It is the feeling of delight while taking part in sport and activity that intrinsically motivates people to try it again in pursuit of those feelings again. An example of this might be the feeling snowboarders get as they cruise down a run with the wind whipping past them and the sound of snow crunching around them or the rush of positive feelings that you might have as you approach the top of a climbing wall. Teachers cannot force students to feel joy in physical activities but they can provide an environment that allows for the students to feel relaxed and capable. The more competent students feels and the more connected they are to their bodies, the easier for them to

reach the place of flow.

Feelings of discomfort, for any reason, that a person has during or prior to an activity can be an obstacle for them in the pursuit of joyful movement (Harris, 1990; Kretchmar, 2008; Passer, 1983; Sallis & Owen, 2003). In a recent discussion with a group of junior high girls, I observed several of them making comments about how they were not as “fit” or “in shape” as celebrities they had seen on TV. They expressed their hesitation to wear the uniforms that they had ordered because they were quite tight on their abdomens and their desire to look a certain way overshadowed their ability to participate with a carefree attitude. These young women were physically active and had above-average fitness levels, yet it was evident that they did not understand that physical fitness and health looks and feels different for every person. One of the main challenges as a physical educator of girls is that they often compare their bodies and performance to others and are uncomfortable participating in activities where they feel judged by others (Allender, Cowburn, & Foster, 2006; Dwyer, et al., 2006). This presents a significant barrier for teachers who want their students to enjoy physical activity for the intrinsic value that it presents, not because of how it will make them look. Research tells us that physical activity is an important pathway to good health (Barton & Pretty, 2010; Craig, Russell, Cameron, & Bauman, 2004).

Health is not objective or prescriptive, it is a unique combination of complex and individual factors. Health is similar to physical fitness in this way: there is not a finish line or end outcome to achieve. It is a journey through which each person can continually grow and achieve improved results. There is no such thing as perfect health or perfect physical fitness, there is always room for more improvement. It is important for students to learn how to connect with their bodies, read its cues, and understand their limits and growth. Connecting to the body is key

because it reduces injury, increases joyful movement, and improves mastery when you reflect on body cues. It is essential that the importance of health and fitness are redefined for students by teaching them to listen to their bodies to sustain physical activity and improve overall wellbeing.

Personal experiences in physical education classes often contribute to the development of attitudes about physical activity and health in general. One of the most predominant concerns of the general public is the increase in sedentary behaviour among children and the health concerns that arise because of inactivity. Preventable diseases like diabetes, hypertension, cardiovascular disease, and certain types of cancer can be significantly reduced by remaining physically active for life. Similarly concerning to society is the increase of mental health issues in our youth. The Canadian Mental Health Association (2014) estimated that 10-20% of Canadian youth are affected by a mental illness or disorder. They also report that suicide is one of the leading causes of death in both men and women from adolescence to middle age. Linked to mental health is the strength of social bonds among students. A study by Molcho, et al. (2009) reported that at least 1 in 3 adolescent students in Canada have reported being bullied recently. According to Mikkelsen, et al. (2017), “exercise routines and physical activity through sport have been shown to provide a distraction from negative thoughts and ruminations, and a boost in self-esteem through self-efficacy or mastery” (p. 52). By infusing a physical education classroom with character education, we can use physical activity to target preventable diseases such as diabetes and obesity while working to prevent mental health conditions such as depression and anxiety in youth and we can build positive relationships among the students.

One of the motives students have to participate in sport, as identified by Soares, Antunnes, and van den Tillaar (2013), is that the students wish to be physically healthy. I have long held the belief that the role of PE is not to develop elite athletes, but rather to introduce

meaningful daily physical activity and the joy of movement to all students so they can be active for their whole life. It should also introduce students to activities which they may not be exposed to on their own and should encourage relationship building among students with a variety of skills and competencies. In my experience, students who are highly-skilled or highly competitive often exhibit the same frustration toward physical education as the students who are low-skilled and uncomfortable in the gym. Especially in a sport-oriented class, their competitive spirit is often at odds with many of their classmates and can result in tension. PE programs that have a focus on character development “emphasize student ownership of class sessions, conflict negotiation, care and concern for others, and self and social responsibility” (Verbrugge, 2012, p. 3). These approaches facilitate a classroom culture where students feel less alienated and more competent while allowing higher-skilled students to have more positive dealings with their classmates of differing abilities. Considering only those student who wish to be more competitive when planning lessons serves to increase the exclusion and negative feelings toward those who are unable or unwilling to “keep up” (Ryan & Poirier, 2012). In the study completed by Soaers, et al. (2013), their results showed that “fun or enjoyment was the motive most noted for boys and girls to practice sport in schools (98.5% of boys and 96.6% of girls)” (p. 305). These findings are consistent with studies by other physical education researchers such as Lowry et al. (2001) and Cid (2002) that revealed fitness, friendship, and enjoyment were the highest motivating factors for sport participation among young people. By encouraging a competitive environment in the PE class, teachers are unknowingly ignoring the reasons that the majority of students have for participating in physical activity.

In examining how we might better educate students for active lifestyles, research tells us that we must first identify the motivating and inhibiting factors. Carlson (1995) identifies three

reasons why students typically avoid participating in an activity: (a) meaninglessness, (b) powerlessness, and (c) isolation. Lacking meaning or being unable to see the long term use of subject matter is a common reason for student avoidance of physical activity. As a PE teacher, I often assumed that students innately understood the importance of lifelong physical activity and connected it to the skills we were building in PE but research indicates this is often not the case (Carlson, 1995; Hayball & Jones, 2016). Power imbalances are a common cause of violence in the education system, especially when students feel that their voices are not heard or respected. There is a correlation between students who do not have control over what happens in the gymnasium or what activities are introduced and those who do not engage fully in PE (Carlson).

Students who experience isolation from their peers (perceived or actual exclusion) are often inhibited in their involvement in class activities. One specific group that is often marginalized, disempowered, and experience a lack of meaning in the material presented in PE classes is women. Gender differences showing higher activity levels among men have been well documented. Telama is a scholar who has carried out a number of key studies in relation to participation and motivation in PE, along with several studies on gender in PE. One study found “social and competitive motivation declines and recreation-oriented motivation increases with age” (Telama & Yang, 2000, p. 161). These motivational differences are also reflected in participation in different sport activities based on their level of competition. For example, more competitive and aggressive team sports see a drop-in participation rates while involvement in individual and non-competitive activities like walking, yoga, or biking increase as people move through life (Telama & Yang). As physical educators, if our role is to encourage students to be active for life as the Alberta curriculum suggests (Alberta Education, 2000), perhaps we should start introducing students to more activities that are not competitive. The hope is that by learning

to connect to their bodies they will be able to enjoy the many benefits of movement. Instead of concentrating on sport-specific skills, PE programs could embrace the goal of lifetime activity by fostering “the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity” for all so they can establish physical activity as a natural part of everyday life (National Association for Sport and Physical Education and American Heart Association, 2006, p. 9).

Historical Context

Boys’ physical education was traditionally designed to prepare men for their eventual competitive environment in the corporate world and emphasized strength and masculinity (Vertinsky & Kirk, 2016). One can easily conjure up sports traditionally linked to male participation such as football, wrestling, and other competitive and physically demanding activities. Similarly, it is not difficult to think of sports labeled as feminine such as gymnastics, dance, and cooperative games that encourage passivity and an underlying assumption of female fragility (Verbrugge, 2012). Physical education has the ability to reinforce or challenge gender norms, although the reality in many physical education environments is that gender stereotypes are reaffirmed.

Physical education is different from many other courses offered in schools because it is one of the only subjects that has been specifically divided by sex. Segregated classes of males and females have been utilized for almost a century and this trend has come and gone through the years. Scholars disagree about the benefits and disadvantages of separating kids based on their sex, as some contend that it is important that students are treated equally in integrated classes and others believe that when segregated, all students experience more success. There is no consensus on this issue in the PE community and currently there are both segregated and

integrated classes at the middle school and high school levels in Alberta. Many factors affect whether a school chooses to offer male/female-specific PE environments like cultural backgrounds of students, rural/urban setting (often rural schools do not have enough students to even contemplate a segregated system), teaching preferences, and many other factors. One issue that has become more prevalent in public discourse recently is how lesbian, gay, bisexual, transgender, and queer (LGBTQ+) youth are affected by segregated classes which could force transgender or questioning students to publicly choose a gender to identify with. For this reason, many schools in Alberta are choosing to opt for integrated classes in order to maintain a Safe and Caring environment (Alberta Education, 2017). It is best if resources created for Albertan PE teachers can be used effectively in both integrated and segregated PE settings.

Historically, physical education has championed the male physique and many sports chosen for PE classes favoured the success of males over females (Verbrugge, 1986; Vertinsky, 1992). Some examples of this might include wrestling, hockey, football, basketball or ultimate Frisbee which require speed, strength, and a certain physical dominance over the “other” in order to “win” or experience success. Quite often, females in the class would choose to avoid these types of activities, instead of suffering a social humiliation or feeling submissive around their male classmates (e.g., passing the ball off to a boy as soon as you receive it because of a perception that the boys are “better”). This is not to say that high intensity activities are to be excluded from the physical education curriculum; in fact, many of the most intense and challenging physical activities do not involve a comparison to others but rather a battle with oneself to achieve growth. People who have taken up cycling or yoga can attest to the difficulty they face in battling against themselves in order to feel more competent. In an activity like yoga, for example, it does not matter whether you can reach your toes better than the person beside

you. The instructions of many yoga instructors include ideas like connecting to your body, pushing yourself to your personal limit, and to focus within. In an individual skill like cycling, often you are trying to beat your own time, travel a farther distance than a previous ride or are looking to feel a certain level of fatigue in the body (the idea of pushing yourself to the limit) (Tamarkin, 2014). Difficulty of the skill or activity need not be compromised in physical activity to create an environment of care and compassion among students.

I believe there is a need for education, and physical education specifically, to become more responsive to the variety of experiences and stories that students bring to the classroom. Women's experiences in sport environments are varied. My own physical education experience was very positive, however I can still identify instances when the patriarchal structures and gender stereotypes in sport left me feeling uncomfortable or unsure of myself. I was lucky enough to have grown up in a household where physical activity was championed and I gained a level of physical literacy in my familial environment that precluded my physical education instruction. Despite my relatively high level of skill, I need only look to the language that I often used to describe my own movement skills as an indicator of my lack of confidence in the traditional PE setting. I would use comparative terms to describe my level of mastery in sport by using phrases like "I am even better than some of the boys" or "I am the best of the girls." Rarely did I take the time to connect to my body cues and reflect on how I could improve without comparing myself to others. I also instinctively deferred to the boys in class when deciding activities, taking a leadership role, or volunteering to demonstrate. I did not always feel empowered as a female to take risks or explore movement because I was afraid of judgement and failure.

Building a “Curriculum of Community”

Arendt (1958) wrote that to strengthen a community “webs of relationship may be woven” and to weave these webs, people must learn to recognize one another on a human level, resulting in the need to take responsibility for others (p. 52). This could happen in many ways in a classroom: meaningful conversation, shared experiences, overcoming challenges as a group or dealing with conflict from a place of compassion. A curriculum of community means that you are respectful and conscious of the integrity and dignity of all members of the group. Greene (1993) writes that people who are marked as unworthy by their peers are less likely to feel empowered to question or speak their mind and “unlikely to experience whatever curriculum is presented as relevant to their being in the world” (p. 212). As we know from Harris’s (1990) research, students who do not find personal meaning in curriculum or do not feel empowered have lower levels of participation and motivation.

