



MODULE A: PHYSICAL ACTIVITY PRACTICUM

Specific Learning Outcomes

Introduction

Lesson 1: Personal Physical Activity Inventory

Lesson 2: Safety and Risk-Management Planning

Lesson 3: Implementing the Physical Activity Plan

MODULE A: PHYSICAL ACTIVITY PRACTICUM

Specific Learning Outcomes

- 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
- 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.
- 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.

MODULE A: PHYSICAL ACTIVITY PRACTICUM

Introduction

The Grade 12 Active Healthy Lifestyles course builds on the Grade 11 course. It focuses on physical activity participation and fitness development, as well as on healthy eating, personal development, and healthy relationships that support an active healthy lifestyle.

Individuals who believe in the value of and lead an active healthy lifestyle recognize its importance to overall health and well-being and make decisions that support and enhance this way of living. For these individuals, leading an active healthy lifestyle includes making purposeful choices every day about participating in physical activities, eating nutritious foods, and practising other health-enhancing behaviours. Engaging in an active healthy lifestyle promotes physical, mental, and emotional development, which, in turn, contributes to healthy relationships with others.

In this module students learn to analyze their own situations and make decisions about how to become more physically active or how to maintain their current level of physical activity participation in order to realize improvements in personal health and fitness. As part of the physical activity practicum, students develop their own physical activity plan, based on their interests. They are encouraged to seek out ways to become more active by engaging in a greater variety of activities that may include daily living activities, recreation, or sports. They also develop a deeper understanding of the importance and process of risk management related to safe and appropriate participation in physical activity.

Once the physical activity practicum is initiated, students begin to record their activities and reflect on any aspect of their day that may have affected their activity decisions. They are also encouraged to indicate their state of mind regarding their health and physical activity participation as the course progresses. The completed record will serve as a major component of the course requirements.

Module A: Physical Activity Practicum contains three lessons:

- Lesson 1: Personal Physical Activity Inventory
- Lesson 2: Safety and Risk-Management Planning
- Lesson 3: Implementing the Physical Activity Plan

Resources to support the lessons are provided in the Resource Masters section of this document.

NOTE TO TEACHER

The lessons in Module A do not include **Key Understandings** or **Essential Questions**. The purpose of these lessons is to assist teachers with the process of getting students started on their physical activity practicum.

Lesson 1: Personal Physical Activity Inventory

Introduction

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



Specific Learning Outcome

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.



Background Information

Purpose of Physical Activity Practicum

Manitobans are concerned with the health of children and youth, specifically in the areas of nutrition, physical activity, and injury prevention. The purpose of the physical activity practicum is to assist students in “taking greater ownership for their own physical fitness, promote the discovery of activities suited to their own individual interests, and encourage active lifestyles that persist into their futures” (as recommended by the Healthy Kids, Healthy Futures All-Party Task Force in *Healthy Kids, Healthy Futures: Task Force Report* 25). Students will be provided with tools and strategies that will help them in this process.

REFERENCE



For additional information, refer to the following report:

Healthy Kids, Healthy Futures All-Party Task Force. *Healthy Kids, Healthy Futures: Task Force Report*. Winnipeg, MB: Manitoba Healthy Living, June 2005. Available online at <www.gov.mb.ca/healthykids/>.

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

Requirements for Physical Activity Practicum

The Grade 12 Active Healthy Lifestyles course requires students to demonstrate achievement of learning outcomes in the three course components, Physical Activity Practicum, Core Component, and Flexible Delivery Component, as applicable.

To satisfy the requirements for the physical activity practicum, all students must meet the following criteria, as identified in

Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document (Manitoba Education, Citizenship and Youth), regardless of whether the course is implemented according to the IN-class model and/or the OUT-of-class model. (Further information is provided in subsequent lessons.)

NOTE TO TEACHER

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

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

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

Criteria for Physical Activity Practicum

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

NOTE TO TEACHER

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

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

NOTE TO TEACHER

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

Other Considerations

As indicated above, the minimum number of hours required for the physical activity practicum is **55 hours**, and physical activity participation within this time must be at the **moderate** to **vigorous** intensity level. For some students who are at the pre-contemplation, contemplation, or preparation stage of the States of Change continuum (see Module B, Lesson 1), a minimum of 55 hours of physical activity participation may seem overwhelming. However, students will find that, with planning on their part and assistance from the teacher, this requirement can be met. It is important to be mindful of each student's prior experiences and starting point when providing assistance.

