



Adventist Philosophy of Physical Education and Sports

Because man was originally created in God's image, but this image has been marred by sin, physical education in Adventist schools focuses on the restoration of God's image in mankind through emphasizing a group of health-related concepts. We achieve good health by pursuing a balanced lifestyle, one which requires us to harmoniously develop all of our faculties - physical, social, spiritual and academic. Through harmonious development of these faculties, we acquire a perception of well-being which helps us sense our personal value to God and the world. Physical health therefore undergirds all that we attempt in life. Consequently through an alert and balanced perspective we are better equipped to realize our life potential within the Christian context.

Our bodies are the temple of God, the place where the Holy Spirit has asked to dwell. By viewing ourselves in such a way, we recognize that God's gift of health and fitness entails obligations. The Adventist lifestyle conveys a value laden perspective of how life should be lived. Positive attitudes to issues relating to desirable recreation, courtesy in sports, healthful eating habits, and aesthetic beauty of human movement can build health and influence quality of life and world view.

Through the practice of healthy lifestyles we can become positive models of the restoration process that God desires. Physical Education helps students glorify God's creative and sustaining power and makes Him more real to others.



PHYSICAL EDUCATION

Adventist Rationale for Physical Education

Physical education is an essential part of holistic education because fitness, stamina and general good health are necessary prerequisites for successful learning. Our physical education skills help us cope with life, and extract the most from the variety of our experiences.

Physical activity helps many students develop locomotor skills such as those relating to balance, coordination, and safety. Sporting and other recreational activities help students to experience new challenges, and to develop success, confidence and enjoyment in participating and learning to accept victory and defeat. They sometimes experience little opportunity for such success elsewhere than school life.

The recreation component of physical education provides a popular context for adolescents to learn and to enjoy social interaction and relaxation. In games, sport and outdoor activities they relate to teachers and peers in a more relaxed manner, and they learn how to cooperate socially. They also learn how to gain release from stress, and how to relax later in life.

Games and teamwork provide a venue for teaching a range of positive attitudes such as good sportsmanship in gracious acceptance of gracious defeat or perseverance to victory and the benefits of endurance. Attitude formation happens naturally and constantly during games and other physical activities.

Much physical recreation permits students to appreciate the aesthetic quality of movement, and to express themselves creatively in ways that are unique to physical activity.

Outdoor Education activities have the potential to help teachers make God more real to students. Teachers demonstrate God's positive attributes as they gain rapport with students, interact with them, and show them evidence of God's creator ship in the outdoors.

Overall, physical education draws together a wide range of skills and values considered to be important in life, and more specifically, it fulfills the intentions of Adventist education.