In a classroom culture that encourages the creation of the web of relationships and a feeling of community, creating meaning for students and balancing power are fundamental components. One way of accomplishing this is to view the curriculum as a fluid concept that students and teachers discover together as the class unfolds. The teacher comes alongside students as they learn, rather than dictating from a fixed position of authority. Throughout Dewey’s seminal work, *Democracy and Education* (1966), he proposes that rather than viewing learning as the achievement of predetermined, specific outcomes, we must see ourselves and others as “always in the making.” When students are seen by educators as unfinished and ever-changing, the curriculum too will change to incorporate students’ voices and will become more fluid. Teachers can sit with students to determine growth and direction of learning rather than imposing their own ideas without openness or flexibility. Undoubtedly, allowing for fluidity in the development of curriculum can be uncomfortable for teachers who have long prescribed a

specific curriculum for their students. By using a non-violent framework, teachers can become conscious of the potential violence that resulted from their previous assessment and instructional practices and make changes that begin to develop a curriculum of community. Greene (1993) nicely sums up this idea when she says “we require curriculum that can help provoke persons to reach past themselves and to become... we want them in their ongoing quests for what it means to be human to be free to move” (p. 220).

Physical education environments have traditionally been associated with competitive “winner-takes-all” mentalities and aggression. Students have often reported experiencing humiliation, a decrease in feelings of self-worth, and view the gym as a high risk area (both socially and emotionally). While each student’s experience is different in physical education, I see this as an area of concern in the school and a potential barrier for building Safe and Caring Schools (Alberta Education, 2017). I also think we are missing out on an opportunity to use the physical education space to instill the values of cooperation and compassion in children and youth.

Whitehead (2010), an important scholar in physical education research, echoes my concerns about the current physical education climate when she wrote:

I became increasingly concerned with a number of personal and professional observations: the increasing number of people who elected to not engage in active pursuits after high school, leading to increased sedentary behavior; increased obesity rates and increased stress-related conditions; a focus on literacy and numeracy in schools, often at the expense of time spent in movement activities; and a movement toward high-performance athletes and athletics creeping into physical education settings. (p.22)

Many current post-secondary education programs for PE specialists are shifting toward inclusive practices that value teamwork, intrinsic motivation, and joyful movement. Training centered on Teaching Games for Understanding (TGfU) and physical literacy is helping new teachers be

better prepared to teach PE in a way that benefits more students and creates more competent movers (Doozan & Bae, 2016). While this is a positive trend, most teachers who are in the field did not receive this training in their teacher education and are still using traditional methods of teaching PE. These teachers require resources that can support them as they make a philosophical shift toward developing new pedagogies.

Conceptual Framework

I argue that a change in philosophy and a reframing of the purpose of physical education are needed to increase inclusion of all and support lifelong physical activity. One way to accomplish this is for educators to create a curriculum of community where students' stories and experiences are valued and relationships between students are nurtured. Using a Gandhian framework to structure a physical education program would help educators to approach physical education in a way that focuses on character development and physical literacy in equal measures. The classroom culture that would result from the infusion of Gandhian pedagogy would provide an excellent environment for students to improve their relationship with themselves, to others, and to the subject material. I am offering this framework as a way of rethinking PE and the format that is currently being used in many schools across Alberta.

Nonviolence and Peace Pedagogy

In the unit plan, I explore what less harmful educational practices might look like using the Gandhian philosophy of nonviolence in education. Joshee (2012) taught that the key principle undergirding ideas of Mahatma Gandhi was the concept of *ahimsa* – often translated into English as “nonviolence” but literally meaning “to not do harm” (p. 76). There exists dysconsciousness among some PE educators who continue to teach in a way that perpetuates or ignores violence. Joyce King (1991) was the first scholar to use the word “dysconsciousness” when discussing social justice issues in the education system. She defined dysconsciousness as an “uncritical habit of mind (including perceptions, attitudes, assumptions, and beliefs) that justifies inequity and exploitation by accepting the existing order of things as given” (p.135). “Unconsciousness,” a term that refers to a lack of awareness or an inability to understand ideas, and “consciousness,” a term that means a person is making “an ethical judgement about the social order,” (Heaney,

1984, p. 116) differ from dysconsciousness, which suggests a process “by which one refuses to pay attention or give awareness to the systemic nature of social violence(s)” (King, p. 135). Dysconsciousness accepts systemic violence uncritically, either because of mis-education or a blind acceptance of the status quo. When I use the word “violence,” I do not only refer to physical violence but rather to any practice that causes or allows harm to occur. Violence can take many forms in educational settings. One way that educators can unknowingly promote violence is by taking on the role of expert, the all-knowing, in the classroom. In order to truly demonstrate that student voice is honoured in the classroom, teachers can balance the power differential between them and their students so the students feel safe in describing their experiences and feelings. Harris (1990) wrote that “the division of labour in a classroom promotes a form of structural violence, where teachers dominate classroom interactions” (p. 256). Another factor that can increase harm is encouraging competition between students. Researchers have found that excessively competitive environments pit individuals against one another, encourage a division into clear winners and losers, do not foster a sense of community, and can poison relationships between students (Harris, 1990; Prasad, 1984). Competitive activities often place value on the success of oneself at the expense of others which can be detrimental to the social bonds between students. Assessment techniques can also perpetuate violence in education if they are inflexible, ignore student voice, overly critical, and dismiss learner growth as irrelevant if they do not achieve a predetermined standard. Rosenberg (1972) wrote “whenever a value is set forth which can only be attained by a few, the conditions are ripe for widespread feelings of personal inadequacy” (p. 281). Peaceful assessment practices could include a focus on students’ lived experiences and personal growth measured by body check-ins, conferences, visual representations, journaling, or video analysis. Finally, teachers can promote

violence if they require students to engage in socially “high-risk” activities that result in humiliation or exclusion based on ability. This could include asking students to take chances or fail in front of the group before they feel safe. It is important to remember that while physical violence is antithetical to peace, so is structural and emotional violence. Physical educators need to become more conscious of the violence that is inherent in traditional PE settings and takes steps to include all students in a peaceful manner.

Many places around the world, including Japan, Scandinavia, India, and the United States, have looked to adopt practices that explicitly teach peace education in schools (Salomon & Nevo, 2002). This is in response to concerns about violence at the local and global level. Peace education has been defined as education that promotes concepts of non-violence, human rights, social justice, meaningful participation, and personal peace (Carson & Lange, 1997; Hicks, 2004). Haavelsrud (1984) reflects the belief of many scholars when he says that peace in the world will only come when peace is taught in classrooms. Harris (1990), an important scholar in the area of violence and peace pedagogy, talks about creating peace in schools by teaching students to use compassion, care for others, seek nonviolent alternatives to solve conflict, and to respect diversity. To do this effectively, teachers need to structure their classes in a way that is consistent with the principles of peaceful pedagogy.

There are several principles that Harris (1990) identifies as necessary to create peaceful pedagogy in schools: dialogue, cooperation, problem solving, affirmation, and democratic boundary setting. These principles can easily be applied in a physical education context. Dialogue refers to the instruction that teachers provide to their students and the way they communicate with them. Effective dialogue requires teachers to demonstrate humility and work together with students as facilitators for their learning instead of asserting that they are the truth-

holders and experts. Educators should remind students that they are in control of their learning experiences, give students the power to make choices about their learning, and model the behaviours expected in a Gandhian pedagogy. This is especially important when teaching Gandhian principles because the idea of nonviolence is one that students may not have had explicitly modeled to them previously. Cooperation pertains to the classroom climate that is created by the teacher and students. Scholars have found that cooperative classrooms resulted in higher achievement levels among adolescents (Johnson & Johnson, 2006; Johnson, et al., 1981; Polvi & Telama, 2000; Sharan, 1980). These cooperative settings teach people to treat each other with care and compassion and to work together to experience growth. The principle of problem solving is in reference to the skill development among students. Teaching critical thinking skills allows for students to reflect and explore alternate reactions to challenge and conflict. Only by examining our experiences can we gain true understanding of our learning and think more clearly about what is happening in our bodies and minds. Affirmation is linked to motivating factors that inspire students to make positive choices and develop confidence to handle challenges. This can positively impact their self-concept and lead to more intrinsically motivated learning and healthier peer interactions. Instructors in an experiential classroom must work hard to overcome preconceptions students have about failure by celebrating mistakes as teachable moments.

Peace pedagogy enjoins that learning should be intrinsically motivated and unrelated to their peers' achievements (something commonly seen in competitive environments). Accomplishing tasks and affirming their abilities and strengths can allow students to take more risks which can help them to develop a greater sense of competency. Finally, democratic boundary setting respects boundaries of the teacher and students and celebrates student voice in the classroom. This practice invites students into the process of creating classroom expectations

and inherently increases the accountability that students feel to follow those guidelines (Harris, 1990). Respecting boundaries is best described by Harris when he states that it “assumes that people in a classroom have certain limits” and that respecting the limits of the teacher, fellow students and themselves is an important aspect of peace (p. 266). The understanding of boundaries, including one’s own boundaries, is a crucial underpinning for the idea of using body cues to connect to movement. *Ahimsa* toward oneself is a foundation for peace pedagogy and it is an important aspect to explicitly teach and model for students in order to attain true nonviolence in the classroom. We often think about peaceful actions toward others and ignore the importance of finding peace within ourselves. The overall goal of peace pedagogy is to develop peaceful citizens who show an increased level of care and compassion for themselves and others (Richards, 1991).

Character Development

As Williams (2000) wrote:

... it is next to impossible to separate the teaching of values from schooling itself; it is a part of schooling whether people are willing to acknowledge it or not. The question ... is how the educator can influence students’ character development effectively so that the impact is positive. (p.34)

I think the physical education sphere has been often overlooked as a space to develop character. Teaching students using a Gandhian pedagogy would increase student wellness, positively impact school culture, and help the community by creating more peaceful and empowered citizens. Howard, Berkowitz, and Schaeffer (2004) wrote that “it is not a question of whether to do character education but rather questions of how consciously and by what methods” (p.210). By using a Gandhian framework to develop physical literacy and focusing on principles such as *ahimsa* (non-violence) and *sarvodaya* (uplift of all), students could begin to act in a nonviolent way in a physical education environment and build on their skills in a manner that does not

detract from anyone else's experience.

The Canadian Sport Institute (2014) states that “socialization via sport will ensure that general societal values and norms are internalized through sports and participation” (p. 35).

There is an assumption in this statement that the “general societal values and norms” that would be internalized are the traditional aspects of PE such as competition, individual success, and the celebration of one winner. Imagine if there was an alternative idea around socialization through sport. What if movement and activity were used as the tools to internalize values such as empathy, gratitude, *sarvodaya*, and *ahimsa*? This is the inspiration behind my capping project. A PE space that is consistent with Gandhian pedagogy would include the following aspects:

1. Use nonviolent language and activities in class. (*Ahimsa*)
2. Emphasize working together with classmates to ensure that success is achieved as a collective. (*Sarvodaya*)
3. Allow competition to take place against a goal or a time limit but not against one another. (*Ahimsa/Sarvodaya*)
4. Choose activities that will develop physically literate students who have a connection to their body cues. (*Ahimsa*)
5. Focus on healthy peer relationships. (*Ahimsa*)
6. Assess in ways that honour student voice and are nonviolent. (*Ahimsa*)

If students practice activities with a focus on nonviolence and uplift of all, they may develop a different type of relationship to physical activity: one with less judgement, fewer comparisons to others, and stronger interpersonal bonds with their classmates. Immediate connections can be drawn between quality physical education and the idea of *ahimsa* and other Gandhian principles. Thinking about PE using a Gandhian pedagogical framework

would be an excellent way to educate “the whole child” while ensuring that the potentially destructive aspects of traditional PE environments (competition, comparisons to others, embarrassment, aggression, to name a few) are limited (Miller, 2010, p. 8). Lodewyk, Lu, and Kentel (2009) contend individuals with “active spirits” tend to enjoy more balanced, healthy, satisfying, enlightened, loving, and joyful existences (p. 170). Now imagine students who have an active spirit but also a nonviolent set of values that have been developed alongside their physical skills and body awareness. By changing the narrative for some students around what PE is and what its purpose is, the hope would be that it would not only impact their lifelong attitudes toward physical activity but also their general character and the way in which they live their lives. When discussing the development of a curriculum of community, one of my classmates beautifully summed up the purpose when she said “we want to teach our students to walk well in the world” (J. Farmer, personal communication, December 7, 2016).

