Incorporating Life Skills and Values through Physical Education Programs

Dr. Dheeraj Tyagi

PhD (Physical Education), CMJ University Jorabat, Ri-Bhoi District Meghalaya.
Corresponding Author: drdeepak3345@gmail.com

Abstract

Physical Education (PE) is increasingly recognized as a vital platform for nurturing life skills and values essential for holistic student development. Beyond physical fitness, PE offers structured movement experiences that promote personal, social, and ethical growth among learners. The present study theoretically examines how life skills and values can be systematically incorporated into physical education programs within school curricula. Drawing upon established frameworks such as Social-Emotional Learning, Character Education in Movement, and Citizenship, Ethics, and Sport, the paper highlights the potential of PE to foster self-management, teamwork, communication, problem-solving, adaptability, and respect. Movement-based activities, cooperative games, and sport-oriented tasks provide authentic contexts for students to practice decision-making, goal setting, emotional regulation, and ethical conduct. The integration of values such as fairness, responsibility, sportsmanship, inclusion, and respect for diversity strengthens learners' social awareness and civic engagement. The study also emphasizes inclusive and equitable pedagogical approaches that address cultural relevance and diverse learner needs. By embedding life skills and values intentionally within PE curricula, schools can support students' social-emotional well-being and prepare them for the complex demands of contemporary life. The paper concludes that physical education, when thoughtfully designed, serves as an effective medium for value-based education and the development of transferable life skills.

Key Words: Physical Education, Life Skills, Values Education, Social-Emotional Learning, Character Development, Citizenship, Holistic Development.

1. Introduction

Life skills represent those capabilities deemed necessary for a successful and meaningful life. They can be grouped into categories, whether practical (e.g., cooking), personal (e.g., self-management), or social (e.g., communication). Values constitute the principles, standards, and goals deemed desirable, proper, or good (O'Connor, 2005). For school-aged individuals, the rationale for fostering life skills is essentially twofold: firstly, the capacities necessary for successful navigation of life have become more complex; secondly, school-aged individuals are increasingly confronted with the necessity of handling challenging decisions. Life skills are potentially more applicable to individuals in positions of contention or overseeing multiple people. Values biennially differ from country to country and local region to local region based on qualitative factors. For example, respect and environmental conscientiousness are more held in higher regard in a forest-dominated area as opposed to an urbanized area. The proposed scope of investigation thus targets the subsequent two life skills whilst promoting accompanying values through physical education (Nicole Ivy et al., 2018). The overarching research questions investigate the integration of life skills and values into physical education programs, the evidencing of said proposed integration within the programs, and the establishment of a basis for practical experimentation and implementation.

Physical education is a significant domain for the social-emotional learning framework to foster individuals' development within schools. Apart from physical fitness, the educational process embodies the learning of movement competency, rules and tactics, strategies, and previously established objectives. Physical education is formatted to encompass personal, social, and sports character development, with attention placed on values in collaboration with the target shared life skills. These values consequently comprise self-respect, acceptance of oneself and others, sportsmanship, respect towards equipment and facilities, body double consideration, and authority figures recognition. Opportunities for implementing the proposed framework include adapting existing programs by reinforcing the established learning of characteristics and values, and developing additional programs exclusively targeted at addressing the identified skills and values.

2. Theoretical Foundations for Life Skills in Physical Education

The first theoretical framework presented is a model for Social-Emotional Learning (SEL) in Physical Education. This model describes relevant theories, indicates how it can promote beneficial life skills, and links these to educational and social/emotional outcomes. Students engage in physical education in part to learn how to navigate and manage social and emotional complexities. Mechanisms indicated within the model are specific elements of lessons and activities that stimulate particular social and emotional capabilities. A series of indicators further indicates how physical education contributes to socialemotional outcomes beyond simply involving team sports, competitive activities, or student collaboration and cooperation.

Secondly, a framework for Character Education in Movement is detailed. By introducing a clearly articulated set of values and character-building opportunities in the school environment through movement or physical education, health, physical activity, and well-being can be reinforced. In Physical Education, the learning of how to develop or enhance a specific skill or fitness component can be intentionally linked with the espoused values and then clearly articulated—alongside optional character education activities, motivational materials, and relevant instructional parameters. Both behaviorally and socially, developing fitness components or movement skills aligns with growth-challenging attributes; therefore, a deliberative intentionality in the alignment with Character Education in Movement can be used throughout the wider curriculum. Materials available for various stages of character-building development, including some explicitly intervening in Physical Education, have been compiled. Explicitly articulated character education segments can be commenced within Movement Education, gradually introducing strengthening or fitness-building items later.

