



Senior 1 and Senior 2 Physical Education/ Health Education

A Foundation for
Implementation

***SENIOR 1 AND SENIOR 2
PHYSICAL EDUCATION/
HEALTH EDUCATION***

A Foundation for Implementation

2004

Manitoba Education, Citizenship and Youth

Manitoba Education, Citizenship and Youth Cataloguing in Publication Data

613.071 Senior 1 and Senior 2 physical education /
 health education : a foundation
 for implementation

Includes bibliographical references.
ISBN 0-7711-3147-X

1. Physical education and training—
Manitoba—Curricula. 2. Health
education (Secondary)—Manitoba—
Curricula. 3. Physical education and
training—Study and teaching (Secondary).
4. Health education. (Secondary). I. Manitoba.
Manitoba Education, Citizenship and Youth.

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their original material to be adapted or reproduced.

ACKNOWLEDGEMENTS

Manitoba Education, Citizenship and Youth gratefully acknowledges the contributions of the following individuals in the development of *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation*.

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INTRODUCTION

Purpose

Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation provides teachers and administrators with information and suggestions for instruction and assessment to support and monitor student progress and achievement of the student learning outcomes identified for Senior 1 and Senior 2.

Background

Physical Education/Health Education Curriculum

Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation was produced by Manitoba Education, Citizenship and Youth in collaboration with a development team composed of Manitoba educators. This document is a resource for educators to use in implementing *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (hereafter referred to as the Framework), released in 2000. The Framework identifies the general and specific learning outcomes that students are expected to achieve and is mandated for use in all Kindergarten to Senior 4 schools in Manitoba.

An online version of the Framework is available at the Manitoba Education, Citizenship and Youth website: <<http://www.edu.gov.mb.ca/ks4/cur/physhlth/>>. The Overview from the Framework and numerous charts related to the general learning outcomes are reproduced in this implementation document (see Framework Excerpts) for ease of reference.

Supporting a unified vision of *physically active and healthy lifestyles for all students*, the Framework combines physical education and health education (PE/HE) in one document. The content of both subject areas is integrated and organized within five interrelated general learning outcomes (GLOs):



GLO 1—Movement



GLO 2—Fitness Management



GLO 3—Safety



GLO 4—Personal and Social Management



GLO 5—Healthy Lifestyle Practices

For information related to the organization and presentation of the GLOs and subsequent strands and sub-strands, refer to The Curriculum Map and the Conceptual Framework on pages 20 and 21 of the Framework Overview (see Framework Excerpts).

The suggestions for instruction and assessment provided in this implementation document likewise promote and support the integration of physical education and health education through the five interrelated GLOs. To make learning meaningful and relevant, teachers are also encouraged to make curricular connections with other subject areas, where applicable. For programming suggestions, refer to the last page of the Framework Excerpts reproduced in this document (or to Appendix B: Curricular Connections in the Framework).

Effective programming in PE/HE can contribute significantly to reducing health risks and health costs. The PE/HE curriculum addresses significant behaviours that contribute to today's major health risks for children and youth, as identified in the Rationale in the Framework Overview (see Framework Excerpts):

- inadequate physical activity
- unhealthy dietary behaviours
- drug use, including alcohol and tobacco
- sexual behaviours that result in sexually transmitted disease/infection and unintended pregnancies
- behaviours that result in intentional and unintentional injuries



Focusing on these health issues, the PE/HE curriculum aims to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for maintaining physically active and healthy lifestyles.

Learning Resources

For a list of recommended learning resources that align with the student learning outcomes, refer to *Physical Education/Health Education Learning Resources: Kindergarten to Senior 2: Compilation of Annotated Bibliographies*, available online at <<http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>>. This list includes teacher and student reference materials for each general learning outcome and/or strand. The learning resources can be purchased by visiting the Manitoba Text Book Bureau (MTBB) online catalogue at <<http://www.mtbb.ca>>. Most of the learning resources are also available to Manitoba educators from the Department's Instructional Resources Unit Library, whose online catalogue is available at <<http://libcat.merlin.mb.ca>>.

Contents

This document contains the following sections and components:

- **Introduction:** The Introduction outlines the purpose, background, and content of this document.
- **Overview:** The Overview describes the characteristics of Senior Years learners, discusses the Senior Years philosophy for effective programming, and presents guidelines for planning and programming related to physical education/health education in Senior 1 and Senior 2.
- **Senior 1 and Senior 2: Suggestions for Instruction and Assessment:** This four-column section contains the specific learning outcomes (SLOs) identified in the Framework for Senior 1 and Senior 2, suggestions for instruction and assessment related to the learning outcomes, and teacher notes elaborating on the suggestions. It is organized by grade and further divided by general learning outcomes.
- **Blackline Masters (BLMs):** Grade-specific BLMs to support and enhance learning and assessment in Senior 1 and Senior 2 and general BLMs applicable to both grades are provided in this section. Most BLMs contained in this document are available in Word format online at <http://www.edu.gov.mb.ca/ks4/cur/physhlth>. 
- **Resource Masters (RMs):** The grade-specific and general RMs presented in this section provide additional information for teachers and/or students to support student achievement of the learning outcomes. 
- **Appendices:** The following appendices provide additional information and tools for planning, teaching, and assessment:
 - Appendix A: Physical Activity Categories
 - Appendix B: Suggestions for Planning Overall Implementation
 - Appendix C: Programming for Students with Special Needs
 - Appendix D: Suggestions for Yearly/Semester Planning
 - Appendix E: Unit Planner
 - Appendix F: Lesson Planner
 - Appendix G: Information Related to Planning for Assessment of Learning Outcomes
- **Glossary:** The Glossary defines terms used throughout this document.
- **Framework Excerpts:** Reproductions of the Framework Overview and numerous charts related to the general learning outcomes appear in this section. The page references in these excerpts apply to the original Framework document.
- **Bibliography:** The print resources and websites cited in the Bibliography were used in the development of this document.
- **Posters:** A set of four posters accompanies this document. One poster identifies the general learning outcomes and attitude indicators that apply from Kindergarten to Senior 4. Two posters contain the specific learning outcomes identified for Senior 1 and Senior 2 respectively. The fourth poster illustrates Exercise Do's and Don'ts.