Physical Literacy

One the focuses of this unit is to develop physical literacy among the students. The term physical literacy implies that students have the confidence to perform a variety of movements and develop mastery through experience that provides them with the skills, attitudes, and knowledge to become physically active for life. Teaching physical literacy (PL) increases wellness in physical education by teaching students to connect to their bodies, develop a mastery of skills in a variety of settings and explore new activities. Tremblay and Lloyd (2010) identified that four domains of physical literacy exist: (a) physical fitness, (b) motor behaviour, (c) physical activity behaviours, and (d) cognitive factors such as attitudes and feelings. Physical literacy can best be assessed by viewing it as fluid, lived experiences through which students respond to

different internal and external factors. It is experienced differently for each individual. Longmuir and Tremblay (2016) describe physical literacy as interactive and a journey that every person embarks on in their lifetime, with intention or without.

The idea behind structuring your PE classes to include a focus on physical literacy is to make the development of one's physical literacy intentional and explicit, opening students' minds to the meaningfulness of using their bodies in a variety of ways. Lack of physical literacy can negatively affect body image, attitudes toward physical activity, and risk of obesity. Development of strong physical literacy is an important piece of educating the whole child (Mandigo, Francis, Lodewyk, & Lopez, 2009). In our school system, there is a need for proactive strategies that strengthen children's healthy mental, spiritual, physical, social and emotional development and seek to prevent issues from developing in the first place. Dr. Dean Kriellaars spoke at the Physical Literacy Summer Institute in 2014 and stated that "being able to move is a social agent." This is true for both adults and children. The fact that physical activity helps to create and strengthen social bonds is widely understood. Physical and Health Education (PHE) Canada's (2011) website states that in order to be physically literate, students would be able to "demonstrate a variety of movements confidently, competently, creatively, and strategically across a wide range of health-related physical activities" (para. 2). The body of research on physical literacy allows me to link it with overall wellbeing, including mental health, cognitive functioning, social connections, and physical health (Higgs, 2010; PHE Canada, 2010; Whitehead, 2010).

MacNamara, Collins, Bailey, Toms, Ford, and Pearce (2011) suggest that people often do not maintain a lifelong involvement in sport or physical activity because of their poor experiences in PE. One could draw the conclusion that improving PE practices would have a

positive effect on lowering the obesity rate among children and adults. Joy-based models in PE are grounded in meaning and increase intrinsic motivation to stay active for life (Kretchmar, 2008). Development of activities that build confidence in students and promote lifelong fitness by making movement enjoyable and interesting is essential in an effective PE environment. Bevans, Fitzpatrick, Sanchez, and Forrest (2010) expanded this idea by discussing the importance of “mastery climates” where students are taught skills and given ample opportunity to master an activity, rather than “performance climates” where students compete against one-another in team sports that they may or may not have been taught the skills required to succeed. Researchers agree that students will avoid activities if they feel they are unskilled or less skilled than their peers (Carlson, 1995; Telama, Yang, Laakso, & Viikari, 1997). Scholars have also found that the proportion of class time devoted to competitive game play was negatively associated with student engagement (Bevans et al.; Leirhaug, MacPhail, & Annerstedt, 2016).

A PE program with a focus on physical literacy would have a couple key components. Firstly, it would focus on advancing the fundamental movement skills identified by PHE Canada (2018) (including dodging, hopping, skipping, kicking, etc.). Physical literacy scholars often contend that fundamental movement skills are best developed by age nine but my experience is that many of these movement skills have not been properly taught in the elementary years which affects the ability to form more complex movements (PHE Canada). I believe that fundamental movement skills can always be learned and improved throughout a person’s lifetime. The goal is to allow students the opportunity to become more kinaesthetically intelligent, meaning more than just physical skills but of the connection between their internal state and external state (one could use the terms “embodied knowledge” or “ways of knowing” interchangeably (Bresler, 2013; Greene, 1993; Whitehead, 2010). Secondly, the skills should be practiced in a variety of

environments in a multitude of ways. The more varied the situations that students perform the skill in, the more competent they will feel performing that skill. For example, simply learning and performing the skill of throwing a ball is not sufficient to claim a high level of mastery. One would need to be able to throw with both hands with confidence, throw at a moving target, throw overhand and underhand, throw while dodging a defender or obstacle, throw large, small, round and flat objects, et cetera. The possibilities for movement are endless and this is what makes physical literacy fit so well with the ideas behind creating a curriculum of community (similarities would include flexibility in the programming, fluidity in the direction and speed of curriculum progression, student reflection, and input in decisions about activities). Having a teaching philosophy that supports the unique learning journey that students experience is consistent with the foundations of physical literacy. As Whitehead (2010) presents in her comprehensive book about physical literacy, *Physical Literacy: Throughout the Lifecourse*, physical literacy is the human potential that comes from our lived experience as embodied beings. It is by honouring these lived experiences that we can come to create a compassionate and caring culture in PE settings.

Assessment Framework

Limiting violence in assessment (including public posting of scores, final grades without student input, overly critical or negative feedback, comparative grading, use of standardized outcomes or rubrics, etc.) is a necessary step when creating a curriculum of community in the classroom. At the Shaping the Future 2017 conference, Dr. Heather Raymond spoke about assessment practices that placed positive value on the experiences that students have had (H. Raymond, personal communication, 2017). She talked about the way that we shape our understanding of ourselves and the world around us through narratives. The idea of collecting

stories as an evaluative tool would be one way that teachers could reduce the level of violence in their classroom assessment techniques (Huber, J., Caine, Huber, M., & Steeves, 2013). Asking students to tell and retell stories could be helpful in getting them to make sense of their experiences before, during, and after physical activity (Clandinin, 2006; Schaefer, 2013). Because time is often limited in schools, teachers require flexibility in the assessment tools they can choose. Student narratives and reflections could be done by video logs, physical activity portfolios, reflection time with a learning partner, in conferences with the teacher, or through journaling.

The practice of mindfulness is one that can be easily integrated into a physical education program to help students self-evaluate and connect to their level of competency in a skill. Easwaran (1985) discussed the power of meditation in a mindful practice and mentioned that students can learn to be transparent in thoughts and feelings so they might begin to identify those which cause harm to themselves and others. Matt Leland's (2015) review of the literature on mindfulness in education found positive effects of mindfulness training of students in the areas of critical thinking, focus, anxiety, organizational skills, behavior, self-control, relationships, and attention. There are exciting possibilities in PE assessment involving the integration of mindful practices with narrative inquiry. This would involve championing embodied knowledge and also paying attention to the social, emotional, and physical changes that occur in the students. This idea of asking for students' perceptions and remembering of the conditions and relations around them would be an important part of building a safe environment in a PE space. Often physical activity (especially in a large and noisy space such as a gym) can be overwhelming and can make it challenging for students to pay attention to their body cues and to the social cues of those around them. Getting students to slow down and notice these things about their environment

would be an effective way to improve self-regulation and connection to the body. Mindful exercise has been recently characterized as “physical exercise executed with a profound inwardly directed contemplative focus” (La Forge, 2005, p. 7). This attention is done in a nonjudgmental way with specific attention given to breathing and muscle sense (tingling, fatigue, shaking, tension, etc.). We commonly associate this type of mindfulness in exercise with yoga which has long incorporated body check-ins with physical activity but the same principles could be applied to any activity being performed.

Summary

Alberta Education (2017) has stated the importance of providing students with an environment where they feel a sense of safety and belonging. Traditional physical education (PE) spaces have often marginalized students, particularly low-skilled or female students, and reinforced gender stereotypes. I wholeheartedly believe that PE spaces can play an integral role in fostering inclusive, welcoming environments. As physical educators, we have the unique opportunity to combine character development with physical development and the possibilities are exciting. If the goal of PE is to develop habits that allow students to be active for life, then we must shift our pedagogy to help them truly enjoy movement. There are still many physical educators who are using a traditional model of PE that can promote verbal, physical, or structural violence. A rethinking of the ways that we develop lifelong movers who are caring and compassionate to themselves, their peers, and their teachers is needed to combat dysconscious perpetuation of violence in PE and reduce harm caused by assessment, instruction, and activity choice. A PE program that develops physical literacy and strong relationships will help students to feel more engaged, connected, and competent during PE classes. The following unit plan will help teachers begin to develop a curriculum of community using a Gandhian framework to instruct and assess their PE classes. The framework incorporates two fundamental Gandhian principles throughout the activities and assessments: *ahimsa* (non-violence) and *sarvodaya* (uplift of all). In order to reduce violence in a PE space, competition that pits one student against another is minimized. The intent of the unit is to create students who are physically active for life, who can develop a confidence and competence in a variety of environments, and who can become more caring toward themselves and their classmates.

Purpose of Unit Plan

There must be a rethinking of physical education in the field. There exist PE classes that continue to marginalize students by dysconsciously perpetuating gender stereotypes and allowing other forms of violence to take place. The purpose of this project is to provide teachers with an entry point to begin to examine their practice and create a curriculum of community in a PE space using a Gandhian framework. The significance of this project is that it will allow for more students to feel included in their PE classes, will develop more lifelong movers, and will help students to connect with their bodies and their classmates in a positive way.

Form of Representation

I have developed a physical education unit plan for educators at the secondary level in Alberta. The outcomes listed in the unit are from the Alberta Education's (2000) grade nine PE program of studies but it could be easily adapted for all secondary grades. The unit plan contains six complete and detailed lesson plans as well as a list of additional activities that are consistent with the ideas of Gandhian pedagogy. The unit is intended as a way to begin the year with a class to facilitate the creation of a curriculum of community. A comprehensive assessment plan is included so the instruction and evaluation are in line with nonviolent practice. Each lesson includes a rationale for the activity choice, additional activities that can be done in follow up lessons, discussion questions to encourage dialogue, modifications for differing abilities, and safety considerations. There is also a Gandhian background information sheet for students that introduces Gandhian principles and the idea of a curriculum of community. The activities included in the unit plan are merely suggestions because a fundamental component of developing a curriculum of community includes student input to determine the path the course takes. The idea is to provide teachers with activities and ideas that create a space consistent with Gandhian values so they understand that many different games and physical activities can be chosen based

on their nonviolent, non-competitive nature or can be modified to make it so.

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Appendix A:
Creating a Curriculum of Community
Using a Gandhian Framework Unit
Plan

Gandhi-Inspired PE Unit Teacher Guide

The following information is for teachers to use as a guide to implementation of the Gandhian Physical Education Unit Plan. The unit is designed for grade 9 students but could be easily adapted for students in grades 7-12.

The intention is for this unit to be used by teachers at the beginning of their course to build a sense of community. It could be carried out at any time of the year but the suggestion is to use it early in the year to set the tone for behaviour expectations and attitudes for the rest of the course. There is also a list of other physical activities included in the plan that are consistent with Gandhian principles if the teacher wanted to finish the remainder of their course using this framework.

While there are 6 comprehensive lesson plans included in the unit plan, there are also several follow-up activities included at the bottom of each lesson which provide the potential to extend them for several classes. The sample lesson plans are just that...a sample. In a PE course guided entirely by Gandhian pedagogy, the students would help decide which activities would be chosen through dialogue with the teacher. This gives them a sense of empowerment in the class. These lessons serve as a template for how lessons might be structured and additional activities are provided in Appendix C that are in line with Gandhian philosophy.

Unit Contents

Lesson 1- Building a Curriculum of Community

This lesson (designed to take at least two 60 min. periods) introduces students to the central concepts of the unit. It provides students with the opportunity to have dialogue about violence, teamwork, and the goals for the course.

Included:

- Gandhi Background Sheet
- Violence Mind Map
- Teamwork Brainstorm Sheet

Prep Work Needed:

- Arrange for students to each bring a binder to class with sheet protectors.
- Print out a class set of the Gandhi Background Sheets and the Teamwork Brainstorm Sheets.