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

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

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

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

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

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

For further information on planning for physical fitness development, review Module B, Lesson 6, of *Grade 11 Active Healthy Lifestyles*.

REFERENCES



For additional information, refer to the following resources:

Manitoba Education, Citizenship and Youth. *Grade 11 Active Healthy Lifestyles: Manitoba Physical Education/Health Education Curriculum Framework of Outcomes and A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008. Available online at <www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html>.

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

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

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

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

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

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



Suggestion for Instruction / Assessment

Physical Activity Recall

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

Ask students to think about what physical activities they are currently engaging in. Using RM 1-PA, students identify the physical activities they participate in regularly during a one-week period, and indicate the frequency, time, and intensity for each activity.

NOTE TO TEACHER

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



Refer to RM 1-PA: Personal Physical Activity Inventory: Current Participation (available in Word and Excel formats).

The Excel version of RM 1-PA is available on the CD-ROM version of this document, as well as online at <www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html>.

Using RM 2-PA, students answer questions related to what they will need to do to meet the physical activity requirements for this course, and how they might remain active after graduation from Grade 12. Once students have completed the questions individually, ask them to share with the class their chosen physical activities and some ways in which they can keep themselves motivated to continue doing them.



Refer to RM 2-PA: Personal Physical Activity Inventory: Choices for an Active Life.

Lesson 2: Safety and Risk-Management Planning

Introduction

In this lesson students gain a deeper understanding of the risk factors involved in physical activity participation and the various levels of risks that could result in injury. They learn that by identifying potential risks and safety concerns in advance, they may be able to minimize or eliminate the occurrence of injury, making the activities safer and more enjoyable and beneficial.



Specific Learning Outcomes

- 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



Suggestion for Instruction / Assessment

Health-Related Fitness Components

In preparation for a review of the health-related fitness components to be addressed in the physical activity practicum, write the following terms where the class can see them:

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility

As an activating knowledge strategy, discuss with the class the characteristics of each health-related fitness component (see Module B, Lesson 6, of *Grade 11 Active Healthy Lifestyles*).

Referring to RM 3–PA, have students assign the key health-related fitness components to the activities they identified in their Personal Physical Activity Inventory (from RM 1–PA and RM 2–PA). Note that most physical activities contribute to more than one health-related fitness component; therefore, ask students to identify the primary contribution.

Have students determine whether specific health-related fitness components are not being adequately addressed by their physical activity choices. If this is the case, students will devise a plan/strategy to address the deficiencies.



Refer to RM 3–PA: Physical Activity Inventory (available in Word and Excel formats).

The Excel version of the Physical Activity Inventory is available on the CD-ROM version of this document, as well as online at

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

REFERENCES



For more information on the health-related fitness components, including definitions, refer to the following resources:

Manitoba Education, Citizenship and Youth. *Grade 11 Active Healthy Lifestyles: Manitoba Physical Education/Health Education Curriculum Framework of Outcomes and A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008. Module A, Lesson 2, and Module B, Lesson 6.

---. *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. 9.

These resources are available online at

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



Background Information

Risk Factors Related to Physical Activity

Physical activity participation is important for maintaining general health and fitness. The level of participation will be determined by the individual's personal goals. For example, an elite athlete would require a greater level of activity intensity than someone who exercises to achieve personal health goals.

It is important to remember that all physical activities have elements of risk and that the level of safety concerns varies from one activity to the next. Engaging in any physical activity safely requires an understanding of the inherent risks and taking the necessary steps to minimize or eliminate their potential impact. Part of the risk-management process also involves understanding the emergency actions and procedures to be undertaken should an injury or a dangerous situation arise.

The risk factors that may be involved during participation in physical activities include

- level of instruction
- level of supervision
- facilities/environment
- equipment
- clothing/footwear
- personal and other considerations (e.g., special health care needs, skill level, experience, accessibility)

Addressing questions such as the following will help minimize the risks associated with physical activity participation and raise awareness of safety considerations and responsibilities.