Notes

OVERVIEW

Introduction

This Overview describes the developmental characteristics of learners, discusses the Senior Years philosophy for effective programming related to physical education/health education, and elaborates on the guiding principles for creating a meaningful learning environment, as outlined in the Framework. The Overview also presents guidelines for each of the five general learning outcomes (GLOs) and provides suggestions for planning integrated and balanced programming for physical education/health education.

General Learning Outcomes



GLO 1—Movement: The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.



GLO 2—Fitness Management: The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



GLO 3—Safety: The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



GLO 4—Personal and Social Management: The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



GLO 5—Healthy Lifestyle Practices: The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

Characteristics of Learners

The following chart is provided as a guide to assist teachers in planning age/developmentally appropriate learning activities in physical education/health education (PE/HE).

Characteristics of Development for Children and Youth Relevant to Physical Education and/or Health Education			
	Physical Characteristics	Emotional and Social Development	Intellectual Development
Ages 5 to 8	<ul style="list-style-type: none"> • eye-hand coordination not fully developed (lack precise focus and spatial judgement) • large muscles may be more developed than small muscles • continue to develop climbing, balancing, running, galloping, and jumping abilities (may have trouble skipping) • develop an awareness of safety, with guidance • usually show enthusiasm for most physical activities 	<ul style="list-style-type: none"> • may show intense and variable emotions (may sometimes be judgmental and critical of others) • learning to cooperate with others for longer period of time (friendships may change frequently) • continue to develop feelings of independence and may begin to define themselves in terms of what they have or own • begin to develop the ability to share possessions and take turns 	<ul style="list-style-type: none"> • learn from direct experience • continue to expand their understanding and use of language to clarify thinking and learning • may understand concepts such as tomorrow or yesterday but are still unsure about length of time • assert personal choice in decision making
Ages 9 to 11	<ul style="list-style-type: none"> • continue to develop eye-hand coordination (skill development in physical activities may depend on this increase in coordination) • continue to refine fine motor development (girls may reach puberty and may experience rapid growth spurt) • show increased coordination, but growth spurts may begin to interfere • may show more daring, exploring behaviour that could lead to accidents • may begin to show a preference for some physical activities over others • may appear to enjoy more complex group games and simple sports (show a strong sense of loyalty to a group or team) 	<ul style="list-style-type: none"> • may appear relatively calm and at peace with themselves • becoming more outgoing and develop close or best friends • generally positive about themselves (define self by physical characteristics and possessions as well as likes and dislikes) • continue to develop the ability to work and play with others (need social acceptance) 	<ul style="list-style-type: none"> • continue to use direct experience, objects, and visual aids to help understanding • can expand thinking more readily through writing, reading, and viewing (may begin to use puns) • continue to develop understanding of time, but may forget dates and responsibilities • need increased ownership of decision making
Ages 12 to 15	<ul style="list-style-type: none"> • continue to develop and refine hand-eye skills and demonstrate increased muscle coordination • boys reach puberty and may experience rapid and uneven growth (arms and legs may grow rapidly) • may show periods of relatively poor coordination and awkwardness (may show poor posture because of rapid growth) • understand safety rules but sometimes take risks • often are marked differences between sexes in their preferences for physical activity • often engage in more formal team activities (continue to show great loyalty to group or team) 	<ul style="list-style-type: none"> • may begin to show bouts of anxiety or moodiness (emotions may come close to the surface) • start to question adult authority • sometimes engage in self put-down (may begin to define self in terms of opinion, beliefs, and values and to expand their sense of self by copying the culture or current fad) • gradually gaining independence from parental influence (may view brothers and sisters as a bother or nuisance) 	<ul style="list-style-type: none"> • begin to develop abilities to manipulate thoughts and ideas, but still need some hands-on experiences • can do some abstract reasoning • often like jokes and words with double meanings • developing abilities to talk about recent events, plans for the future, and career aspirations • need ownership of decision making, with responsible guidance
Ages 16 to 18	<ul style="list-style-type: none"> • have more refined hand-eye skills and demonstrate stronger muscle coordination • females at age 16 approach adult weight and height • males at age 17 to 18 approach adult weight and height • males tend to increase in trunk length first • skeletal and muscle growth normally accompanied by loss of body fat • often show marked differences between the sexes in preferences for physical activities • males are often more aggressive, assertive, and independent • females often select more cooperative or individual activities rather than competitive or aggressive ones 	<ul style="list-style-type: none"> • gaining in self-confidence and independence • usually friendly and well-adjusted • focus less on self and give more consideration to others • more able to make choices and decisions independently • beginning to see themselves as adults • students often make choices in activities based on male and female stereotypes and may need encouragement to broaden skills and attitudes 	<ul style="list-style-type: none"> • increasing ability to deal with abstract reasoning • able to rationalize decisions made by self and others • can take ownership for decision making with minimal guidance • increasing emphasis on career planning and future aspirations

Characteristics of Development for Children and Youth: Permission granted to Manitoba Education, Citizenship and Youth to use and adapt for non-profit educational purposes from British Columbia Ministry of Education’s *Physical Education 11 and 12 Integrated Resource Package, January 1997*. Any modifications from the original source have not necessarily been reviewed or approved specifically by the British Columbia Ministry of Education.

Senior Years Philosophy for Effective Programming

Research supports the following perspectives and approaches in PE/HE programming for Senior Years students.

