

**APPENDIX E: UNIT PLANNER**

**Unit Planner**

Grade: \_\_\_\_\_ Time Period: \_\_\_\_\_ GLO Focus: \_\_\_\_\_

Physical Activity (PA) Category: \_\_\_\_\_ Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): \_\_\_\_\_

Essential Question: \_\_\_\_\_

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
	What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 2 3 4 5					
1 2 3 4 5					
1 2 3 4 5					
1 2 3 4 5					

**Key:** 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

## Unit Planner: Example 1.1

Grade: 5

Time Period: Ongoing

GLO Focus: GLO 2—Fitness Management

Physical Activity (PA) Category: Fitness Activities Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Fitness Management

Essential Question 1: Can you assess your personal fitness in relation to health-related fitness components with an emphasis on the cardiovascular system?

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
	What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 ② 3 4 5	<input type="checkbox"/> <b>K.2.5.A.1 Identify health-related fitness components</b> (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...) <b>and one example of an appropriate exercise for each component</b> (e.g., skip rope for cardiovascular endurance development...).	<input type="checkbox"/> <b>What’s Behind You?</b> <input type="checkbox"/> <b>Create a Workout</b>	<input type="checkbox"/> <b>Observation: Create a Workout</b> Group Assessment: Checklist See BLM 5-6: Create a Workout.	<ul style="list-style-type: none"> <li>Grades 5 to 8 <i>Physical Education/Health Education: A Foundation for Implementation</i> (hereafter referred to as <i>5-8 PE/HE</i>)</li> <li><i>Physical Best Activity Guide</i> (AAHPERD)</li> </ul>	<b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.
1 ② 3 4 5	<input type="checkbox"/> <b>K.2.5.C.1a Recognize the terms associated with the function of the cardiovascular system</b> (i.e., resting heart rate, maximum heart rate, target heart rate, blood pressure, recovery heart rate) <b>in the context of exercise and physical activity.</b>	<input type="checkbox"/> <b>Active Heart Fair</b>	<input type="checkbox"/> <b>Performance Task: Active Heart Fair (Project)</b> Teacher Assessment: Scoring Rubric See BLM G-9: Project-Assessment Rubric.	<ul style="list-style-type: none"> <li><i>5-8 PE/HE</i></li> </ul>	<b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. <b>SC:</b> Cluster 1—Maintaining a Healthy Body
1 ② 3 4 5	<input type="checkbox"/> <b>K.2.5.C.1b Describe the effects of aerobic activities and inactivity on the cardiovascular system</b> (i.e., lower/raised resting heart rate, increased/decreased heart size, increased/decreased stroke volume).	<input type="checkbox"/> <b>Active/Inactive</b>	<input type="checkbox"/> <b>Questioning/Interview: Effects of Aerobic Activities</b> Group Assessment: Inventory	<ul style="list-style-type: none"> <li>Heart and Stroke Foundation of Manitoba Resources</li> </ul>	<b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. <b>PE/HE:</b> GLO 2—Fitness Management (S.2.5.A.1a, S.2.5.A.1b) <b>SC:</b> Cluster 1—Maintaining a Healthy Body
1 ② 3 4 5	<input type="checkbox"/> <b>S.2.5.A.2 Demonstrate use of short-cut methods</b> (e.g., 6-second count x 10; 10-second count x 6...) <b>and/or technology</b> (e.g., heart-rate monitors...) <b>for monitoring heart-rate counts before, during, and after activities, and relate to target heart-rate zones</b> (e.g., general health, basic fitness, healthy heart...).	<input type="checkbox"/> <b>Taking Your Heart Rate</b> <input type="checkbox"/> <b>Heart-Rate Inquiry</b>	<input type="checkbox"/> <b>Learning Log: Heart-Rate Inquiry</b> Teacher Assessment: Inventory See BLM G-7: Heart-Rate Predictions.	<ul style="list-style-type: none"> <li><i>5-8 PE/HE</i></li> <li><i>Lessons from the Heart</i> (Kirkpatrick and Birnbaum)</li> </ul>	<b>MA:</b> Patterns and Relations <b>SC:</b> Cluster 1—Maintaining a Healthy Body
1 ② 3 4 5	<input type="checkbox"/> <b>S.2.4.A.3a ➔ S.2.5.A.3a Determine own performance level for health-related fitness components</b> (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), <b>using simple tests or tasks</b> (e.g., sit and reach, modified curl-up, 1600-metre run...).	<input type="checkbox"/> <b>Fitness Assessments</b>	<input type="checkbox"/> <b>Journal/Learning Log: All Fitness Activities</b> Self-Assessment: Inventory See BLM 5-5: Personal Record Sheet.	<ul style="list-style-type: none"> <li><i>5-8 PE/HE</i></li> <li><i>Physical Best Activity Guide</i> (AAHPERD)</li> <li><i>FITNESSGRAM® 6.0 Test Kit</i> (The Cooper Institute for Aerobics Research)</li> </ul>	<b>MA:</b> Patterns and Relations <b>SC:</b> Cluster 1—Maintaining a Healthy Body

