



**Grade 9**  
**Physical Education/  
Health Education (10F)**

A Course for Independent Study





GRADE 9  
PHYSICAL EDUCATION/  
HEALTH EDUCATION (10F)

A Course for Independent Study

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# CONTENTS

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<b>Acknowledgements</b>	ix
<hr/>	
<b>Introduction</b>	1
Welcome	3
Students: Who Is Able to Complete This Course?	3
Course Components: What Is This Course about and How Is It Organized?	3
Assessment: How Will You Know How Well You Are Learning?	5
Resources: What Resources Will You Need for This Course?	8
Assistance: Who Can Help You with This Course?	9
Submission of Assignments: When Do You Mail Things to Your Tutor/Marker?	10
Time: How Long Will It Take You to Complete This Course?	12
Safety Considerations: Who Takes Responsibility for Your Safety?	14
Students 18 or Older: What Consent Form Do You Sign?	15
Students Younger Than 18: What Consent Forms Do Your Parents/Guardians Sign?	15
Guide Graphics: What Are They For?	17
Cover Sheets	19
<hr/>	
<b>Module 1: Health, Fitness, and Active Living</b>	1
Introduction	3
Lesson 1: Active, Healthy Lifestyles	5
Lesson 2: Physical Activity Safety and Risk Management	19
Lesson 3: Planning for Activity and Healthy Living	29
Lesson 4: First Aid	37
Module 1 Learning Activity Answer Key	41

Module 1 Assignments	45
Assignment 1.1: Activity Intensity Indicator	47
Assignment 1.2: Physical Activity Plan – Getting Started	50
Assignment 1.3: First Aid Certification	67
<hr/>	
<b>Module 2: Personal Management</b>	<b>1</b>
Introduction	3
Lesson 1: Who Are You?	5
Lesson 2: Career Choices	15
Lesson 3: Making Decisions about Career Choices	21
Lesson 4: Employability Skills	25
Module 2 Learning Activity Answer Key	29
Module 2 Assignments	35
Assignment 2.1: Examine Your Reactions to Situations	37
Assignment 2.2: DECIDE for Yourself	38
Assignment 2.3: Employability Skills	39
<hr/>	
<b>Module 3: Muscle Physiology</b>	<b>1</b>
Introduction	3
Lesson 1: Muscle Physiology	5
Lesson 2: Skill-Related Fitness Components	13
Module 3 Learning Activity Answer Key	25
Module 3 Assignments	35
Assignment 3.1: Module 3 Physical Activity Log	37
Assignment 3.2: Skill-Related Fitness	43
<hr/>	
<b>Module 4: Social Management</b>	<b>1</b>
Introduction	3
Lesson 1: Developing Meaningful Relationships	5
Lesson 2: Conflict Resolution	9
Lesson 3: Anger Management	21

Module 4 Learning Activity Answer Key	31
Module 4 Assignment	37
Assignment 4.1: Developing Meaningful Relationships	39
<hr/>	
<b>Module 5: Fitness Development</b>	<b>1</b>
Introduction	3
Lesson 1: Principles of Training	5
Lesson 2: Safety and Injury Prevention	17
Lesson 3: Heart-Rate Monitoring	27
Lesson 4: Exercises for Flexibility and Strength	35
Module 5 Learning Activity Answer Key	49
Module 5 Assignments	55
Assignment 5.1: Module 5 Physical Activity Log	57
Assignment 5.2: Warm-up and Cool-down	63
Assignment 5.3: Personal Training Workout	65
<hr/>	
<b>Module 6: Substance Use and Abuse Prevention</b>	<b>1</b>
Introduction	3
Lesson 1: Gambling Addiction	5
Lesson 2: Substance Use and Abuse	11
Lesson 3: Unethical Issues in Sport	23
Lesson 4: Potentially Dangerous Situations	29
Lesson 5: Community Agencies and Resources	37
Module 6 Learning Activity Answer Key	43
Module 6 Assignment	59
Assignment 6.1: Media Coverage of Substance Use in Sport	61
<hr/>	
<b>Module 7: Movement Concepts and Principles</b>	<b>1</b>
Introduction	3
Lesson 1: Sport-Skill Development, Refinement, and Analysis	5
Lesson 2: Movement Skills	19

Lesson 3: Rhythmic Activities	23
Module 7 Learning Activity Answer Key	27
Module 7 Assignments	33
Assignment 7.1: Module 7 Physical Activity Log	35
Assignment 7.2: Sport-Skill Analysis	41
Assignment 7.3: Sport/ Activity Copycats	43
<hr/>	
<b>Module 8: Personal Safety</b>	<b>1</b>
Introduction	3
Lesson 1: Personal Safety Strategies and Physical Abuse	5
Lesson 2: Emotional Abuse	13
Lesson 3: Sexual Abuse	17
Lesson 4: Abuse Prevention	21
Module 8 Learning Activity Answer Key	25
Module 8 Assignment	35
Assignment 8.1: Raising Awareness of Violence Prevention (Brochure or Fact Sheet)	37
<hr/>	
<b>Module 9: Sport/Activity Development</b>	<b>1</b>
Introduction	3
Lesson 1: Rules, Etiquette, and Ethics of Sport	5
Lesson 2: Officiating Duties	11
Lesson 3: Game Strategies	17
Module 9 Learning Activity Answer Key	25
Module 9 Assignments	31
Assignment 9.1: Ethics in Sport	33
Assignment 9.2: The Game Official	35
Assignment 9.3: Short Sport/ Activity Report	37

---

<b>Module 10: Human Sexuality</b>	1
Introduction	3
Lesson 1: Healthy Relationships	5
Lesson 2: Healthy Pregnancy	13
Lesson 3: Health Issues in Sexual Relationships	21
Lesson 4A: Healthy Decision Making	35
OR	
Lesson 4B: Healthy Decision Making (Alternate Lesson)	47
Module 10 Resources	55
Module 10 Learning Activity Answer Key	65
Module 10 Assignment	79
Assignment 10.1: Relationships	81

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<b>Appendices</b>	1
Appendix A: Physical Activity Inventory	3
Appendix B: Specific Learning Outcomes Matrix – for teachers using this course as a classroom resource	11

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<b>Glossary</b>	1
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<b>Bibliography</b>	1
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# INTRODUCTION



# INTRODUCTION

## Welcome

Welcome to *Grade 9 Physical Education/Health Education: A Course for Independent Study*. This course focuses on physically active and healthy lifestyle concepts and practices. The course will give you the opportunity to learn more about yourself and enable you to make more informed decisions about healthy, active living, which will benefit you throughout your life. The purpose of this Introduction is to help you become familiar with the course and what you are going to learn.