The third framework presented is Citizenship, Ethics, and Sport (CES), which remains centred on the core matters in the Constitution of the Physical Education Association of the Republic of South Africa. Its vision, philosophy, and core values clearly communicate the ideals of fair play, governance, and community affiliation. Empowering learners to participate in diverse sporting activities, including extramural and community involvement, contributes to the desire to promote fair play, compliance with rules and regulations, and adherence to the established school code of conduct, irrespective of the activity undertaken.

2.1. Social-Emotional Learning and PE

Social-Emotional Learning (SEL) refers to the process of acquiring and applying the knowledge, attitudes, and skills for managing emotions, setting goals, establishing positive relationships, and exercising responsible decision-making (Condello et al., 2021). It promotes emotional and social skills development throughout the life cycle and has been widely accepted as a significant part of the curriculum so students can build essential skills to support their lifetime education. The Collaborative for Academic, Social, and Emotional Learning (CASEL), a leading authority on SEL, has proposed five competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. When it comes to lifetime education, the beneficial outcomes of SEL have been recognized and emphasized. Physical Education activities can integrate SEL by, for instance, encouraging students to develop and share fitness and health tips.

2.2. Character Education in Movement

Character Education teaches students to make ethical and responsible choices. Character education consists of teaching essential core values and virtues that undergird good character and encourage fair play. Core values include respect, trustworthiness, responsibility, fairness, caring, and citizenship. Physical Education is an ideal context for teaching ethical behavior, as it has a greater emphasis on cooperation, competition, teamwork, and rules than other disciplines. Instructional strategies consist of modeling, integrating the topic within the game or activity, and having discussions before and after the game or activity (Powell, 1975) ; (Marshall, 2006).

2.3. Citizenship, Ethics, and Sport

The physical education context is a privileged niche for reflection on citizenship and the ethics of sport. Governments, educational institutions, and professional organisations manage and establish fair-play standards within a framework of governance that guarantees physical education practice without exclusion, as envisaged by the Council of Europe. Participation in sport and physical activities promotes community engagement, respect for rules, and fair play when practice occurs in safe environments conducive to body expression, movement exploration, and social practice.

Sport appears as one of the venues enabling young people to engage constructively with the community. A study on the relationship between membership in sports clubs and community engagement in France demonstrated a positive correlation. Intact governance frameworks in physical education favour ethical development and the acquisition of fair-play frameworks (Ortega Vila et al., 2016). The World Health Organisation (WHO, 2022) advocates for enjoyment, appreciation, and pleasure in ''the right to be physically active, to enjoy and to play sports'.

3. Core Life Skills Targeted in Physical Education

Many curricula, such as those in Alberta (Canada), focus on the development of six life skills through physical education. Self-management facilitates self-motivation, routine development, and tracking of health and fitness. Teamwork concentrates on an understanding of sportsmanship, leadership, and collaborative structures. Communication emphasizes both verbal and non-verbal skills to express thoughts, feelings, and ideas. Problem-solving involves setting a clear goal to guide the search for a solution. Adaptability encourages flexible thinking and solution generation in varying contexts (Marie Brown, 2011).

Under pressure, decision-making necessitates identifying the situation and dilemma, collecting information, understanding possible outcomes, and evaluating the consequences before taking action. Adaptability occurs in unique individual contexts. Cultural diversity, developmental stages, and situational circumstances increase variability in learning and expression; therefore, a willingness to reflect and adjust is key.

3.1. Self-Management and Goal Setting

Setting goals is essential for increasing students' motivation and supporting the establishment of routines so they can track their progress and achieve their goals. Properly applied, the objective of goal setting is to address the life skills of self-management and goal setting (Syrmpas & Goudas, 2021). When students are motivated to be physically active, they will engage in the activity more regularly.