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

## Unit Planner: Example 1.2

Grade: 5

Time Period: All Year

GLO Focus: GLO 2—Fitness Management; GLO 4—Personal and Social Management

Physical Activity (PA) Category: Fitness Activities

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Fitness Management

Essential Question 2: How can I develop a personal fitness plan related to the health-related fitness components?

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
	What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 ② 3 4 5	<input type="checkbox"/> <b>K.2.5.C.2 Show an understanding of the factors</b> (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) <b>affecting personal fitness development.</b>	<input type="checkbox"/> <b>Fitness Plan</b>	<input type="checkbox"/> <b>Journal/Learning Log: Fitness Plan</b> Self-Assessment: Anecdotal Notes See BLM 5-7: Fitness Goal Setting and BLM 5-8: Fitness Goal Factors.	<ul style="list-style-type: none"> <li>• 5-8 PE/HE</li> <li>• <i>Canada's Physical Activity Guide for Youth</i> (Health Canada): &lt;<a href="http://www.hc-sc.gc.ca/hppb/paguide/youth.html">http://www.hc-sc.gc.ca/hppb/paguide/youth.html</a>&gt;</li> </ul>	<b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. <b>MA:</b> Statistics and Probability <b>SC:</b> Cluster 1—Maintaining a Healthy Body
1 ② 3 4 5	<input type="checkbox"/> <b>S.2.5.A.3b Compare own fitness results and physical activity participation over a period of time</b> (e.g., beginning, middle, end of school year...) <b>to check and revise personal goals.</b>	<input type="checkbox"/> <b>Activity Participation</b> See BLM G-6: Physical Activity Log (PAL).  <input type="checkbox"/> <b>Journal Entries</b>	<input type="checkbox"/> <b>Journal/Learning Log: All Fitness Activities</b> Self-Assessment: Inventory See BLM 5-5: Personal Record Sheet and BLM 5-7: Fitness Goal Setting.	<ul style="list-style-type: none"> <li>• 5-8 PE/HE</li> <li>• <i>Physical Best Activity Guide</i> (AAHPERD)</li> </ul>	<b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. <b>MA:</b> Patterns and Relations <b>SC:</b> Cluster 1—Maintaining a Healthy Body
1 2 3 ④ 5	<input type="checkbox"/> <b>K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions</b> (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) <b>for personal success.</b>	<input type="checkbox"/> <b>Fitness Goal Setting</b> See BLM 5-7: Fitness Goal Setting.	<input type="checkbox"/> <b>Journal/Learning Log: Fitness Goal Setting</b> Self-Assessment: Anecdotal Notes	<ul style="list-style-type: none"> <li>• 5-8 PE/HE</li> <li>• <i>Canada's Physical Activity Guide for Youth</i> (Health Canada)</li> </ul>	<b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences.
1 2 3 ④ 5	<input type="checkbox"/> <b>K.4.5.A.3 Identify the influence of self</b> (e.g., personal goals, emotions...) <b>and others</b> (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) <b>on setting priorities and making responsible personal decisions</b> (e.g., academic achievement, leisure activities...).	<input type="checkbox"/> <b>Input Output</b> Learning Outcome Connection (K.2.5.C.2)	<input type="checkbox"/> <b>Paper and Pencil Task: All Activities</b> Self-Assessment: Checklist	<ul style="list-style-type: none"> <li>• 5-8 PE/HE</li> </ul>	<b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. <b>SC:</b> Cluster 1—Maintaining a Healthy Body <b>SS:</b> Identity, Culture, and Community