## Students: Who Is Able to Complete This Course?

Any student should be able to complete this course, regardless of physical condition, physical disability or limitation, or access to equipment or resources. If you have any questions about these things, contact your tutor/marker for this course.

## Course Components: What Is This Course about and How Is It Organized?

This course focuses on both physical education and health education and is organized into modules and lessons. A description of the course expectations and components follows.

### Course Expectations

Here is a brief outline of the main things you need to do to complete this course:

- Read this Introduction very carefully so that you know what is expected of you and where you can find more detailed information.
- Study each lesson in each of the 10 modules.
- Complete the learning activities and check your answers in the answer keys provided.
- Complete all the assignments and mail them to your tutor/marker for assessment when you have completed Modules 1, 2, 4, 6, 8, and 10.

- Be physically active and plan and log your physical activities as part of your assignments.
- Write your final examination when you have completed Module 10.

## Modules

The course is divided into 10 modules. The odd-numbered modules emphasize physical education, while the even-numbered modules emphasize health education.

Physical Education	Health Education
<b>Module 1:</b> Health, Fitness, and Active Living	<b>Module 2:</b> Personal Management
<b>Module 3:</b> Muscle Physiology	<b>Module 4:</b> Social Management
<b>Module 5:</b> Fitness Development	<b>Module 6:</b> Substance Use and Abuse Prevention
<b>Module 7:</b> Movement Concepts and Principles	<b>Module 8:</b> Personal Safety
<b>Module 9:</b> Sport/Activity Development	<b>Module 10:</b> Human Sexuality

## Lessons

Each module in this course is made up of several lessons, which are organized as follows:

- **Lesson Focus and Introduction:** Each lesson begins by telling you what you will be learning.
- **Lesson:** The main body of the lesson is made up of the content that you need to learn.
- **Learning Activities:** Many lessons include one or more learning activities that will help you learn about the lesson topics and prepare you for the assignments and the final examination. Some learning activities have answer keys, which are found at the end of the applicable modules. Many questions, however, ask for opinions or reflections for which responses will vary. These do not have answer keys. Do **not** send your learning activities to your tutor/marker.
- **Assignments:** Many lessons also contain one or more assignments. You **will** mail all your completed assignments to your tutor/marker for assessment.
- **Summary:** Each lesson ends with a brief review of what you just learned.



## Assessment: How Will You Know How Well You Are Learning?

You will know how well you are learning by how well you complete the assignments and the final examination for this course.

Here is a breakdown of the values of the course assignments and the final examination:

Assessment Components	Percentage
■ Assignments from the <b>physical education</b> modules (Modules 1, 3, 5, 7, and 9)	40%
■ Assignments from the <b>health education</b> modules (Modules 2, 4, 6, 8, and 10)	40%
■ Final examination	20%
<b>Total</b>	<b>100%</b>

### Assignments



The assignments that you will submit to your tutor/maker (the educator who will assess your assignments) are worth 80 percent of your final mark in this course. The assignments are found in the Assignment(s) section at the end of each module.

Some assignments are paper-and-pencil tasks, which you will complete directly on the sheets provided. Because this course involves physical activities, some assignments need special preparation and additional resources, several involve creating or viewing videos, and some require research. A brief description of some of the assignments that involve physical activity follows. Detailed information is provided in the assignments themselves.

### Physical Activities

To complete this course, you will take part in at least 55 hours of physical activity, which will contribute to your health-related fitness components. You will need to plan and keep a record of your activities. The main assignments that involve physical activities are described below:

- **Physical Activity Plan:** One of the assignments (Assignment 1.2) consists of a Physical Activity Plan, sometimes referred to as “your Plan.” For this assignment, you will plan the physical activities that you will take part in over three four-week periods (12 weeks). Before you begin your activities, you will mail your Plan to your tutor/marker, who will review it for safety considerations. If your tutor/marker has concerns about any of the

activities, he or she will contact you and/or your parent/guardian to discuss them. You will then take part in physical activities and log them in your Physical Activity Logs, accumulating at least 55 hours of physical activity participation time. This averages to at least 40 minutes per day, or 80 minutes every second day, during a four-month period.

- **Physical Activity Logs:** Three of the assignments (Assignments 3.1, 5.1, and 7.1) are Physical Activity Logs, sometimes referred to as “your Log.” For these, you will log or record the physical activities that you have taken part in. To meet your required 55 hours of physical activity, you need to be active at least 40 minutes per day, or 80 minutes every second day. You will use the information from your Logs to set personal goals related to the type, frequency, intensity, and duration of an activity. By keeping track of the data, you will be able to monitor your own progress and achievement.
- **Workout Routines:** In Assignment 5.2 you will design and perform both a warm-up and a cool-down workout routine since it is always advisable to warm up and cool down for each workout. In Assignment 5.3 you will perform a personal training workout and check your heart rate to determine your target heart-rate zone.

### Special Preparation and Outside Resources

Several assignments require special preparation and/or outside resources:

- **First Aid Certification:** In Assignment 1.3 you will have to complete the St. John Ambulance Emergency Level, First Aid program. You can contact the St. John Ambulance office in Winnipeg at 204-784-7000 (or 1-800-471-7771) for information. Alternatively, you can complete your first aid certification through the local Heart and Stroke Association office or at the Red River College satellite sites. You will be responsible for any expenses related to the training program. Upon successful completion of the program, you will receive a certificate. You will send a photocopy of your certificate to your tutor/marker. Students may submit proof of current, valid certification in first aid at any point during their registration in this course.
- **Sporting Event:** In Assignment 9.2 you will observe an actual sporting event, either live or on television, and describe the officials’ signals and calls.