Goal setting is often integrated into the processes of conventional teaching. Teachers will deliver instructions to students who are expected to learn, practice, and apply content–which can be considered the product of learning. Process goals focus on the procedures that students apply to learn the content. The inclusion of practice time completed and facility use during the unit can serve as two process goals. These two examples motivate students to manage their physical activity. Students set goals related to their level of knowledge and skills in content areas. Marking progress on Fitnessgrams, running time to complete a mile, and basketball shooting percentage are typical examples of student-set learning goals–which can be considered the product of learning (Chakrain & J. Waldron, 2011)

3.2. Teamwork and Cooperation

Teamwork and cooperation involve working together towards a common goal. An individual's success is dependent on input from others. Teamwork can take on different forms, such as project-based work, when students are given different roles. Working together, they are able to complete a task. Collectively brainstorming, having open discussions, and providing constructive feedback are several options to utilize. Fundamental concepts such as interdependence, cooperation, participation, and responsibility are vital in teamwork. A group's vision and mission statement can serve as a point of reference on how collaborative work should proceed (Bensikaddour et al., 2015). More generally, the following structure can be applied to teamwork: guiding questions for the task, timelines, allocation of roles, collective reflections, and joint documentation (D'Isanto et al., 2022).

3.3. Communication and Respect

Communication encompasses linguistic and paralinguistic (both verbal and nonverbal) forms of expression, as well as the capacity to engage actively and maintain attention during discourse (Panxhi, 2014). Communication skills encourage students to articulate thoughts and feelings, seek help, reject harmful behaviours, argue a case, negotiate and compromise, resolve conflicts, share ideas, and work collaboratively. Respecting oneself, others, and the environment fosters constructive communication, a prerequisite of inclusive language that helps to prevent conflict and bullying. Student cognizance of their own expectancy effects, seeking to constructively influence others, informs their use of non-judgmental, descriptive language, and communal norm-setting that fosters the collective wellbeing of the group and facilitates participation by all.

Communication engages students in joint construction of meaning and relationship-building that enhances prosocial behaviour. This process sometimes involves negotiating views in structured discussions or debates and can incorporate shared, rule-governed, non-verbal forms of expression. Students participate in dialogues that seek to change individual views; equitable turn-taking, clarifying questions, and respectful treatment of disagreements are fundamental goals. During goal-setting, students communicate self-management intentions to others and negotiate practical ways to pursue collective or complementary goals. Students also develop conflict-management skills for challenging and contestable situations. The regular use of self-explanations during learning, authentic peer-response exchanges (in which students articulate what they find to be working well and areas for improvement), and participation in structured group discussions to generate collective advice further enhance learning (Tomás Abad Robles et al., 2021).

3.4. Problem-Solving and Adaptability

Problem-solving and adaptability are cross-cutting abilities with value across domains. The ability to solve problems collectively under time pressure is a valuable skill that can be practised in movement contexts. Adapting to constraints and shifting circumstances is another valuable skill, alongside the ability to switch between different conceptual or functional frameworks. Decision-making under pressure is a special case of problem-solving, and can be of particular relevance to movement scenarios. In traditional models of decision-making, the process is broken down into structured steps: identifying the situation and the associated risks; clarifying values and applicable constraints; assessing potential actions, including desired outcomes and adverse consequences; and communicating within the social context of the decision. These steps typically constrain the number and complexity of tasks the individual can process at any time. The state of the environment, understanding of the task, external authority, and the type of action required shape the appropriateness of fixed response rules. There are two dominant frameworks for adapting systematically to constraints: an engineering approach involving isolation of particular features, modification of constraints by deliberate exercise or discussion, and selective translation of parameters between engineering and other contexts; and a scenario description approach in which case descriptions are generalised into iconic form, much like photographs with additional relational, colour, and contextual information, and high-level case adaptation is applied to a wider, more relevant set of existing situational-deciding-action specifications (Ji et al., 2022) ; and a scenario description approach in which case descriptions are generalised into iconic form, much like photographs with additional

relational, colour, and contextual information, and high-level case adaptation is applied to a wider, more relevant set of existing situational-deciding-action specifications (Nicole Ivy et al., 2018) ; and a scenario description approach in which case descriptions are generalised into iconic form, much like photographs with additional relational, colour, and contextual information, and high-level case adaptation is applied to a wider, more relevant set of existing

4. Curriculum Design and Pedagogical Approaches

An educational program embraces the transmission of fundamental subject matter and skills, and Physical Education (PE) is no exception in including the teaching of specific content. In this regard, some contemporary curriculum documents state that "physically educated students have learned many mysteries of movement and the 'why' behind how, when, and why to move" (O'Connor, 2005). In a broader interpretation of the concept of teaching subject matter, the areas of literacy, numeracy, and science can be connected and integrated with PE, which is what some curriculum documents refer to when they describe PE as a "core curriculum area" and state the importance of aligning PE with the teaching and learning of other core curriculum areas (Marie Brown, 2011).

