

EXERCISE AND WELLNESS CURRICULUM

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Abstract:

Main contention in this paper is that we in Health, Physical Education and Recreation, across all levels and especially in the professional preparation, desperately need to widen the window through which we view the world. While some of our values and beliefs are still of public importance some of our practices may need to be realigned with the immediate society needs and interests. We need to initiate a dialogue regarding the future, a dialogue that is sensitive to human needs as well as economic reality. As a re conceptualist and re constructivist of health-physical education and exercise science professional preparation curricula I am convinced that the future of our profession is mainly within the academic preparation of an Exercises and Wellness Professionals.

Key words: *Wellness, Wellness Professionals, Concept and Curriculum Problematic.*

1 Introduction

Exercises and Wellness educators have more to offer to our society in this regard than most other professionals. Our concern is quality of life. We must provide an opportunity to generate and maintain the quality of life for all people, not just the sick, or elite, but all people. We have the opportunity to institute comprehensive programs that emphasize a holistic approach to a quality of life.

The most dramatic implication for the future of Exercises and Wellness Education is that there will be a need for professionals who are knowledgeable regarding holistic health/wellness. Neither the traditional health educators nor the traditional physical educators meet the needs of the future. We cannot any longer afford the luxury of

arguing why our specific specialization is more relevant than some other. We must cooperate to redefine our goals and establish our contribution to the future.

The public is aware of the wellness/fitness movement. Parents demand a more complete education for their children, but incorporating wellness principles into the public school arena will require a change in the manner in we approach health and physical education.

The Exercise and Wellness Curriculum is an integration of four basic domains: Lifetime Sports and Fitness, Exercise and Environmental Epidemiology, Scientific Principles with Emphasis on Behavioural Health and Wellness and Management/Programming. These knowledge areas serve as foundations for the

selection of secondary content area identified in the Figure 1 by the overlapping segments of the Venn diagram symbolizing their integrated nature and the need for integrated teaching strategies. The “heart” of the Exercise and Wellness framework is a behavioral change, signaling the fundamental philosophical shift from traditional teaching practices focused on acquisition of knowledge and skills to practices structured around the behavioral change principals with the learning outcome being a change of behaviors.

The concept of Wellness is not entirely new. Ernest Boyer, president of The Carnegie Foundation, in his national

bestseller “The Basic School – A Community for Learning” identified the eight curriculum areas (core commonalities) centered around the essential conditions of human existence that give meaning to our lives: The Life Cycle, The Use of Symbols, Membership in Groups, A Sense of Time and Space, Response to the Aesthetics, Connection to Nature, Producing and Consuming and Living with Purpose. Within these eight themes, every traditional subject or academic discipline can find a home. The goals of Wellness are synonymous with The Life Cycle core commonality.



Figure 1 *Exercise and Wellness Curriculum Framework*

We need a new approach to the old physical education and health curriculum: an approach that centers upon health enhancement through change of behavior and self-responsibility; an approach, which is intergraded lifestyle management through the curriculum and focuses on total self, not just activity and sport (Fig.1).

2 Research questions

Is it regular that a basic assumption of the Lifestyle Adaption and Adherence Framework is a base of development of a regular exercise pattern?

Is it necessary to begin with individual’s perception of some aspect of personal meaning to reach leading to the intention to exercise?

3 Methodology (project characteristics)

Rehor developed an original Lifestyle Adaption and Adherence (LAA) curriculum model as a framework for planning instruction for a major curriculum segment, with a primary focus on long-term commitment to a personal active lifestyle (Figure 2). Although the contemporary view of exercise as a health promoting behavior rather than performance allowed for the modification and expansion of the of the LAA to include adoption and maintenance of other health promoting behaviors such as smoking cessation, informed food choices, transportation and personal safety and responsible use of alcohol. As a result the LAA Curriculum Framework is offered as a framework for planning instruction focused on long-term commitment to a personal healthy lifestyle

