

Lesson 1: Personal Physical Activity Inventory

Introduction

In this lesson students reflect on their understanding of an active healthy lifestyle. They also reflect on their own personal situation and what is required of them to meet the requirements for the physical activity practicum.



Specific Learning Outcome

11.PA.1 Demonstrate appropriate critical thinking, planning, and decision-making skills in the development and implementation of a personal physical activity plan that is safe and ethical and contributes to health-related fitness goals.



Background Information

Purpose of Physical Activity Practicum

Manitobans are concerned with the health of children and youth, specifically in the areas of nutrition, physical activity, and injury prevention. The intent of this course is to have parents, students, and schools “work together to help youth take greater ownership of their own physical fitness, promote the discovery of activities suited to their own individual interests, and encourage active lifestyles that persist into their futures” (Healthy Kids 25).

REFERENCE



For additional information, refer to the following report:

Healthy Kids, Healthy Futures All-Party Task Force. *Healthy Kids, Healthy Futures: Task Force Report*. Winnipeg, MB: Manitoba Healthy Living, n.d. Available online at <www.gov.mb.ca/healthykids/>.

Requirements for Physical Activity Practicum

The Grade 11 Active Healthy Lifestyles course requires students to demonstrate achievement of learning outcomes in the three course components, Physical Activity Practicum, Core Component, and Flexible Delivery Component, as applicable.

To satisfy the requirements for the physical activity practicum, all students must meet the following criteria, as identified in *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document* (Manitoba Education, Citizenship and Youth), regardless of whether the course is implemented according to the IN-class model and/or the OUT-of-class model. (Further information is provided in subsequent lessons.)

NOTE TO TEACHER

Identify for students exactly how this course is to be delivered, when classes are scheduled, and when students are to meet individually with the teacher. Clarify for students the IN/OUT-of-class implementation model that is being offered in the school. For example,

- 100% IN model
- 75% IN / 25% OUT model
- 50% IN / 50% OUT model
- 25% IN / 75% OUT model
- combination of the above

For the purpose of the lessons in Module A, the suggested steps/procedures for developing the physical activity practicum are related to schools that have some percentage of an OUT-of-class component.

Criteria for Physical Activity Practicum

- Students must complete a minimum of **55 hours of physical activity participation** over a period of time (e.g., a minimum of 11 hours per month per semester) that contributes to cardiorespiratory endurance at a **moderate** to **vigorous** intensity level plus one or more of the other health-related fitness components (muscular strength, muscular endurance, and flexibility).
- The selected physical activities must be safe, ethical, and age/developmentally appropriate, and they may include
 - **school-based** physical activities (e.g., physical education classes, interschool sports, intramural programming, special events, or regularly scheduled activity offerings such as a morning running club)
 - **non-school-based** physical activities (e.g., community-based sports programming such as a hockey team, fitness club, aerobics classes, weight training, special-interest club such as karate, home-based exercise or fitness development such as jogging, television or video exercise programs, family/church/community-organized activities)
- Students must address risk-management measures for their selected physical activities.

NOTE TO TEACHER

The number of hours required for the physical activity practicum may be greater, depending on the implementation model chosen by the school. If the number of hours required for the physical activity practicum is greater than 55 hours, the teacher and/or student could determine the criterion for the additional time.

- Forms must be completed prior to students’ participation in the physical activity practicum and upon its completion:
 - **Pre-Sign-off Form:** Before students begin the physical activity practicum, a Declaration and Consent Form must be signed. For a student under 18 years of age, the form must be signed by his or her parent and by the student. For a student 18 or over, the form must be signed by the student.
 - **Post-Sign-off Form:** To verify that students have participated in and accurately recorded their participation in the physical activity practicum, a form must be signed by the parent for students under 18 or by the parent/authorized adult for students 18 and over.
- Students are required to submit a **personal fitness portfolio** as evidence of their completion of the physical activity practicum. The personal fitness portfolio may contain elements such as the following:
 - physical activity plan (includes personal goals)
 - safety and risk-management plan (includes appropriate safety checklists and safety form)
 - Parent and Student Declaration and Consent Forms
 - physical activity log (a record of a minimum of 55 hours of moderate to vigorous physical activity that is safe, ethical, and age/developmentally appropriate)
 - fitness portfolio reflections (recorded regularly)

NOTE TO TEACHER

It is crucial to plan ahead and identify all the required components of the personal fitness portfolio. The creation of a checklist for the teacher and student would be useful.

Other Considerations

As indicated above, the minimum number of hours required for the physical activity practicum is **55 hours**, and physical activity participation within this time must be at the **moderate** to **vigorous** intensity level. For some students who are at the pre-contemplation, contemplation, or preparation stage of the States of Change continuum (see Module B, Lesson 2), a minimum of 55 hours of physical activity participation may seem overwhelming. However, students will find that, with planning on their part and assistance from the teacher, this requirement can be met. It is important to be respectful of each student’s starting point when providing assistance.