Such connections are possible because students read and write in PE, and they conduct basic scientific experiments or investigations related to human movement. Perhaps less apparent is the connection between PE and Health Education, although there does not appear to be any formalised integration of the two education areas (E. Mathias & Stillwell, 2004). Additionally, PE is now increasingly seen as a vehicle to promote the acquisition of Life Skills—skills that are regarded as critical in the learning experience of young people. Consequently, Life Skills may have a formalised and deliberate focus in PE, which has generated several models for "instruction" in the learning of Life Skills. Each model reflects the uniqueness of the particular Life Skill, yet they can be comfortably accommodated within a Single Curriculum Frameworkmodel.

4.1. Integrated Across the Content Areas

Physical education is a powerful vehicle for enhancing personal and social skills, particularly through team sports and cooperative games. A longitudinal study of a broad-spectrum after-school program found that students' personal responsibility became increasingly prevalent across school subjects. Such programs—physical activity at the core and instruction framed within the personal and social responsibility model—promote enhanced responsibility and social-emotional learning (Nicole Ivy et al., 2018). Life skills acquired through physical education transferred to other settings, benefitting not only students but their families and peers (O'Connor, 2005).

Children acquire life skills through physical education that not only enhance their health and fitness but also contribute to their academic and social success. Combining physical education with sequential instruction in literacy, numeracy, science, and health can expand even further reach and influence across the content areas. Opportunities for whole-school or community-wide programming amplify student engagement and motivate involvement from, and sharing among, staff and families (James & M. Cruz, 2005). Planning progresses in stages involving selection of core skills, in-school instructional alignment, and preschool and home connections.

4.2. Inclusive and Equitable Practice

The Principles of Universal Design provide a robust framework for inclusive physical education. Inclusive lessons offer multiple means of interest and engagement (e.g., selecting activity or competition level), recognition and expression (e.g., choice of rules), comprehension of demonstrations, and feedback (e.g., format and timing). Adapted sport activities address movement and social-emotional learning constraints. Regular provision of activity and competition-free opportunities fosters positive emotional climates. Student-led lessons enhance emotional support, promote agency, and facilitate monitoring of peer safety and achievement. Antiracist approaches should guide physical education curriculum development.

Equity is also essential in education and physical education. Strategies and methods to ensure equal access to and acceptance of diverse cultural practices should be provided. Designated time for reflection before meetings offers opportunities to contemplate systemic barriers and microaggressions and their potential impact on participation. Periodic reflection with trusted colleagues on students' change behaviours and participation reflects the influence of position and therefore enhances relational practice and equity.

4.3. Assessment of Life Skills in PE

Sustainable assessment forms part of over twenty embedded principles for effective teaching, enhancing colleague collaboration within departments, clusters, or teams, and providing authentic, criterion-referenced forms of assessment. Life skills assessment in physical education aligns with the cost-effective international Assessment for Learning initiative. Early implementation can support research on transferability and sustainability.

Assessment instruments gauge both life skills intervention progress and logistical arrangements. A standard English-language questionnaire, applicable across all educational contexts, facilitates large-scale comparisons throughout peer-led teacher development clusters. With evidence demonstrating that initial Life Skills Scale for Physical Education (LSSPE) assessments actively encourage improvement, institutions increasingly probe enhancement methods. Ongoing data collection corroborates the significance of life skills for student holistic development. Ensuing rounds evaluate the viability of intervention indications and associated pedagogical and existing assessment resource provisions. The Life Skills in Physical Education Survey quantitatively studies life skills enhancement processes triggered by intervention participation, monitoring development across eight competencies: teamwork, goal setting, problem solving, emotional regulation, leadership, communication, self-management, and risk taking (Ji et al., 2022).

5. Program Implementation and School-Wide Alignment

To ingrain life skills and values within a school, implementation of Physical Education programs requires broad involvement of stakeholders from both inside and outside the institution. Stakeholders encompass teachers from the Physical Education program and other subject areas; school administrators; representatives from the local community, including health, wellness, and recreation leaders; and family members and their associations. Professional development for teachers of all involved subject areas facilitates collaborative cycles that deepen integration of life skills and values throughout the school and endorses a comprehensive health-and-wellness philosophy to counteract fragmentation existing within several educational systems (E. Centeio & McCaughtry, 2017).