- **Skill-Based Focus:** The combined PE/HE curriculum emphasizes the acquisition and application of the following skills that are considered the building blocks or essential skills for developing physical and social-emotional well-being:
 - the fourteen basic movement skills (identified in the chart Basic Movement Skills Developmental Process—see page 27 of Framework Excerpts) as they relate to different sports and physical activities
 - the five personal and social management skills (identified in the Summary Chart for *Personal and Social Management*—see page 114 of Framework Excerpts) for making active healthy lifestyle choices

The intent of the curriculum is to help Senior Years students develop the necessary skills for lifelong physical activity participation and to prevent or avoid the health issues that affect youth, such as unhealthy dietary behaviours and behaviours that cause intentional and unintentional injury.

- **Active and Interactive Learning Strategies:** Brain research (Cone *et al.*; Jensen) supports the approach of engaging students in active learning to increase retention and make learning more relevant, meaningful, and enjoyable. In a physical-education setting, learning/teaching strategies engage students through a variety of physical activities that involve many of the multiple intelligences (e.g., body/kinesthetic, visual, spatial). From a health-education perspective, interactive learning/teaching strategies (e.g., brainstorming, Think-Pair-Share, role-playing) promote social interaction and cooperative learning, which highlight interpersonal intelligence.
- **Cooperative and Low Competitive-Type Learning Activities:** Cooperative and low competitive-type activities help promote positive social interactions among students, allowing them to work together towards achieving a common goal. Learning experiences should provide choice and allow students to participate at their own ability level.
- **Integrated Approach:** Integrating and making curricular connections between physical education and health education as well as with other subject areas is an important part of the curriculum design to provide meaningful and relevant learning experiences for students. Connections to other subject areas are identified in the first column within the Senior 1 and Senior 2 Suggestions for Instruction and Assessment section of this document. Teachers are encouraged to be creative in their planning of integrated units/modules. For example, when students are studying Observing, Measuring, and Recording in Senior 1 Science, Cluster 0—Overall Skills and Attitudes, the same concepts can be applied to collecting, recording, and analyzing fitness-test results.

- **Time and Instruction:** Adequate time, well-planned instruction, and enjoyable learning experiences are essential for students to apply selected movement skills as well as social behaviour skills for active, healthy living. The development of these skills cannot be left to chance. Planned programming that meets the recommended minimum time allotments is important for healthy growth and development. (Time Allotments are outlined in the Framework Overview—see page 8 of Framework Excerpts.)
- **Involvement of Parents/Families and Communities:** Building partnerships is essential for providing a healthy, supportive environment for children and youth. Schools, parents,* and communities need to work together to achieve the vision of realizing *physically active and healthy lifestyles for all students*. For example, the home, school, and community need to provide daily opportunities for Senior Years students to be physically active.

Creating a Meaningful Learning Environment

The Guiding Principles discussed in the Framework Overview (see page 6 of Framework Excerpts) are intended to assist teachers and administrators in designing a meaningful learning environment for PE/HE. Effective PE/HE programming ensures that learning experiences, resources, and assessment practices

- are appropriate for the age and developmental readiness of students
- take into consideration students' multiple intelligences and varied learning approaches, skills, needs, and strengths (for information on differentiating instruction, refer to the departmental resource *Success for All Learners*)
- respect and appreciate human diversity, including gender, abilities, and culture (refer to departmental resources such as *A Foundation for Excellence*; *Integrating Aboriginal Perspectives into Curricula*; *Native Studies: Senior Years*; *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*; *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*)
- include active and interactive learning opportunities that foster responsibility, inclusion, community, and citizenship, and that support the development of physical and social-emotional well-being
- help students understand healthy lifestyle practices and their contribution to the components of sustainable development: the environment, economy, and health and well-being (refer to *Education for a Sustainable Future*)
- support curricular connections and integration (refer to *Curricular Connections*)
- incorporate the foundation skill areas: literacy and communication, problem solving, human relations, and technology (refer to *A Foundation for Excellence* and *Technology As a Foundation Skill Area*)
- encourage partnerships with the home and community

* In this document 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.

Guidelines for the General Learning Outcomes

The following guidelines for each GLO provide additional suggestions for creating a meaningful learning environment within a PE and/or HE setting.

This combined PE/HE document presents guidelines for each general learning outcome (GLO) rather than separately for each subject area. The guidelines for each GLO contain five subheadings:

- Description
- Senior Years Implications
- Scope and Sequence
- Teaching Considerations
- Implementation Guidelines



Guidelines for GLO 1—Movement

Description

In achieving the specific learning outcomes within GLO 1—Movement, *students demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environment, and cultures.*

Senior Years Implications

Senior Years students continue to acquire/apply the basic movement skills as activity-specific movement skills in a variety of physical activities. Students are provided with more choice and continue to demonstrate functional use of activity-specific movement skills for lifelong physical activity. As well, students are guided towards using these skills in the development and implementation of personal fitness/physical activity plans. The movement skills and concepts identified in this document are defined in the Basic Movement Skills Developmental Process chart (see page 27 of Framework Excerpts).

Movement-skill competency is a key determinant in a student's decision of whether to participate in or pursue a particular physical activity or sport. Students are less likely to participate in physical activity if they have not learned the movement skills or experienced success in applying them. Movement skill development is a prerequisite to lifelong physical activity.

Wherever possible, learning activities for all student learning outcomes should be movement-based to ensure that students are physically active. Skill acquisition along with personal success, choice, inclusion, and enjoyment are necessary parts of effective programming that help students develop attitudes that support lifelong participation in physical activity.

For balanced PE/HE programming, students are expected to participate in a variety of physical activities, including individual/dual/team sports/games, alternative pursuits, and rhythmic/gymnastic and fitness activities, scheduled on an ongoing basis throughout the year. As well, programming should include learning activities that are representative of different learning environments or settings (e.g., playing fields, parks, trails, arenas, playground equipment) and representative of multicultural perspectives.

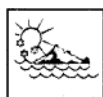
For the purpose of this document, physical activities and sports are organized into five categories:



Individual/dual sports/games—physical activities played or performed individually or with a partner.



Team sports/games—physical activities played or performed in groups or teams.