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

## Unit Planner: Example 1.3

**Grade:** 5

**Time Period:** All Year

**GLO Focus:** GLO 2—Fitness Management; GLO 3—Safety

**Physical Activity (PA) Category:** Fitness Activities

**Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):** Fitness Management

**Essential Question 3:** What will I do to work towards achieving my fitness goals safely on a daily basis?

General Learning Outcome	Specific Learning Outcome	Teaching/Learning Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
	What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 ② 3 4 5	<input type="checkbox"/> <b>K.2.5.B.1 Identify the fitness benefits</b> (i.e., muscle and bone development, decreased susceptibility to stress, positive self-esteem, faster heart-rate recovery) <b>of moderate to vigorous fitness-type activities over time.</b>	<input type="checkbox"/> <b>All Fitness Activities</b>	<input type="checkbox"/> <b>Questioning/Interview: Fitness Benefits</b> Group-Assessment: Inventory	<ul style="list-style-type: none"> <li>• <i>5-8 PE/HE</i></li> <li>• <i>Lessons from the Heart</i> (Kirkpatrick and Birbaum)</li> </ul>	<p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p> <p><b>SC:</b> Cluster 1—Maintaining a Healthy Body</p>
1 ② 3 4 5	<input type="checkbox"/> <b>K.2.5.C.3 Show an understanding that stretching exercises for the major muscle groups should be held for a minimum length of time to be effective</b> (e.g., as long as it feels comfortable, which is usually 10 to 30 seconds with three to five repetitions...).	<input type="checkbox"/> <b>Cool-down Stretches</b>	<input type="checkbox"/> <b>Observation: Cool-down Stretches</b> Teacher Assessment: Checklist	<ul style="list-style-type: none"> <li>• <i>5-8 PE/HE</i></li> <li>• <i>Health-Related Fitness for Grades 5 and 6</i> (Hopper, Fisher, and Munoz)</li> </ul>	<p><b>ELA:</b> GLO 5—Celebrate and build community.</p> <p><b>SC:</b> Cluster 1—Maintaining a Healthy Body</p>
1 ② 3 4 5	<input type="checkbox"/> <b>K.2.5.C.4 Determine the intrinsic</b> (e.g., enjoyment, enhanced health, level of success, increased energy level, affiliation...) <b>and extrinsic</b> (e.g., awards, media, sport heroes, family, peers...) <b>factors that motivate participation for fitness development.</b>	<input type="checkbox"/> <b>Activity Inventory</b>	<input type="checkbox"/> <b>Paper and Pencil Task: Activity Inventory</b> Self-Assessment: Inventory See BLM 5-9: Why I Participate.	<ul style="list-style-type: none"> <li>• <i>5-8 PE/HE</i></li> </ul>	<p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences.</p>
1 ② 3 4 5	<input type="checkbox"/> <b>S.2.5.A.1a Demonstrate correct execution of exercises</b> (e.g., keeping body straight for push-ups, keeping legs bent for curl-ups...) <b>designed to improve and maintain personal fitness associated with health-related fitness components.</b>	<input type="checkbox"/> <b>Fitness Circuit</b>	<input type="checkbox"/> <b>Performance Task: Fitness Circuit</b> Peer Assessment: Checklist	<ul style="list-style-type: none"> <li>• <i>5-8 PE/HE</i></li> </ul>	<p><b>SC:</b> Cluster 1—Maintaining a Healthy Body</p>

(continued)

## Unit Planner: Example 1.3 (continued)

Grade: 5

Time Period: All Year

GLO Focus: GLO 2—Fitness Management; GLO 3—Safety

Physical Activity (PA) Category: Fitness Activities

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Fitness Management

Essential Question 3: What will I do to work towards achieving my fitness goals safely on a daily basis?

