

OVERVIEW OF GRADE 12 ACTIVE HEALTHY LIFESTYLES

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OVERVIEW OF GRADE 12 ACTIVE HEALTHY LIFESTYLES

Framework Overview

The *Framework* was the basis for the development of the Grade 12 Active Healthy Lifestyles curriculum. This *Framework Overview* highlights key characteristics from the *Framework* that are reinforced in Grade 12, as well as changes to address the policy for implementing Grades 11 and 12 PE/HE.

Key Characteristics from the *Framework* Reinforced in Grade 12

The Grade 12 Active Healthy Lifestyles curriculum continues to support the vision and aim identified for Kindergarten to Grade 12 PE/HE in the *Framework*:

- **Vision:** The vision is physically active and healthy lifestyles for all students.
- **Aim:** The aim is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. (3)

As highlighted in the *Framework*,

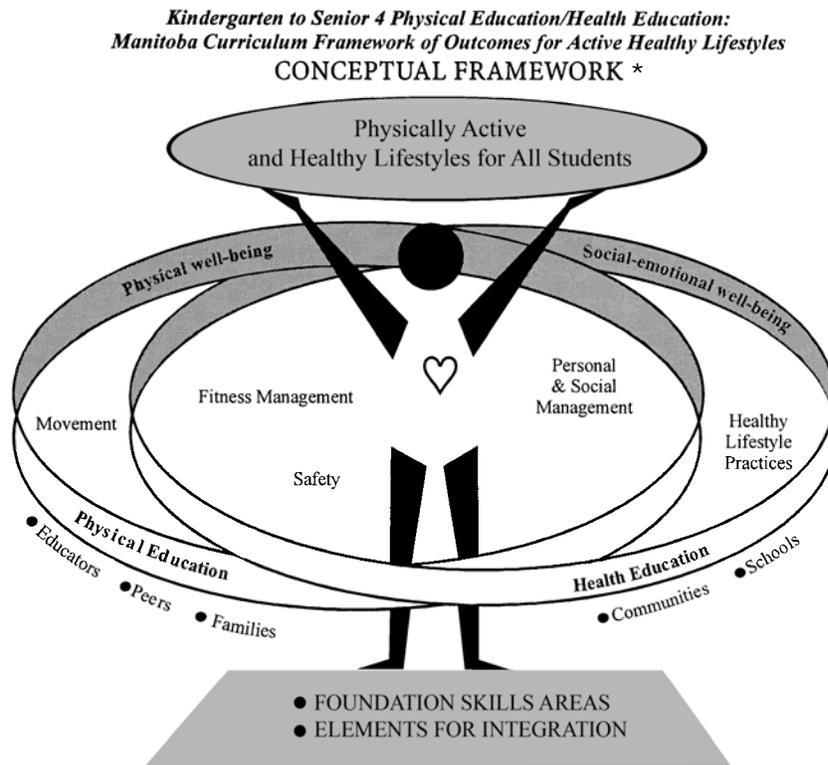
The Centres for Disease Control and Prevention (1997), supported by the Canadian Fitness and Lifestyle Research Institute, identify the significant behaviours that contribute to today's major health issues:

- inadequate physical activity
- unhealthy dietary behaviours
- drug use, including alcohol and tobacco
- sexual behaviours that result in sexually transmitted diseases/infections and unintended pregnancies
- behaviours that result in intentional and unintentional injuries (5)

The Grade 12 Active Healthy Lifestyles curriculum also addresses these five major health risk areas for children and youth.

The Conceptual Framework

The content of both subject areas, PE and HE, is integrated and organized within five interrelated general learning outcomes, as illustrated in the following Conceptual Framework.



* Source: Manitoba Education and Training. *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*. Winnipeg, MB: Manitoba Education and Training, 2000. 21.

This Venn diagram captures many of the key characteristics and principles related to PE/HE. For example, PE/HE builds on the foundation skill areas (i.e., literacy and communication, human relations, problem solving, and technology), as well as on the elements for integration (i.e., curriculum integration, human diversity, sustainable development, anti-racist/anti-bias education, resource-based learning, differentiated instruction, Aboriginal perspectives, gender fairness, appropriate age portrayals). The diagram shows how the two subject areas PE and HE are connected through the five general learning outcomes. The curriculum focus is student-centred, with each student learning the knowledge, skills, and attitudes for a physically active and healthy lifestyle.

The five general learning outcomes and attitude indicators identified in the *Framework* are addressed in PE/HE across all grades from Kindergarten to Grade 12. Refer to the following chart for the descriptions of each general learning outcome and the corresponding attitude indicators.

**Kindergarten to Grade 12 Physical Education/Health Education
General Learning Outcomes and Attitude Indicators***

General Learning Outcomes		Attitude Indicators	
1	<p align="center">Movement</p> <p>The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.</p> 	<p align="center">↑</p> <p align="center">Specific Learning Outcomes</p> <p align="center">↓</p>	<p>1.1 Show a willingness to participate in a variety of physical activities.</p> <p>1.2 Express enjoyment in a variety of movement experiences.</p> <p>1.3 Appreciate that time, commitment, and practice are required for skill development.</p> <p>1.4 Appreciate the aesthetic and athletic values of movement.</p> <p>1.5 Appreciate and respect diversity while participating in physical activity.</p> <p>1.6 Appreciate and respect the natural environment while participating in physical activity.</p>
2	<p align="center">Fitness Management</p> <p>The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.</p> 		<p>2.1 Show an interest in and responsibility for personal fitness.</p> <p>2.2 Appreciate the role and contribution of regular participation in physical activity for health and fitness.</p> <p>2.3 Show respect and acceptance for physical and performance limitations of self and others.</p>
3	<p align="center">Safety</p> <p>The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.</p> 		<p>3.1 Show respect for safety of self and others.</p> <p>3.2 Show responsibility in following rules and regulations in dealing with safety of self and others.</p>
4	<p align="center">Personal and Social Management</p> <p>The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.</p> 		<p>4.1 Show a positive attitude toward learning, growth, and personal health.</p> <p>4.2 Be sensitive to the needs and abilities of others.</p> <p>4.3 Demonstrate personal responsibility in daily work and play.</p> <p>4.4 Show a willingness to play fairly and work cooperatively/collaboratively with others.</p> <p>4.5 Show a positive attitude toward change.</p> <p>4.6 Enjoy participation and learning.</p>
5	<p align="center">Healthy Lifestyle Practices</p> <p>The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.</p> 		<p>5.1 Appreciate and value the benefits of healthy lifestyle practices for a healthy body.</p> <p>5.2 Appreciate the importance of making health-enhancing decisions in daily living.</p> <p>5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships.</p>

* Source: Manitoba Education and Training. *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*. Winnipeg, MB: Manitoba Education and Training, 2000.

The Curriculum Map

A Curriculum Map in the *Framework* (20) identifies all the strands that are addressed in all or some of the grades. As the Grades 11 and 12 curricula were developed, key strand areas were selected and specific modules were developed to expand on the learning outcomes identified for Grade 9 and/or Grade 10. For example, the Nutrition strand was developed further in Grade 12 to build on the knowledge, skills, and attitudes learned in previous grades.

New topics were also chosen for Grade 12 that connect to existing strands. For example, Module D: Personal and Social Development is a link to and an extension of the Social Development strand. To see how the Grades 11 and 12 curricula connect with the strands or topics in the Curriculum Map presented in the *Framework*, refer to Appendix A: Curriculum Map for Grade 11 and Grade 12 Active Healthy Lifestyles at the end of this document. (The strands that appear in CAPS are addressed in both grades or only in one grade, as specified.)

Policy for Implementing Grades 11 and 12 Physical Education/Health Education

The information from the *Framework* that required updating for Grades 11 and 12 PE/HE relates to the following areas:

- graduation requirements
- potentially sensitive content
- involvement of parents, families, and communities
- students with exceptional learning needs and/or special health care needs
- safety and liability

These areas are addressed below.

Graduation Requirements

Physical education/health education (PE/HE) is a compulsory subject area from Grades 9 to 12, effective September 2008. In 2008/2009, students are required to graduate with a minimum of 29 credits, which must include three PE/HE credits. Beginning in 2009/2010, students are required to graduate with a minimum of 30 credits, which must include four PE/HE credits.

Grades 11 and 12 students will be graded for completion of courses using complete/incomplete designations rather than percentages. Grades 11 and 12 PE/HE credits will not be compulsory for Mature Student graduation.

The following chart indicates the timeline for phasing in the PE/HE credits.

Timeline for Phasing in PE/HE Credits	
Year	Regulation
2008/2009 Transition Year	Students will be required to graduate with a minimum of 29 credits, which must include three PE/HE credits (i.e., 10F, 20F, and 40F credits).
2009/2010	Students will be required to graduate with a minimum of 30 credits, which must include four PE/HE credits (i.e., 10F, 20F, 30F, and 40F credits).

For more information or updates on graduation requirements, refer to the Department's website at <www.edu.gov.mb.ca/k12/policy/grad_require.html>.

Potentially Sensitive Content

The *Framework* identifies the following content areas as potentially sensitive:

- human sexuality
- substance use and abuse prevention
- personal safety (i.e., sexual exploitation/assault)

Content and issues related to the learning outcomes specific to these topics may be potentially sensitive for some students and their parents/families and/or communities. This sensitivity may be based on family, religious, and/or cultural values. Potentially sensitive content must be treated in ways that are appropriate for the local school and community context. These areas require school divisions to use a planning process (that includes parental involvement) to determine programming details and establish local policy and procedures. Before implementation, teachers are required to check with the school administration for school and school division guidelines and procedures related to depth and breadth of content, choice of learning resources, assessment and reporting procedures, and providing a parental option.