Alternative pursuits—physical activities that occur in environments outside the classroom/gymnasium (e.g., playing fields, parks, trails, lakes, community indoor facilities).



Rhythmic/gymnastic activities—physical activities that include a variety of dance- and gymnastic-type activities.



Fitness activities—physical activities that focus on fitness development or training.

For a list of suggested activities, see Appendix A: Physical Activity Categories.

Students require a variety of lead-up progressions and many opportunities for practice and application of movement skills. Teachers are not expected to introduce all the activities listed in each physical-activity category but rather to choose a physical activity that would best develop the concepts and skills related to the student learning outcomes, considering development- and age-appropriateness, local resources, equipment, facilities, and so on.

Scope and Sequence

Specific learning outcomes follow a sequential and multi-year approach. In some instances, an arrow (▸) indicates that the learning outcome is reviewed, reinforced, and maintained from the previous year. (For more information, refer to the Scope and Sequence Chart for *Movement*—found on page 29 of Framework Excerpts.)

During the Middle Years, students are introduced and exposed to a variety of physical activities in which they may participate throughout life. In the Senior Years, students select, apply, adapt, and refine movements relating to these physical activities.

Teaching Considerations

Schools must develop safety routines and procedures and teachers need to be knowledgeable of the best safety practices. Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*), *YouthSafe Outdoors Manitoba* (Hanna and Hanna), and individual school/division policies related to specific activity choices. Teachers responsible for providing a wide variety of challenging movement experiences in physical-activity settings must anticipate hazards and minimize the risks inherent in physical activity. Expertise in physical-activity management is essential.

The Supreme Court of Canada has established four criteria to determine the necessary and appropriate standard of care within the context of physical education (refer to Safety and Liability in the Framework Overview—see page 14 of Framework Excerpts):

- Is the activity suitable to the age, mental condition, and physical condition of participating students?
- Have the students been progressively taught and coached to perform the activity(ies) properly and to avoid the dangers inherent in the activity(ies)?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly in light of the inherent danger involved?

For additional suggestions related to Physical Activity Risk Management, refer to Guidelines for GLO 3—Safety.

Implementation Guidelines

The following guidelines represent best practices when addressing learning activities related to GLO 1—Movement:

- Establish rules, routines, and student expectations for physical education related to safety (physical and emotional), inclusion, and time effectiveness, and communicate with students and parents/guardians.
- Establish appropriate guidelines with respect to clothing to be worn in physical education (e.g., consider ease of movement, non-marking soles on running shoes).
- Establish start and stop signals to ensure safety and class control (e.g., hand signal, sound signal, hand clap, or cue words such as go, freeze, stop, time out).
- Refrain from using exercise as punishment.
- Emphasize positive behaviours in relationships between and among students (e.g., do not tolerate put-downs, teasing, exclusion).
- Choose activities that promote maximum participation (e.g., do not use elimination-type games unless another choice of activity is provided and there is a way for the student to return to the original activity in a short time; reduce long lineups or large relay teams).
- Choose developmentally appropriate and age-appropriate learning activities, taking into consideration the type and size of equipment and mechanical principles of movement. For example, consider the following:

- Soft and light objects (e.g., sponge balls, plastic bats) are easy to manipulate, as well as safer than hard, heavy objects.
- Short handles on striking implements (e.g., junior-size racquets, floor-hockey sticks, golf clubs) help improve eye-hand coordination.
- Large balls (e.g., beach balls, playground balls) or objects with a tail or large surface area (e.g., scarves, beanbags, balls with streamers or tails) are easy to catch/grasp.
- Under-inflated balls are easy to catch or kick since the speed of the ball is decreased.
- Large striking surface areas (e.g., large heads of paddles or racquets) make it easy to hit objects.
- Large target surface areas make it easy to hit the target.
- Maximize student-equipment ratio.
- Establish safe and efficient methods for distributing, holding, and gathering equipment.
- Use equitable strategies for group organization (e.g., grouping by shirt colour, numbering off, eye colour, birthday months).
- Establish rules for “entry activities,” depending on the setting, activity, and supervision, so that students can be active at the onset of the class, and establish rules for “exit routines” to ensure orderly dismissal and safe conduct in change rooms, where applicable.
- Make adjustments when teaching outdoors, considering safety factors related to the sun, wind, wet/icy surfaces, and noise. Position students so that the sun is not in their eyes and wind or other distractions are behind them.



Guidelines for GLO 2—Fitness Management

Description

As daily living becomes more sedentary, it is essential that *students demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being*. PE/HE should contribute to students’ developing a pattern of daily and/or regular participation in physical activities and an understanding of how to acquire/maintain optimal personal health and fitness. The ultimate goal is for each student to value physical activity as a key component of health and to manage his or her fitness through regular participation in physical activity.

Senior Years Implications

Senior Years programming emphasizes refining health- and skill-related fitness components through physical-activity participation. Students are encouraged to develop a personal fitness plan, design warm-up and cool-down routines, and analyze fitness-test results to develop and/or maintain their personal fitness. Students show a basic understanding of the health and fitness continuum, disease prevention, the body’s response to exercise, and the principles of fitness training.

Scope and Sequence

The Scope and Sequence Chart for *Fitness Management* (see page 63 of Framework Excerpts) shows that all strands and sub-strands are addressed and assessed at both Senior 1 and Senior 2.

Teaching Considerations

Current research (Corbin and Pangrazi; Graham; Rainey and Murray; Virgilio) indicates that fitness assessment or testing should focus on setting and achieving personal goals, developing fitness-management skills, and following a personal fitness plan. Programming needs to emphasize education, prevention, and intervention. Fitness assessment or testing is primarily used to establish personal goals and monitor individual progress rather than comparing results to others, as in norm-referenced testing.