### Viewing and Analyzing a DVD

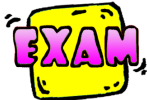


- In Assignment 7.2 you will view the *Grade 9 Physical Education/Health Education Independent Study DVD* (Manitoba Education, Citizenship and Youth) and analyze some segments of the DVD. You may also wish to use this DVD for other assignments.
- You may choose to view the rhythmic routine on the DVD as part of your Plan (Assignment 1.2).

## Research (Print and Electronic)

- In Assignment 6.1 you will find a news article on substance use in sports and answer questions based on the selected article.
- In Assignment 8.1 you will create a brochure or a fact sheet about raising awareness of violence prevention.
- In Assignment 9.1 you will select an article about ethical or unethical behaviour in sport and answer questions about your selected article.
- In Assignment 9.3 you will write a short report on a sport or physical activity of your choice.
- In Assignment 10.1 you will analyze examples from various media (e.g., television programs, magazine articles, popular songs) to see how they can influence relationships.

## Final Examination



At the end of this course you will write the final examination under supervision. The examination is worth 20 percent of your final mark in this course.

- **If you are attending school**, ask your school's Independent Study Option (ISO) School Facilitator to add your name to the ISO examination eligibility list. Do this at least three weeks prior to the next scheduled examination week.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. The form was mailed to you with this course. Three weeks before you are ready to write the final examination, fill in the Examination Request Form and mail or fax it to

ISO Registration  
555 Main Street  
Winkler MB R6W 1C4  
Fax: 204-325-1719  
Telephone: 1-800-465-9915

## Resources: What Resources Will You Need for This Course?

For this course, you will need to obtain and have access to a variety of resources, including those identified below.

### Resources That Come with the Course

- *7 Root Safety Strategies for Teens* (Canadian Centre for Child Protection Inc.) is packaged with this course. You will be asked to use this flyer in Module 8, Lesson 1.
- *Grade 9 Physical Education/Health Education Independent Study DVD* (Manitoba Education, Citizenship and Youth) contains
  - a rhythmic routine, which you could use in your Plan (Assignment 1.2)
  - clips from a track meet showing athletes performing the long jump and shot put, which you could use in Assignment 7.2

### Access to Equipment to View a DVD



To view the *Grade 9 Physical Education/Health Education Independent Study DVD*, you will need access to equipment (e.g., DVD player, computer).

### Resources Available on the Internet

Having a computer with Internet access is not a requirement to complete this course. It would be helpful to have access to the Internet, however, because many websites contain information related to the course assignments. Remember that Internet sites come and go. The course might refer to some sites that no longer exist. If that is the case, you may be able to use a search engine (such as <www.google.ca>) to find the information you are looking for.

To complete this course, you will need access to the following files, which are available online. They may also be obtained from the Independent Study Option office at 1-800-465-9915.

The following files are found on the Manitoba Education website at <[www.edu.gov.mb.ca/k12/dl/downloads/](http://www.edu.gov.mb.ca/k12/dl/downloads/)>. When you get to that page, scroll down to the Grade 9 Physical Education/Health Education (10F) section.

- **Physical Activity Inventory:** You will need access to this file when you complete your Plan (Assignment 1.2). This resource is also found in Appendix A at the end of this course.
- ***OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education*** (Manitoba Education, Citizenship and Youth): You will need access to this resource when you complete your Plan (Assignment 1.2). The handbook can be downloaded at <[www.edu.gov.mb.ca/k12/dl/downloads/](http://www.edu.gov.mb.ca/k12/dl/downloads/)>. If you do not have access to the Internet, contact the Independent Study Option office at 1-800-465-9915, and ask to have a copy of the handbook sent to you.
- **Files on Birth Control, STIs, and HIV/AIDS** (Sexual Education Resource Centre [SERC]): You will need these files when you complete Learning Activity 10.4. If you do not have Internet access to view these files, contact your tutor/marker or the Independent Study Option office.

### A Note about Facilities



If you wish, you can perform many of your physical activities for this course while playing sports or taking part in other organized activities in facilities such as school gymnasiums or playing fields, swimming pools, fitness centres, and so on. Please note that Manitoba Education will not cover costs for obtaining memberships at fitness centres, for joining sports teams, for purchasing sports equipment, and so on.

### Assistance: Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity, an assignment, or a Physical Activity Log, you must tell yourself to be responsible for your learning and for meeting deadlines. Two people can, however, help you be successful in this course: your tutor/marker and your learning partner.

## Your Tutor/Marker

Tutor/markers are experienced educators who tutor independent study students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Contact your tutor/marker at any time during this course through the Independent Study Option office:

ISO Tutor/Marker  
555 Main Street  
Winkler MB R6W 1C4  
Telephone: 1-800-465-9915

## Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about physical education and health education, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable and who will support you as you work through this course.

Your learning partner can help you keep on schedule, check and respond to your work, help you make sense of assignments, and help you complete your Plan and your Logs. He or she can also help you study for your final examination.

## Submission of Assignments: When Do You Mail Things to Your Tutor/Marker?



While working on this course, you will mail completed assignments to your tutor/marker six times – when you have finished Modules 1, 2, 4, 6, 8, and 10. Each time you mail assignments, you must include the applicable Cover Sheet, which you will find at the end of this Introduction. The following chart shows exactly what you will be mailing in at the end of the module(s).

Submission of Assignments		
Mailing	Module(s)	Assignments You Will Mail In
Mailing 1	1	Module 1 Cover Sheet Assignment 1.1: Activity Intensity Indicator Assignment 1.2: Physical Activity Plan—Getting Started* Assignment 1.3: First Aid Certification (may be mailed later)
Mailing 2	2	Module 2 Cover Sheet Assignment 2.1: Examine Your Reactions to Situations Assignment 2.2: DECIDE for Yourself Assignment 2.3: Employability Skills
Mailing 3	3 and 4	Modules 3 and 4 Cover Sheet Assignment 3.1: Module 3 Physical Activity Log* Assignment 3.2: Skill-Related Fitness Assignment 4.1: Developing Meaningful Relationships
Mailing 4	5 and 6	Modules 5 and 6 Cover Sheet Assignment 5.1: Module 5 Physical Activity Log* Assignment 5.2: Warm-up and Cool-down Assignment 5.3: Personal Training Workout Assignment 6.1: Media Coverage of Substance Use in Sport
Mailing 5	7 and 8	Modules 7 and 8 Cover Sheet ** Assignment 7.1: Module 7 Physical Activity Log* Assignment 7.2: Sport-Skill Analysis Assignment 7.3: Sport/Activity Copycats Assignment 8.1: Raising Awareness of Violence Prevention (Brochure or Fact Sheet)
Mailing 6	9 and 10	Modules 9 and 10 Cover Sheet Assignment 9.1: Ethics in Sport Assignment 9.2: The Game Official Assignment 9.3: Short Sport/Activity Report Assignment 10.1: Relationships

\* **Note:** Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in these assignments.