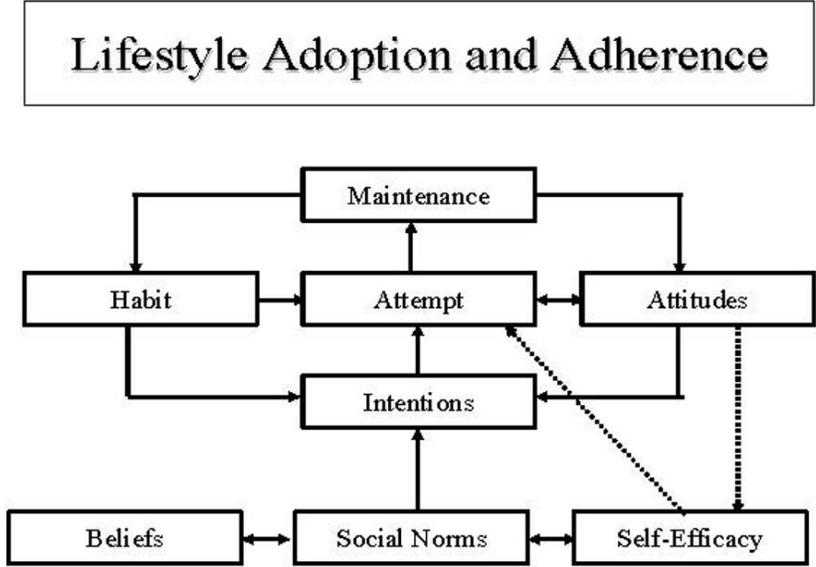


Figure 2 Lifestyle Adaption and Adherence (LAA) curriculum model

Unlike the traditional Health and Physical Education Curriculum Framework derived from the affective, motor or cognitive domains, the Health Enhancement Framework must follow a hierarchy of behavioral nature. The foundations for the model lie in social psychology and in a personal meaning philosophy of education. Social psychologists have provided a number of attitude-behavior models.

The two key concepts of the LAA derived from these models postulate:

(1) Sequence of behaviors leading from intention to engage in healthy behaviors such as exercise to adherence to a personal exercise program;

(2) There are three categories of factors that influence the intention to exercise. Intentions to exercise are influenced by personal beliefs, social norms, and self-efficacy.

4 Results and discussion

The Lifestyle Adaption and Adherence Framework builds on existing prominent theoretical models employed to study physical activity determinants and provides a curriculum design framework for the development of specific fitness education programs in schools and other educational settings. In implementing the LAA as a guide for selection of instructional goals and students learning outcomes, planners need to address the particular basic components of the model that are appropriate for the personal-wellness status and developmental levels of the students in choosing learning activities and instructional techniques. Much attention is given to self-assessment, self-

monitoring, and other self-management skills. Learning activities are selected to develop the personal attributes that lead to self-motivation. A supportive learning climate is needed to ensure individual success and greater self-efficacy. Students need to develop goal-setting skills and require guidance in learning to set goals that are both realistic and challenging. A wide variety of self-assessment techniques are employed; self-assessment abilities need also to be supported by skills for self-reinforcement.

The intention for the Exercise and Wellness professionals is to move effectively and with confidence between their educational assignments in private and public colleges teaching Health, Fitness and Physical Activity, Lifetime Fitness, Sport Science and Community Fitness and Recreation units, and community wellness programs/ corporate health promotion employments as they are predominantly educators and intervention specialists with uncompromising background in exercise science. This will foster the cooperation between the school, family, community and the worksite wellness programs. They will be corporate wellness program directors and instructors and key payers in community active recreation planning dealing with active senior lifestyle accommodations.

One their imperative roles will be in partnership with media actively promoting healthy lifestyles by conducting seminars, writing articles and organizing fitness participation events for communities. They will be exercise specialists for obesity programs, motivational speakers for corporations, working with private Health coverage providers, but most importantly

they will be “practicing artist” motivating thousands of others by their personal commitment to healthy lifestyles.

The Exercise and Wellness Curriculum is an attempt to positively influence healthy habits and prepare responsible citizens for the future. A comprehensive Exercise and Wellness Curriculum will foster healthy behaviors for daily living and prepare individuals for their roles in our culture. It will center the learning of all learning areas on the active lifestyle and social responsibility. Students will learn by sequence of activities encompassing daily fitness, learning games, nutritional relays, and other fitness based activities carefully designed to promote healthy lifestyles and social responsibility.

Educators may guarantee that efforts are made to emphasize health as a value in life and reaffirm that social responsibility is an essential element in our culture. We must develop educational programs that nurture critical thinking skills and ethical decisions regarding personal and community health behaviors. A quality Exercise and Wellness will motivate children to be daily active, will emphasize family and community involvement, will address social norms of society with regard to healthy lifestyles, assign physical activity and community involvement home work and summer break assignments. It will foster strong health beliefs and value in children to voluntarily take an active role in protecting, maintaining, and improving their health, at the same time, sanitizing them to critical and moral issues that confront our society.

5 Conclusions

In summary, the most dramatic implication for the future of health status of citizens is that there will be a need for professionals who are knowledgeable regarding holistic health/wellness. Neither the traditional Health and Physical Educator nor the traditional Exercise Scientist meets the needs of the future. We cannot any longer afford the luxury of arguing why our specific specializations are more relevant than some other. As professionals, we must focus on common goals, rather than seeking identity in our uniqueness.

In the ill-advised attempt to gain academic respectability and self-indulgence we have subdivided our discipline into silly barb-wired compartments like Exercise Physiology, Pedagogy, Sport Psychology, Exercise Psychology, Sociology, Motor Learning, Motor Development, Health Promotion, Sports Management, Modern Dance, Contemporary Dance, Outdoor Recreation, Indoor Recreation, etc.

By being busy doing that, we failed to connect with the central issues of our time, the wellness of our children, and the wellness of our nation. The future lies in the united front. We must develop the notion of Exercise and Wellness endemic preparation curriculum in our universities for the general public beyond school years; we must seek to educate our citizens regarding the self-responsibility and health promotion throughout their lives.

6 References

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