Safety and Risk-Management Considerations	
<p>Level of Instruction</p> <ul style="list-style-type: none"> ▪ How much instruction will be required? ▪ Do the instructors have the necessary qualifications? ▪ Will a skills assessment be done to determine the participant's level of ability? <p>Level of Supervision</p> <ul style="list-style-type: none"> ▪ What level of supervision will be required? ▪ Are emergency procedures in place? ▪ What equipment or supplies (e.g., phone, first aid kit) will be required? ▪ Do the supervisors have adequate training to respond to an emergency? <p>Facilities/Environment</p> <ul style="list-style-type: none"> ▪ Have the potential hazards been identified? ▪ Has the area been inspected? ▪ Does the facility have user rules? ▪ Are any modifications or restrictions required? ▪ Will precautions be needed based upon the environment? 	<p>Equipment</p> <ul style="list-style-type: none"> ▪ Has the equipment been inspected and properly maintained? ▪ Have modifications been made to the equipment? ▪ What protective equipment should be worn? ▪ Does the equipment use require special instruction or adjustment? <p>Clothing/Footwear</p> <ul style="list-style-type: none"> ▪ Does the activity require special clothing or footwear? ▪ Will additional clothing be required to address environmental conditions? <p>Personal and Other Considerations*</p> <ul style="list-style-type: none"> ▪ Is the activity appropriate for the physical condition of the participant? ▪ Will instruction be required? ▪ Does the participant have adequate insurance coverage? ▪ Will there be a need for special rules and responsibilities? ▪ Who is the emergency contact person? ▪ Is transportation required?
<p>* Special health care needs, skill level, experience, accessibility, and so on.</p>	

The *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth) provides general safety guidelines and Physical Activity Safety Checklists to assist in planning for student participation in a variety of physical activities and managing risk factors for each activity. Each activity has been assigned a risk factor rating (RFR) on a scale of 1 to 4, with an RFR of 4 representing the highest risk.

REFERENCE



For more information on safety and managing risk factors, refer to the following resource:

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



Suggestion for Instruction / Assessment

Physical Activity Risk Management

Using RM 3–PA, students can begin to identify the level of risk for the physical activities in which they are currently involved and those they will be including in their personal physical activity plan.



Refer to RM 3–PA: Physical Activity Inventory (available in Word and Excel formats).

The Excel version of the Physical Activity Inventory is available on the CD-ROM version of this document, as well as online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

NOTE TO TEACHER

The following considerations need to be kept in mind in selecting physical activities for the physical activity practicum:

- **Activities:** It is important for students to identify **all** the physical activities in which they may take part, even if participation is a remote possibility. By identifying all potential activities, students can be taken through the process of managing risks for activities that have a similar RFR, with teacher assistance.
- **Risk:** Students should consider the number of physical activities they have selected from each RFR category. If all the activities that students select have an RFR of 3 or 4, they may be in a situation of having too much risk to manage.
- **Intensity:** To meet the course requirements, students need to choose activities of moderate to vigorous intensity that will contribute to their development of cardiorespiratory endurance (heart, lungs, circulatory system) plus one or more of the other health-related fitness components (muscular strength, muscular endurance, and flexibility).

Creating a Risk-Management Plan

As a class, review the contents of selected Physical Activity Safety Checklists.

Ask students to complete RM 4–PA: Risk-Management Plan for a physical activity with a high RFR. Encourage students to create the plan based on their own situations and circumstances, using activities they have chosen for their personal physical activity plan. (The later addition of a physical activity that does not appear on the plan will require approval, as determined by the teacher, school administration, and school division policy.)



Refer to RM 4–PA: Risk-Management Plan.

Once students have completed the Risk-Management Plan, they compare it to the appropriate Physical Activity Safety Checklist (available from the teacher) to check for accuracy and inclusion of any additional safety considerations.

NOTE TO TEACHER

Physical Activity Safety Checklists

Teachers must provide students either with copies of the individual Physical Activity Safety Checklists or with access to *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth) in which the checklists appear. Physical Activity Safety Checklists must be included with the student's physical activity plan that goes home for parental approval.

Addition of Physical Activities

The process of adding new activities to a physical activity plan once a plan has been signed by the teacher and parent will be unique to each school/division. The process of including activities not identified in RM 3–PA: Physical Activity Inventory or on the school/division-approved activities list will also be unique to each school/division. Teachers are encouraged to be familiar with these processes and outline them for students and parents as necessary.