\*\* The Modules 7 and 8 Cover Sheet contains an Alternate Lesson Consent Form that your parent/guardian will need to sign if you choose the alternate lesson option in Module 10.

## Time: How Long Will It Take You to Complete This Course?

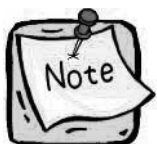
It will take you **at least four months** to complete this course. Given that the course has 10 modules, you would need to complete more than two modules every month.

You will spend a minimum of 120 hours on this course. Of this time, you will spend at least 55 hours being physically active, which ends up being about 40 minutes per day, or 80 minutes every second day. Please note, however, that you should strive to meet the guidelines in *Canada's Physical Activity Guide for Youth* (Health Canada), which would mean accumulating at least one hour of moderate physical activity and 30 minutes of vigorous physical activity each day.

It is impossible to take this course in less than four months because you have to plan and log your physical activities for 12 weeks. There are a total of three Physical Activity Logs. The Logs (for Modules 3, 5, and 7) each cover about 18 hours of physical activity. This totals 12 weeks, or about three months. Besides the Logs, you need to study and complete assignments, some of which involve research.

You probably won't want to spend much longer than four months on the course. Often, when students take much longer than that, they get tired of the course and struggle to keep motivated. It is best to stay focused on the course and not let it drag on.

Take a look at the following three sample charts and decide which one best describes the time of year when you want to begin and complete this course.



Remember that the dates indicated in the charts are just **sample dates** (not actual dates). They are meant to help you keep track of the completion and submission of your **Plan** and your **Logs**.

### Sample Chart A: Semester 1

If you want to start the course at the beginning of September and complete it in January, you can follow the timeline suggested below. If you complete the 10 modules by the date specified, you will mail your **Plan** and your **Logs** to your tutor/marker as indicated on the next page.

<b>Sample Chart A: Semester 1</b>		
<b>Module(s)</b>	<b>Date That Module Assignments Are to Be Sent to Tutor/Marker</b>	<b>Physical Activity Log</b> Covers the selected four-week period
1	September 15 Assignments 1.1 to 1.3	No Log
2	September 28 Assignments 2.1 to 2.3	No Log
3 and 4	October 28 Assignments 3.1 and 3.2 and 4.1	<b>Module 3 Log</b> September 21 to October 19
5 and 6	November 25 Assignments 5.1 to 5.3 and 6.1	<b>Module 5 Log</b> October 20 to November 17
7 and 8	December 23 Assignments 7.1 to 7.3 and 8.1	<b>Module 7 Log</b> November 18 to December 16
9 and 10	January 20 Assignments 9.1 to 9.3 and 10.1	No Log

### Sample Chart B: Semester 2

If you register for this course in January and would like to complete it by June, you can follow the timeline suggested below.

<b>Sample Chart B: Semester 2</b>		
<b>Module(s)</b>	<b>Date That Module Assignments Are to Be Sent to Tutor/Marker</b>	<b>Physical Activity Log</b> Covers the selected four-week period
1	February 15 Assignments 1.1 to 1.3	No Log
2	February 28 Assignments 2.1 to 2.3	No Log
3 and 4	March 28 Assignments 3.1 and 3.2 and 4.1	<b>Module 3 Log</b> February 21 to March 20
5 and 6	April 25 Assignments 5.1 to 5.3 and 6.1	<b>Module 5 Log</b> March 21 to April 17
7 and 8	May 23 Assignments 7.1 to 7.3 and 8.1	<b>Module 7 Log</b> April 18 to May 16
9 and 10	June 20 Assignments 9.1 to 9.3 and 10.1	No Log

## Sample Chart C: Full School Year (Not Semestered)

If you register for this course in September and would like to complete it by May 15, you can follow the timeline suggested below.

<b>Sample Chart C: Full School Year (Not Semestered)</b>		
<b>Module(s)</b>	<b>Date That Module Assignments Are to Be Sent to Tutor/Marker</b>	<b>Physical Activity Log</b> Covers the selected four-week period
1	September 21 Assignments 1.1 to 1.3	No Log
2	October 21 Assignments 2.1 to 2.3	No Log
3 and 4	December 1 Assignments 3.1 and 3.2 and 4.1	<b>Module 3 Log</b> October 4 to 31
5 and 6	February 21 Assignments 5.1 to 5.3 and 6.1	<b>Module 5 Log</b> November 1 to 28
7 and 8	April 15 Assignments 7.1 to 7.3 and 8.1	<b>Module 7 Log</b> January 15 to February 15
9 and 10	May 15 Assignments 9.1 to 9.3 and 10.1	No Log



Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it. Remember, it might take over a week for your work to travel through the mail, so make sure you leave enough time for that. It may also take a few weeks for your tutor/marker to mark everything and send the marks to your school.

## Safety Considerations: Who Takes Responsibility for Your Safety?



Safety is paramount when participating in any physical activity. The nature and risk level of the physical activity (e.g., walking, swimming) will determine how much attention you and your parent/guardian/supervising adult need to pay to the type of supervision required.

### **Safety Checklist for Physical Activity**

- Do you understand the safety rules related to the physical activity?
- Is the activity suitable for your age, ability, and physical condition?
- Is the activity suitable for any medical conditions that you might have?
- Do you understand the correct form or technique of the exercises or skills you need to practise?
- Do you understand the risks associated with the physical activity and ways to avoid the dangers?
- Is the equipment suitable and in good condition?
- Is appropriate supervision provided in light of the danger or risk associated with the physical activity?
- Have you discussed your choice of activity with your tutor/marker and your parent/guardian?
- Has your parent/guardian signed your Physical Activity Plan? This signature will help ensure that you and your parent/guardian are informed about the safety and risk-management measures for your choice of physical activities and sports in this course.

