

**Global Forum for Physical Education Pedagogy 2010 (GoFPEP 2010):  
Health and Physical Education Pedagogy in the 21<sup>st</sup> Century ~  
A STATEMENT OF CONSENSUS**

Physical education programs in the 21st Century can inspire, motivate and prepare learners to live in an ever-changing world, increasingly marked by the epidemic of obesity and overweight individuals. Increasingly, globalization, explosion of knowledge and changing demographics have a significant impact on the knowledge, skills and dispositions required to live, work and play in the 21st Century. Children and youth will be required to gain critical thinking and problem solving skills, operate with agility and adaptability, effectively analyze information, communicate in various oral and written forms, reflect greater curiosity, imagination and innovation in their thinking and develop healthy active lifestyles.

Worldwide, physical education programs, as well as physical education teacher preparation programs, need to be rethought and reformed. Hosted by the University of Northern Iowa (USA) and the Grundy Center, Iowa (USA) Community Schools, and sponsored by HOPSports, the Global Forum for Physical Education Pedagogy 2010 (GoFPEP 2010) was organized to examine 1) a new pedagogy for preparing physical education teachers; 2) utilization of technology to help teach physical education; and 3) the building of school, university, community and corporate partnerships. GoFPEP 2010 drew 70 invited delegates from 30 countries representing 64 universities, schools, businesses, community organizations and professional organizations and societies.

**The Health and Physical Education Pedagogy in the 21st Century *Statement of Consensus* calls for action by students, physical educators, health and leisure professionals, policy makers and legislators, citizens and leaders from business and industry to encourage programs that promote a committed effort to enhancing and maintaining the health and wellbeing of individuals BY:**

**Physical Education Pedagogy**

- **Focusing on content and methodologies to develop healthy active lifestyles for children and youth. This requires the integration of skill development, physical fitness, health, nutrition and planning for leisure**
- **Redesigning the physical education curriculum to promote active student-centered learning and empowering individuals to develop life skills that lead to lifelong, self-directed engagement in physical activity**
- **Accentuating the importance of co-operation of stakeholders in the community (teachers, administrators, parents, community members, business leaders and others) to advocate, promote, educate and develop individuals to incorporate physical activities into their daily life through formal and informal education**
- **Establishing physical education and health programs as models of social**

justice which foster a safe learning environment, promote the joyful participation of physical activity with appreciation of cultural, racial, ethnic and social and economic differences

- Linking knowledge, skills and dispositions required by 21<sup>st</sup> Century learners with program outcomes such physical competency (skills and fitness), health literacy and leisure planning throughout all subject matter and disciplines in the school
- Using technology to support individualized learning processes and assessment
- Re-conceptualizing the strategies of assessment with appropriate measurable and performance based goals and objectives tied to standards which promote greater accountability
- Insuring that qualified professionals teach physical education and health, physical activities and sport and leisure

#### **Physical Education Teacher Preparation**

- Emphasizing the acquisition of teaching techniques and strategies for assisting individuals in developing a healthy active lifestyle; one which recognizes the importance of the integration of health and physical education.
- Advocating for policies and a broad continuum of programs including healthy nutrition, weight management, physical activity and leisure planning
- Creating a positive learner-centered environment reflecting best practice to encourage students to become active participants in the learning process
- Promoting the development of partnerships with parents, schools and community organizations to embed and provide contextually based program elements which enhance physical education teacher preparation
- Developing sensitivity for one's role in addressing racial, ethnic, cultural differences, socio-economic levels, funding levels, access to equipment and facilities, as well as approaches to mitigate these issues
- Including assessment and educational strategies which provide program accountability, as well as a focus on educational processes and individual developmental outcomes

- **Linking practice to theory, promoting the use of reflection and the use of effective technology to accentuate learning opportunities**
- **Linking the evaluation of students in physical education teacher preparation programs to relevant knowledge, skills and dispositions directly tied to best practice**