Teachers are encouraged to choose a variety of appropriate tests or tasks to measure health-related fitness components (e.g., running for a specific distance, for a specific length of time, or at a certain pace for determining cardiovascular endurance). When administering fitness assessment tasks, the following strategies are appropriate:

- Focus on individual progress rather than on individual performance.
- Involve students in setting challenging and realistic goals.
- Give supportive feedback about progress towards reaching goals.
- Create a humanistic environment, keeping testing as private and confidential as possible (e.g., avoid announcing or posting fitness scores, provide choice and alternatives for each of the fitness components where necessary, respecting individual differences).
- Ensure that students are well prepared and informed prior to the assessment.
- Communicate fitness results or scores as information separate from the report-card mark.
- Provide students with strategies to improve and maintain fitness, as well as individual counselling/guidance as needed.

For more information, refer to *Guidelines for Fitness Assessment in Manitoba Schools* (Manitoba Education, Citizenship and Youth).

Implementation Guidelines

Consider the following guidelines when addressing Senior Years learning activities related to GLO 2—Fitness Management:

- Ensure that students are highly active for as many learning outcomes as possible. Choose activities that promote maximum participation for all students.
- Make assessment an ongoing process to help students understand, improve, and maintain personal physical fitness.
- Encourage students to understand how the body responds to exercise and how this can aid in disease prevention.

- Encourage students to take responsibility for their own personal fitness by providing them with opportunities to set realistic goals and by continually monitoring their progress. Physical fitness test results should be used as a tool to monitor individual progress (and not used for grading purposes).
- Involve parents/guardians/families and communities in promoting active healthy lifestyles for students by using authentic assessment strategies such as portfolio take-home tasks, activity logs, and personal fitness programs.
- Ensure that students receive proper instruction and supervision when using heart-rate monitors, to avoid confusion or frustration.



Guidelines for GLO 3—Safety

Description

The purpose of GLO 3—Safety is to have *students demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living*. This GLO addresses the health-risk area related to behaviours that result in intentional and unintentional injuries. Unintentional injuries are the leading cause of death among children and youth (refer to the Injury Section of Health Canada’s website: <http://www.hc-sc.gc.ca/pphb-dgsp/inf/injury-bles/>).

Senior Years Implications

Safety education is essential to helping students prevent injury, reduce risks, and avoid potentially dangerous situations related to participation in physical activity, as well as to promoting safety in the home, school, community, and environment. During the Senior Years, students are capable of assuming more personal responsibility and making their own decisions in daily routines. Safety education is a shared responsibility, and teachers are encouraged to involve the home and the community in the learning/teaching strategies.

Furthermore, since all physical activity involves an element of risk, teachers have the responsibility to minimize risks and hazards at all times. For more information, refer to the discussion of Safety and Liability in the Framework Overview (see page 14 of Framework Excerpts).

Scope and Sequence

Student learning outcomes for GLO 3—Safety are organized into two strands:

- Strand A: Physical Activity Risk Management
- Strand B: Safety of Self and Others

In Strand A, all the sub-strands appear in each grade, since safety must be reinforced for each physical activity in all classes throughout the year (refer to the Scope and Sequence Chart for *Safety*—found on page 87 of Framework Excerpts).

In Strand B, the compulsory illustrative examples (noted as i.e.) in the specific learning outcomes for the particular grades identify the safety topics that are to be addressed and assessed. While some topics are addressed each year (e.g., Prevention and Care of Injuries), the topics under Violence Prevention and Personal Safety are addressed only in Senior 1 (refer to the Scope and Sequence Chart for *Safety* on page 87 of Framework Excerpts).

Teaching Considerations

As Senior Years students seek independence and are able to take on more responsibility, safety practices should be emphasized and reinforced in collaboration with parents and families. Students apply goal-setting/planning skills and problem-solving skills for making healthy decisions with guidance from the teacher and/or home.

Policy and procedures related to dress, footwear, equipment, and changing into “gym clothes” for physical education are local decisions; however, for safety and liability reasons, use of safe and appropriate footwear and dress is expected throughout the grades. Note that wearing jewellery, drawstrings, scarves, dresses/skirts, belts, hard-soled shoes, and socks (without shoes) may cause injury and inhibit movement.

GLO 3 includes the sub-strand Personal Safety, which includes potentially sensitive content. For student learning outcomes related to Personal Safety, schools must seek parental involvement and provide a parental option prior to implementation. A review of current provincial child abuse policies, along with existing school/division policies and procedures, will prepare teachers to respond if students disclose personal information.

Implementation Guidelines

The following guidelines represent best practices when implementing learning activities related to safety.

Strand A: Physical Activity Risk Management

- Use the four criteria established by the Supreme Court of Canada to determine the necessary and appropriate standard of care within the context of physical education. (Refer to Safety and Liability in the Framework Overview—see page 14 of Framework Excerpts.)
- Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) and *YouthSafe Outdoors Manitoba* (Hanna and Hanna) for information related to equipment, facilities, supervision, teaching progressions, and risk management.
- Establish safety routines early in the year and reinforce them throughout the year (e.g., entering/exiting from the gymnasium, using change rooms, getting/holding/putting away equipment, storing valuables such as jewellery, taking washroom and water breaks).

- Establish safe playing rules related to indoor and outdoor facilities (e.g., remove any objects or furniture with sharp edges in the gymnasium that a student could run into; ensure adequate spacing between groups) and equipment (e.g., do not retrieve equipment that is not in a safe area, such as off the school grounds or in another student’s playing space, especially in activities using racquets or other striking implements).
- Establish safety rules for distributing equipment and organizing circuits/station activities (e.g., stagger starting points, have students move through the circuit in an orderly fashion, provide enough stations to keep everyone active, have students put back equipment after use).
- Keep informed of current safety and student medical information (e.g., contraindicated exercises, equipment and its use, allergies).
- Analyze the inherent level of risk related to each physical activity, based on factors such as skill level, previous experience, teacher expertise, weather conditions, available facilities, and available equipment.
- When supervising, establish a position (e.g., keep the back to the wall) that keeps students in the line of vision as much as possible.