PARENTAL OPTION

A parental option means that parents may choose a school-based or alternative delivery of potentially sensitive content (i.e., human sexuality, substance use and abuse prevention, and personal safety). Parents have the right to opt for alternative delivery (e.g., home, professional counselling) for their child where the content is in conflict with family, religious, and/or cultural values.

In the Grade 12 Active Healthy Lifestyles curriculum there also are specific learning outcomes that are considered potentially sensitive and should be treated with sensitivity. These learning outcomes relate to topics such as healthy and unhealthy relationships, interpersonal communication, and rights and responsibilities in relationships. Teachers are required to follow local guidelines developed for content that requires sensitive treatment.

For information on the decision areas to assist schools/divisions in establishing their policy and procedures, refer to the chart Potential Decision Areas for School/Division Planning provided in Appendix G: Common Planning Tools and Forms at the end of this document.

Involvement of Parents, Families, and Communities

The *Framework* “encourages parents, families, and communities to work closely with educators in areas such as promotion of health, safety, and physical activity” (9). Implementation of the Grade 12 Active Healthy Lifestyles curriculum includes an OUT-of-class delivery model whereby parents will be involved with the pre- and post-sign-off process. Pre- and Post-Sign-off Forms must be completed prior to students’ participation in the physical activity practicum and upon its completion.

The *Policy Document* states:

Parents, students, and schools are encouraged to work together to determine what will work best in their specific situations to help young people take ownership of their own physical fitness. By doing so, they will discover interesting, rewarding activities that help them establish active lifestyles that will persist into their futures Local recreation and sports-related organizations are also encouraged to explore how nearby school and community facilities could be jointly used. (15)

The roles and responsibilities of students and parents, as outlined in the *Policy Document*, are as follows.

ROLES AND RESPONSIBILITIES *

Students: Roles and Responsibilities

1. Discuss with parents/guardians and provide the school with a completed and signed copy of the Pre-Sign-off Form. The form requires the signature of a parent/guardian if the student is under the age of 18, or the student's signature if he or she is 18 or older. In some circumstances, parents/guardians may be required to sign for students who are 18 or older (e.g., students with severe disabilities).
2. Indicate to the school, prior to commencing the activities and at the time specified by the school, their intention to participate in activities that contribute to their personal fitness plan and are consistent with school/division policy and risk-management measures for the purpose of obtaining a PE/HE credit.
3. Participate in the OUT-of-class physical activities as part of their personal fitness plan towards the completion of their physical activity practicum. Track the hours, and complete the sign-off process as per school and/or division requirements.
4. Provide the school with pertinent documentation that will be used by the school for evaluation purposes (e.g., fitness plan, activity log . . .).
5. Assume, along with parents/guardians, responsibility for safety. Students should discuss concerns related to the selected physical activity with their parents/guardians and, together, they should exercise discretion and be aware of safety issues and the appropriate level of instruction and/or supervision before deciding to participate in the physical activity.

Parents/Guardians: Roles and Responsibilities

1. Exercise discretion, be aware of safety issues and the recommended level of supervision, and discuss with the school and student any concerns about the nature of the activity.
2. Assume responsibility for monitoring safety. Before making physical activity choice(s), parents/guardians should be aware of safety issues, such as staffing qualifications, child abuse registry policy, and community organization's or group's liability insurance coverage.
3. Approve OUT-of-class activity, taking into consideration the general state of health of the student, information on risk, safety, school division policy, the educational and physical benefit to the student, and costs, if applicable.
4. Complete paperwork and provide Parent/Guardian Pre- and Post-Sign-off Forms for the selected activity and for the documentation provided to the school for evaluation purposes (e.g., physical activity log). Students who are 18 years of age or older are required to provide documentation for evaluation purposes.

* Source: 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. 15–16.

For more information on parental involvement and consent forms for the OUT-of-class delivery, refer to *OUT-of-Class Safety Handbook* (Manitoba Education, Citizenship and Youth).

Students with Exceptional Learning Needs and/or Special Health Care Needs

School divisions are responsible for establishing local policy and procedures within the context of the provincial policies related to students with exceptional learning needs and/or special health care needs. Consideration for students with exceptional learning needs is an essential component of an inclusionary, learner-centred approach. PE/HE programming may necessitate various changes in the form of modifications, adaptations, and/or accommodations to support a student with exceptional learning needs.

STUDENT WITH EXCEPTIONAL LEARNING NEEDS

A student who requires specialized services or programming when deemed necessary by the in-school team because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic, or special health care needs that affect his or her ability to meet learning outcomes (Manitoba Education, Citizenship and Youth, *Appropriate Educational Programming in Manitoba: Standards for Student Services* 28).

As indicated in the *Framework* (12–13), school divisions should include the following when establishing local policy and procedures for students with special health care needs that limit participation in PE/HE:

- Establish definition for short-term and long-term absence, considering scheduling implications (e.g., may depend on the number of classes per week or cycle).
- Require notification from parents for short-term injuries/special health care needs.
- Require a medical certificate for students with special health care needs that limit or prohibit participation in physical activity for a longer term (e.g., more than two weeks).
- Seek out medical information to include in the child's individual health care plan, where appropriate.
- Establish a means of communication for seeking further information or direction related to policy and supports for students with special health care needs (e.g., contact divisional student service administrator).
- Provide adaptations where possible.
- Refer to any available medical information (e.g., a student's individual health care plan) when planning appropriate adaptations.
- Follow regular grading practices and reporting procedures when students with special health care needs are expected to achieve the student learning outcomes, with or without adaptations.

At the Senior Years, four credits of PE/HE are compulsory. Where a student's temporary physical limitations and/or special health care needs prohibits him or her from participating in physical activity, it may be possible, depending on timetabling and scheduling, to **reschedule** the credit to another semester or year. In certain cases, it may be possible to apply **accommodation** procedures for students with special health care needs. For example, during the last semester of Grade 12, student learning outcomes could be adjusted to accommodate a student who has sustained an injury that limits the achievement of some physical skill-based outcomes.

Where none of the above options is possible, and in exceptional circumstances where the PE/HE credit cannot be obtained, the credit must be **substituted** from another subject area. In such a case, medical documentation is necessary to explain the substitution when recording student marks and credits locally.

For more information on these options, refer to Summary of Options for Students with Exceptional Learning Needs and Special Health Care Needs provided in Appendix G: Common Planning Tools and Forms at the end of this document. Also refer to *Appropriate Educational Programming in Manitoba: Standards for Student Services* (Manitoba Education, Citizenship and Youth), available online at <www.edu.gov.mb.ca/k12/specedu/aep/>.

Safety and Liability

Safety is of particular concern in planning and implementing PE/HE. The primary responsibility and legal liability for ensuring safe practices for school-based activities rests with the school division and its employees. Refer to *OUT-of-Class Safety Handbook* (12–15).

IN-Class Delivery

For school-based activities that occur IN-class, schools must develop safe routines and procedures, and teachers need to be knowledgeable of the best safety practices, whether teaching, learning, and assessment take place in the classroom, gymnasium, playground, or alternative environments. Teachers responsible for providing a wide variety of challenging movement experiences in physically active settings must anticipate hazards and minimize the risk inherent in physical activity. Expertise in physical activity management is essential. For some specific physical activities/programming, such as aquatics, it is recommended that certified training be required.

I N - C L A S S

IN refers to IN-class instructional time that is teacher-directed and based on learning outcomes from the curriculum. This class time is timetabled as part of the instructional day, and students are required to attend.

The *Framework* states:

Sections 86, 87, and [90] of *The Public Schools Act* address exemption from liability in areas of physical education, and may provide some degree of exemption from liability and negligence.

However, it is important that school divisions be aware that it is their primary responsibility for ensuring safe practices when planning and implementing [school-based activities].

In several litigations resulting from students being injured during physical education classes, Canadian courts have demonstrated a clear departure from “the careful and prudent parent” standard of care when assessing teacher negligence, adopting instead a “professional” standard of care. (15)

The Supreme Court of Canada has said that to determine whether a physical education teacher has *not* been negligent or in breach of the necessary and appropriate standard of care, the following criteria must be considered:

1. Is the activity suitable to the mental and physical condition, as well as the age, of participating students?
2. Have the students been progressively taught and coached to perform the activity[ies] properly and to avoid the dangers inherent in the activity[ies]?
3. Is the equipment adequate and suitably arranged?
4. Is the activity being supervised properly in light of the inherent danger involved?

(*Myers v. Peel County Board of Education* [1981], D.L.R. [3d] 1 [S.C.C.])

It should be noted, however, that this list is not all-inclusive and other considerations may be relevant in determining negligence: Is the activity sanctioned by the school administration and school authority, and have students been informed of the risks and responsibilities (e.g., safety procedures, behaviour expectations, and consequences) of participation? (*YouthSafe Manitoba* 7–8)

Schools should continue to use the following resources when developing or revising local policy and procedures, as well as when obtaining information related to equipment, facilities, supervision, teaching progressions, and risk management:

- *Safety Guidelines for Physical Activity in Manitoba Schools* (Manitoba Physical Education Teachers Association, et al.)
- *YouthSafe Manitoba: School Field Trip Resource* (Hanna, Quest Research and Consulting Inc., and YouthSafe Outdoors)

OUT-of-Class Delivery

For the purposes of implementing the OUT-of-class delivery model, physical activities are defined in the following two categories because the safety rules and regulations are different for each (see *OUT-of-Class Safety Handbook*, Glossary of Terms):

- **School-based activities:** School-based activities that may be selected for the OUT-of-class component of PE/HE are organized by the school/division and include activities that do not occur as part of the scheduled class time, such as sports teams, intramurals, clubs, field trips, and others. Note that the safety rules governing school-based activities for OUT-of class are the same for IN-class.
- **Non-school-based activities:** Non-school-based activities are home-, community- or independently based activities that are not directly organized by the school or school division, such as community sports, classes and clubs, and exercising at home. Note that the safety rules governing non-school-based activities for OUT-of class are different than for IN-class.