Lesson 2- Cooperative Games

This lesson (designed to take one period but with enough additional activities provided to last an additional class) is a starting point for students to work together in positive ways to achieve a common goal.

Prep Work Needed:

- Gather equipment needed before class and set out the hula hoops.
- You may want to have Body Reflection Sheets or Activity Reflection Sheets printed out for each student in advance if you plan to have them reflect individually rather than as a group.

Lesson 3- Hiking

This lesson (designed to take one period but with enough additional activities provided to last at least a week) introduces students to hiking technique. It also provides students with the opportunity to reflect on the sensations they feel in their body and on their enjoyment of the activity.

Included:

- General Hiking Tips Sheet

Prep Work Needed:

- Arrange for students to each bring their movement journals and writing utensils to each class.
- Print out a class set of the General Hiking Tip Sheets
- Bring blank sheets to class (enough for one per student)
- Have several backpacks prepared with weights inside (bean bags work fine)

Lesson 4- Obstacle Course

This lesson allows students the opportunity to create a segment of an obstacle course, to be combined with their classmates segments to build a full course. They will then have the chance to go through the course, set a goal for themselves, and try to beat that individual goal.

Included:

- Time Trials template
- Movement Cards

Prep Work Needed:

- Arrange for students to each bring their movement journals and writing utensils to each class.
- Set out equipment for students to choose from
- Find enough timers/stopwatches for each student or ask students to bring a device to class that they can time themselves on

Lesson 5- Fitness Coaches

This lesson (designed to take one period but with enough additional activities provided to last at least a week) asks students to work together in pairs to design fitness routines. They take on the role of a coach for their partner, meaning they can practice encouraging others, motivating them to achieve their goals and target specific body areas. There is an opportunity to extend this lesson with a community focused project found at the end of the lesson plan.

Included:

- Fitness Plan template
- Darebee cards

Prep Work Needed:

- Arrange for students to each bring their movement journals and writing utensils to each class.
- Print out a class set of Fitness Plan templates
- Set out equipment for students to use
- Print out Darebee exercise cards in advance or arrange for devices to be in class for students to use for their research

Lesson 6- Yoga Stories

This lesson (designed to take one period but can be extended to another period if you would like students to present their stories) gives students the chance to create their own yoga routines. They are asked to design a routine that tells the story of a fairy tale or a movie of their choice through different poses.

Prep Work Needed:

- Arrange for students to each bring their movement journals and writing utensils to each class.
- Choose the Cosmic Kids Yoga episode you would like to use as an example and have it loaded on your computer.
- If you have a student who requires a print out of a fairy tale to work from, have it printed out in advance.
- Ensure you have enough yoga mats or towels for each student to use or ask them to bring in their own.

Gandhian PE Lesson #1

Date: _____

Teacher Name: _____

Creating a Culture of Community

AB Curricular Outcomes (Grade 9)

C9-1 *Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity*

C9-5 *Develop practices that contribute to teamwork*

C9-6 *Identify and demonstrate positive behaviours that show respect for self and others*

Lesson Focus: This lesson will provide students with a background of the terms *sarvodaya*, *ahimsa* and will introduce them to the practices that will be put into place for each lesson in the unit (creating movement journals, reflecting on body sensations, and working together to build community in class).

Student Learner Objectives:

Time	Equipment	Location
2 hrs (*This lesson will need two classes to complete.)	<ul style="list-style-type: none"> - A binder for each student with looseleaf papers and plastic sheet protectors to store sheets (students will use these for the whole unit). - Gandhi handouts - "Teamwork Brainstorm" handouts 	Classroom

This lesson serves as an introduction to the unit and provides students with background about the terms they will be hearing. It explains why Gandhian ideas are being incorporated into a Physical Education environment. It is important to inform students about the philosophies behind activity choices and involve them in a dialogue about the purpose and goals of the unit. This allows for “buy-in” and begins to immediately build a curriculum of community.

1. When students come into the classroom, ask them what they think the goal of a PE class should be and write their ideas on the board. Remind them that this is not a debate. All students will feel differently and have different experiences and everyone is entitled to that.
2. Explain to them that an important goal for you as a teacher is for students to respect each other and that they learn to enjoy physical activity. If you have other (or different) goals for your class, please share them with students and encourage their feedback
3. Write the word Gandhi on the board. Ask them what they know about Gandhi or what comes to mind when they hear that word. It may be totally new for some or they may have previous knowledge or opinions. Say *“Making sure our PE space is safe for everyone is very important to me. For that reason, we will be starting a unit where our activities are guided by Gandhian ideas about nonviolence and helping each other have success and have positive experiences.”*
4. Hand out the Gandhi Background sheets. Read over them as a class. When you get to the section called “Why are we learning about Gandhi in Physical Education?”, pause to have a discussion with students, encouraging their thoughts about how this unit might be different from a traditional unit they may have experienced in the past. Assure them that nonviolent PE lessons, while not competitive *between* students, are also very fun, challenging and engaging. Competition can still exist but we will be competing against our own goals or a clock but not directly against each other in this unit.
5. Break students into groups of 3-4 and ask them to complete the Violence Mind Map sheet together. This is simply a brainstorm where students can give you an idea of what their previous understanding and definition of violence is. It can be a

great starting point for dialogue about some of the harm that has historically been associated with PE (gender stereotypes, pitting students against each other, being picked last for a team, publicly failing or feeling embarrassed, being labelled as a “loser”, body shaming, etc.) and what we can do as a class to prevent forms of violence as much as possible in our course.

6. Say to students “*Working together as a team so each person improves and enjoys the activities is really important in this unit.*” Hand out the Teamwork Brainstorm Sheet and ask students to complete it individually or with a partner.
 7. When they have completed the sheets, ask students to share what they wrote in each section to the whole class.
 8. Tell them about the assessment tool that will be used for this lesson (or all year if you choose to continue the practice): their movement journals. Explain that each student will use a binder and sheet protectors to store their handouts. They will also keep regular reflections about the activities they participate in and the sensations they experience in their bodies. Inform them that their mark will be determined for the unit based on a combination of participation and effort in activities, regular entries in the movement journal and student conferences where they can explain their growth or areas for improvement with their teacher.
 9. Ask them to store their first handouts (the Violence Mindmap and the Teamwork Brainstorm) in their movement journals.
 10. If time remains in the class, use the discussion questions attached.
-

Modifications

If students struggle with reading and comprehension, you can also show them a video that briefly introduced Gandhi to reinforce the information.

<https://www.youtube.com/watch?v=ept8hwPQQNg>

Safety Considerations

Students are not in any physical danger in this lesson. You may need to clarify for students that Gandhian principles are not religious tenets. His pedagogy can fit into any secular or religious belief system and does not interfere with your personal spiritual beliefs. We are using it as a lens through which we can look at the PE space and ensure is safe and welcoming for all students.

Discussion Questions

Have you ever witnessed or experienced violence in Physical Education spaces? Do you feel comfortable sharing what that looked like? (No specific names please)

What do you think people enjoy the most about Physical Education?

What do you think people enjoy the least about Physical Education?

How could we make sure that we create a space that allows everyone to feel a sense of belonging and enjoyment in the course?

What expectations should we have as a class for how we treat each other and how we interact in class? (Make a list on the board or on a large sheet of paper so it is visible to students.)

Gandhian PE Lesson #2

Date: _____

Teacher Name: _____

Cooperative Games

Lesson Focus: Building community in the classroom through the use of cooperative games. The games were chosen because of their alignment with the principles of *ahimsa* and *sarvodaya*.

AB Curricular Outcomes (Grade 9)

A9-1 *Apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance*

A9-2 *Apply and refine locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance*

Student Learner Objectives:

Time	Equipment	Location
60 min.	<ul style="list-style-type: none"> -10 hula hoops - 50 bean bags or small items (rings, pucks or balls can be substitutes for bean bags) - stopwatch -whistle -blindfolds (optional) 	<p>Indoor or outdoor spaces work equally well for these activities.</p>

The games in this lesson were chosen because they require students to work together to achieve their goals. Individual success is not prized in these games, in fact students would be at a disadvantage if they are participating without the idea of *sarvodaya* guiding their play. Remind students that they should keep in mind the principle of *ahimsa* during this exercise. They may feel frustration because of the challenges they face in these activities but respecting themselves and others is key. Respect for classmates, competition against a clock and the necessity of working together to achieve success are important aspects of the activities that are in line with *ahimsa and sarvodaya*.

1. The Limb Challenge (15-20 minutes)

-Place students into groups of 4-5 (if possible, group students with those who they may not know well yet). This game is meant as an icebreaker to get students more comfortable making physical contact with each other and working as a team.

-Explain that the idea is to cross the floor in the most creative way they can think of. They must travel as a group (you can choose to create a condition that they must stay in physical contact with their team as they move or they can just be in close proximity of one another) and they can only have a certain number of limbs on the ground. For the purposes of this game, a "limb" includes a head, a bum, a stomach, a leg, an arm, a foot or a hand. The instructor will call out the number of limbs and the group must have EXACTLY that number touching the floor and be able to move across a designated line on the floor (a third of the way across a typical gym usually works well).

For example: In a group of four students, if they instructor called out "6 limbs", a group could:

-have two students one-foot hop across the gym and two others bum-scoot along the ground using one foot to pull themselves forward

-have one member crawl on the ground on all fours with a member riding

on their back with no limbs on the ground and another student giving a piggyback ride to the final member.

-two students could walk backward while dragging the other two students by their arms as they scooted on their bums with their feet raised.

-The possibilities for different combinations of movements are endless. Remind students that goal is not to do this task quickly, it is to be the most creative in their movements. Give them 1-2 minutes to discuss and practice their techniques before they try it out in front of the class.

-Once they have tried it, announce a new number of limbs on the floor. Try to mix up low numbers of limbs and high numbers so they can think of new ways to move.

2. Bonanza Bean Bag Relay (15-20 minutes)

-Ask students to get into new groups of 4-6 people. Set up hula hoops and bean bags according to the diagram below. Arrange the hula hoops approximately halfway across the gym to start. This distance can be lengthened or shortened depending on the group as needed.

-Students start out by standing with their team in the empty hula hoops. Each member must have at least one foot in the hoop to start. Students have to work together to transport the beanbags from one hoop into the other while following the guidelines you set in place each time. If using a timer, start out at 3 minutes and challenge them to transport as many items in that time as possible. Then have the try again and try to beat their previous number. If that time limit is too long or short, adjust accordingly.

-Each round will have a new challenge to complete the task. These rules apply for the pickup, transport and drop off of the items.

1. No Hands
2. No Hands or Arms

3. Cannot Be Alone During Transport (must work with another student to move the items) and Cannot Use the Same Partner Twice In a Row
4. Cannot Walk, Run or Crawl
5. Blindfolded (Safety Note: Ensure that the hula hoops are sufficiently spaced from one another. A good way to maintain safety during this activity is to have a “spotter” who has a whistle. If the whistle is ever blown, everyone must instantly freeze, as it means someone is going to crash into someone or something.)

-Once a team has transported all the items, they must be seated and touching their hula starting hoop to indicate they are done. If they get all their bean bags in the time you have allowed, you may want to encourage them to add more items to their hoop to challenge themselves further.

**Remember, the students should be competing against a time or goal they have set, not other teams. Do not award a winner and a loser in this game. Challenge them to beat their previous scores. They can keep a record of their scores on sheets of paper, in their movement journals or on portable whiteboards if available.

3. Group Shapes (10-15 minutes)

- The whole class must work together to create shapes on the floor. Students are encouraged not to speak during the formation of the shapes. If they can do it silently, they need to rely more on reading their classmates’ body language.
- Any shape can be chosen but some examples are included below:

Diamond
Heart
House
The letter Q
Umbrella
Tree
Sailboat
Baseball
4-Leaf Clover

4. Debrief/Discussion (10 minutes)

- Ask students to discuss what went well and what was frustrating in the activities. Ask them to focus on the frustrations they experienced without blaming or putting down others. Encourage them to speak about ways they personally could have improved or that felt successful. Model for them what this might look like. (e.g., saying “I was really frustrated when the beanbag I was carrying kept falling off and I could not use my hands” versus a blaming statement such as “we would have won the game if Carl had not dropped the ball so many times.”)
- As an alternative to a class discussion, students could write about their experiences in their movement journals using one of their body reflection sheets.