Strand B: Safety of Self and Others

- Establish a safety code of conduct for the class and/or school to reinforce safe behaviours (e.g., walk in the hallways, demonstrate fair play in lunch-hour/intramural activities, get/stay away from bullying situations).
- Follow current school/division guidelines regarding factors such as depth and breadth of content, parental communication, and learning resources for implementing the student learning outcomes related to personal safety.
- Provide parents with information regarding learning activities related to safety education, where possible.
- Reinforce safety rules for protection at home (e.g., keep exterior doors locked) and for protection away from home (e.g., make sure someone always knows where you are).
- Reinforce rules for protection from sexual exploitation (e.g., what to do when encountering a sex-related Internet site).



Guidelines for GLO 4—Personal and Social Management

Description

In achieving GLO 4—Personal and Social Management, *students demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.* They develop the ability to understand, manage, and express the personal, social, and mental-emotional aspects of their lives.

Senior Years Implications

To meet the needs of Senior Years students, learning activities emphasize the building of five personal and social-management skills:

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

The focus of learning, teaching, and assessment is on helping students build a positive self-image, develop acceptance of self and others, and make health-enhancing decisions during their adolescent years.

Scope and Sequence

The Scope and Sequence Chart for *Personal and Social Management* (see page 115 of Framework Excerpts) identifies specific content areas or sub-strands addressed in Senior 1 and/or Senior 2.

Teaching Considerations

The personal and social management skills identified in GLO 4 are closely connected to the four foundation skill areas of literacy and communication, problem solving, human relations, and technology identified in *A Foundation for Excellence* (Manitoba Education and Training). These skills should be developed and/or reinforced in every class and are considered to be important work and life skills that students will use throughout their lives.

Teachers are encouraged to choose strategies that actively engage students in their learning. Many of these strategies are described in *Success for All Learners* (Manitoba Education and Training). Students will participate in learning experiences such as discussions, brainstorming, debates, role-playing, and information searches to help them solve problems in different case scenarios and to demonstrate the process for making informed and responsible decisions.

The content within some of the sub-strands/sub-themes in GLO 4 (e.g., Social Responsibility/appreciation of diversity, Feelings and Emotions/loss and grief) should be treated with sensitivity. Teachers are advised to choose learning resources carefully and to consult with school administrators before implementation.

Implementation Guidelines

The following guidelines represent best practices when implementing learning, teaching, and assessment strategies related to GLO 4—Personal and Social Management:

- Choose a decision-making/problem-solving process and encourage students to use and practise the steps in daily situations.
- Make curricular connections with other subject areas (e.g., English language arts, social studies).

- Change groups, squads, teams, and partner combinations regularly to promote inclusion and interpersonal skill development.
- Choose appropriate games and activities that promote sharing, cooperation, team building, and competing graciously.
- De-emphasize winning and losing in games and promote fair play.
- Be sensitive to family configurations, accidents or deaths involving family members, and home environments when addressing topics such as loss and grief, body image, body weight, and self-esteem.



Guidelines for GLO 5—Healthy Lifestyle Practices

Description

The essence of GLO 5—Healthy Lifestyle Practices is for *students to demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality*. This GLO addresses the five major health risks for children and youth (see the Introduction to this document).

Senior Years Implications

In GLO 5, the focus is on learning about the benefits and importance of healthy living and accessing information for making healthy decisions. GLOs 4 and 5 are closely interrelated. GLO 4 focuses on the development of personal and social management skills such as goal setting/planning and decision making/problem solving for making health-enhancing decisions, while GLO 5 provides the knowledge necessary for making informed decisions related to key health issues. Students will use and apply these personal and social management skills to develop personal plans related to personal health, active living, nutrition, substance use and abuse prevention, and human sexuality. Students are expected to show an understanding of the identified health risks, plan to practise the daily health habits, learn how to seek and ask for help, access information, make simple health choices and decisions, and avoid unsafe situations.

Scope and Sequence

As reflected in the Summary Chart and Scope and Sequence Chart for *Healthy Lifestyle Practices* (see pages 152 and 153 of Framework Excerpts), the strands Substance Use and Abuse Prevention and Human Sexuality are addressed in both Senior 1 and Senior 2. The strands Personal Health Practices, Active Living, and Nutrition are addressed only in Senior 2.

Teaching Considerations

For student learning outcomes related to the sub-strands Substance Use and Abuse Prevention and Human Sexuality, schools must seek parental involvement and provide a parental option prior to implementation. Teachers need to consult with the school principal and review school/division policies and procedures prior to planning and implementation. It is important for the school, home, and community to work together to ensure that students have the knowledge, skills, and attitudes to make informed and health-enhancing decisions.

This document recommends and promotes *Canada's Food Guide to Healthy Eating* (Health Canada) for use in Manitoba schools; however, this is not intended to suggest that it is the only guide that may be used or to undermine nutrition guides or approaches used in other cultures or specialized diets.

Implementation Guidelines

The following guidelines represent best practices when addressing learning activities related to GLO 5—Healthy Lifestyle Practices:

- Be sensitive to family configurations, gender identification issues, religious and moral beliefs, illnesses or deaths of family members/friends, and family living conditions.
- Provide parents with information regarding the learning activities where applicable.
- Be sensitive to body size, weight, restricted or specialized diets, and availability of or access to healthy foods when addressing healthy eating and body image.
- Follow current school/division guidelines regarding factors such as depth and breadth of content, parental communication, and learning resources for addressing the student learning outcomes related to substance use and abuse prevention and human sexuality.
- Present sexual health information in positive, accurate, and developmentally appropriate ways (e.g., make curricular connections with Senior 1 Science, Cluster 1—Reproduction, when students describe the structure and function of the male and female human reproductive systems).