OUT - OF - CLASS

OUT refers to OUT-of-class time that is student-directed and based on learning outcomes from the curriculum that promote participation in physical activity. The OUT-of-class delivery option will require teacher and parent/guardian sign-off.

The OUT-of-class time may include physical activities that occur

- in school with teacher supervision (e.g., intramurals, interschool sports, fitness workouts) but not during instructional class time
- outside of the school or off school property, and without direct supervision by a certified teacher or other person employed by or under contract with a school division

For non-school-based activities as part of the OUT-of-class delivery model, different rules apply as compared to school-based activities. For OUT-of-class activities that are not organized by the school, the primary responsibility and legal liability for ensuring safe practices rests with the students, parents, and community organizations that organize and provide the coaches/instructors for the activity.

Schools and school divisions are required to develop a risk-management policy related to the OUT-of-class physical activity practicum, as well as provide risk-management measures and a teacher and parent/guardian sign-off process that aligns with government policy.

Determining eligibility of physical activities that students may include for the OUT-of-class physical activity practicum is a local decision. Certain high-risk activities that are inherently dangerous may be prohibited by the school/division and will not be eligible for credit under any circumstances. This policy might also require that certain activities (e.g., trampolining) that are known to be associated with a higher rate of injury when unsupervised be directly supervised by a qualified instructor or coach to be eligible for credit. Other risk factors, conditions, or exceptional circumstances may also need to be considered prior to acceptance.

A Physical Activity Inventory (RM 3-PA: Physical Activity Inventory) is provided in this document to help schools/divisions develop their eligible activities list. If students choose an activity that is not included in the eligible activities list, this activity will need to be approved by the school/division according to the process outlined in its policy. The school division has the right to prohibit inclusion of a high-risk physical activity as part of a physical activity plan and/or log.

For information on developing local policy and procedures, sample Parent Declaration and Consent Forms, Physical Activity Safety Checklists, glossary of terms, criteria established by the Supreme Court of Canada to determine the necessary and appropriate standard of care within the context of physical education for non-school-based activities, refer to *OUT-of-Class Safety Handbook*, available online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

Planning for Implementation

Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document (Policy Document) outlines guiding principles (see page 4) and provides information on the curriculum design and the IN-class and OUT-of-class delivery model (see page 9) that schools must be aware of before planning for implementation.

Guiding Principles

The guiding principles were developed for Grades 11 and 12 PE/HE based on information collected from research, stakeholders, and educational partners to serve as a foundation for supporting the development and future implementation of Grades 11 and 12 PE/HE.

The guiding principles outlined in the *Policy Document* include the following.

GUIDING PRINCIPLES *

- Develop learning outcomes that align with the K–12 PE/HE *Framework* to maintain the vision and integrity of this [*Policy Document*].
- Encourage youth to take greater ownership of their physical fitness and become involved in physical activities suited to their own individual interests and abilities.
- Involve parents/guardians/schools/community in a supportive and complementary role to build positive values and attitudes.
- Provide schools with flexibility in determining the best delivery model depending on local resources.
- Provide variety and choice of activities to students through an IN-class and OUT-of-class delivery model.
- Allow for schools and students/parents/guardians to determine how the learning outcomes of the curriculum will be achieved, that is, through a teacher-directed delivery model during IN-class time and a student-directed model as part of the OUT-of-class time.
- Ensure clarity of roles and responsibilities of students, parents/guardians, school administrators, teachers, school divisions, and Manitoba Education, Citizenship and Youth.

* Source: 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. 4.

As schools begin and continue to implement the Grade 12 Active Healthy Lifestyles curriculum, the intent of the flexible delivery model is to ensure that variety and choice of physical activities is offered to students to accommodate personal factors such as interest, accessibility, and ability, considering local resources.

Guidelines for Implementation

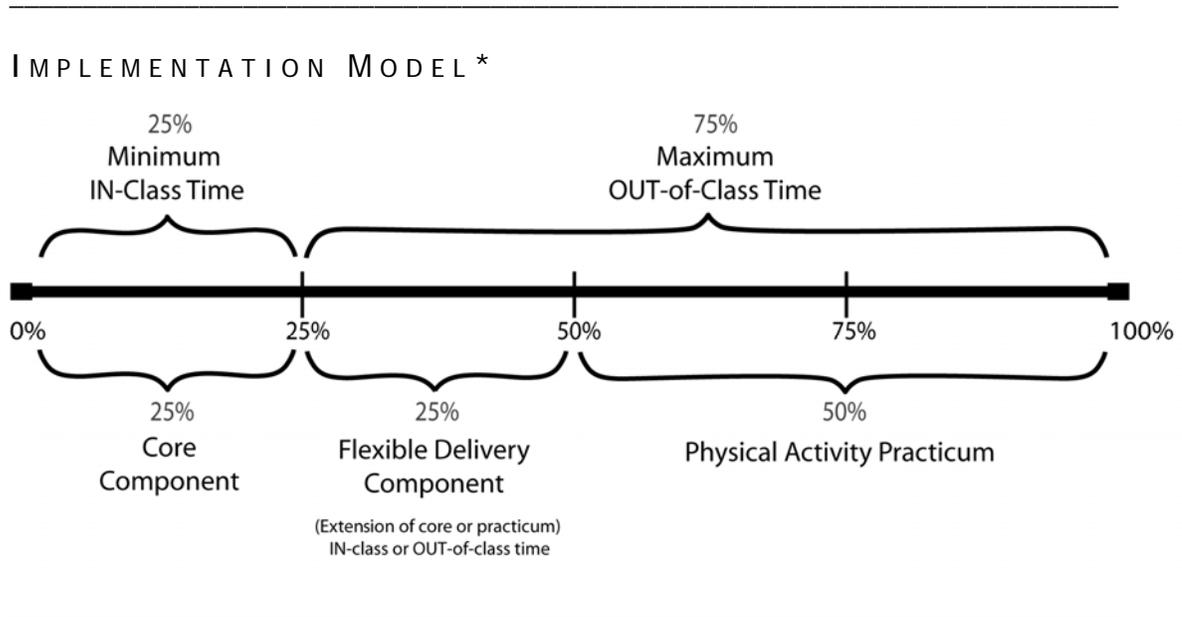
When planning for implementation, consider the following four steps:

1. Choose an implementation model.
2. Develop an OUT-of-class safety policy.
3. Develop a pre- and post-sign-off process.
4. Establish evaluation and reporting procedures.

A discussion of each step follows. Guidelines are suggested for each identified step to address the requirements and guiding principles identified in the *Policy Document*.

1. Choose an Implementation Model

Schools will implement the Grades 11 and 12 PE/HE curriculum based on the following Implementation Model.



* Source: 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. 10.

The curriculum learning outcomes are achievable through an IN-class and/or an OUT-of-class delivery model. Schools may choose the proportion of IN-class and OUT-of-class time for the courses they offer based on local priorities and preferences, while ensuring alignment with minimum requirements related to this model. The delivery model must include an IN-class component that must be a minimum of 25% of IN-class time. It must also include a physical activity practicum (whether or not it is delivered IN- or OUT-of-class), which must be a minimum of 50% and up to a maximum of 75% of time.

The Implementation Model is made up of three components, as described below:

- **Core Component:** This component refers to the minimum of 25% of IN-class time (approximately 30 hours) that must be teacher-directed. This component focuses on health and personal development and contains specific learning outcomes organized into four units of instruction called modules. The Grade 12 Active Healthy Lifestyles Core Component modules are: Module B: Fitness Management, Module C: Nutrition, Module D: Personal and Social Development, and Module E: Healthy Relationships. Each module aligns with one or more of the five general learning outcomes.
- **Physical Activity (PA) Practicum:** A minimum of 50% (i.e., 55 hours) is required for the physical activity practicum, which contains specific learning outcomes that focus on safe participation in physical activity. This may be achieved through IN-class, OUT-of-class, or a combination of IN-class and OUT-of-class time. Therefore, schools could choose to offer 100% IN-class time, which would include a minimum of 50% physical activity practicum that would occur in class or in school-supervised activities. Module A: Physical Activity Practicum contains suggestions and tools for getting started on and implementing the physical activity plan that may be useful for IN-class or OUT-of-class delivery. The primary purpose of the physical activity practicum is to allow students to choose, with teacher guidance, physical activities that they enjoy to address health-related fitness components over a period of time, with a primary emphasis on cardiorespiratory endurance.

Eligible physical activities for the physical activity practicum, particularly for the student-directed OUT-of-class time, must

- contain a minimum of 55 hours of moderate to vigorous physical activity that contributes to cardiorespiratory endurance (heart, lungs, circulatory system) plus one or more of the other health-related fitness components (muscular strength, muscular endurance, and flexibility)
- be safe, ethical, and age/developmentally appropriate
- address risk-management measures based on *Safety Guidelines for Physical Activity in Manitoba Schools* and *YouthSafe Manitoba: School Field Trip Resource*, and require special parental permission
- require students to submit a personal fitness portfolio containing elements such as a fitness plan, a physical activity log, or journal entries
- include a teacher and parent/guardian pre- and post-sign-off process

- **Flexible Delivery Component:** Schools have the choice or flexibility to expand the time to address the learning outcomes identified for the Core Component or for the Physical Activity Practicum. It allows up to 25% of the time to be spent exploring selected areas of interest or specialization, either by the class, through an increase in the IN-class time, or by individual students, through an increase in OUT-of-class time, depending on local resources and needs. There is opportunity to increase the depth or breadth of each strand/module. Learning outcomes are teacher- or student-developed.