Home and community connections foster student participation in service-learning initiatives that develop life skills and values and advance family literacy concerning Movement and Physical Education guidelines. Partnerships with community organizations augment knowledge of local community life, physical activity opportunities, individual culture, historical background, and social concerns, thereby enhancing the program's ability to resonate with students. Collaborations that actively involve families in school efforts or encourage families to partner with local agencies increase a sense of belonging and ownership within the institution and the community.

5.1. Stakeholder Engagement and Professional Development

Stakeholder engagement promotes awareness, ownership, and relevance of innovations, while also supporting stakeholder-wide alignment for coherent messaging (C.E. Stroebel et al., 2019). Collaboration generates professional learning networks and collective accountability for delivery. It also enables co-creation of customized materials that resonate with the school's prevailing structures (Nicole Ivy et al., 2018).

Formal stakeholder involvement and professional learning advance implementation and sustainability. Installing life skills as an educational priority invites broad interest; engagement at all

levels maximizes uptake. A phased, coordinated approach defines participant responsibilities, aids planning, and structures cycles of collaborative design, implementation, and improvement.

Householders, caregivers, and community members are pivotal participants. Their contributions increase connectedness and cohesion among on-site, at-home, and extra-curricular opportunities to rehearse life skills. Partnerships with community organizations can also extend range and quality of extra-school opportunities. Programs linking curricular and extracurricular life-skills education with early literacy have shown reciprocal growth in both areas.

5.2. Home and Community Connections

Home and community connections are critical in facilitating personal and social enhancement through sports and physical activity, and ensuring that the focus on life skills continues beyond school hours. Planned partnerships and collaboration with external sports organizations can help sustain and extend life-skill development during out-of-school hours. Partnering with a sport organization or independent sport specialist to deliver after-school programming at the school facility or establishing ties with a community-based sport organization can help increase the opportunities for participation. Many youth-serving organizations provide opportunities for older youth, and linking physical-education programs with community sport organizations operating within a similar framework, or offering after-school programs, can assist in access to sport and active-living opportunities that cultivate life skills within home and community settings. Programs such as Canada's Active After-School Communities, Sport for Life, and After-School Sport Canada, as well as many community-based after-school programs across the United States, focus on age-appropriate, skill-enhancing, and interdependence-building activities that establish links to community sport opportunities. Service-learning strategies within existing programs can underscore the importance of giving back to the community and can contribute to the development of leadership, teamwork, and problem-solving skills. To reinforce and broaden the life-skill focus, family-literacy links can be added to physical-education programs that are already implementing parents-and-family engagement strategies. Engaging families in discussion of wellbeing, responsibility, community service, teamwork, friendships, and conflict resolution can extend the focus on these life skills into the home environment (Nicole Ivy et al., 2018).

6. Challenges, Opportunities, and Equity Considerations

Access to physical education (PE) and sport varies significantly, and young people from historically marginalized or disadvantaged communities often experience limited opportunities. A national after-school program found that many participants reported low access to physical activity in their neighborhoods, especially in urban areas (Nicole Ivy et al., 2018). In turn, the lack of resources for physical education reinforces inequities in favor of higher-income communities. Equipment, facilities, and qualified instructors are often not available in low-income areas. Scalable practices, flexible programming, funding models, and partnerships with community organizations can expand physical education. Activities, resources, and information can be made available via local, state, or national organizations, packages, and networks to reduce the equipment barrier.

Furthermore, researchers have observed that fostering personal, social, and life skills through physical activity is culturally relevant and can connect school practices with students' lives outside of school. A recent nationwide survey of youth service-learning programs in the United States and Canada showed that many programs tied activities to students' out-of-school lives and cultures (Marie Brown, 2011). Involvement in community sports outside of school can also be leveraged. An after-school initiative that implemented and evaluated the Personal and Social Responsibility Model, model programs engaged with and were informed by diverse local communities. Offering flexibility in how skills, content, and levels are addressed is particularly useful.

6.1. Resource Constraints and Access

Resource constraints frequently limit the effective (Turner et al., 2017) and equitable implementation of Life Skills and Values within Physical Education (Nicole Ivy et al., 2018), with

variations in equipment and facilities disproportionately affecting underserved communities. Constraints in funding, opportunities, and equipment thus demand creative, scalable approaches that maximise (Ijeamaka Muomezie, 2018) the integration of life skills and values at each level of PE engagement. High-fidelity models would nevertheless remain of marginal benefit in resource-constrained contexts if Life Skills and Values integration were not achievable under existing conditions; equitable access to the opportunity to develop Life Skills and Values would likewise remain unfulfilled.