General Learning Outcome	Specific Learning Outcome	Teaching/Learning Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
	What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 ② 3 4 5	<input type="checkbox"/> <b>S.2.5.A.1b Participate in continuous aerobic activity for a sustained period of time, while maintaining the target heart rate.</b>	<input type="checkbox"/> <b>Pursuit Run</b>	<input type="checkbox"/> <b>Performance Task: All Activities</b> Self-Assessment: Scoring Rubric	<ul style="list-style-type: none"> <li>Manitoba Marathon Resources</li> <li><i>Lessons from the Heart</i> (Kirkpatrick and Birbaum)</li> </ul>	<b>MA:</b> Patterns and Relations Statistics and Probability <b>SC:</b> Cluster 1—Maintaining a Healthy Body <b>SS:</b> Identity, Culture, and Community
1 2 ③ 4 5	<input type="checkbox"/> <b>K.3.5.A.2 Show an understanding of safe stretching technique</b> (e.g., sustained rather than “bounce” stretching, proper body alignment, keeping within the joints’ normal range of motion...) <b>of selected exercises</b> (e.g., calf stretch, modified hurdle stretch, arm circles...) <b>in warm-up and cool-down routines.</b>	<input type="checkbox"/> <b>Learning Outcome Connection (Cool-down Stretches)</b>  <input type="checkbox"/> <b>What’s Behind You?</b>	<input type="checkbox"/> <b>Observation: Learning Outcome Connection (Cool-down Stretches)</b> Teacher Assessment: Checklist	<ul style="list-style-type: none"> <li>5-8 PE/HE</li> </ul>	<b>SC:</b> Cluster 1—Maintaining a Healthy Body
1 2 ③ 4 5	<input type="checkbox"/> <b>S.3.4.A.1 → S.3.5.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities</b> (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).	<input type="checkbox"/> <b>Safe Participation</b>	<input type="checkbox"/> <b>Performance Task: All Activities</b> Teacher Assessment: Scoring Rubric	<ul style="list-style-type: none"> <li><i>Safety Guidelines for Physical Activity in Manitoba Schools</i> (MPETA <i>et al.</i>)</li> </ul>	<b>ELA:</b> GLO 3—Manage ideas and information.

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

## Unit Planner: Example 2.1

**Grade:** 8

**Time Period:** December

**GLO Focus:** GLO 4—Personal and Social Management

**Physical Activity (PA) Category:** N/A

**Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):** Mental-Emotional Development: Stress Management

**Essential Question 1:** How does stress affect the human body?

General Learning Outcome	Specific Learning Outcome	Teaching/Learning Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
	What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 2 3 ④ 5	<input type="checkbox"/> <b>K.4.8.C.2 Explain how stress may have positive or negative consequences</b> (e.g., fight or flight, productivity, illness...).	<input type="checkbox"/> <b>Ups and Downs</b> <input type="checkbox"/> <b>Standing Conversations</b>	<input type="checkbox"/> <b>Journal/Learning Log: All Activities</b> Teacher Assessment: Anecdotal Notes	<ul style="list-style-type: none"> <li>• <i>5-8 PE/HE</i></li> <li>• <i>COPE for Teens</i> (McLeod and Panasiuk)</li> </ul>	<p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p>
1 2 3 ④ 5	<input type="checkbox"/> <b>K.4.8.C.3 Examine the effects of stress</b> (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) <b>and relaxation</b> (e.g., low blood pressure and heart rate...) <b>on body systems</b> (e.g., digestive, cardiovascular, endocrine...).	<input type="checkbox"/> <b>All Systems Alert</b> <input type="checkbox"/> <b>Stress and Heart Rate</b>	<input type="checkbox"/> <b>Performance Task: All Systems Alert</b> Group Assessment: Rating Scale	<ul style="list-style-type: none"> <li>• <i>5-8 PE/HE</i></li> <li>• Science Resources</li> <li>• <i>COPE for Teens</i> (McLeod and Panasiuk)</li> </ul>	<p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. <b>SC:</b> Cluster 1—Cells and Systems</p>
1 2 3 4 ⑤	<input type="checkbox"/> <b>K.5.8.A.2 Examine lifestyle practices</b> (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) <b>and their effects on body systems</b> (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...).	<input type="checkbox"/> <b>All Systems Alert</b> <input type="checkbox"/> <b>Systems Alert Collage</b>	<input type="checkbox"/> <b>Performance Task: All Systems Alert</b> Group Assessment: Rating Scale	<ul style="list-style-type: none"> <li>• <i>5-8 PE/HE</i></li> <li>• Science Resources</li> <li>• <i>COPE for Teens</i> (McLeod and Panasiuk)</li> </ul>	<p><b>ELA:</b> GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. <b>SC:</b> Cluster 1—Cells and Systems</p>
1 2 ③ 4 5	<input type="checkbox"/> <b>K.3.8.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community</b> (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).	<input type="checkbox"/> <b>Resource Interview</b>	<input type="checkbox"/> <b>Performance Task: Resource Interview</b> Peer Assessment: Scoring Rubric	<ul style="list-style-type: none"> <li>• <i>5-8 PE/HE</i></li> <li>• Community Resources</li> </ul>	<p><b>ELA:</b> GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p>