Follow-up lessons and activities:

The following cooperative games are consistent with Gandhian teachings and will help to further develop *sarvodaya* and *ahimsa* among the students in your class.

Group Juggle:

1. Organize the group into a circle and explain that the students will throw items across the circle of team members from one person to the next. You will require 8-10 balls or items to throw (rubber chickens, bean bags, etc. work as well) but start out with just one ball.
2. When a ball is thrown, the thrower must say the name of the recipient and look them in the eye. Soft, underhand throws are best. (Note: they will throw to the same person every time!)
3. They catch it and throw to another group member. This continues until each group member has caught & thrown the ball just once (it should end with the person who first threw the ball).
4. Ask each group member to identify who they received the ball from and who they threw it to.
5. The next stage is to introduce more balls and see how many you can get moving around the circle in the original order. Identify a special item (rubber chicken, different coloured ball, etc.) and tell the class that their goal is to get at least 6 balls in the air being juggled as a group and when that happens, you will introduce the special item into the juggle. If it gets back to the starting thrower, the group wins the game.

Pass the Chicken

*This game is usually done with a rubber chicken but any stuffed animal or item can be used in its place.

The goal is for students to work together as a team to pass the chicken around the circle as many times as possible in a time limit using only the designated body part. They are trying to beat their own record as a class.

1. Start with a two minute timer. The rules are as follows:
 - you may only use the designated body part
 - if the chicken touches the ground you must start over
 - If someone uses a body part other than the designated limb, you must start over
2. Complete each "level" 2 times, allowing the students the chance to beat their own record. If they want to try more than twice to beat the record, they can. Remind them that getting frustrated with teammates is not helpful to reach their goals. Being encouraging and positive will help everyone to do better.

Levels:

- Use only hands
- Use only elbows
- Use only knees
- Use only feet

Back to Back

1. Start with students in pairs, sitting back to back and arms linked. The object is to stand up without releasing.
2. Proceed to four, eight, sixteen, and eventually the whole class. Make sure students are not using their hands to push off the ground. They should be using their teammates to stand.
3. If you have uneven numbers, it works just as well. No student should be left out.

Hula Hoop Pass

1. The group joins hands in a circle. Place two hula hoops between two students and have them rejoin hands.
2. See how quickly they can pass the hoops around the circle. They cannot let go of each other's hands and must move their bodies through the hoop as it makes its way around the circle.
3. Using a timer, see how long it takes for the hoop to make its way around. Then try to beat your record.

**This game may not be comfortable for students who have a large body weight. Squeezing through a hoop may be something that causes anxiety. Keep this in mind for when you plan your activities and do not play it if you think it may be a concern.

Modifications

These cooperative games were chosen because there are very simple ways to modify the game to be inclusive toward students of all abilities in class. For example, group juggle could be done with larger or softer balls to throw, the limb challenge could take place over a shorter or longer distance as needed by your class.

To add an increased level of competition to these games or increase the physical intensity, shorten the length of time they have to complete the tasks or increase the distance they have to travel.

Safety Considerations

In the relay and The Limb Challenge, there is a risk that students could run into one another. To prevent these accidents, ensure the hoops are spaced as far apart as possible. During The Limb Challenge, remind students to carry and drag each other in safe ways (supporting their backs, necks, and head, check in with their teammates to make sure nothing is causing pain).

In the Bean Bag Relay, when students are blindfolded, ensure that the hula hoops are sufficiently spaced from one another. Another option for maintaining safety during this activity is to have a “spotter” who has a whistle. If the whistle is ever blown, everyone must instantly freeze, as it means someone is going to crash into someone or something.

Discussion Questions

What made it easier to play the cooperative games?

What made it more difficult to play the games?

How might you modify the game to make it more challenging or easier?

Gandhian PE Lesson #3

Date: _____

Teacher Name: _____

<h1>Hiking</h1>		
AB Curricular Outcomes (Grade 9)		
<i>A9–7 Apply and refine activity-specific skills in a variety of environments; e.g., hiking, wall climbing</i>		
Lesson Focus: Lesson Focus: Students will explore different speeds of walking and hiking with a pack. Students will also be provided with general hiking tips.		
Student Learner Objectives:		
Time	Equipment	Location
60 min.	<ul style="list-style-type: none"> -Several backpacks -Weighted objects (bean bags, etc.) 	Outdoors on a track or trail

Hiking is an activity that is consistent with the principles of *ahimsa* and *sarvodaya*. It is perhaps the best example of physical activity that fully encompasses the idea of the “uplift of all”. If you are in a group hiking up the mountain, it does not matter if you reach the peak first, or how fast you climb the mountain. It is about working together as a group to reach the destination, connecting with nature and feeling the benefits of moving your body.

1. Gather students together and have them take out their movement journals. Announce that the activity of the week is hiking. For 2 minutes, ask students to write down everything that comes to mind when they think about hiking. They should try to write down words that pop into their heads, previous memories or experiences and feelings they have (including body cues they notice when thinking about hiking... pulse increasing with excitement, palms sweating with nervousness, etc.). They can also draw pictures if they would prefer it to writing.
2. Go over the “General Hiking Tips” as a group. Place particular emphasis on the idea of walking at a constant, steady, pace rather than exerting yourself and trying to walk quickly.
3. Tell students they will be experimenting with different types and speeds of walking today.

Strolling Pace

4. First, have students complete one lap of the track walking at a comfortable, strolling pace. On this lap, they need to be walking at a pace where they can easily carry a conversation and do not feel out of breath. Ask students to walk with a partner or in a group. Encourage students to invite people to walk in their group who they may not know well yet or if they see someone walking alone.

Hiking Pace

5. Then, have students complete a second lap walking at a pace that they can maintain comfortably (will be faster than a stroll) but it should not have them feeling out of breath. Get them to experiment with whichever speed allows them to maintain it for a significant period of time. They do not need to walk with a partner or group for this lap but they can choose to do so if they prefer.

Speed Walking Pace

6. Finally, have students walk a lap as fast as they can possibly walk without it turning into a jog. They should maintain a pace that makes it difficult or impossible to carry on a conversation. You can suggest that they imagine they are late for an important appointment and keep up that speed for a full lap if they can.

7. If time allows, students can try on a pack that is filled with weight (bean bags or other items can mimic the weight of a packed bag) and walk the same course around the field. If there are not enough packs for each student, you can pair them up and they can trade who wears the pack halfway around the track. Have them choose one of the last two speeds (hiking or speed walking) to walk 3-4 laps around the field (dependent on the time you have left in your class).
 8. Discuss the difference between walking with a pack versus walking without. Have them complete the body reflection sheet to indicate where they felt their muscles working at each speed and file in movement journal.
-

Follow-up lessons and activities:

- Discuss how to climb uphill or downhill using the tips provided on <https://www.thehikinglife.com/skills/hiking-techniques/>
 - Practice climbing uphill and downhill using the techniques described on The Hiking Life website. This can be done on treadmills or on hills that might be on school property.
 - Once students have had the opportunity to practice, a longer hike should be scheduled, ideally to an area where students can connect to nature and at a distance where they can practice maintaining a rhythm for a significant length of time (at least an hour if possible). Use community trails, river valleys or other areas that lend itself to hiking (i.e., local ski hills can be a great place to practice hiking during the spring, summer or fall months before it snows) to practice techniques.
 - Students could also complete a reflection sheet in their movement journals comparing what they thought about hiking before experiencing the activity versus what they thought about it after participating in the physical activity sheet.
-

Modifications

Modifications for students with physical challenges could include changing the hiking distance to shorter lengths, limiting the weight of the pack, pairing them with a buddy or encouraging them to use tools such as wheelchairs, walkers, a walking stick, or walking poles, etc. if needed.

If students need more challenge, they could carry heavier weights, could increase the distance walked or could add elevation changes to the walk (uphill/downhill sections).

Safety Considerations

Ensure that students are fitted properly with their packs so there is not stress put on their backs. Ask students to use caution while walking and to check to make sure there are no unmarked holes or debris on the trails as they walk. Using trails with changing elevation, unstable footing or challenging terrain increase the level of risk in the activity so ensure that students are properly trained and prepared before attempting this.

Discussion Questions

How would you rate your enjoyment level of hiking? What other activities would you compare it to (in terms of physical challenge)?

What would you change to make it more enjoyable?

What do you think would be the most challenging part about hiking?

Gandhian PE Lesson #4

Date: _____

Teacher Name: _____

Obstacle Course Creation

Lesson Focus: Students will work collaboratively to design activities that, when combined, become an obstacle course. They will then test out the obstacle course and keep track of their own times.

AB Curricular Outcomes (Grade 9)

***D9-5** Design safe movement experiences that promote an active, healthy lifestyle; e.g., student-created games*

Student Learner Objectives:

Time	Equipment	Location
60 min. (with extension activities to last at least a week)	Ideally, students should have access to all equipment in the gym storage room to use as needed. If you cannot allow them full access, pull out as much equipment as possible so they can be creative (skipping ropes, scooters, balls, blocks, throwing implements, mats, frisbees, pylons, etc.)	Gymnasium

Traditional obstacle courses may pit students against one another in a race to be the “winner” and are often teacher-directed in their structure. In this version of an obstacle course, students compete against their own times to improve. They are also responsible for creating the course themselves using a collaborative approach. This activity serves as a bonding experience for students to develop relationships with one another by working together to perform a task (*ahimsa*) and it encourages growth in all students rather than comparisons between them (*sarvodaya*).

1. Begin the class by challenging students to the “Bring Sally Up” squat challenge. Play the song “Bring Sally Up” by Moby. Each time the song says “Bring Sally Down”, students squat (at the level they are comfortable at) and when they say “Bring Sally Up” they can rise to standing position. A modification for students who cannot squat would be to have them sit on a chair instead of squatting each time or to have them squat only slightly each time.
2. Once they have attempted the challenge, tell them they are going to create their own “challenges” today in the form of obstacle course segments. Separate students into groups of 2-4 students and explain that each group will be assigned a type of movement that they need to incorporate into their segment somehow. Once all groups have their segments created, they will be combined into a full class obstacle course.
3. The movements to incorporate into their segments are included on cards at the end of this lesson that can be printed out and randomly chosen or you can have students choose the movement they would like to use. Pass one or two movement cards to each group and they will bring the cards with them to their area where they are building their segment.
4. Have students spread out around the gym. Encourage them to be very creative and use equipment in novel ways. Make sure the students test out their segment when it is created to make sure it works as they envision. This should take approximately 10-15 min. for them to develop. Students should sketch their segment to refer to next class when they attempt to complete the entire course and have to set it up again. This can be kept in their movement journals.
5. When all groups have created their segments, walk through each stage as a class and have the group explain how it works and which movement they were assigned. If there is time left in the class, you can allow students to try to go through the obstacle course.

6. In the following class, have them set up their segments again and this time they will time themselves and keep a record of their individual times in their movement journals using the Time Trial template. Stopwatches or devices could be used to time themselves. Their goal is to improve their time on the course by the end of the class. They can talk with their teammates about strategy and can watch other students to try to reflect on how they can improve but their time will not be shared with others.
 7. To add an additional challenge if students can easily complete the course, ask them to go through it with a stipulation (e.g., only using their non-dominant hand/foot to complete tasks, having their arms tied together with a pinny, backward, feet tied together, etc.). Discuss how the limitation of using only a certain limb or not being able to use certain body parts make tasks more difficult or different. Students should fill out a Body Reflection sheet if you decide to have them try this so they can reflect on their body sensations.
-

Modifications

This activity can be modified for students with differing abilities by altering the length of the course that they complete. For example, rather than having the student time themselves on the whole course, they could time how long it takes them to complete one section. The collaborative process of students working together to build the course makes it very inclusive to students of all abilities because they can work together to create a segment of the course at any ability level.