Taking responsibility for your safety is a very important part of this course. Always think **safety first**. Before you participate in any physical activity, you and your parent/guardian should use the following safety checklist. You must be responsible for your own safety.

## Students 18 or Older: What Consent Form Do You Sign?

If you are 18 years of age or older, you are required to complete the **Grade 9 Physical Education/Health Education Student Consent Form (Students 18 or Older)** before you register for this course. The form can be downloaded from the Manitoba Education website at [www.edu.gov.mb.ca/k12/dl/forms/](http://www.edu.gov.mb.ca/k12/dl/forms/).

## Students Younger Than 18: What Consent Forms Do Your Parents/Guardians Sign?

To complete this course, students who are under 18 years old will need to have their parents or guardians sign several documents. (In this course, the term “parents” refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child’s education.)

Parents need to provide their signature for the following parts of this course:

- A parent must sign the **Grade 9 Physical Education/Health Education Parental Consent Form (Students Under 18)** before a student younger than 18 can register for this course. The form can be downloaded from the Manitoba Education website at [www.edu.gov.mb.ca/k12/dl/forms/](http://www.edu.gov.mb.ca/k12/dl/forms/).
- Module 10: Human Sexuality deals with issues that may be sensitive for you and/or your parents. For this reason, this module offers a choice of lessons. The regular lesson (Lesson 10.4A) deals with contraception. The alternate lesson (Lesson 10.4B) does not. Students have the opportunity to complete the alternate lesson if their parents have signed the **Grade 9 Physical Education/Health Education Alternate Lesson Consent Form** found on the Cover Sheet for Modules 7 and 8.
- You and your parent(s) need to sign the **Physical Activity Plan** (Assignment 1.2). These signatures indicate that you and your parent(s) are informed about the safety and risk-management measures for the physical activities/sports you have chosen to participate in for this course.

- You and your parent(s) need to sign the **three Physical Activity Logs** (Assignments 3.1, 5.1, and 7.1). These signatures indicate that you and your parent(s) declare that you have taken part in the activities indicated on the Logs.

## Student Accident Insurance

Parents are encouraged to ensure that their sons/daughters have adequate accident insurance. One way to do so is to purchase the Manitoba School Board's Student Accident Insurance. It provides comprehensive 24-hour insurance coverage for Manitoba students, including those attending public, independent, and home schools. More information is available from

Hayhurst, Elias, Dudek Inc. (HED)  
Insurance and Risk Services

Website: <[www.hedinc.com/products/studentaccident/main.aspx](http://www.hedinc.com/products/studentaccident/main.aspx)>

Telephone: 204-943-0331

Toll-Free: 1-800-665-8990

## A Note to Parents



Your child will be working with a learning partner to complete this course. Please ensure that this learning partner is a safe and respectful person who will not harm your child. This person should not have a criminal record or have his or her name on the Child Abuse Registry.

## A Note to Teachers Using This Course as a Classroom Resource



If you are a classroom teacher using this course as a classroom resource, you might find it useful to refer to Appendix B: Specific Learning Outcomes Matrix, found at the back of this course. Appendix B lists the specific learning outcomes (SLOs) that are addressed in each module and lesson of this course.

## Guide Graphics: What Are They For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



**Safety:** Check for any risks and pay attention to any safety considerations related to this activity.



**Note:** Take note of and remember this important information or reminder.



**Learning Partner:** Ask your chosen learning partner to help you with this task.



**Video:** View a DVD or videotape an activity. If you are unable to access the required equipment to complete the task due to religious or cultural values, please contact your tutor/marker.



**Learning Activity:** Complete a learning activity. It is important that you complete all learning activities. Not only will they help you learn the content of this course, but they will also help you complete your assignments and prepare for your final examination. Once you have completed a learning activity, make sure that you compare your answers with the answer key provided at the back of each module. If your answers are not correct, it means that you did not learn the things in that lesson. So, don't proceed any further in the course; instead, go back and learn that lesson. You will not send the learning activities to your tutor/marker.



**Assignment:** Complete an assignment. The assignments are found in the Assignments section at the end of each module. You will mail your completed assignments to your tutor/marker for assessment at the end of Modules 1, 2, 4, 6, 8, and 10.



**File Assignment:** File your completed assignments until you have finished the next module of this course.



**Mail Assignment:** It is now time to mail your completed assignments to your tutor/marker for assessment.



**Examination:** It is time to write your final examination.





# MODULE 1

## Health, Fitness, and Active Living

This module contains the following:

- Introduction
- Lesson 1: Active, Healthy Lifestyles
- Lesson 2: Physical Activity Safety and Risk Management
- Lesson 3: Planning for Activity and Healthy Living
- Lesson 4: First Aid



# MODULE 1: HEALTH, FITNESS, AND ACTIVE LIVING

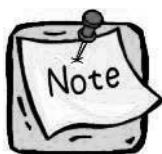
## Introduction

This course is all about being physically active and making healthy decisions every day. The lessons in each of the physical education modules (odd-numbered modules) will provide background information on why and how you should be active.

While taking this course, you will set your own physical activity goals and keep track of them in your

- Physical Activity Plan—what you **plan** on doing (for Module 1)
- Physical Activity Log—what you actually **do** (for Modules 3, 5, and 7)

In Module 1 you will learn about the differences between wellness, health, and physical fitness and how physical activity affects each of them. You will learn about ways to make activity safer by becoming aware of your environment. You will also take a first aid course and learn basic first aid responses.



### Please Note

- All **learning activities** can be answered within the module. You will not send these to your tutor/marker.
- All **assignments** can be found in the Assignments section at the end of the module and must be submitted to your tutor/marker for assessment.

## Assessment

You will be assessed on your completion of the Module 1 assignments found at the end of this module. The Checklist for Module 1 Assignments appears on the following page. You will mail your completed assignments to your tutor/marker for assessment when you have completed this module. At the end of the course, you will write a final examination.