According to *Canada's Physical Activity Guide for Youth* (Public Health Agency of Canada), youth should accumulate 90 minutes of physical activity every day to stay healthy or to improve health. Of the 90 minutes of physical activity, 30 minutes should be of vigorous intensity and 60 minutes should be of moderate intensity. This activity does not have to come from one bout of exercise, but can be accumulated from brief intervals throughout the day (e.g., climbing stairs, walking to and from school). When comparing these guidelines to the minimum requirements for the physical activity practicum, it becomes evident that the requirements are fair and realistic.

It is important to break down the requirement of a minimum of 55 hours of physical activity participation for the physical activity practicum in a manner that is realistic and manageable for students. For example,

- 55 hours over 1 semester = approximately 11 hours per month
- 11 hours per month = approximately 3 hours per week
- 3 hours per week = approximately 25 minutes per day

Also point out that if students meet only the minimum requirements for the physical activity practicum, they would not meet the daily physical activity requirements as recommended in *Canada's Physical Activity Guide for Youth*.

The other significant criterion for the physical activity practicum is that the minimum of 55 hours of physical activity must be at the **moderate** to **vigorous** intensity level:

- **Moderate activities** are physical activities that cause breathing and heart rate to increase. People engaging in moderate activities can hear themselves breathe but they can still talk.
- **Vigorous activities** are physical activities that cause breathing and heart rate to increase to a higher level, whereby it would be difficult to talk.



For further information, review RM 9-FM: Level of Exertion/Intensity. (Also see Module B, Lesson 6.)

REFERENCES



For additional information, refer to the following resources:

Manitoba Education, Citizenship and Youth. *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. Available online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

---. *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008. Available online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

Public Health Agency of Canada. *Canada's Physical Activity Guide for Youth*. Ottawa, ON: Public Health Agency of Canada, 2002. Available online at www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html.

To view a list of physical activities by intensity level (i.e., light, moderate, vigorous), refer to the following website:

Capital Health. Activity Intensity Classification. *Your Health*. www.capitalhealth.ca/EspeciallyFor/WeightWise/Activity_Intensity_Classifications.htm.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at www.edu.gov.mb.ca/k12/cur/physhlth/.



Suggestion for Instruction / Assessment

Physical Activity Recall

To develop a realistic and manageable plan for their physical activity practicum, students need to reflect on and analyze their current physical activity situation.

Ask students to think about how they can meet the requirements of their physical activity practicum by completing RM 1-PA. Students recall what their physical activity participation has been for a five-day period. They also answer questions related to the physical demands of their potential career/job. Once students have completed the questions individually, ask them to share with the class the potential careers/jobs and the associated physical activity demands they identified. As a class, attempt to categorize the identified careers/jobs by their physical activity requirements.

NOTE TO TEACHER

Physical activity is defined as "all forms of large-muscle movement, including sports, dance, games, walking, and exercise for fitness and physical well-being. It may also include physical therapy or mobility training for students with special needs" (Manitoba Education, Citizenship and Youth, *Implementation of Grades 11 and 12 Physical Education/Health Education 5*).



Refer to RM 1-PA: Five-Day Physical Activity Recall.

RM 1–PA: Five-Day Physical Activity Recall

Name _____ Date _____ Class _____

Instructions

Complete the following Five-Day Physical Activity Recall table, indicating the

- days/dates you engaged in physical activities (two of the five days must be weekend days)
- types of physical activities in which you participated
- amount of time (hours : minutes) you spent participating in activities of various intensity:
 - **Light activities:** You begin to notice your breathing, but talking is fairly easy.
 - **Moderate activities:** You can hear yourself breathe, but can still talk.
 - **Vigorous activities:** You are breathing heavily. It is difficult to talk.

Once you have completed the table, answer the questions that follow.

Five-Day Physical Activity Recall				
Day/Date	Physical Activity	Amount of Time (hours : minutes) and Perceived Exertion		
		Light	Moderate	Vigorous
1.				
2.				
3.				
4.				
5.				
Total Time				

Current Status

1. Is the amount and type of physical activity identified in the table above an accurate reflection of your physical activity profile? Why or why not?

2. Based on the criteria of the physical activity practicum that your teacher has identified for you and the information you provided in the Five-Day Physical Activity Recall table, how do you see yourself meeting the requirements for your physical activity practicum?

Continued

RM 1–PA: Five-Day Physical Activity Recall *(Continued)*

- I am already on track to meet the requirements for my physical activity practicum.
- I will be able to meet the requirements for my physical activity practicum with some additions to my current level of physical activity.
- I am currently not active enough to meet the requirements of this course and will need the assistance of my teacher, friends, and family to do so.

Career/Job Aspirations

1. Identify, in the space provided, **three** careers/jobs that you envision for yourself in the next five to ten years. Identify the physical activity demands required to be successful in each career/job.

Careers/Jobs	Physical Activity Demands
_____	_____
_____	_____
_____	_____
_____	_____

2. Examine the physical activity demands of each of the three careers/jobs that you identified. Are there commonalities? If so, what are they?

3. Now compare the information you recorded in the Five-Day Physical Activity Recall table and the information you identified for your three potential careers/jobs. Based on this comparison, how do you see yourself meeting the physical demands of your potential career/job?

- I am already on track to meet the physical demands of my potential career/job.
- I will be able to meet the physical demands of my potential career/job with some additions to my current level of physical activity.
- I am currently not active enough to meet the physical demands of my potential career/job.

Comments