Students who need more help thinking of the setup of their segment could be supported by providing them with a standard obstacle course section and challenging them to modify it. There are several ideas to start them off below:

Obstacle Course Segment Ideas to Modify

“Laser Field”- Using pylons/blocks/chairs, tie skipping ropes across the tops so students have to climb through the “lasers” and not touch any of the ropes.

“Dodge Zone”- Set up large blockers such as blocks, chairs, mats so students can dodge dodgeballs or other soft items being thrown into the zone by other players.

“River Crossing”- Line up mats, rings or hula hoops on the ground and students have to hop from one to another and not touch the gym floor.

Safety Considerations

When students are creating their own activities, there is the risk that they may design something that is not safe. Constant supervision and reminders about safety when students are creating sections of the course are necessary in this lesson. Encourage students to use safety mats when appropriate in their course.

Discussion Questions

How might you modify your obstacle course segment to accommodate someone with differing abilities?

Which segments did you find to be the most challenging? Which ones did you find to be the easiest?

How would you change the segment to be used by a young child?

What could you do to make your segment more challenging?

What were the precautions you took to make sure your segment was safe?

Movement Cards

Based on Fundamental Movement Skills according to PHE Canada (2018)

Balance on one foot	Balance on body part other than foot (hands, stomach, buttocks, etc.)	2 foot hop
1 foot hop (e.g., right foot to right foot)	1 foot leap (e.g., right foot to left foot)	Gallop
Spin	Dodge an object	Catch an object
Throw an object at a target	Somersault	Crawl (hands and knees)

Slither/army crawl (on belly)	Jump off an object	Run
Crab Walk	Log Roll	Climb over an object
Kick an object	Climb through an object	Climb under an object
Shoot an object at a target	Hit an object with an implement (bat, racquet, stick)	Jump over an object

Gandhian PE Lesson #5

Date: _____

Teacher Name: _____

<h3>Fitness Coaches</h3>		
Lesson Focus: Students will work together to create and practice fitness routines that meet a goal they have set. They will develop skills as motivators and fitness partners for a series of lessons that target a specific area of the body.		
AB Curricular Outcomes (Grade 9)		
<i>A9–13 Apply and refine activity-specific skills in a variety of individual pursuits; e.g., fitness activities</i>		
<i>B9–2 Demonstrate, monitor and analyze ways to achieve a personal functional level of physical fitness</i>		
Student Learner Objectives:		
Time	Equipment	Location
2 hrs (*This lesson will need two classes to complete.)	<ul style="list-style-type: none"> - Free weights - Skipping ropes - Floor mats/yoga mats - Medicine balls - Resistance bands - Exercise balls - Darebee Fitness activity cards - Devices connected to internet (optional) 	Gymnasium

As students create their own workout plans, they are able to choose activities that they enjoy and given ownership in the co-creation of the curriculum with their teacher. When students take it a step further and work together as fitness coaches, it creates an ethos of care and encouragement in the classroom. Wrigley, Thomson and Lingard (2012) say that “care is not a “wooly” ideal but is at the centre of intellectually demanding and equitable pedagogies”. By considering how to best support a classmate during physical activities, they can simultaneously develop empathy for others and have a positive effect on the culture in the classroom by demonstrating care toward their peers. In the spirit of developing *sarvodaya* among the students, they will work to encourage each other and uplift everyone’s fitness levels and feelings of self-worth as coaches and workout partners.

1. Ask students to choose one area of their body that they would like to focus on for their fitness plan (upper body, lower body, or core). Ask them to stand in groups with people who would like to focus on the same area and then choose a partner or group of three to work with as fitness partners. All students should be working with at least one other person.
2. As a group, talk about what it means to be a fitness coach and what qualities are important in a workout partner (encouraging, positive, helpful, knowledgeable, dependable, etc.). Explain that their role is to develop a workout plan together that they will both enjoy and that they can do together. Review the terms and information below with students.
 - Repetitions- the number of times you carry out an exercise in a row (If you did 10 pushups in a row, you would say you did 10 reps.).
 - Sets- The number of times you do your repetitions (If you did 10 pushups, 3 times with breaks in between each time, you would say you did 3 sets.).

Remember: High reps with lighter weights will create more toned muscles and lower reps with heavier weights will increase strength and size of muscles quicker.

Safety note: Do not go too heavy...start lighter and work your way up based on the way you feel as you exercise and how you feel the next day. It is not worth hurting a muscle by taking it too far, too fast.

3. **Announce the following challenge for their fitness plan:** You must create a plan for yourself and your partner(s) that could be done in your home with no access to a workout facility. This plan should focus on building strength and toning the area of your body you have identified as your target.
4. Hand out one fitness plan template to each student. Students will spread out around the gym. They can use any of the fitness equipment you have available (resistance bands, etc.). Pass out copies of the Darebee exercise cards to the students or set them out around the gym. They can use these cards or if they have access to a device, you can encourage them to do additional research about different exercises. Some website that provide exercise ideas are:

www.fitnessblender.com

<https://www.acefitness.org/education-and-resources/lifestyle/blog/6593/top-25-at-home-exercises>

<http://www.fitlink.com/exercise-list>

<https://greatist.com/fitness/50-bodyweight-exercises-you-can-do-anywhere>

****Remind them that an effective and safe workout begins with a warm up and finishes with a cool down so they must include these in their plan.**

5. In the final couple minutes left in class, have students store their fitness plans in their movement journals. Ask them to return the exercise equipment.

Follow-up lessons and activities:

-They can work out using their fitness plan for the remainder of the week. After they have used their own plan several times and feel confident with the activities they chose, have them pair up with another group in the same body target area. They can take the other group members through their workout plan and test out each other's plans. In their movement journals, they can reflect on the difference between their workout plan and the other group's plan and talk about which they preferred and why.

-To include technology in your lessons, students could videotape the instructions for their workout and post it on a class site like Google Classroom so students could share and access workouts other groups have created for their own use.

Community Connection Extension:

If you have a nearby senior's living facility or long term care centre, an activity to increase community building on a larger scale is to pair students up with a senior who would like to participate in gentle physical activity. This provides a great opportunity to have dialogue with the class about being active for life. Challenge students to create a simple 10 minute workout for someone with limited mobility/strength or someone in a seated position. Ask them to consider what modifications would need to be made to make different movements more accessible. They can use technology to research gentle physical activities for seniors or people with limited strength. In the process of doing the physical activities with the seniors, the students build cross-generational relationships, can demonstrate compassion and care for others and learn about the importance of lifelong movement.

Modifications

This activity can be modified for students with differing abilities by altering the length of the workout that they complete. For example, rather than having the student complete 8 exercises, they could complete 4 exercises. The collaborative process of students working together to build the course makes it very inclusive to students of all abilities because they can work together to create a workout plan that suits their abilities and needs.

Students who need more help structuring their workouts could be supported by providing them with devices that they could use to look up videos of exercises on YouTube.

Safety Considerations

When students are creating their own activities, there is the risk that they may design something that is not safe. Constant supervision and reminders about safety as students design their workouts are necessary in this lesson. Encourage students to use safety mats when appropriate in their course.

As students perform fitness activities, proper form is crucial for injury prevention. Encourage students to use their devices to research the proper techniques for each exercise they choose. They can use iPads or other video recording devices to record themselves doing the activities so they can make sure their body is moving in a safe way. Caution students about using free weights and dumbbells and model proper lifting and carrying techniques and expectations in the classroom.

Discussion Questions

What did you think about when choosing your exercises (age, fitness level, strength, etc.)?

Which exercise challenged you the most? Which area of your body was targeted in this exercise?

Which exercise did you enjoy the most?

How did you motivate your partner when you were their “coach”? What motivates you to push yourself harder?

Fitness Plan Template

Target Area (circle one):

Upper Body

Lower Body

Core

Warm Up				
	Name	Reps	Sets	Notes
<i>Example</i>	<i>Push-ups</i>	<i>10</i>	<i>3</i>	<i>-Balance legs on an exercise ball to increase difficulty</i>
Exercise 1				
Exercise 2				
Exercise 3				

Exercise 4				
Exercise 5				
Exercise 6				
Exercise 7				
Exercise 8				
Cool Down				

Gandhian PE Lesson #6

Date: _____

Teacher Name: _____

<h1>Yoga Stories</h1>		
Lesson Focus: Students will collaborate to tell nursery rhymes or fairy tales by using yoga poses to represent the main events and characters in the stories.		
AB Curricular Outcomes (Grade 9)		
<i>A9-3 Apply and refine non-locomotor skills and concepts to a variety of activities with increased control to improve personal performance</i>		
<i>A9-4 apply and refine non-locomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance</i>		
Student Learner Objectives:		
Time	Equipment	Location
60 min.	Class set of yoga mats or towels - Devices connected to internet (optional) -Projector and computer to play video	Gymnasium

Yoga is an activity which requires participants to connect to their body, listen to the sensations in their bodies to make subtle adjustments and does not at all rely on comparisons to others in order to experience growth and success. Success could be measured in increased flexibility, increased enjoyment of the physical movements or an increased feeling of confidence while performing movements. By allowing student to create a yoga workout that tells a story, we can combine fun and creativity with physical activity.

1. Ask students to each take a mat and set up so they can follow along with the video. Show them 5 minutes from one of the following episode from Cosmic Kids Yoga and get them to follow along. Explain that this is yoga program meant for children where she tells stories and incorporates yoga postures into them.

Cosmic Kids Episodes to Choose From:

Star Wars

<https://www.youtube.com/watch?v=BEPxPkQY6V8>

Harry Potter and the Philosopher's Stone

<https://www.youtube.com/watch?v=R-BS87NTV5I>

Diggory the Dump Truck

<https://www.youtube.com/watch?v=lppLh0FI3iw>

2. Explain to students that they will be working together in groups to create their own "Story Yoga" episode. All students will demonstrate the poses. Based on the technology availability, you can have students film their yoga stories or they can perform them live and the class can follow along with their poses.

3. Students will choose a fairy tale or nursery rhyme to create a “Yoga Story” about. They may also choose a movie but encourage them to choose one important scene from the movie instead of the entire plot.
 4. Their “Yoga Story” should consist of at least 8 poses but can include more if they would prefer. How long each pose lasts is up to their students but remind them that the longer a stretch is held, the more effective it is at increasing flexibility. They can choose to have one person tell the story while they all demonstrate the poses, or they can each take turns telling the story.
 5. An extension for this activity is to have the students teach their yoga stories to young students. This works particularly well if you have young students in your school (pairing them with a class of Grade 1’s or 2’s would be perfect). A reflection afterward about how they could alter their story to be more engaging or change the difficulty according to the age would be a good teachable moment.
-

Modifications

If there are students who might not be able to recall fairy tales, it is a good idea to have some printed out in advance to support them. You may also wish to include fairy tales with pictures (an exemplar has been included with this lesson) to help with understanding.

If there are students with specific movement restrictions (e.g., in a wheelchair), encourage their group members to think of poses that can be done from a seated or standing position so all members are included.

Safety Considerations

When students are creating their own activities, there is the risk that they may design something that is not safe. Appropriate supervision and reminders about safety when students are designing their yoga poses are necessary in this lesson.

Discussion Questions

How would you modify these poses for younger students or people with differing abilities?

How would you make your poses more challenging?

How did you come up with the ideas for your poses?