### **Checklist for Module 1 Assignments**

- Lesson 1      Assignment 1.1: Activity Intensity Indicator
- Lesson 2      There is no assignment for this lesson.
- Lesson 3      Assignment 1.2: Physical Activity Plan
- Lesson 4      Assignment 1.3: First Aid Certification

# LESSON 1: ACTIVE, HEALTHY LIFESTYLES

## Lesson Focus

### You will show an understanding of

- the differences between wellness, health, and fitness
- the health benefits of physical activity
- the health habits related to the development of a healthy, active lifestyle
- the importance of participating in daily physical activity

### You will be able to

- plan for daily activity based on specific personal goals

## Introduction

The first lesson of this course focuses on the meaning of, and the differences between, three terms: wellness, health, and fitness. After learning about the benefits of physical activity, you will discover how active you really are by starting your Physical Activity Log.

## Wellness, Health, and Fitness

The terms **health** and **fitness** are often used to describe the same condition in the human body, yet they are distinctly different. Another term that has become very popular is **wellness**.

### Wellness

Wellness is the process of becoming aware of and making choices toward a more successful life. The key words in this definition are explained below.

- **Process:** A process means that we always have the possibility of improving.
- **Awareness:** Being aware means we focus on understanding our present condition and continually seek more information about how we can improve.

- **Choices:** Making choices means that we have considered a variety of options and we make a selection.
- **Success:** Success is what we as individuals determine to be over personal collection of accomplishments in life.

In other words, wellness is a way of living and improving our life based on reliable information and sound decision making. Making health-enhancing decisions based on accurate information, and acting on those decisions, is the process for gaining improved health and success in life.



### Learning Activity 1.1: Wellness Inventory

In this learning activity you will complete a Wellness Inventory, which will help you to understand your own level of wellness.

On the next page you will find a list of health and wellness indicators that describe how people feel and behave. If you use this inventory regularly, you will learn about your wellness habits and behaviours. Read each of the indicators and place a check mark (✓) under the rating that describes it best for you.

*(continued)*

## Learning Activity 1.1: Wellness Inventory (continued)

Wellness Inventory					
Date _____		Rating			
Rate how much these indicators described you today.		Very	Fairly	Hardly	Not at All
1.	How rested did you feel when you woke up this morning?				
2.	How clear-headed do you feel today?				
3.	How energetic do you feel today?				
4.	How well are you able to meet challenges in your life today?				
5.	How happy do you feel today?				
6.	How well are you able to maintain your sense of humour today?				
7.	How well are you able to control your temper today?				
8.	How energetic do you feel today?				
9.	How stressful is your day today?				
10.	How well are you able to manage the stresses in your life today?				
11.	How well are you able to fulfill your responsibilities today?				
12.	How well are you able to concentrate in school today?				
13.	How well are you learning today?				
14.	How well are you getting along with others today?				
15.	How much did you enjoy the other members of your family today?				
16.	How well did you get along with your friends today?				
17.	How well did you get along with your teachers today?				
18.	How well did you finish everything you wanted to finish today?				
19.	How confident do you feel today?				

Now answer the following questions using brief statements.

- How much time did you take for yourself today? \_\_\_\_\_
- How do you feel about your body today? \_\_\_\_\_
- Do you have any bothersome health symptoms today? \_\_\_\_\_
- Did you feel susceptible to illness? \_\_\_\_\_
- What was most stressful to you today? \_\_\_\_\_

(continued)

## Learning Activity 1.1: Wellness Inventory (continued)

6. What did you do about it? \_\_\_\_\_
7. Did your action make it better, or worse, or did it make no difference? \_\_\_\_\_  
\_\_\_\_\_
8. What was the most restful to you today? \_\_\_\_\_
9. How much time did you take for yourself today? \_\_\_\_\_
10. How did it make your day better or worse? \_\_\_\_\_
11. What did you have to celebrate today? \_\_\_\_\_
12. For what were you thankful today? \_\_\_\_\_
13. Did you have any trouble with your appetite today? \_\_\_\_\_
14. Did you start your day with a nutritious breakfast? \_\_\_\_\_
15. How many meals did you eat today? \_\_\_\_\_
16. Was that normal for you? \_\_\_\_\_
17. Were the meals well balanced? \_\_\_\_\_
18. How often did you snack today? \_\_\_\_\_
19. Were they healthy snacks? \_\_\_\_\_
20. How much water did you drink today? \_\_\_\_\_
21. How many servings of caffeine drinks did you have today?  
(1 serving = 170 to 225 mL [6 to 8 oz.] coffee or tea; 225 to 340 mL  
[8 to 12 oz.] soda) \_\_\_\_\_  
\_\_\_\_\_
22. Did you take any medication today? \_\_\_\_\_
23. Write down the names of the physical activities in which you participated yesterday, the approximate number of minutes that you spent on each activity, and the intensity level of the activity (whether it was hard, moderate, or easy for you).

Name of Physical Activity	Minutes	Intensity Level

(continued)

## Learning Activity 1.1: Wellness Inventory (continued)

24. How did your physical activity change today compared with yesterday?

increased       decreased       no change

25. Yesterday I went to sleep at \_\_\_\_ a.m./p.m. This morning I woke up at \_\_\_\_ a.m./p.m.



There are no correct or incorrect answers for this learning activity. For that reason, you will not find an answer key for it. For some of the other learning activities in this course you will be asked to go to the Learning Activity Answer Key at the end of a given module to check your answers.

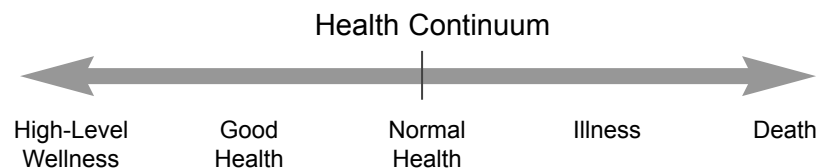
The purpose of this learning activity (along with all the other learning activities in this course) is to help you prepare for your assignments. You will **not** mail any of your learning activities to your tutor/marker for assessment.

### Health

Health means more than just not being sick.