6.2. Cultural Relevance and Respect for Diversity

Life Skills and Values Education are primarily concerned with the development of attitudes that promote constructive participation in the social milieu. Values that nurture constructive integration into the environment include respect for life and community, adherence to the governing tenets of society, and consideration for fellow inhabitants (O'Connor, 2005). All groups comprise heterogeneous individuals who, due to their diverse sociocultural backgrounds and personal proclivities, hold varying mindsets. Hence, imbuing an understanding and esteem for different perceptions and practises constitutes a central charge of educational systems. The existing Physical Education (PE) syllabus and its attendant practices thus often miss out on the cultural dimensions of the local populace and the make-up of school attendees.

Integration of life skills and values via PE programmes should concentrate on the unique attributes of the primary concern, the community. Prioritising a consideration of the embedded societal aspects encountered within with multiple foci on the local context serves to facilitate the efficient attainment of the desired educational settlements.

6.3. Policy and Standards Implications

Policies and standards set direction for curriculum and delivery of Physical Education (PE), but rarely point to the teaching of life skills and values. National physical education standards, founded in 1995, were revised in 2018 by the National Association for Sport and Physical Education (Felicia G. Darley, 2021). Neither document specifically addresses life skills and values, though many outcomes can readily be connected. These standards are typically adopted at regional, state, district, and local levels (Wiium, 2021).

Curriculum policies at federal, provincial, state, district, and school levels guide PE implementation. Canada's Physical and Health Education Framework for K-12 identifies purposes, foundational principles, curricular organizing elements, and the role of play. The British Columbia Curriculum emphasizes the development of the whole child through movement and health; the defining purpose is to develop individual competence for lifelong participation in physical and health education. In relation to the promotion of life skills and values, British Columbia's Ideal Graduates for 2030 model indicates that learners become "educationally, socially, emotionally, and culturally intelligent citizens, able to contribute to the sustainability of future generations." These aspirations resonate with the objectives of several life skills and values initiatives (Marie Brown, 2011). Aligning with existing policy is essential.

Physical Education represents a pathway to developing life skills and values beyond the instructional or curricular materials typically cited in sector-wide reports and guidelines. These policies emphasise governmental accountability for fostering knowledge, skills, and understanding needed to inform citizens' choices on relevant local, national, and international matters, such as climate change, water and energy security, food safety and security, sustainable economic growth, health, and education access and quality.

7. Evaluation and Evidence-Based Outcomes

In physical education (PE), Life Skills and Values support the development of behaviours and attributes that contribute to individual and community well-being. Intended for young people aged 10 to 16, this project proposes evidence-based strategies to strengthen the integration of Life Skills and

Values within the PE curriculum, following an iterative cycle of stakeholder engagement, home and community connection, formal professional development, and capacity-building resources. Of the various approaches to Life Skills and Values education, Social-Emotional Learning (SEL), Character Education (CE), and Citizenship, Ethics, and Sport (CES) frame the rationale for the proposed activities. For this project, Life Skills encompass Self-Management and Goal Setting; Teamwork and Cooperation; Communication and Respect; and Problem-Solving and Adaptability. Prioritising the use of regular, observable physical activities that can be used to model specific behaviours enables links to be made between academic learning, out-of-school activities, and Life Skills and Values issues. In addition to curricular integration across PE and Health, inclusive practices of support, teaching, assessment, and funding feature strongly in the proposed strategies. (Nicole Ivy et al., 2018)

7.1. Measurement Tools and Metrics

In the Finnish context, the life skills advocated within physical education have been framed through a partnership with the Finnish Ministry of Education and Culture, concerning the national strategy for the developmental adolescent well-being outlined in "The Wellbeing at Schools" programme. The coronavirus pandemic highlighted the detrimental psychosocial effects of school and societal closures on young people; participation in extracurricular physical activity has proven presciently resilient. Over the last decade, international surveys (e.g., the Health Behaviour in School-aged Children or the School Health Promotion Project) have consistently highlighted an increase in the prevalence of physical-assessment-damaging psychosomatic symptoms. Participating physical education classes were perceived to offer students the greatest, if not sole, opportunity to acquire life skills and values deemed essential for positive growth during this formative age of influence (Ji et al., 2022).