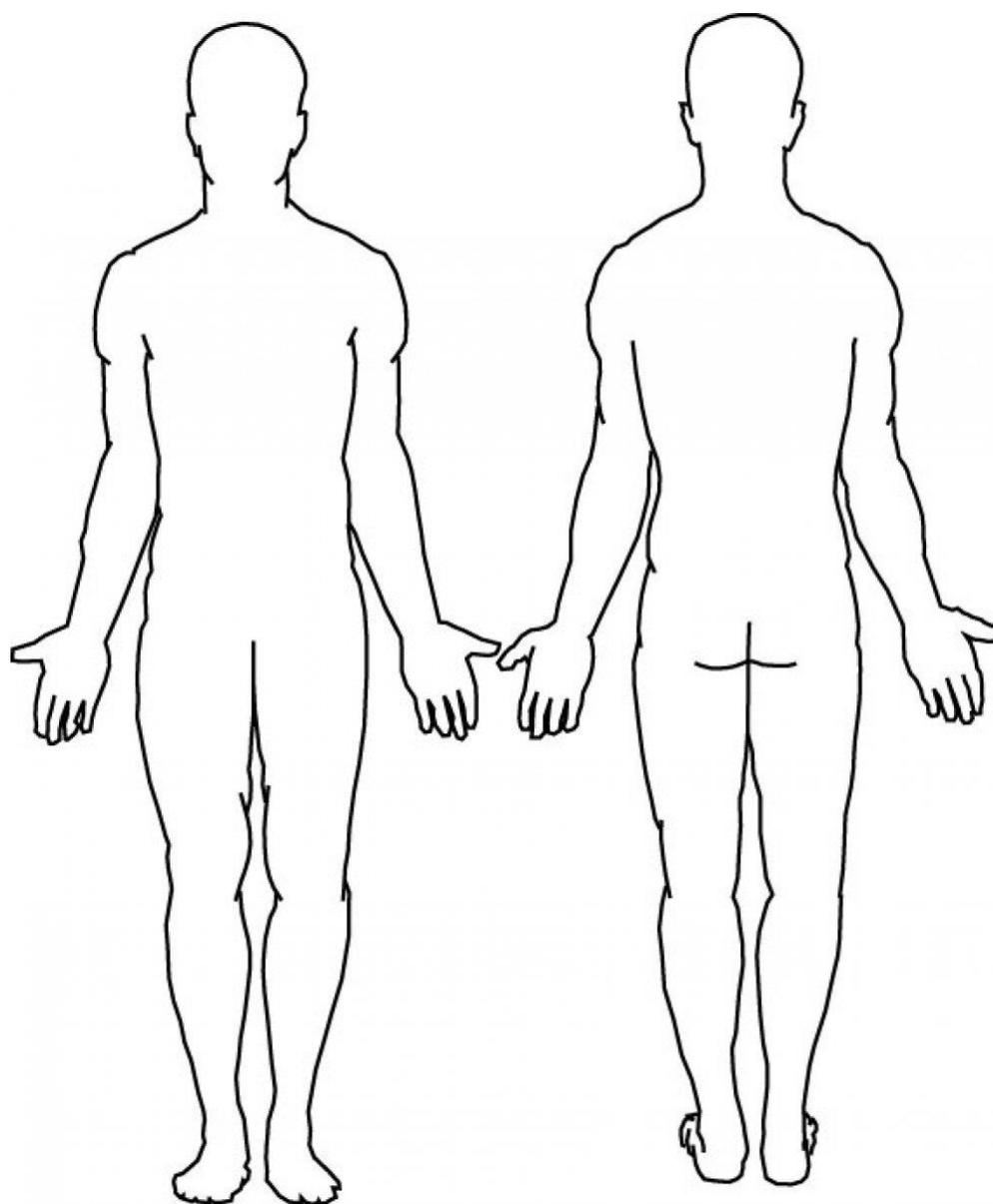
Lesson Handouts

Body Sensation Reflection Sheet

Using the images below, indicate where you noticed sensations in your body. Think about body cues like tingling, fatigue, soreness, shaking or tension.

Activity: _____

Date: _____



Name:

Date:

Post-Activity Reflection

	Before Activity	During the Activity	After the Activity
Feelings			
Sensations in your body (fatigue, tired, shaking, sore, tingling, energized, etc.)			
Level of Energy			

What I enjoyed most about the activity:

What I enjoyed the least about the activity:

Social/Emotional Reflection Sheet

When I think about my social interactions in the activity (how I spoke to others, how I behaved toward others, whether people seemed to enjoy being around me, whether I felt good being around others), what comes to mind is

Which emotions did you experience during the activity and what was the context?

e.g., I felt angry when I tried so many times to score and kept missing the goal.

Which interpersonal skills would you most like to improve? How do you plan on working on it?

Teamwork skills (cooperating with others, sharing, being positive toward others, caring for classmates)

Communication skills (verbal and body language, speaking in respectful ways, active listening)

Leadership skills (taking charge, modelling positive behaviour, taking on responsibility, motivating others)

Teamwork Brainstorm

How can you tell when a partnership or team is working well together?
(List at least 3 ways you can observe this)

-
-
-

What qualities make you want to have someone on your team or as a partner?
(List 5 qualities)

-
-
-
-
-

What positive qualities do you personally bring to a team/partnership?
(List 4 qualities)

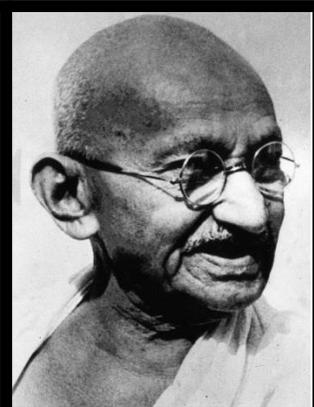
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What are two qualities you have that detract from a positive team/partnership?
(List 2 areas you are aware of/would like to improve)

-
-

Gandhi Background

Mohandas (also known as Mahatma) Gandhi was an Indian activist who fought for civil rights using something called “passive resistance”. There were several key principles that he believed in and used to shape his political activism and daily life. In this unit, we will refer to two of them as we do our physical activities: *ahimsa* and *sarvodaya*.



Sarvodaya (sar-VO-dey-yah) is defined by Gandhi as the “uplift of all”. Essentially, *sarvodaya* means showing compassion for the experiences of others, working together to achieve success and being there to support one another.



Ahimsa (ah-HIM-sah) means non-violence or “to do no harm”. It requires a compassion for all living things: the self, other people, animals, and all of nature



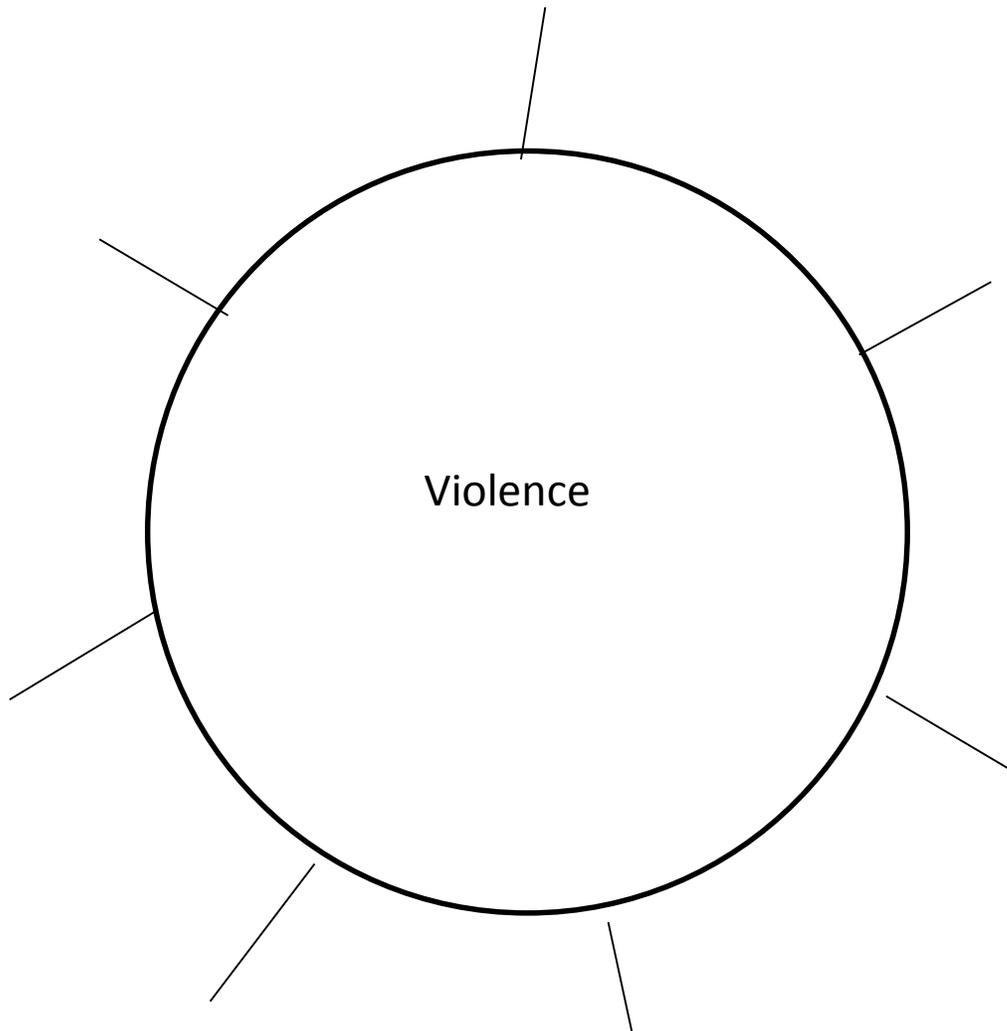
Why are we learning about Gandhi in Physical Education?

In this course, we will be working to develop an environment where you learn to embrace movement, feel confident performing a variety of physical activities and demonstrate care for the people around you. During this unit, it is important that we support one another instead of competing against one another and that we learn about the messages our bodies send us when we are being physically active. The Gandhian principles listed above (***ahimsa* and *sarvodaya***) will guide us as we will try to build a sense of community in our class.

Violence Mind Map

In groups of 3-4 students, discuss what the words “violence” and “nonviolence” mean to you. Brainstorm different forms and examples of violence that you can think of and list them below on the mind map.

*Note: Try to provide specific examples of different forms of violence. For example, gender-based violence could look like girls not getting passed to in a basketball game. Violence could be physical, emotional, racial, sexual, gender-based, systemic (like a certain group of people not getting hired for a high paying job because they are stereotyped against), exclusion, and many other forms.



General Hiking Tips

adapted from "The Hiking Life" by Cam Honan

1. Pace

Aim to finish the hike walking the same speed at which you started. Think **rhythm and flow**. Tortoise rather than hare.

2. Pack Adjustments

If you are wearing a pack, regularly make small adjustments to your its harness, hip belt, shoulder and stabilizer straps. **Alternate the weight of the load** between your shoulders and hips.

3. Mix It Up

The same principle of making adjustments to your pack equally applies to your gait. Shorter strides, longer strides, up on your toes, back on your heels...whatever it takes to **minimize muscle tension** in particular areas.

4. Stretching

Help keep your **muscles supple** by doing some light stretching during breaks. In addition, try to do 10-15 minutes at the end of each hike.

5. Breaks

Try keeping breaks **short and regular** rather than long and occasional. This allows less time for the muscles to stiffen up, thus making it easier to get going again. If you are taking a break on a cold and windy day, consider putting on some warmer clothes so as not to catch a chill.

Appendix B:

Assessment as *Ahimsa* Assessment Guide for Teachers

Assessment as *Ahimsa*

Traditional assessment practices in physical education (PE) have caused harm to students in a variety of ways. Many PE assessment tools use comparisons between students to assess, single out students for not meeting standardized success markers (tools like the “Beep Test” are still widely used in schools across Alberta) and favour skill level over growth achieved. By viewing assessments through the lens of *ahimsa*, we can begin to create a curriculum of community in PE spaces where students can feel safe and confident during physical activity.