**Key:** 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

## Unit Planner: Example 2.2

Grade: 8

Time Period: December

GLO Focus: GLO 4—Personal and Social Management

Physical Activity (PA) Category: N/A

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Mental-Emotional Development: Stress Management

Essential Question 2: How could you avoid or reduce the stress in your life?

General Learning Outcome	Specific Learning Outcome	Teaching/Learning Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
	What is the student expected to know and/or be able to do?	How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 ② 3 4 5	<input type="checkbox"/> <b>K.4.8.C.4a List healthy strategies</b> (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) <b>and unhealthy strategies</b> (e.g., smoking, alcohol misuse, isolation, fighting...) <b>for dealing with stress and/or anxiety.</b>	<input type="checkbox"/> <b>Speed Challenge</b> <input type="checkbox"/> <b>Wellness Day</b> <input type="checkbox"/> <b>Coping with Stress</b> See BLM 8-6: Stress-Reduction Plan.	<input type="checkbox"/> <b>Journal/Learning Log: All Activities</b> Self-Assessment: Anecdotal Notes <input type="checkbox"/> <b>Performance Task: Wellness Day</b> Self-Assessment: Rating Scale	<ul style="list-style-type: none"> <li>• <i>5-8 PE/HE</i></li> <li>• <i>COPE for Teens</i> (McLeod and Panasiuk)</li> </ul>	<b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.
1 2 3 ④ 5	<input type="checkbox"/> <b>S.4.8.A.5 Apply stress-management strategies</b> (e.g., progressive relaxation, deep breathing, guided imagery, focusing, positive thinking, self-talk, talking with others, humour...) <b>in case scenarios related to stressful situations</b> (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...).	<input type="checkbox"/> <b>Putting Stress to the Test</b> <input type="checkbox"/> <b>Cool-downs</b> <input type="checkbox"/> <b>Positive Self-Talk</b> See BLM 8-7: Positive Self-Talk Questionnaire.	<input type="checkbox"/> <b>Journal/Reflection: Putting Stress to the Test</b> Self-Assessment: Anecdotal Notes	<ul style="list-style-type: none"> <li>• <i>5-8 PE/HE</i></li> <li>• <i>COPE for Teens</i> (McLeod and Panasiuk)</li> </ul>	<b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences.
1 2 3 4 ⑤	<input type="checkbox"/> <b>K.5.8.B.1 Identify and categorize physical activities of different intensities</b> (i.e., vigorous, moderate, light) <b>and their potential benefits</b> (i.e., health, fitness, recreation, sport performance).	<input type="checkbox"/> <b>Sort and Predict</b> (Focus on the physical activities that have health and recreational benefits or that help reduce stress.)	<input type="checkbox"/> <b>Observation: All Activities</b> Teacher Assessment: Inventory	<ul style="list-style-type: none"> <li>• <i>Promoting Physical Activity</i> (U.S. Department of Health and Human Services <i>et al.</i>)</li> </ul>	<b>ELA:</b> GLO 3—Manage ideas and information.

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

NOTES