The time for the Flexible Delivery Component of the curriculum can be used in a variety of ways. Some examples follow:

- Increase time for the IN-class Physical Activity Practicum.
- Increase time for the OUT-of-class Physical Activity Practicum.
- Increase time for one or more of the Core Component modules to allow teachers more IN-class time for in-depth study.
- Increase time for one or more of the Core Component modules to allow students more OUT-of-class time for in-depth study.
- Allow IN- or OUT-of-class time for teachers or students to expand on a topic that connects with one or more of the modules from the Core Component or the Physical Activity Practicum. Some examples are suggested below:
 - Module A: Physical Activity Practicum could include opportunities for alternative pursuits/outdoor education, sport or dance specialization, and biomechanics for high performance.
 - Module B: Fitness Management could include more exercise science topics such as energy systems, fitness training, and fitness leadership.
 - Module C: Nutrition could include topics related to sport nutrition, functional foods, and mindless eating.
 - Module D: Personal and Social Development could include topics related to leadership in sport and recreation and character development.
 - Module E: Healthy Relationships could include topics such as caregiving and conflict resolution.

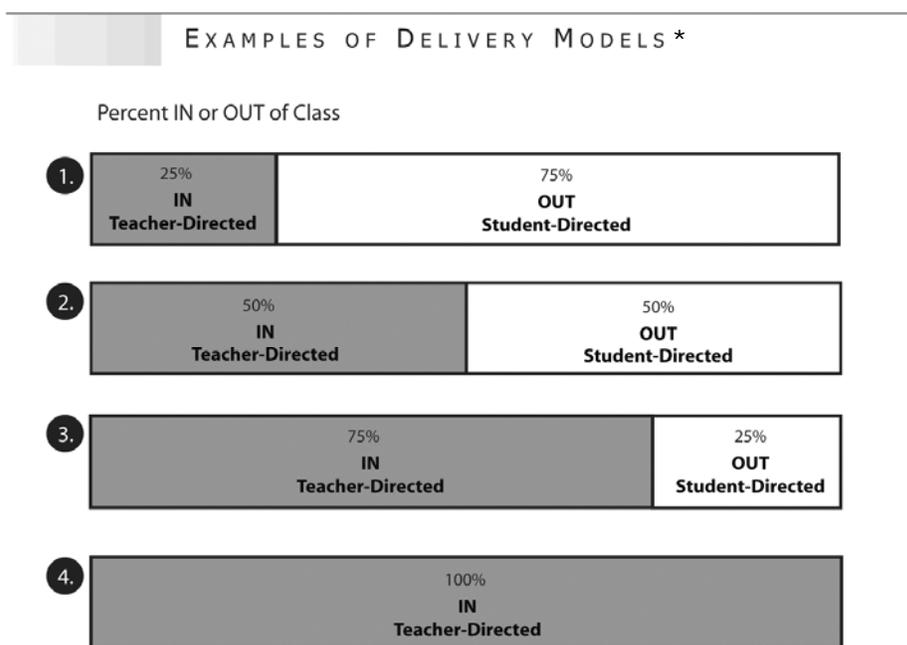
Examples of Delivery Models

Schools will choose different implementation models, depending on their local needs and resources. Schools may choose one model, or they may wish to offer a combination of models and allow students to choose which delivery model suits their needs.

The following are examples of various delivery or timetabling models that different schools have created:

- **Block programming:** Require students to complete “x” number of blocks or units of instruction, as identified in the school course outline. This type of programming depends on the number of teachers available to be scheduled. With more teachers available, a greater number of blocks or units can be offered to students. When students are not participating in a block or unit, they are on unassigned or OUT-of-class time.
- **Looping:** Schedule Grades 11 and 12 students together so that in the first year all students take the Grade 11 course, and then in the second year all students take the Grade 12 course.
- **Course pathways or streams:** Offer a choice of course options to students, based on factors such as percentage of IN-class/OUT-of-class time, topic or sport, gender, and so on.
- **Flexible scheduling:** Provide the opportunity for students and teachers to deliver the course in different ways or at different times of the day (e.g., early bird classes, after-hour classes, seminars).
- **Other**

The following diagram shows ways of scheduling course pathways or streams based on percentage of IN-class/OUT-of-class time.



* Source: 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. 11.

The Grade 12 Active Healthy Lifestyles course could vary from teacher to teacher, depending on what delivery model is chosen and how the flexible component will be treated. Whatever model is chosen, teachers will need to develop a plan for each of the components (Core, Physical Activity Practicum, and Flexible Delivery).

The following examples show a variety of ways to schedule course components based on percentage of IN-class/OUT-of-class time. The intent is that students would be able to choose the combination that best meets their needs.

25%/75% IN/OUT – Active Healthy Lifestyles			
Component	Module	% Time IN	% Time OUT
Core Component (25%)	Module B: Fitness Management	7%	
	Module C: Nutrition	8%	
	Module D: Personal and Social Development	5%	
	Module E: Healthy Relationships	5%	
Physical Activity Practicum (50%)	Personal Fitness Portfolio		50%
Flexible Delivery Component (25%)	Personal Fitness Portfolio		25%
Student/Teacher Conferencing	(e.g., 1 hour per student)		

50%/50% IN/OUT – Active Healthy Lifestyles			
Component	Module	% Time IN	% Time OUT
Core Component (25%)	Module B: Fitness Management	7%	
	Module C: Nutrition	8%	
	Module D: Personal and Social Development	5%	
	Module E: Healthy Relationships	5%	
Physical Activity Practicum (50%)	Personal Fitness Portfolio		50%
Flexible Delivery Component (25%)	Physical Activity/Sport Options	25%	
	Health Options		
Student/Teacher Conferencing	(e.g., 1 hour per student)		

75%/25% IN/OUT – Active Healthy Lifestyles			
Component	Module	% Time IN	% Time OUT
Core Component (25%)	Module B: Fitness Management	7%	
	Module C: Nutrition	8%	
	Module D: Personal and Social Development	5%	
	Module E: Healthy Relationships	5%	
Physical Activity Practicum (25%)	Personal Fitness Portfolio		25%
Flexible Delivery Component (50%)	Physical Activity/Sport Options	50%	
	Health Options		
Student/Teacher Conferencing	(e.g., 1 hour per student)		

100% IN – Active Healthy Lifestyles			
Component	Module	% Time IN	% Time OUT
Core Component (25%)	Module B: Fitness Management	7%	
	Module C: Nutrition	8%	
	Module D: Personal and Social Development	5%	
	Module E: Healthy Relationships	5%	
Physical Activity Practicum (50%)	Physical Activity/Sport Options	50%	
Flexible Delivery Component (25%)	Physical Activity/Sport Options	10%	
	Teacher-Developed Module (e.g., Leadership, Sport Science, Cardiopulmonary Resuscitation [CPR] Certification, Health Research Projects)	15%	

2. Develop an OUT-of-Class Safety Policy

Schools and school divisions are required to develop a risk-management policy related to the OUT-of-class physical activity practicum, as well as provide risk-management measures and a teacher and parent/guardian sign-off process that aligns with government policy.

For information on developing an OUT-of-class safety policy, refer to the guidelines and suggestions in *OUT-of-Class Safety Handbook* (Manitoba Education, Citizenship and Youth), available online at

<www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html>.

3. Develop a Pre- and Post-Sign-off Process

The *Policy Document* requires a teacher and parent/guardian pre- and post-sign-off process for the OUT-of-class delivery model. As schools are developing their local policies and procedures, the following must be taken into consideration:

- If a parent/guardian is unwilling to approve the OUT-of-class time component outlined by the school, the school should provide other opportunities for the student to meet the time expectation, such as IN-school supervised activities (e.g., intramurals, fitness clubs). Examples of circumstances that may necessitate this special type of support are exceptional learning needs, safety concerns, and religious and cultural values.
- At a parent's/guardian's request, a school offering a 100% IN-class model must allow the student to opt for a minimum 25% OUT-of-class option as part of a personalized physical activity practicum. Schools will determine eligibility of a higher percentage based on local policy.
- For students who cannot achieve the required credit or credits because of exceptional circumstances (e.g., unforeseen serious physical or medical limitation, cultural values), the school administrator, in discussion with parents/guardians, can decide to substitute a maximum of two credits, as per school division policy and existing departmental policy. This substitution of credits must be reported to the Department.
- Physical activities selected for the OUT-of-class component do not qualify when the activities are the result of employment where the student receives payment, or when they are related to another course for which the student receives credit (e.g., school-initiated courses related to dance or sports).

PRE - AND POST - SIGN - OFF

Pre- and post-sign-off refers to the sign-off process required for the student-directed option prior to implementing the physical activity practicum and upon its completion. This process involves teachers, students, parents/guardians, and/or supervising adult(s). The purpose of the Pre-Sign-off Form is to ensure the student/parent/guardian has chosen physical activity that is safe and appropriate to meet the learning outcomes. The purpose of the Post-Sign-off Form is to provide the documentation or evidence that the student met the requirements of the physical activity practicum.

(*Policy Document 6*)

Sign-off Process for OUT-of-Class Activities

Schools/divisions are responsible for ensuring, through a sign-off process, that

- the student's choices of OUT-of-class physical activities for the course have been accepted by the teacher based on criteria for completion and divisional policy and approved by the parent (if the student is under 18 years of age)
- the student and parent (or only the student if 18 years or older) have been informed about the recommended safety guidelines and risk-management strategies related to the student's chosen physical activities

- the student and parent (or only the student if 18 years or older) are aware of their responsibility for the student's safety during participation in the selected physical activities
- the student has completed the requirements of the physical activity practicum

There are two parts to the sign-off process involving the student, parent, and teacher: pre-sign-off and post-sign-off.

