



Health and Physical Education: A Global Perspective

As an IB World School, Henrico HS embraces a global perspective that is more than flags, food, and festivals. Each subject area has created its own Global Perspective Statement in order to raise awareness of how internationalism permeates all that we do in the classroom.

Global issues in grades 9 and 10 provide students a platform to demonstrate comprehensive health and physical education knowledge and skills. The students' behaviors reflect a conceptual understanding of the universal issues associated with maintaining good personal health.

Global thinking in PE is reflected in the factors required to achieve and maintain a sound mind and healthy body throughout an individual's life. The value of exercising self-control, the merits of goal setting, and the impact of involvement in school and community activities are worldwide values.

PE in the Global Community: Students must evaluate the benefits of collaboration in relation to community health and wellness initiatives. Students develop positive relationships with health, wellness, and safety professionals for promotion of healthy communities. PE activities help students work for the promotion of community projects, assist in the development of school and community health programs for citizens of all ages, understand the need for community services, and raise the awareness of health-related social issues such as organ donation, homelessness, underage drinking and substance abuse in the global community.

Global practice of ethics in PE is reflected in lessons which allow students to recognize tendencies toward self-harm, life-threatening situations, and when to seek support for self and others.

Teaching and learning from different perspectives in PE: Health class discussions may focus on the impact of technology on the health status of individuals, families, communities and the world.

The search for identity in PE: Students are guided to understand themselves through the support and encouragement from positive role models. They are also given experiences and activities to understand the influence of emotions and peer approval as it relates to personal decision making.

Global action in PE: Students must draw on various sources of information to evaluate global health issues. For example, students may consider the connection between personal health goals and state or national health issues, as found in the Report of the Surgeon General. Students are asked to assess the benefits of information provided by recognized sources, such as state, local, and national health departments. This sort of analysis then leads students to take action as role models or activists for health issues worldwide.