Risk-Management Plan

Teachers may require students to complete more than one plan.

REFERENCES



For additional information, refer to the following resources:

Manitoba Education, Citizenship and Youth. *Grade 11 Active Healthy Lifestyles: Manitoba Physical Education/Health Education Curriculum Framework of Outcomes and A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008.

---. *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.

---. *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007.

---. *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008.

These resources are available online at

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

Lesson 3: Implementing the Physical Activity Plan

Introduction

In this lesson students demonstrate the ability to develop and implement their physical activity plan. They also record their physical activity participation and personal reflections.



Specific Learning Outcomes

- 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
 - 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.
 - 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.
-



Background Information

Personal Physical Activity Plan

By now, students have identified the activities in which they will participate for their physical activity practicum, and they have created a risk-management plan for at least one of the high-risk activities. They will now begin putting together the required components for their personal physical activity plan in a manner they understand and can adhere to.



Suggestion for Instruction / Assessment

Putting Together the Physical Activity Plan

Have students begin putting together their personal physical activity plan for approval and sign-off, using a physical activity planner such as the one provided in RM 5-PA. This tool can be used to indicate to parents the physical activities that have been selected as part of the students' physical activity plan and confirm that the Physical Activity Safety Checklists have been obtained for those activities.



Refer to RM 5-PA: Personal Physical Activity Plan.



Background Information

Finalizing the Physical Activity Plan

The following steps outline a process to be considered when finalizing and obtaining approval for a student's physical activity plan:

1. The physical activity plan, developed in accordance with the specified criteria, should include
 - selected physical activities that contribute to cardiorespiratory endurance plus one or more of the other health-related fitness components (muscular strength, muscular endurance, and flexibility)
 - a safety and risk-management plan (created in the previous lesson)
 - Physical Activity Safety Checklists for the selected physical activities
2. Once the plan is developed, the teacher signs a letter addressed to the parents explaining the information they are receiving.



Refer to RM 6-PA: Sample Cover Letter for Physical Activity Practicum.

3. The Parent Declaration and Consent Form and the Student Declaration Form must be completed, as applicable, before a student begins implementing the OUT-of-class physical activity plan. As these forms will be specific to each school/division, teachers need to be aware of their content and location. These forms need to be signed by the parent for students under 18 years of age. There is also a Student Declaration and Consent Form for students 18 and over. Sample forms are available in Appendix B1 and Appendix B3 of the *OUT-of-Class Safety Handbook* (Manitoba Education, Citizenship and Youth).
4. The personal physical activity plan, the Parent Declaration and Consent Form, and the Student Declaration Form are to be returned to the school. The teacher records that the appropriate forms have been signed and collected and keeps these until the end of the course.

Implementing the Physical Activity Plan

Now it is time for students to begin implementing their physical activity plan and enjoying the physical activities they have chosen. Students also need to have a tool to record their physical activity participation and reflections.

NOTE TO TEACHER

Teachers are encouraged to confer regularly with individual students to monitor and discuss their progress related to their physical activity plan and other elements of the course.

Recording Physical Activity Participation and Reflections

Students need to record their participation in physical activities and submit the record to the teacher. The students' record will include

- details of the physical activity participation on a schedule decided upon by the teacher
- an assessment of the amount of time spent in the development of health-related fitness components
- daily reflections of satisfaction with certain health habits. (Reflections may provide possible explanations for the level of satisfaction or feelings about the day in general and about progress made toward reaching personal health and fitness goals.)

The following tools are provided to assist students with recording their physical activity participation.



Refer to RM 7-PA: Physical Activity Log (available in Word and Excel formats).

The Excel version of the Physical Activity Log is a more comprehensive log than the Word version. It is available on the CD-ROM version of this document, as well as online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

Completing the Physical Activity Plan

At the conclusion of the course, parents will need to sign a form indicating that the information that the students have provided to the teacher is an accurate record of the students' participation in the OUT-of-class physical activity practicum. Students who are 18 years of age or older will need to have their sign-off form signed by their parents or an authorized adult.



Refer to RM 8-PA: Sample Sign-off Form for Completion of OUT-of-Class Physical Activity Practicum (Form for Parent/Guardian).

Refer to RM 9-PA: Sample Sign-off Form for Completion of OUT-of-Class Physical Activity Practicum (Form for Authorized Adult).