Pre-Sign-off Process

- The purpose of the **student** pre-sign-off is to
 - identify what physical activities the student has chosen for his or her physical activity practicum based on division policy
 - demonstrate awareness of safety guidelines and risk-management strategies
- The purpose of the **parent** pre-sign-off is to
 - demonstrate agreement with their child's choice of physical activities
 - demonstrate an assumption of responsibility for monitoring their child's safety during participation in these activities
- The purpose of the **teacher** pre-sign-off for non-school-based and/or OUT-of-class school-based activities is to
 - show acceptance of the physical activity plan (i.e., that the student has met the criteria for completion of the plan, addressing factors such as personal goals, frequency of participation, intensity level, amount of time, and type of physical activity)
 - acknowledge that the student has demonstrated an understanding of the risk-management process and appropriate planning related to physical activity
 - ensure the student is aware of the safety guidelines and risk-management information and associated responsibilities for discussion with parents for their approval

The following steps are suggested to help facilitate the **pre-sign-off** process:

- The PE/HE teacher provides student orientation regarding the physical activity practicum requirements, personal physical activity plan, and risk management.
- The student selects eligible physical activities in consultation with the PE/HE teacher and parents, and as per division policy.
- The student, with teacher guidance, develops a personal physical activity plan that includes safety guidelines and risk-management strategies.

- The PE/HE teacher accepts the proposed plan based on criteria for completion and on division policy, and signs it.
- The student and parent (or only the student if 18 years or older) show acceptance of the personal physical activity plan and of the responsibility for safety by signing the Declaration and Consent Form.

Post-Sign-off Process

- The purpose of the post-sign-off for the **student** and for the **parent** is to show that the student has fulfilled the requirements of the physical activity practicum (i.e., a minimum of 55 hours of moderate to vigorous physical activity that is safe, ethical, and age/developmentally appropriate).

For more details and suggestions on the pre- and post-sign-off process, refer to the lessons in Module A: Physical Activity Practicum, as well as to the *OUT-of-Class Safety Handbook* (Manitoba Education, Citizenship and Youth).

4. Establish Evaluation and Reporting Procedures

For the Grades 11 and 12 PE/HE credits, students will be graded for completion of the courses using complete/incomplete designations and not percentages (*Policy Document 14*). Teachers are responsible for evaluating and reporting PE/HE credits. Schools are responsible for awarding the credits for both IN- and OUT-of-class delivery. Students are responsible for achieving the identified learning outcomes, regardless of the delivery model used.

Physical activities selected for the OUT-of-class component do not qualify when the activities are the result of employment where the student receives payment, or when they are related to another course for which the student receives credit (e.g., school-initiated courses related to dance or sports).

As evidence for demonstrating progress and achievement of the learning outcomes related to the physical activity practicum, regardless of the delivery model used, students are required to submit a personal fitness portfolio. This portfolio should contain elements such as a fitness plan, a physical activity log, or journal entries (*Policy Document 14*). Because of the importance of the teacher managing and evaluating the OUT-of-class time for each student, staff time allocation should include conferencing time for the teacher to meet with each student periodically throughout the course. It is recommended that administrators allot staff time to manage and evaluate the IN/OUT-of-class activities in accordance with school division policy (*Policy Document 16*).

Schools will need to update current reporting systems to accommodate the complete/incomplete designation. Criteria for grading for completion of the personal fitness portfolio for the Physical Activity Practicum module, as well as the criteria for each of the four Core Component modules and other modules if applicable (i.e., Flexible Delivery Component modules) will need to be determined.

For additional information, refer to Assessment and Reporting in the Overview of Grade 12 Active Healthy Lifestyles, as well as the discussion on planning for assessment in Appendix D: Planning Guidelines for Physical Education/Health Education. Specific suggestions for instruction/assessment are provided in each module contained in this document.

Specific Learning Outcomes

Grade 12 Active Healthy Lifestyles—Specific Learning Outcomes

The specific learning outcomes identified for the Grade 12 Active Healthy Lifestyles curriculum are focused on developing active healthy lifestyles that are achievable through an IN-class and/or OUT-of-class delivery model, and are assessed by teachers. The specific learning outcomes for Grade 12 curriculum are organized within five modules according to the three curriculum components:

- The **Physical Activity Practicum** contains specific learning outcomes that focus on participation in physical activity.
- The **Core Component** contains specific learning outcomes (for each of the four modules) focusing on health and personal development.
- The **Flexible Delivery Component** will address specific learning outcomes developed by the teacher and/or student.

Furthermore, the specific learning outcomes align with certain general learning outcomes (GLOs), as identified on the following pages.

Module Codes

The following codes are used for the respective modules:

- PA** Physical Activity Practicum (Module A)
- FM** Fitness Management (Module B)
- NU** Nutrition (Module C)
- PS** Personal and Social Development (Module D)
- HR** Healthy Relationships (Module E)

Specific Learning Outcome Codes

A code is used to identify each specific learning outcome by grade and module, as shown in the following example:

- 12.PA.1** The first two numbers refer to the grade (Grade 12).
The two letters refer to the module (Physical Activity Practicum)
The last digit indicates the specific learning outcome number.

Physical Activity Practicum

Module A: Physical Activity Practicum (PA)

GLO 3—Safety	<i>The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.</i>
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12.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 personal health and fitness goals.

12.PA.2 Demonstrate understanding of the risk-management process and responsibilities related to physical activity participation.

12.PA.3 Demonstrate the ability to access and use information for making informed decisions about safety and risk management related to physical activity participation.

Includes: level of instruction, level of supervision, facilities/environment, equipment, clothing/footwear, and personal and other considerations

GLO 1— Movement	<i>The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.</i>
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12.PA.4 Apply movement skills and concepts in a variety of selected physical activities that meet the goals of a personal physical activity plan.

GLO 2—Fitness Management	<i>The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.</i>
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12.PA.5 Participate in physical activities at a moderate to vigorous intensity level.

12.PA.6 Record and report the frequency, intensity, time, and type of the physical activities, as indicated in the personal physical activity plan.

12.PA.7 Reflect on physical and emotional responses to and influences on physical activity participation.

Core Component

Module B: Fitness Management (FM)

GLO 4—Personal and Social Management	<i>The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.</i>
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12.FM.1 Examine the goal-setting process as a means of improving physical fitness and/or health behaviours.

12.FM.2 Identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation.

GLO 2—Fitness Management	<i>The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.</i>
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12.FM.3 Examine current trends in health and fitness.

12.FM.4 Demonstrate understanding of fitness myths and misconceptions and how they are used in advertising.

12.FM.5 Examine the methods advertisers use to promote and sell exercise, fitness, and health products and services.

12.FM.6 Examine influences on the decisions that fitness consumers make related to fitness products and services.

12.FM.7 Analyze key factors to be considered when purchasing fitness products and/or services.

Module C: Nutrition (NU)

GLO 5—Healthy Lifestyle Practices	<i>The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.</i>
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- 12.NU.1** Demonstrate understanding of the difference between a portion of food and a Food Guide Serving.
- 12.NU.2** Evaluate personal food intake using *Eating Well with Canada's Food Guide*.
- 12.NU.3** Demonstrate understanding of the relationship between the energy spent in physical activity and healthy weight.
- 12.NU.4** Demonstrate the ability to estimate daily energy expenditure by analyzing personal physical activity participation.
- 12.NU.5** Explain factors that contribute to energy balance and healthy weight.
- 12.NU.6** Examine the relationship between maintaining healthy weight and the consumption of specific food substances.
Includes: sugar and fat
- 12.NU.7** Demonstrate strategies for making decisions about food and activity choices that contribute to good health and healthy weight.
- 12.NU.8** Examine the causes and symptoms of food-borne illness (food poisoning) and demonstrate understanding of ways to minimize the risk of food poisoning.
- 12.NU.9** Demonstrate understanding of food advertising and marketing strategies and their impact on food purchases.
- 12.NU.10** Demonstrate understanding of how food and nutrition myths and misconceptions can affect day-to-day physical activity participation and sport performance and overall health.

Module D: Personal and Social Development (PS)

GLO 4—Personal and Social Management	<i>The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.</i>
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- 12.PS.1** Demonstrate understanding of the characteristics and development of effective teams.
- 12.PS.2** Explore and identify the various roles and skills of team members in building effective teams.
- 12.PS.3** Examine the characteristics of effective team leaders and their impact on team development.

Module E: Healthy Relationships (HR)

GLO 4—Personal and Social Management	<i>The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.</i>
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GLO 5—Healthy Lifestyle Practices	<i>The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.</i>
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- 12.HR.1** Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development.
- 12.HR.2** Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship.
- 12.HR.3** Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.
- 12.HR.4** Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships.
- 12.HR.5** Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.

Implementation Overview

Grades 11 and 12 Philosophy for Effective Programming

The following are the key philosophical underpinnings to support effective programming for Grades 11 and 12 PE/HE.