Health is a state of complete physical, mental, and social well-being. It includes the mental, social, emotional, spiritual, and physical aspects that expand our potential to live and work effectively. Achieving a high degree of health will make you feel most energetic, most satisfied, and most content with your life.

Your state of health is constantly changing. One day you may feel great and the next day you may feel tired or sick. One day you may feel great playing basketball and the next day you may have sore muscles because you played too hard. Because your health is continually changing, it is said to be on a continuum. The following diagram illustrates this health continuum.





## Learning Activity 1.2: Self-Reflection

Take some time to reflect on your own health. How would you describe your present state of health? Have you ever felt better? Have you ever felt worse? Explain.

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Remember, this is a learning activity, so you will not send it to your tutor/marker.

### Physical Fitness

Physical fitness is to the human body what fine-tuning is to an engine in a car. It allows us to perform our daily activities as well as possible.

Physical fitness is a set of health- and skill-related attributes. (These will be explored in later lessons.) The degree to which we possess these attributes determines our level of fitness. Fitness can be described as a condition that helps us look, feel, and do our best.

Components of Physical Fitness	
Health-Related Fitness	Skill-Related Fitness
<ul style="list-style-type: none"><li>■ Cardiovascular endurance</li><li>■ Muscular endurance</li><li>■ Muscular strength</li><li>■ Flexibility</li><li>■ Body composition</li></ul>	<ul style="list-style-type: none"><li>■ Agility</li><li>■ Balance</li><li>■ Coordination</li><li>■ Speed</li><li>■ Power</li><li>■ Reaction time</li></ul>

A person who is fit will be able to participate in life's physical activities with greater ease than someone who is not fit. Fitness involves the performance of the heart, lungs, and muscles of the body.

We develop, maintain, or improve our physical fitness through activities that challenge the various fitness components. Since what we do with our bodies also affects what we can do with our minds, fitness influences, to some degree, qualities such as mental alertness and emotional stability. As children, many of us were probably very active and thought little about improving or maintaining our fitness. Most people, however, become less active as they grow older. Developing a personal plan for regular physical activity can help maintain or improve physical fitness and avoid sedentary living.



### Learning Activity 1.3: Self-Reflection

Describe how you feel about your present state of physical fitness. In what types of physical activities do you take part? How would you describe the intensity of those activities?

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Remember, this is a learning activity, so you will not send it to your tutor/marker.

## An Active Life

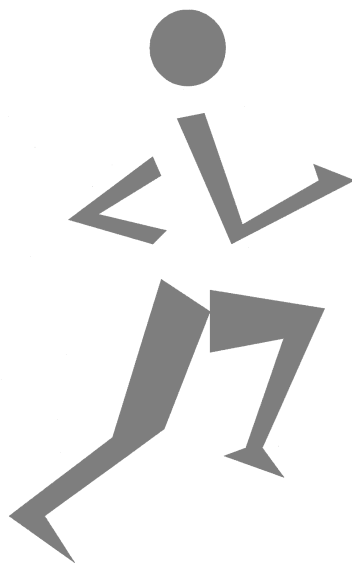
Physical activity is a basic human need.

- **Physical activity** includes all forms of muscle movements that result in energy expenditure. It can be categorized into occupational, household, leisure-time, and other activities.
- **Active living** is a term that encompasses all the above activities, recognizing the joys, values, and benefits of them all.

The human body is designed for movement and responds positively whenever it experiences physical activity. When movement is restricted either voluntarily (e.g., being unmotivated) or involuntarily (e.g., wearing a cast), the degenerative process begins: muscles weaken, the range of motion or flexibility decreases, and the systems of the body become less effective. Vigorous physical activity is, therefore, vital to the improvement and maintenance of efficient and healthy bodies.

When people engage in physical activity regularly, they are said to have an active lifestyle that contributes to health and wellness. Conversely, an inactive lifestyle has been linked to illness and premature death. Sedentary individuals are much more likely than their physically active counterparts to experience serious illness or early death, particularly in their middle and later years of life. The level of health risk posed by inactivity is similar to that of smoking.

When people participate in planned, structured, and repetitive physical activity for the purpose of improving or maintaining their physical fitness they are doing **exercise**.



## Benefits of Physical Activity and Exercise

Being active is a lifestyle choice. *Canada's Physical Activity Guide for Youth* (Health Canada) suggests that you should accumulate at least 90 minutes of physical activity a day, and at least 30 minutes of this time should involve vigorous activities. You can add up your vigorous activities in 10-minute intervals, to get a daily total of 30 minutes. The other 60 minutes of activity per day can be done at the moderate intensity level. This would include activities such as gardening, walking the dog, swimming, and cycling.

### How Physical Activity Affects Health

Performing regular physical activity on most days of the week reduces the risk of developing some of the leading causes of illness and death. According to the U.S. Department of Health and Human Services, physical activity

- reduces the risk of dying prematurely
- reduces the risk of developing heart disease, diabetes, colon cancer, and high blood pressure
- helps reduce blood pressure in people who already have high blood pressure
- helps control weight
- helps build and maintain healthy bones, muscles, and joints
- helps older adults become stronger and better able to move about without falling
- reduces feelings of depression and anxiety and promotes psychological well-being

### Specific Health Benefits of Exercise

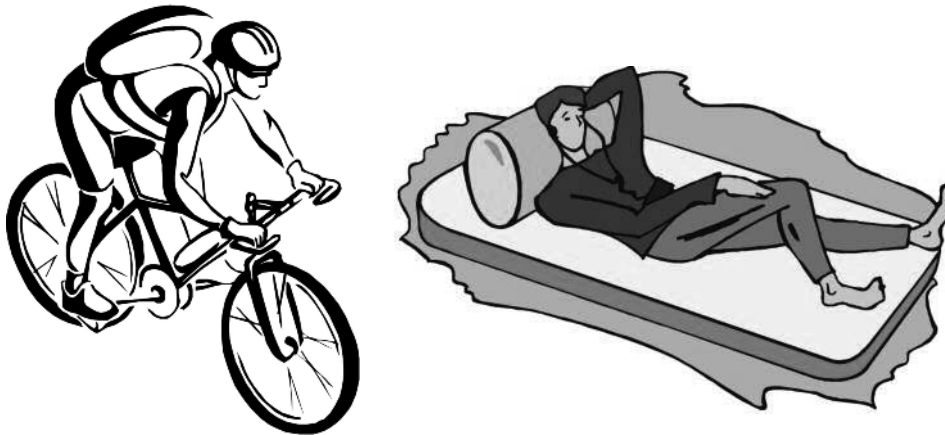
Regular physical activity contributes to the prevention and control of diseases, such as the following:

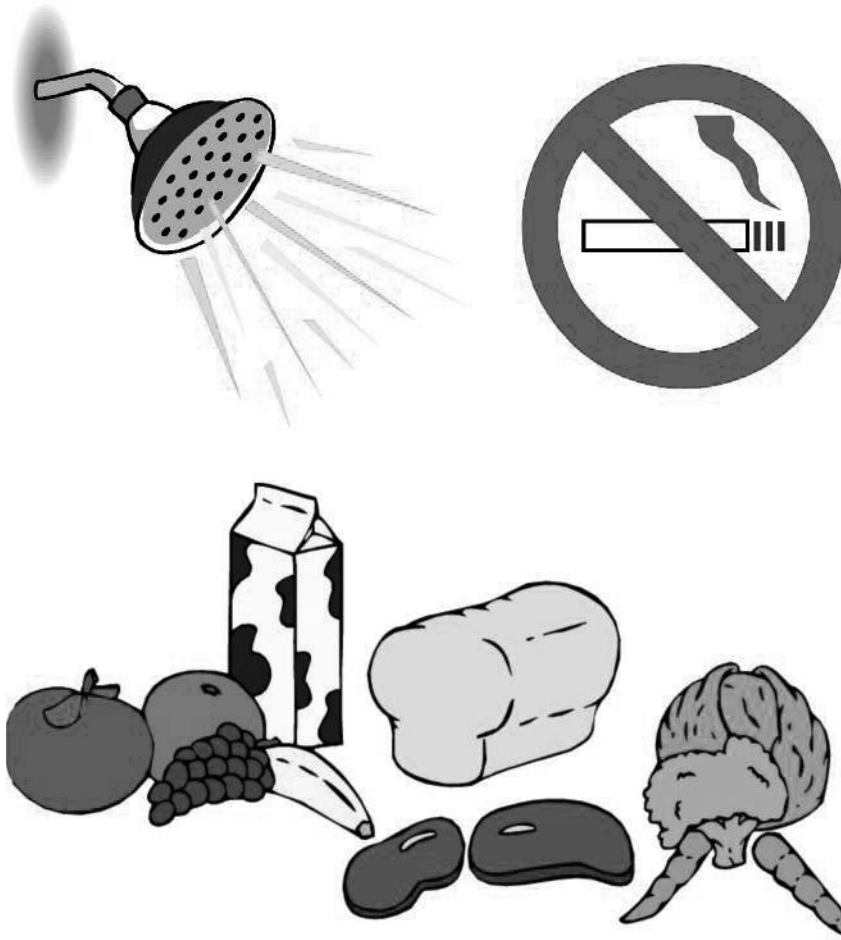
- **Heart disease and stroke:** Daily physical activity can help prevent heart disease and stroke by strengthening your heart muscle, lowering your blood pressure, raising your high-density lipoprotein (HDL) levels (good cholesterol) and lowering low-density lipoprotein (LDL) levels (bad cholesterol), improving blood flow, and increasing your heart's working capacity.
- **High blood pressure:** Regular physical activity can reduce blood pressure in those with high blood pressure.

- **Non-insulin-dependent diabetes:** Physical activity can help prevent and control this type of diabetes by reducing body fat.
- **Obesity:** Physical activity helps reduce body fat by building or preserving muscle mass and improving the body's ability to use calories. When physical activity is combined with proper nutrition, it can help control weight and prevent obesity, a major risk factor for many diseases.
- **Back pain:** By increasing muscle strength and endurance and improving flexibility and posture, regular exercise helps prevent back pain.
- **Osteoporosis:** Regular weight-bearing exercise promotes bone formation and may prevent many forms of bone loss associated with aging.
- **Psychological effects:** Regular physical activity can improve your mood and the way you feel about yourself. Researchers also have found that exercise is likely to reduce depression and anxiety and help people manage stress better.

## Daily Health Habits

Physical activity is one health habit that contributes to a healthy body and mind, helping to reduce illness and prevent disease. Other health habits (e.g., sleep, personal hygiene, proper nutrition, stress management) help reduce the risk of developing illnesses and diseases.





### Learning Activity 1.4: The Benefits of a Healthy Lifestyle

In the chart that follows, list a few benefits of each healthy lifestyle practice identified in the first column. What are you currently doing to promote this practice or habit? What could be a goal that would improve the habit? The first example has been done for you.

*(continued)*

## Learning Activity 1.4: The Benefits of a Healthy Lifestyle (continued)

Healthy Lifestyle Practice	A Few Benefits	My Current State/Practice	My Goals
1. Physical Activity and Exercise	<ul style="list-style-type: none"> <li>■ <i>stronger muscles</i></li> <li>■ <i>less chance of getting sick</i></li> <li>■ <i>look better</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>I am not active every day.</i></li> <li>■ <i>I play ringette during the winter, but need to find something else to keep active during the summer.</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>To play an average of three rounds of golf every week during the summer.</i></li> </ul>
2. Adequate Sleep			
3. Good Hygiene			
4. Stress Management			
5. Building Healthy Relationships			
6. Avoiding Drugs/Alcohol/Smoking			

Remember, this is a learning activity, so you will not send it to your tutor/marker.



## Assignment 1.1: Activity Intensity Indicator

In Assignment 1.1 you will use an Activity Intensity Indicator, which lists whether an activity is vigorous, moderate, or light. You will find it in the Assignments section at the end of this module. Please complete the assignment now.



## Summary

Having some general information on physical activity can take you a long way on the road to fitness and health. In Lesson 1 you learned the answer to the question, “Why do I need to exercise?” This course will help you gain confidence in your own ability and knowledge to start your own physical activity or fitness program. Before starting your program, you need to consider safety precautions when selecting physical activities and learn about preventing injuries while you are active. That’s what the next lesson is about.