7.2. Longitudinal Impacts on Student Well-Being

An increasing number of studies demonstrate the beneficial relationship between Physical Education (PE) and overall student health and well-being (Wiium, 2021). Over a decade-long period, youth engaging in PE achieve significantly higher self-rated psychosocial health, maintain better academic performance, and report more daily physically active time than youth with no PE participation. This outcome confirms PE's vital role in promoting positive youth development and reinforces advocacy for the continuation of PE programs within the school curriculum.

8. Ethical Considerations in Life Skills Education through PE

Educators and school administrators enduring remotely gathered Life Skills training seminars should regard the delicate nature of certain curricular content. Sensitivities regarding personal conviction and belief systems are noteworthy, as these details can influence the responses of parents, caregivers, and concerned community members. Ethical considerations commonly asserted in research to help mitigate reputational and procedural risks include: student consent, anonymity, and confidentiality; equity and access; safeguarding; and responsible dissemination of results.

According to Ji et al. (Ji et al., 2022) , life skills comprise the abilities, attitudes, and strategies needed to adapt and provide positive solutions to complexities, difficulties, and challenges encountered in everyday life. Educational systems continue to encounter challenges and difficulties with infrastructure; and the vast technology gap with other developed nations continues to widen, even amongst those societies where symbolism was employed. Unattainable and practically indifferent investment options further warranted the imminent transition from delivery-based to functional management principles, specifically targeting consistency in outputs and actions, longer life expectancy of public utilities, reduction in safety and operational risk exposures, and enhanced customer service (Ijeamaka Muomezie, 2018).

9. Conclusion

Physical Education provides a unique context for explicitly embedding life skills and values: the movement experiences characteristic of physical education offer opportunities for children to learn and

practice them in ways that are not as readily available in other contexts. Moreover, many physical education programs are organized around team-based activities in which participants engage with and depend upon each other to achieve shared goals, increasing the relevance of these skills.

Explicitly integrating life skills into Physical Education programming may help children develop essential competencies that promote their overall well-being. Programs that incorporate the Life Skills and Values integration framework described above can serve as effective settings for deliberately fostering a range of skills and values. Such an approach offers a compelling opportunity to meet the growing demand for 21st-century skills while providing means to promote fundamental values and behaviours. Future research is needed to assess the extent of implementation occurring within Canadian physical education, the conditions that facilitate or hinder integration efforts, and implementation influences on strategic outcomes. Increasing understanding of current practical realities and systematic changes at school, board, and provincial levels can serve as a foundation for scaling up potential impacts campus-wide and ultimately across the national education system.

References:

1. O'Connor, J. (2005). The teaching of skills in games and sports. In R. Tinning, L. McCuaig, & L. Hunter (Eds.), Teaching health and physical education in contemporary contexts: Research and pedagogies (pp. 205–214). South Melbourne: Cengage Learning. https://www.academia.edu/381800/OConnor_Alfrey_and_Payne_2012_Beyond_games_and_sports_A_socio_ecological_approach_to_Physical_Ed

2. Ivy, V. N., Richards, K. A. R., Lawson, M. A., & Alameda-Lawson, T. (2018). Lessons learned from an after-school program: Building personal and social responsibility. Journal of Youth Development, 13(3), 109–126. https://jyd.pitt.edu/ojs/jyd/article/view/18-13-03-PA-03

3. Condello, G., Mazzoli, E., Masci, I., De Fano, A., Ben-Soussan, T. D., Marchetti, R., & Pesce, C. (2021). Fostering holistic development with a designed multisport intervention in physical education: A class-randomized cross-over trial. Frontiers in Psychology, 12, Article 711248. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8467800/

4. Powell, J. (1975). An elementary physical education curriculum for Jones-Jaggers Laboratory School [Master's thesis, Western Kentucky University]. https://digitalcommons.wku.edu/theses/2724/

5. Marshall, J. (2006). Character education instruction integrated through literature in elementary classrooms. ePublications. https://epublications.regis.edu/theses/408/

6. Ortega Vila, G., Franco Martín, J., Giménez Fuentes-Guerra, J., Durán González, J., Jiménez Sánchez, C., Jesús Jiménez Martín, P., & Lambert, J. (2016). An evaluation of the white card as a resource for promoting an educational sports competition. Retos: Nuevas Tendencias en Educación Física, Deporte y Recreación, 30, 184–188. https://dialnet.unirioja.es/servlet/articulo?codigo=5802360