- **Lifelong physical activity participation:** The intent of the Grades 11 and 12 curricula is to help students develop the necessary knowledge, skills, and attitudes in personal planning for lifelong physical activity participation.
- **Taking greater ownership:** Due to the age and maturity of students in Grades 11 and 12, the goal is to encourage students to take greater ownership for their physical fitness and to become involved in physical activities suited to their own individual interests and abilities.
- **Healthy decision making:** Leading an active healthy lifestyle will contribute to health and well-being. Helping students understand the importance of making informed healthy decisions relevant to the five major health risk areas for youth continues to be the focus in promoting active healthy lifestyles for all students.
- **Choice and variety:** A key element for lifelong physical activity participation is finding activities that one personally enjoys and feels successful at. Where schools can offer students a choice and variety of activities within the IN-class component or the opportunity to choose their own activities as part of the OUT-of-class component, students are more likely to choose something that they enjoy and that would be suited to their interests and abilities.
- **Active and interactive learning strategies:** Brain research (Cone, et al.; Jensen) supports the approach of engaging students in active learning to increase retention and to make learning more relevant, meaningful, and enjoyable. In a PE setting, learning/teaching strategies engage students through a variety of physical activities that involve many of the multiple intelligences (e.g., bodily/kinesthetic, visual, spatial). From an HE perspective, interactive learning/teaching strategies (e.g., brainstorming, Think-Pair-Share, role playing) promote social interaction and cooperative learning, which highlight interpersonal intelligence.
- **Cooperative and low competitive-type learning activities:** Cooperative and low competitive-type activities help promote positive social interactions among students, promote inclusion, and allow students to work together toward achieving a common goal. Competitive experiences that allow students to participate at or near their own ability level contribute to increasing self-confidence and make the games or challenges more enjoyable.

- **Involvement of parents/families and communities:** Building partnerships is essential for providing a healthy, supportive environment for children and youth. Schools, parents, and communities need to work together to achieve the vision of realizing *physically active and healthy lifestyles for all students*. The home, school, and community all play an important role in providing opportunities for Senior Years students to be physically active daily or regularly.
- **Promote sustainable development:** PE/HE helps students to learn how active healthy lifestyles contribute to human health and well-being, the environment, and the economy. It is essential for students to understand the consequences of their behaviour today and the impact it may have on their future quality of life.

Connections between the General Learning Outcomes and the Modules

To maintain the integrity of the *Framework* and the vision of the curriculum, each of the five modules in this document connects to a strand or sub-strand under one or more general learning outcomes (GLOs). Students in Kindergarten to Grade 12 are to demonstrate learning relative to the general learning outcomes. The following is a description of each GLO and how the Grade 12 Active Healthy Lifestyles curriculum addresses or connects to each GLO.

GLO 1—Movement



The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

Connections to Grade 12 Modules

Throughout Kindergarten to Grade 10, PE/HE programming emphasizes acquisition and application of movement skills in a variety of physical activities for developing physical literacy. In Grade 12, through Module A: Physical Activity Practicum, students have the opportunity to participate or specialize in activities of their choice. Students will set personal goals related to their physical activity plan. These personal goals may focus on health-related fitness components and/or skill-related fitness components, depending on the students' choice of physical activity/sport and ability.

GLO 2—Fitness Management



The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.

Connections to Grade 12 Modules

The specific learning outcomes addressed in Module B: Fitness Management continue to help students develop a pattern of daily and/or regular participation in physical activities and develop an understanding of how to acquire/maintain optimal personal health and fitness. Students will further their understanding of the Stages of Change continuum (i.e., pre-contemplation, contemplation, preparation, action, and maintenance stages) through self-reassessment, and they will use these findings to apply the processes of change in goal setting. The ultimate goal is for each student to value physical activity as a key component of health and to take ownership for his or her fitness through regular participation in physical activity. In the physical activity practicum, Grade 12 students are required to achieve a minimum of 55 hours of moderate to vigorous physical activity that contributes to cardiorespiratory endurance plus one or more of the other health-related fitness components (muscular strength, muscular endurance, and flexibility).

The lessons in Module B: Fitness Management will assist students in setting personal health and fitness goals for their physical activity practicum. In addition, the topics of health and fitness consumerism, trends, and misconceptions will aid students in their decision making as it relates to their physical activity lifestyle choices. For the physical activity practicum, students will choose safe, ethical, and age/developmentally appropriate physical activities IN-class or OUT-of-class that will contribute to the goals of their physical activity plan. The OUT-of-class model provides students with more opportunity to take responsibility and to be accountable for their participation while receiving guidance and support from their teacher and parents.

Fitness assessment is optional as part of this curriculum. If teachers and/or students choose to do fitness assessments, they need to use a humanistic approach that emphasizes education, prevention, and intervention. Fitness assessment is used to establish personal goals and to monitor individual progress, rather than to compare one student's results to those of others, as in norm-referenced testing.

For more information about fitness assessment, refer to *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education* (Manitoba Education, Citizenship and Youth), which is available on the CD-ROM that accompanies this document, as well as online at

www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

GLO 3—Safety



The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.

Connections to Grade 12 Modules

This GLO continues to be emphasized in Module A: Physical Activity Practicum and in Module B: Fitness Management relative to physical activity participation and in the other PE/HE modules relative to making safe decisions in daily living. Safety education and risk management are essential to helping students prevent injury, reduce risks, and avoid potentially dangerous situations, whether the topic is related to PE or HE.

Students, parents, the school, and the community are all involved in managing risk for the non-school-based activities that occur during the OUT-of-class component of this course. Students are provided the opportunity to choose physical activities suited to their own interests and abilities through the OUT-of-class delivery model. With this choice, students take more responsibility, along with their parents, for becoming informed about the safe and responsible behaviours related to the selected physical activities.

Since all physical activity involves an element of risk, teachers, parents, and students have the responsibility to minimize risks and hazards at all times. Students and parents must follow the local policy and procedures (i.e., sign-off process) for school-based and non-school-based OUT-of-class physical activities.

Students will be responsible for demonstrating an awareness of the safe and responsible behaviours to manage risks and prevent injuries in physical activity participation in accordance with the following risk factors:

- level of risk of the activity
- level of instruction
- level of supervision
- facilities/environment
- equipment
- clothing/footwear
- environmental factors
- personal and other considerations

The *OUT-of-Class Safety Handbook* provides Physical Activity Safety Checklists to support the implementation of Module A: Physical Activity Practicum. These checklists are intended to assist with providing students, teachers, and parents with the necessary safety information. Note, however, that many of these checklists include risk-management strategies recommended as minimum standards for participation in what are predominantly organized programs. Instructors, coaches, or program leaders of OUT-of-class physical activities may also impose more stringent safety standards. These standards may vary according to the nature of the activity (e.g., recreational versus competitive). Any number of variables may increase or decrease the risks involved, such as the student's personal experience, skill level and physical condition, the level of intensity of the activity, as well as the student's personal behaviour during physical activity participation.

For more information about safety and specific Physical Activity Safety Checklists, refer to *OUT-of-Class Safety Handbook* (Manitoba Education, Citizenship and Youth), which is available on the CD-ROM that accompanies this document, as well as online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

GLO 4—Personal and Social Management



The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

Connections to Grade 12 Modules

In the Grade 12 curriculum, Module D: Personal and Social Development and Module E: Healthy Relationships are extensions of the learning outcomes related to the Personal Development and Social Development strands.

The following personal and social management skills that are identified in the *Framework* are reinforced in each module:

- goal-setting/planning skills
- decision-making/problem-solving skills
- interpersonal skills
- conflict-resolution skills
- stress-management skills

For example, goal-setting/planning skills are reinforced in the lessons in Module B: Fitness Management. Decision-making/problem-solving skills continue to be the foundation skills emphasized in every module.

GLO 5—Healthy Lifestyle Practices



The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

Connections to Grade 12 Modules

The strands identified for GLO 5 in the *Framework*, Nutrition, Active Living, and Human Sexuality. In the Grade 12 curriculum these strands are addressed in Module C: Nutrition, Module A: Physical Activity Practicum, and Module E: Healthy Relationships, respectively. The focus continues to be on accessing accurate and useful information and applying this information to support healthy decision making (e.g., healthy eating). Learning about the benefits and importance of active healthy lifestyle practices for prevention of chronic disease or illness is also reinforced. Healthy and unhealthy relationships are examined with a focus on communication, rights and responsibilities, and supports and services.

Planning for Instruction

Planning Guidelines and Tools

The Overview in *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Citizenship and Youth) contains planning guidelines on various topics for Grades 9 and 10 PE/HE that will also be useful to teachers planning for IN-class delivery of Grades 11 and 12 PE/HE.

To make this planning information more accessible for teachers to use in the context of the Grade 12 Active Healthy Lifestyles curriculum, Appendix D: Planning Guidelines for Physical Education/Health Education provides guidelines and suggestions for the following areas:

- Part A: Planning for Instruction
 - Creating a Meaningful Learning Environment
 - Implementation Guidelines for the General Learning Outcomes
 - Planning for Students with Exceptional Learning Needs
 - Fostering a Safe and Supportive Learning Environment for Potentially Sensitive Content
 - Yearly/Semester Planning
 - Unit Planning
 - Lesson Planning
- Part B: Planning for Assessment
- Part C: Additional Planning

Teachers may also refer to Appendix G: Common Planning Tools and Forms at the end of this document. In addition, teachers are encouraged to use the planning tools provided on the Manitoba Education, Citizenship and Youth website at www.edu.gov.mb.ca/k12/cur/physhlth/.

Active Learning Strategies

Many of the instructional and assessment strategies suggested in each module of this curriculum document are active and/or interactive. They encourage students to collaborate with their peers, parents, caregivers, Elders, and other adults in their community. Interaction with others allows students to clarify and explore their own ideas, expand on what they know, learn from others, challenge each other, and construct new meanings.

Teachers are encouraged to use active and/or interactive learning strategies that promote discussion and health-enhancing decision making and accommodate different learning approaches (e.g., creating posters or pamphlets, brainstorming, reflection exercises, debates, drama, songs, videos, interviews, case studies, anonymous question box). The use of examples of current events from newspapers, magazines, television, radio, and/or movies also moves the content away from the students themselves and makes certain issues easier to talk about. Furthermore, brain research supports the benefits of physically active learning strategies, as physical activity increases the blood flow and oxygen to the brain.

Refer to Appendix E: Active Learning Strategies for examples of physically active learning strategies such as Carousel Brainstorming and Scavenger Hunts and interactive learning strategies such as Jigsaw, Think-Pair-Share, and Think and Link.