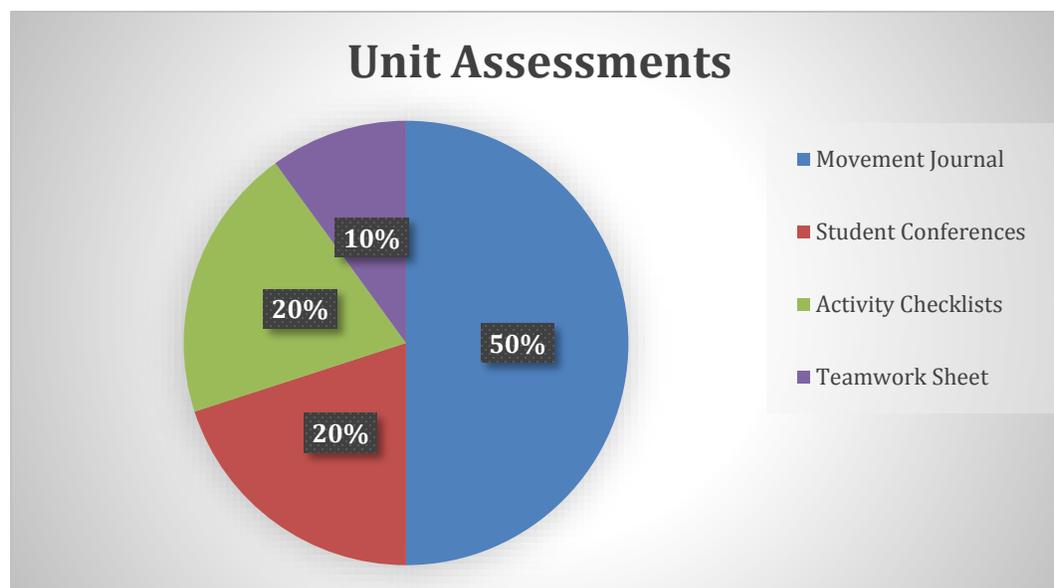
Students can convey their learning using the following methods:

- Movement Journal (using journal entries, reflections, etc.)
- Conferences with teacher
- Team Brainstorm sheet
- Participation and behaviour in activities

Assessment tools included in this unit are:

- Conference grading guidelines
- Movement Journal rubric
- Activity checklists
- Teamwork Brainstorm Sheet answer key

The following chart is a suggested weighting of the assessments. Speaking to students about what they think is fair would be appropriate for a Gandhi-inspired unit.



Movement Journals

(C9–1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity)

(C9–4 describe, apply, monitor and practice leadership and followership skills related to physical activity)

(C9–6 identify and demonstrate positive behaviours that show respect for self and others)

One key component in “assessment as *ahimsa*” is built into the structure of the unit where student voice is highly valued to create a more balanced power dynamic between the teacher and students. Students keep their own movement journals throughout the unit where they can reflect on their experiences during movement activities. These movement journals will include any handouts the students receive from their teacher throughout the unit as well as reflection sheets. At the end of the unit (or if you carry on the practice of keeping a movement journal throughout their year, these would happen every month), a conversation with each student about their growth and reflection on different physical activities will help to determine their grade. A discussion guide is included below to facilitate the conversations with students about their journals. The assessment for the unit will be a result of the conferences the teacher has with students and the contents of their journal.

Student Conference Discussion Guide

(C9-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity)

(C9-4 describe, apply, monitor and practice leadership and followership skills related to physical activity)

(C9-6 identify and demonstrate positive behaviours that show respect for self and others)

- Can you tell me about one of your reflections in your movement journal?
- What are some of the ways that you have improved as a teammate? If you had to grade yourself out of 10, how positive were you as a teammate during the activities this month?
- Did you have a favourite activity and why? What was your least favourite activity and why? What would you change about the activity to make it more enjoyable for you?
- Where do you think you have shown the most growth in this course so far?
- What areas do you feel you need to improve on when it comes to your level of physical fitness?
- What are your areas of strength in physical activities?
- Are there any barriers stopping you from participating and enjoying PE to the fullest?
- Which activities that you would you love to try this year?
- Are there any activities that make you nervous to try? Would anything help you feel better about doing them?
- What was your biggest challenge working with others during the activities?

Teamwork Brainstorm Sheet

This sheet can be used as formative assessment. A key with sample acceptable answers is included with this assessment package.

(C9-6 identify and demonstrate positive behaviours that show respect for self and others)

(C9-5 develop practices that contribute to teamwork)

Activity Checklists

(C9–3 demonstrate etiquette and fair play)

(C9–5 develop practices that contribute to teamwork)

(C9–6 identify and demonstrate positive behaviours that show respect for self and others)

(D9–1 participate regularly in, and realize the benefits of, an active lifestyle)

Teachers may choose to use the checklists below to assess students for General Outcomes C and D.

Additional Assessment Tools

The following tools are listed as appropriate options to use in a Gandhian-inspired unit or throughout the rest of the course in an attempt to reduce violence in assessment.

- blogs/online journals
 - video logs
 - partnered reflections
 - self/partner video analysis
 - game creation
 - portfolios/websites
 - self-assessments
-

Conference Grading Guidelines

- 1- Student is unable to reflect on their experience in the course. They do not respond with answers that demonstrate any reflection, growth or learning. While some of the reflection sheets are present in the movement journal, there is not enough information to properly assess growth.
- 2- Student is hesitant to reflect on their experience in the course. Their answers demonstrates some reflection, growth or learning. While some of the reflection sheets are present in the movement journal, there is minimal effort put forth filling them out.
- 3- Student is able reflect on some of their experiences in the course. They sometimes respond with answers that demonstrate reflection, growth or learning. Their discussion is quite surface level. Most of the reflection sheets are present in the movement journal and there is a satisfactory level of effort put forth filling them out.
- 4- Student reflects on their experiences in the course. They often respond with answers that demonstrate reflection, growth or learning. Their discussion delves deeper into their understanding of their experiences in the course. Most of the reflection sheets are present in the movement journal and there is a high level of effort put forth filling them out.
- 5- Student deeply reflects on their experiences in the course. They always respond with answers that demonstrate reflection, growth or learning. Their discussion delves deeper into their understanding of their experiences in the course. Every reflection sheet is present in the movement journal and there is a high level of effort put forth filling them out.

Movement Journal Rubric

Name: _____

	Depth of Reflection	Body/Social Reflection Sheets	Post-Activity Reflections
5	Student always reflects on their growth, areas in need of improvement, and strengths.	Student regularly checks in with their body cues and record multiple sensations they notice. They have completed body or social sheets for each class.	Student fills out a post-activity reflection for at least 4 activities. Their reflections demonstrate growth and depth of thinking.
4	Student often reflects on their growth, areas in need of improvement, and strengths.	Student regularly checks in with their body cues and record multiple sensations they notice. They have completed body or social sheets for most activities.	Student fills out a post-activity reflection for at least 3 activities. Their reflections demonstrate growth and depth of thinking.
3	Student sometimes reflects on their growth, areas in need of improvement, and strengths.	Student regularly checks in with their body cues and record at least one sensation they noticed. They have completed body or social sheets for some activities.	Student fills out a post-activity reflection for at least 3 activities. Their reflections demonstrate some growth.
2	When prompted, the student will sometimes reflect on a goal or area needing improvement.	Student is missing many body and social reflection sheets.	Student fills out a post-activity reflection for at least 2 activities. Their reflections at times seem rushed or superficial.
1	The student rarely reflects on their areas of improvement or strengths.	The student is missing most reflection sheets.	Student fills out a post-activity reflection after 1 activity. Their reflection seems rushed or superficial.
Totals	/5	/5	/5

Total: /15

Teamwork Brainstorm Answer Key

Note: These are samples of acceptable answers. Students may include other answers that are also correct.

How can you tell when a partnership or team is working well together?

- Good communication (few misunderstandings, people speaking in a positive way, calling for the ball, etc.)
- Respect for one another (helping each other up if they fall, passing to all players, support one another, not being a “ball-hog”)
- Positive attitudes(hi fives, cheering on teammates, making up cheers)
- All members feel important and part of the game
- No fighting between team members

What qualities make you want to have someone on your team or as a partner?

- Positive
- Kind
- Respectful
- Honest
- Hardworking
- On time, does not skip class
- Gets along well with each other
- Cheer on their teammates/supportive

What positive qualities do you personally bring to a team/partnership?(4 qualities)

**This list will be personal to each student

What are two qualities you have that detract from a positive team/partnership?

(2 things)

**This list will be personal to each student

Activity Checklists

C9-3 Checklist

- Student follows the rules of the game/activity
- Student respects his/her teammates during the activity
- Student admits when they have broken a rule
- Student does not argue with teacher, referee, or other students about rules
- Student helps to setup and take down equipment

C9-5 + C9-6 Checklist

- Student encourages equal participation from teammates
- Student includes all teammates in game/activity
- Student cheers on team and speaks positively to them
- Student passes to and includes all players
- Students encourage teammates after experiencing challenge or failure
- Student is positive toward themselves when experiencing challenge or failure (avoiding words like "I can't", "I suck", etc.)

D9-1 Checklist

- Student actively participates in activity
- Student reflects on how to improve after each activity
- Student reflects on what they are doing well
- Student has dialogue about activities they enjoy and why
- Student can identify the reasons why they take part in or avoid certain physical activities

Appendix C:

Additional Activities List

Additional Activity List

Activities that would be consistent with Gandhian principles of *ahimsa* and *sarvodaya* would be:

(Note: this is not an exhaustive list but rather a starting point for teachers to understand the types of activities that could be included.)

- Running/Cycling with a peer coach (i.e., students are paired up and set goals with their partner to support one another in their growth)
- Swimming/Diving
- Hiking/Orienteering/Geocaching/Rock Climbing
- Obstacle Courses (competing against a clock or a pre-set goal)
- Game Creation
- Cooperative Games
- Snowshoeing
- X-Country Skiing
- Parachute Games
- Yoga
- Self-Defense/Kickboxing
- Dance (Hip Hop, Zumba, Partner Dance, Modern Dance, Line Dancing, Dance-Dance Revolution, etc.)
- Archery
- Individual fitness (again, with student coaches who can help support each other)
- Skating

Teacher Resources

The following resources, links and additional readings have been provided to support teachers in the implementation of this unit plan.

Darebee Exercise Cards. Retrieved from <https://darebee.com/exercise-cards.html> on March 1, 2018.

Fundamental Movement Skills. (2018) PHE Canada. Retrieved from <http://www.phecanada.ca/programs/physical-literacy/what-physical-literacy/fundamental-movement-skills> on March 1, 2018.

Gandhi Mini Biography. (2015). <https://www.youtube.com/watch?v=ept8hwPQQNg>

Hiking Tips. Adapted from <https://www.thehikinglife.com/skills/hiking-techniques/> on March 1, 2018.

Mahatma Gandhi For Kids and Beginners (Ebook).

<https://www.amazon.com/Mahatma-Gandhi-Beginners-Shalu-Sharma-ebook/dp/B00ICABNHO>

Moods: Tracking for Better Health. (iOS App)

<https://itunes.apple.com/us/app/moods-tracking-for-better-mental-health/id1023271188?mt=8>

Obstacle Course Guide. Retrieved from

http://www.excelligence.com/Obstacle_Course_Guide.pdf on March 1, 2018.

PEAR Personal Fitness Coach App. (Android or iOS) <https://pearsports.com/>

Physical Literacy Introductory Video. (2012) Canadian Sport for Life Alberta Community Recreation & Sport Work Group.

<https://www.youtube.com/watch?v=Ayl6FQJ1-78>

Who was Gandhi?(Ebook). [https://www.amazon.com/Who-Was-Gandhi-](https://www.amazon.com/Who-Was-Gandhi-ebook/dp/B00JV126J2/ref=pd_sim_351_5?encoding=UTF8&psc=1&refRID=EVRWPN0G43S2SAAXB4CF)

[ebook/dp/B00JV126J2/ref=pd_sim_351_5? encoding=UTF8&psc=1&refRID=EVRWPN0G43S2SAAXB4CF](https://www.amazon.com/Who-Was-Gandhi-ebook/dp/B00JV126J2/ref=pd_sim_351_5?encoding=UTF8&psc=1&refRID=EVRWPN0G43S2SAAXB4CF)

Wrigley, T., Thomson, P. and Lingard, B. 2012. **Changing Schools. Alternative ways to make a difference.** London and New York: Routledge