7. Brown, M. (2011). Rubrics in use as an assessment tool for elementary physical education [Master's thesis]. University of Northern Colorado. https://digscholarship.unco.edu/theses/109/

8. Syrmpas, I., & Goudas, M. (2021). Elementary students' knowledge development during the implementation of "After School Exercise" program. Children, 8(4), 232. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8004788/

9. Chakrain, R., & Waldron, J. J. (2011). The influence of teacher-initiated reminders on the attainment of students' aerobic fitness goals. The Physical Educator, 68(4), 195–208. https://scholarworks.uni.edu/hpels_facpub/7/

10. Bensikaddour, H., Mokrani, D., Ahmed Benklaouz, T., Benzidane, H., & Sebbane, M. (2015). The importance of the practice of competitive games kid's athletics in physical education for college students (11–12 years) using the cooperative learning strategy. European Scientific Journal, 11(13), 381–398. https://eujournal.org/index.php/esj/article/view/6580/6351

11. D'Isanto, T., Aliberti, S., Altavilla, G., Esposito, G., & D'Elia, F. (2022). Heuristic learning as a method for improving students' teamwork skills in physical education. International Journal of Environmental Research and Public Health, 19(19), 12596. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9566243/

12. Panxhi, G. (2014). Teachers communication in a physical education class. Journal of Educational and Social Research, 4(2), 401–406. https://www.richtmann.org/journal/index.php/jesr/article/view/3477

13. Abad Robles, M. T., Navarro Domínguez, B., Cerrada Nogales, J. A., & Giménez Fuentes-Guerra, F. J. (2021). The development of respect in young athletes: A systematic review and meta-analysis. PLOS ONE, 16(6), e0252643. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8174680/

14. Ji, X., Zheng, S., Cheng, C., Cheng, L., & Cronin, L. (2022). Development and psychometric evaluation of the Chinese version of the Life Skills Scale for Physical Education. International Journal of Environmental Research and Public Health, 19(9), 5324. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9104646/

15. Jayasree, P. S., & Sivakumar, D. (2017). Effectiveness of life skill interventional programme in enhancing life skills of B.Ed normal and special education student teachers. International Journal of Advanced Academic Studies and Research, 1(1), 1–10. https://ijaasr.dvpublication.com/uploads/662cb613bc0d6_130.pdf

16. Mathias, K. E., & Stillwell, J. (2004). Incorporating middle school students' insights to determine appropriate curricula in physical education. Northwest Journal of Teacher Education, 3(1), Article 6. https://pdxscholar.library.pdx.edu/nwjte/vol3/iss1/6/

17. James, A., & Cruz, L. M. (2005). Address the whole person ensuring student success. Journal of Physical Education, Recreation & Dance, 76(2), 33–37. https://www.tandfonline.com/doi/abs/10.1080/07303084.2005.10636672

18. Centeio, E. E., & McCaughtry, N. (2017). Implementing comprehensive school physical activity programs: A Wayne State University case study. Journal of Physical Education, Recreation & Dance, 88(8), 36–42. https://digitalcommons.wayne.edu/coe_khs/69/

19. Stroebel, L. C. E., Hay, J., & Bloemhoff, H. J. (2019). An approach to re-skilling of in-service teachers in physical education in South African schools. South African Journal for Research and Development in Sport, Physical Education and Recreation, 41(1), 75–84. https://files.eric.ed.gov/fulltext/EJ1220065.pdf

20. Turner, L., Johnson, T. G., Calvert, H. G., & Chaloupka, F. J. (2017). Stretched too thin? The relationship between insufficient resource allocation and physical education instructional time and assessment practices. Preventive Medicine Reports, 8, 14–20. https://files.core.ac.uk/download/pdf/130088709.pdf

21. Muomezie, S. I. (2018). Teachers' efficacy in teaching physical education in primary schools in the Motheo District, Free State Province of South Africa [Doctoral dissertation, Central University of Technology]. CUT Scholar. http://ir.cut.ac.za/handle/11462/1969

22. Wiium, N. (2021). Physical education and its importance to physical activity, vegetable consumption and thriving in high school students in Norway. Nutrients, 13(12), 4459. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8709296/

23. Silva, A., Ferraz, R., Forte, P., Teixeira, J. E., Branquinho, L., & Marinho, D. A. (2022). Multivariate training programs during physical education classes in school context: Theoretical considerations and future perspectives. Children, 9(6), 818. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9230836/

Cite this Article