Assessment and Reporting

For the Grades 11 and 12 PE/HE credits, students will be graded for completion of the courses using complete/incomplete designations and not percentages (*Policy Document 14*). Therefore, assessment and reporting may look different but the principles and best practices remain the same.

PE/HE teachers will require multifaceted assessment tools and strategies for a number of reasons. First, the assessment process must measure the kinesthetic, affective, and cognitive domains of each student's learning. Second, the assessment must account for all students within an inclusive learning environment. Third, as PE/HE in Grades 11 and 12 allows schools to choose an IN-class and/or OUT-of-class implementation model, the assessment must be adaptable enough to allow for this choice and flexibility. Finally, as previously stated, schools will report course credits as complete/incomplete instead of as percentages.

This section on assessment and reporting includes suggested assessment tools and strategies that will help teachers determine whether or not students provide the evidence for meeting the expectations of the specific learning outcomes to grant credit in the course.

Suggestions for assessing student achievement of the learning outcomes are also offered in other departmental documents:

- *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Manitoba Education and Training)
- *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education* (Manitoba Education, Citizenship and Youth)
- *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning* (Manitoba Education, Citizenship and Youth)
- *Communicating Student Learning: Guidelines for Schools* (Manitoba Education, Citizenship and Youth)

The discussion that follows synthesizes ideas about assessment from these documents from the unique perspective of today's PE/HE classroom. The following are addressed:

- Purposes of Assessment
 - Assessment *for* Learning
 - Assessment *as* Learning
 - Assessment *of* Learning
- Determining Course Completion
 - Assessing the Physical Activity Practicum
 - Assessing the Core Component
 - Assessing the Flexible Delivery Component

Purposes of Assessment

Rethinking Classroom Assessment with Purpose in Mind (Manitoba Education, Citizenship and Youth) defines three purposes for assessment: assessment *for* learning, assessment *as* learning, and assessment *of* learning.

Assessment *for* Learning

Assessment *for* learning is designed to give teachers information to differentiate teaching and learning activities. It acknowledges that individual students learn in idiosyncratic ways, but also recognizes that there are predictable patterns and pathways that many students follow. It requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also to gain insights into how, when, and whether students apply what they know. Teachers can also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

Research has clearly demonstrated that student achievement increases when teachers increase the amount of descriptive feedback on student performance (Black and Wiliam). In the Grades 11 and 12 PE/HE courses, students will benefit from such feedback from teachers during conferencing, coaching sessions, and classroom observations.

Assessment *for* learning occurs throughout the learning process. It is interactive, with teachers

- aligning instruction with the targeted learning outcomes
- identifying particular learning needs of individual students or groups
- selecting and adapting materials and resources
- creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning
- providing immediate feedback and direction to students

Assessment *as* Learning

Assessment *as* learning is a process of developing and supporting metacognition for students. It focuses on the role of the students as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand.

Black and Wiliam showed that student achievement increased when they were more involved in their own assessment. Reflection, using tools such as goal setting, weekly physical activity reflections, and self-assessment/peer assessment, will increase the chances of student success.

The teacher's role in promoting the development of independent learners through assessment *as learning* is to

- model and teach the skills of self-assessment
- guide students in setting goals, and monitoring their progress toward reaching them
- provide exemplars and models of good practice and quality work that reflect curriculum outcomes
- work with students to develop clear criteria of good practice
- guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with the ambiguity and uncertainty that is inevitable in learning anything new
- provide regular and challenging opportunities to practise, so that students can become confident, competent self-assessors
- monitor students' metacognitive processes as well as their learning, and provide descriptive feedback
- create an environment where it is safe for students to take chances and where support is readily available
- set realistic goals (SMART goals: specific, measurable, attainable, realistic, and time framed—refer to Module B, Lesson 1)

The gradual increase of student responsibility for assessment is part of developing students' autonomy as lifelong learners. The goal is to decrease students' dependence both on the teacher's comments for direction in learning and on their marks for validation of their accomplishments. This is paramount if students are to take responsibility for their own physical fitness and designing an exercise program that suits their lifestyle and time commitments.

Below are some suggestions for increasing students' role in assessment:

- **Encourage students to suggest alternative assignments to demonstrate their learning.**
- **Involve students in developing scoring rubrics.**

A class preparing oral presentations, for example, may develop a rubric in several stages:

- brainstorm ideas on the qualities of an effective presentation
- refine the criteria after viewing a simulated or videotaped presentation
- list the criteria in order of priority and assign values

- **Use assessment tools for student reflection and self-assessment at every opportunity.**

Assessment tools may include

- learning logs
- statement of goals
- self-reflective captions on portfolio items
- self-assessment rubrics

(See Appendix F: Sample Assessment Tools and Checklists.)

- **Remove the mystery from assessment by using “backward design.”**

Wiggins and McTighe’s “backward design” model identifies three distinct but related stages:

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.

It is important to plan assessments before teaching. It is necessary to communicate course completion expectations to students and parents at the beginning of each term. This helps ensure that students understand precisely what products and performances they are accountable for producing as evidence of learning; it also encourages parents to provide support and encouragement to increase the likelihood that these assessment components are completed and submitted on time.

Assessment *of* Learning

Assessment *of* learning is summative in nature and is used to confirm what students know and can do, and, occasionally, to show how they are placed in relation to others. Teachers concentrate on ensuring that they have used assessment evidence to provide accurate and sound statements of students’ proficiency.

Assessment *of* learning refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students’ future programs or placements. It provides evidence of students’ achievement to parents, other educators, the students themselves, and sometimes to outside groups (e.g., employers, other educational institutions). Assessment *of* learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures. It is important, then, that the underlying logic and measurement of assessment *of* learning be credible and defensible.

Due to the nature of experiential learning in PE, self-reflection and self-assessment are an important part of the assessment *of learning* process. Students need to understand the importance of monitoring their own progress as they work towards, for example, meeting the fitness goals set in the physical activity plan. Because the consequences of assessment *of learning* are often far-reaching and affect students seriously, teachers have the responsibility of reporting student learning accurately and fairly, based on the most recent evidence obtained from a variety of contexts and applications.

Effective assessment *of learning* requires that teachers provide

- a rationale for undertaking a particular assessment *of learning* at a particular point in time
- clear descriptions of the intended learning
- processes that make it possible for students to demonstrate their competence and skill
- a range of alternative mechanisms for assessing the same learning outcomes
- public and defensible reference points for making judgements
- transparent approaches to interpretation
- descriptions of the assessment process
- strategies for recourse in the event of disagreement about the decisions

With the help of their teachers, students can look forward to assessment *of learning* tasks as occasions to show completion, competence, as well as the depth and breadth of their learning.

Determining Course Completion

Students in Grades 11 and 12 are assessed for completion of the PE/HE courses using *complete* and *incomplete* designations, not percentage grades. A *complete* designation indicates the student has demonstrated achievement of the learning outcomes through completion of learning experiences based on the selected criteria and expectations outlined by the teacher. Teachers are responsible for assessing and reporting PE/HE credits based on locally developed policy.

Assessment instruments such as portfolios, teacher observations and anecdotal records, and performance-based tests and examinations can be used to evaluate what students know and are able to do in a variety of contexts. (Sample checklists and tracking forms are provided in Appendix F: Sample Assessment Tools and Checklists.)

The variety of methods available for collecting, interpreting, and reporting information about what students know and can do is endless, and many excellent resources are available for teachers. Although some methods have come to be associated with assessment during instruction and learning, and others with assessment at the end of a unit or term, a variety of methods can be used for all three purposes: assessment *for* learning, assessment *as* learning, and assessment *of* learning. What is important is that teachers first clarify the purpose of assessment and then select the method that best serves the purpose in the particular context.

Assessing the Physical Activity Practicum

Each student is required to participate in a physical activity practicum. Students must complete a minimum of 55 hours of physical activity participation at a moderate to vigorous intensity level over a period of time that contributes to cardiorespiratory endurance plus one or more of the other health-related fitness components (muscular strength, muscular endurance, and flexibility) (*Policy Document 5*).

As part of the assessment of this physical activity practicum, students must submit a personal fitness portfolio as evidence of their completion of the physical activity practicum. This personal fitness portfolio may contain elements such as a fitness plan, a physical activity log, journal entries, and personal reflections (*Policy Document 14*).

The purpose of the personal fitness portfolio is to show evidence of the students taking ownership for their physical fitness through personal planning and participating in physical activity. The planning will be related to personal goal setting and analysis, as well as safety and risk management. The personal fitness portfolio would contain the evidence to demonstrate the achievement of learning outcomes for active healthy lifestyles. The main focus of the planning is physical activity involvement, but other health issues could be integrated as well.

The following elements are recommended to use as evidence of student learning for the personal fitness portfolio:

1. physical activity plan (includes personal goals)
2. safety and risk-management plan (includes appropriate safety checklists and safety form)
3. Parent and Student Declaration and Consent Forms
4. 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)
5. fitness portfolio reflections (recorded regularly)

Teachers are responsible for assessing and reporting PE/HE credits. Assigned teachers would be required to approve appropriateness of the personal fitness portfolio items based on locally developed criteria before authorizing their implementation.

It is up to individual teachers to decide on the format for the student presentation of the personal fitness portfolio. For example, teachers may wish to have students present their personal fitness portfolios in one of the following ways:

- at a Portfolio Fair organized by teachers
- as a student presentation (participants invited by the student presenting)
- in an electronic/multimedia format
- in a student-teacher conference

The learning outcomes that must be assessed are related primarily to the following general learning outcomes (GLOs):

- GLO 1—Movement
- GLO 2—Fitness Management
- GLO 3—Safety

The following chart provides suggested elements and criteria for completion of the Physical Activity Practicum module. For each of the identified learning outcomes, the chart provides suggested instructional/assessment strategies as well as guiding questions for criteria development. These, in turn, would become the elements and criteria that could be considered as evidence for student achievement of the learning outcomes specifically related to the physical activity plan, safety and risk-management plan, sign-off forms, physical activity log, and portfolio reflections. The Resource Masters (RMs) cited in the chart are provided in the Resource Masters section of this document.

Details about how to implement the physical activity practicum are contained in Module A: Physical Activity Practicum.

**Suggested Elements and Criteria for Completion of the
Physical Activity Practicum**

Specific Learning Outcomes	Evidence (Examples from Module)	Questions to Guide Assessment
Module A: Physical Activity Practicum (PA)		
12.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 personal health and fitness goals.	RM 1–PA RM 2–PA	Can the student design a physical activity plan that adheres to the course requirements and, at the same time, achieve the personal goals set by the student?
12.PA.2 Demonstrate understanding of the risk-management process and responsibilities related to physical activity participation.	RM 4–PA	Can the student acknowledge his or her responsibility in participating in activities that are safe?
12.PA.3 Demonstrate the ability to access and use information for making informed decisions about safety and risk management related to physical activity participation. <i>Includes:</i> level of instruction, level of supervision, facilities/environment, equipment, clothing/footwear, and personal and other considerations	RM 4–PA	Can the student discuss various ways of accessing information pertinent to his or her safety within the school and the community?
12.PA.4 Apply movement skills and concepts in a variety of selected physical activities that meet the goals of a personal physical activity plan.	RM 7–PA	Can the student appropriately link his or her goals to the activities he or she has chosen?
12.PA.5 Participate in physical activities at a moderate to vigorous intensity level.	RM 7–PA	Does the student demonstrate understanding of what moderate to vigorous physical activity looks and feels like?
12.PA.6 Record and report the frequency, intensity, time, and type of the physical activities, as indicated in the personal physical activity plan.	RM 7–PA	Can the student keep accurate and up-to-date information on his or her progress with the personal physical activity plan?
12.PA.7 Reflect on physical and emotional responses to and influences on physical activity participation.	RM 7–PA	Can the student write about or discuss in detail the impact of physical activity on his or her physical and emotional well-being?

Assessing the Core Component

The Core Component modules for the Grade 12 Active Healthy Lifestyles are as follows:

- Module B: Fitness Management
- Module C: Nutrition
- Module D: Personal and Social Development
- Module E: Healthy Relationships

The learning outcomes that must be assessed are related primarily to the following GLOs:

- GLO 2—Fitness Management
- GLO 3—Safety
- GLO 4—Personal and Social Management
- GLO 5—Healthy Lifestyle Practices

The following chart identifies the specific learning outcomes and examples of instructional/assessment strategies that are contained in the Core Component modules. Guiding questions for assessment are also identified for each learning outcome. These strategies and questions become the elements and criteria that could be considered as evidence for student achievement of the learning outcomes. The RMs cited in the chart are provided in the Resource Masters section of this document.

Teachers may choose to use a portfolio for the entire course (including Modules A to E) or they may choose to use alternative assessment tools for Modules B to E. A Sample Portfolio Rubric is provided in Appendix F: Sample Assessment Tools and Checklists. This sample rubric could be used for the personal fitness portfolio, a course portfolio, or both.

Suggested Elements and Criteria for Completion of the Core Component Modules		
Specific Learning Outcomes	Evidence (Examples from Modules)	Questions to Guide Assessment
Module B: Fitness Management (FM)		
12.FM.1 Examine the goal-setting process as a means of improving physical fitness and/or health behaviours.	RM 1–FM	Can the student use the goal-setting model to critically analyze progress with his or her physical activity plan?
12.FM.2 Identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation.	RM 3–FM RM 4–FM	Can the student recognize whether personal goals are in need of revision?
12.FM.3 Examine current trends in health and fitness.	Trend Predictions and Analysis (Lesson 2)	Can the student articulate current trends in health and fitness using both media and research?
12.FM.4 Demonstrate understanding of fitness myths and misconceptions and how they are used in advertising.	RM 5–FM	Can the student recognize the difference between “gimmicks” and misinformation and the truth about being physically fit?
12.FM.5 Examine the methods advertisers use to promote and sell exercise, fitness, and health products and services.	Ad Analysis (Lesson 4)	Can the student identify the “tricks” advertisers use to convince consumers to buy fitness and health products and/or to use suggested fitness equipment?
12.FM.6 Examine influences on the decisions that fitness consumers make related to fitness products and services.	Think-Pair-Share	Can the student identify why people buy fitness and/or health products when many of them have not been proven to be effective?
12.FM.7 Analyze key factors to be considered when purchasing fitness products and/or services.	Evaluating a Fitness Centre (Lesson 5) Advertising an Ideal Fitness Centre (Lesson 5)	Can the student articulate what he or she needs to do and/or know before buying a piece of fitness equipment or joining a health club/gym?

Continued

**Suggested Elements and Criteria for Completion of the
Core Component Modules (Continued)**

Specific Learning Outcomes	Evidence (Examples from Modules)	Questions to Guide Assessment
Module C: Nutrition (NU)		
12.NU.1 Demonstrate understanding of the difference between a portion of food and a Food Guide Serving.	RM 1–NU Food Group Servings Are Not as Big as You Think (Lesson 1)	Can the student identify strategies to demonstrate the difference between portions and servings of food according to <i>Canada's Food Guide</i> ?
12.NU.2 Evaluate personal food intake using <i>Eating Well with Canada's Food Guide</i> .	RM 3–NU	Can the student critically analyze his or her food intake and make suggestions for improvement?
12.NU.3 Demonstrate understanding of the relationship between the energy spent in physical activity and healthy weight.	Energy Expenditure of Physical Activities (Lesson 2)	Can the student demonstrate the relationship between physical activity levels and healthy weight?
12.NU.4 Demonstrate the ability to estimate daily energy expenditure by analyzing personal physical activity participation.	RM 6–NU	Can the student use a heart-rate monitor/pedometer, other forms of technology, and/or appropriate activity charts to determine his or her daily energy expenditure?
12.NU.5 Explain factors that contribute to energy balance and healthy weight.	RM 8–NU	Can the student articulate how his or her weight is affected by energy input and output?
12.NU.6 Examine the relationship between maintaining healthy weight and the consumption of specific food substances. <i>Includes: sugar and fat</i>	Sugar Surprise: How Many Cubes? (Lesson 3) RM 7–NU	Can the student distinguish which foods will help or hinder his or her ability to maintain a healthy weight?
12.NU.7 Demonstrate strategies for making decisions about food and activity choices that contribute to good health and healthy weight.	RM 9–NU	How well does the student understand the relationship between food intake, activity choices, and healthy weight?
12.NU.8 Examine the causes and symptoms of food-borne illness (food poisoning) and demonstrate understanding of ways to minimize the risk of food poisoning.	What's Bugging You? (Lesson 4) RM 11–NU	Can the student identify ways of ensuring that food is prepared properly and is fit for human consumption?
12.NU.9 Demonstrate understanding of food advertising and marketing strategies and their impact on food purchases.	Food Advertising Strategies—Journal Entry, Brainstorming (Lesson 5)	Can the student articulate some of the misconceptions about foods that are “considered” healthy?
12.NU.10 Demonstrate understanding of how food and nutrition myths and misconceptions can affect day-to-day physical activity participation and sport performance and overall health.	RM 13–NU	Can the student research and report on various food and nutrition myths and misconceptions and their impact on physical activity levels and overall health?

Continued

**Suggested Elements and Criteria for Completion of the
Core Component Modules (Continued)**

Specific Learning Outcomes	Evidence (Examples from Modules)	Questions to Guide Assessment
Module D: Personal and Social Development (PS)		
12.PS.1 Demonstrate understanding of the characteristics and development of effective teams.	Think-Pair-Share Brainstorming	Can the student identify the characteristics of an effective team and explain how effective teams develop?
12.PS.2 Explore and identify the various roles and skills of team members in building effective teams.	Predicting Team Roles (Lesson 2)	Can the student articulate what an “effective” team is and how it is formed?
12.PS.3 Examine the characteristics of effective team leaders and their impact on team development.	Think-Pair-Share RM 2–PS RM 3–PS	Can the student explain what effective leadership looks like and how it may affect a team?
Module E: Healthy Relationships (HR)		
12.HR.1 Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development.	RM 1–HR	Can the student discuss the characteristics of, and factors that contribute to, healthy and unhealthy relationships?
12.HR.2 Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship.	How Do I Say It? (Lesson 1) Breaking up is Hard to Do (Lesson 3)	Can the student discuss appropriate use of technology (e.g., texting, email, Facebook, MySpace, MSN) with respect to effective communication in a relationship?
12.HR.3 Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.	RM 3–HR	Can the student articulate his or her own rights and responsibilities as they apply to relationships?
12.HR.4 Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships.	RM 4–HR Relation Shifts (Lesson 3)	Can the student demonstrate problem-solving and decision-making strategies effectively in problematic relationship situations?
12.HR.5 Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.	Community Supports and Services (Lesson 4)	Does the student demonstrate understanding of how to access community supports and services in dealing with an unhealthy relationship?

Assessing the Flexible Delivery Component

For schools offering a Flexible Delivery Component of the PE/HE curriculum, it is the responsibility of the teacher and/or student to expand on or to develop the student learning outcomes. It is also the responsibility of the teacher and/or student to identify how these learning outcomes will be assessed.

For more information related to the Flexible Delivery Component, refer to Guidelines for Implementation in the Overview of Grade 12 Active Healthy Lifestyles.