Planning for PE/HE Programming

Because teaching situations vary (e.g., in relation to demographics, cultures, resources, teacher expertise, local priorities), planning is highly individual. This section provides suggestions to assist with planning for different purposes and is divided into four areas:

- Part A: Planning for Implementation
- Part B: Planning for Instruction
- Part C: Planning for Assessment
- Part D: Additional Planning

Part A: Planning for Implementation

The Framework requires schools/divisions to establish a planning process for implementing the combined PE/HE curriculum. The components related to planning for overall implementation are outlined in Appendix C of the Framework (page 205). Suggestions on planning for overall implementation are also provided in this implementation document to assist teachers, administrators, and school/division teams with the initial planning phase. (See Appendix B: Suggestions for Planning Overall Implementation in this document.)

Part B: Planning for Instruction

Planning for instruction involves general planning using the identified student learning outcomes, as well as planning for integration, planning for students with special needs, planning for potentially sensitive content, and yearly/unit/lesson planning.

Planning Considerations

The student learning outcomes are the starting point in planning for instruction. When using a learning-outcome approach in planning, consider the following key factors:

- Some learning outcomes are related primarily to *physical education* and are best addressed in a physical education setting (e.g., select and refine manipulation skills, respond and move to selected rhythms).
- Some learning outcomes are related primarily to *health education* and are best addressed in a classroom setting (e.g., identify potential career choices in health education, determine the nutritional value of a variety of foods).
- Some learning outcomes are *interrelated* and connect with both physical education and health education and can be addressed and/or reinforced in both the physical education setting and the classroom, depending on the context and content.
- Learning is *recursive* and many of the learning outcomes need to be addressed repeatedly (e.g., in every class, in every year, in alternate years).
- General and specific learning outcomes are *year-end* outcomes for students.
- Learning outcomes can be *clustered* or grouped, so that learning, teaching, and assessment strategies can address more than one learning outcome at a time (e.g., with the use of heart-rate monitors, students may demonstrate their knowledge and application of technology related to movement, general health, and fitness development).
- Learning outcomes for certain topics and grades facilitate *integration* with other subject areas (e.g., nutrition connects with science, decision-making and problem-solving processes connect with all subject areas).

- Some learning outcomes require *short-term* development and some require *long-term* development (e.g., explaining how to execute a tennis forehand stroke properly may require a little time but being able to perform the forehand stroke requires longer-term development).
- Learning outcomes vary in *complexity*, with some addressing only one skill or concept and others more than one skill or concept (e.g., learning outcomes related to manipulation skills involve seven skills, whereas a nutrition-related learning outcome requiring students to design a two-day menu is a more specific task).
- While learning outcomes are not defined for attitudes, *attitude indicators* are provided to describe the desired attitudes, values, and beliefs that students are expected to develop for leading active, healthy lifestyles. (The attitude indicator statements are outlined at the end of each GLO section of each grade.)

Planning for Integration

Effective learning in PE/HE does not happen in isolation. Senior Years students learn best by making connections within and among the different subject areas. The PE/HE curriculum facilitates making connections among the learning outcomes within the curriculum, as well as with other subject areas. Within the Framework, Appendix B: Curricular Connections (pages 201 and 202) shows examples of PE and HE content that could be connected or integrated with other subject areas to support a holistic and comprehensive teaching approach. Examples of GLO connections are also provided in this implementation document, where applicable.

Teachers are encouraged to use an integrated or thematic approach to support, augment, and enhance student learning where possible. The design and placement of learning outcomes for certain topics and in specific grades within the PE/HE curriculum facilitate integration with other subject areas. To assist with integration, refer to other departmental *Foundation for Implementation* documents, including the following:

- *Senior 1 English Language Arts: A Foundation for Implementation*
- *Senior 1 Mathematics: A Foundation for Implementation*
- *Senior 1 Science: A Foundation for Implementation*
- *Senior 2 Consumer Mathematics: A Foundation for Implementation*
- *Senior 2 English Language Arts: A Foundation for Implementation*
- *Senior 2 Science: A Foundation for Implementation*

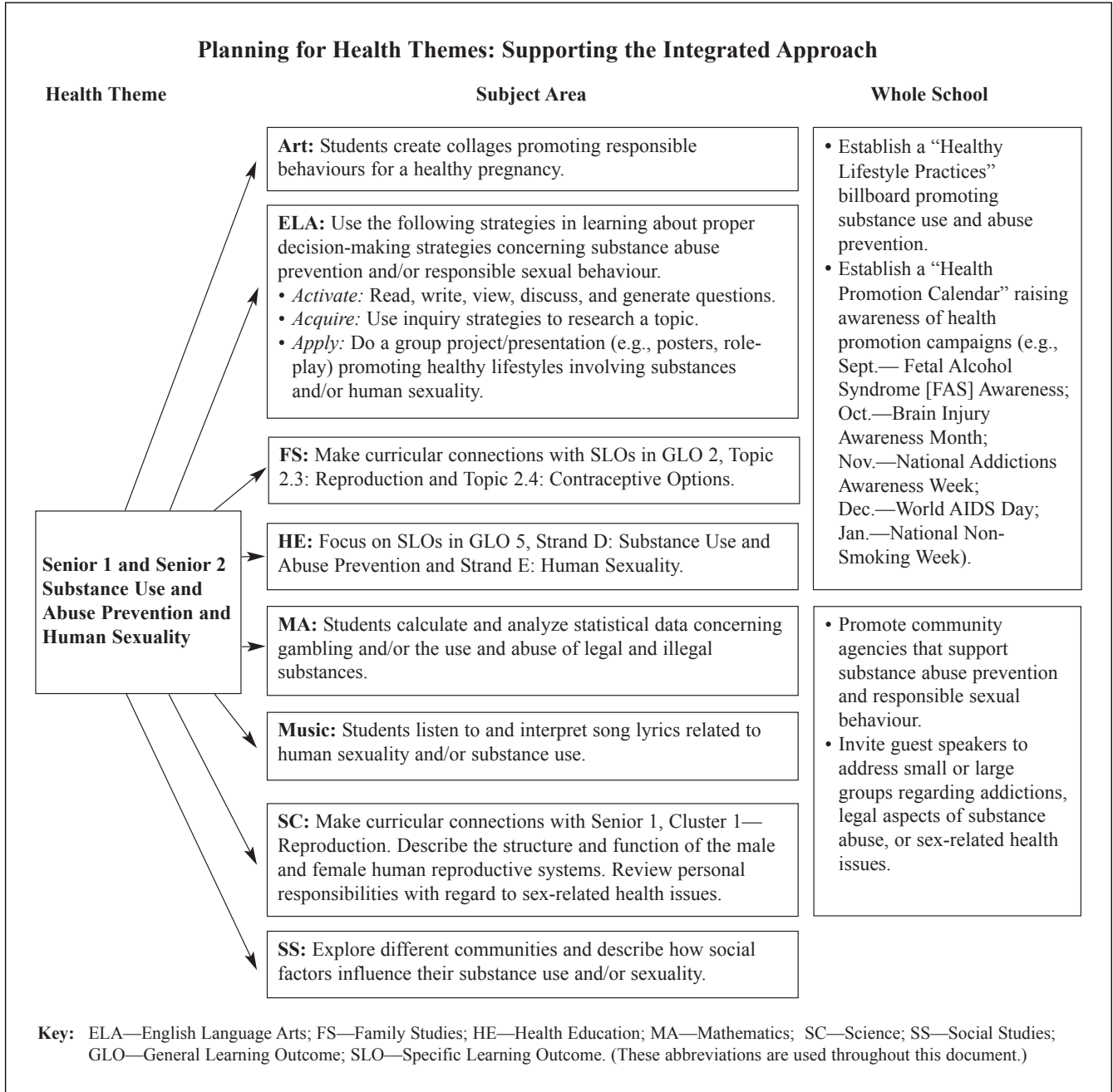
When integrating physical education into other subject areas, teachers are encouraged to choose physically active learning/teaching strategies to teach concepts and skills identified in other subject areas. An example follows:

Planning for PE Integration		
Concept/Skill	Subject Area	Learning/Teaching Strategy
Reading	English Language Arts	<ul style="list-style-type: none"> • Circuit stations using cueing cards or signage • Scavenger hunts searching for and reading symbols, terms, and/or information
Speaking	English Language Arts	<ul style="list-style-type: none"> • Peer and partner activities in which students help others with or teach others games or skills
Problem Solving	All Subject Areas	<ul style="list-style-type: none"> • Team-building challenges (e.g., group juggling)
Force and Motion	Science	<ul style="list-style-type: none"> • Applying laws related to force and motion related to human movement and sport skills
Other		

The following chart outlines the strands/sub-strands for each grade that relate specifically to health education to assist teachers in integrating topics or themes in other subject areas.

Planning for HE Integration		
Grade	Senior 1	Senior 2
GLO 3	Safety of Self and Others (including Violence Prevention and Personal Safety)	Safety of Self and Others
GLO 4	Personal Development	Personal Development
GLO 4	Social Development (including Conflict-Resolution Process and Avoidance and Refusal Strategies)	Social Development
GLO 4		Mental-Emotional Development (including Stress-Management Strategies)
GLO 5		Personal Health Practices (Illness/Disease Prevention)
GLO 5		Active Living
GLO 5		Nutrition
GLO 5	Substance Use and Abuse Prevention	Substance Use and Abuse Prevention
GLO 5	Human Sexuality	Human Sexuality

The following example of a planning chart connects a health theme (e.g., Substance Use and Abuse Prevention [Strand D] and Human Sexuality [Strand E]) and strategies within each of the subject areas to support an integrated approach to planning for instruction.



Planning for Students with Special Needs

Manitoba Education, Citizenship and Youth is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

PE/HE programming can contribute to the development of responsibility, citizenship, community, and personal fitness through physical activity participation. All students, including those with special needs, have opportunities to develop the knowledge, skills, and attitudes required for physically active and healthy lifestyles.

Inclusive PE/HE recognizes the inherent value of each student, the right to take risks and make mistakes, the need for independence and self-determination, and the right of choice. Inclusive PE/HE programming

- includes all students
- uses the provincial PE/HE curriculum as a base
- respects the learning needs and interests of individual students
- keeps students moving as much as possible, as sitting can result in behaviour problems
- involves planning and collaboration with others, including educational assistants
- provides a range of learning and assessment experiences and supports
- requires planning for the availability of equipment needed to adapt to the various activities and students
- considers the continuum of instructional supports for individualized programming
- personalizes learning activities as necessary
- sets realistic, yet challenging expectations
- makes rules simple and consequences immediate
- provides assistance only to the degree required
- respects and fosters a degree of risk and availability of choices, keeping in mind that students are often unwilling to take risks

For additional information on planning for inclusion, refer to Appendix C: Programming for Students with Special Needs.

Planning for Potentially Sensitive Content

In GLO 5—Healthy Lifestyle Practices, the strands Substance Use and Abuse Prevention and Human Sexuality include potentially sensitive content. As well, in GLO 3—Safety, the Personal Safety sub-strand addresses content related to sexual abuse and/or exploitation. Before implementing potentially sensitive content, schools/divisions are required to use a planning process that includes parental, family, and community involvement to determine

- breadth/depth treatment of content
- parental options
- scheduling of instruction
- parental communication
- teacher training and requirements
- staff requirements
- assessment and reporting procedures
- choice of learning resources

The Framework suggests a process to help schools/divisions in planning for implementation of potentially sensitive content (see page 205 of the Framework—Appendix C: School Division/District Planning Process for Implementation of the PE/HE Framework).

For student learning outcomes related to potentially sensitive issues, schools must seek parental involvement and provide a parental option prior to implementation. A parental option means that parents may choose either the school-based delivery or an alternative delivery for the strands Substance Use and Abuse Prevention and Human Sexuality, as well as for the Personal Safety sub-strand. Parents have the right to opt for alternative delivery (e.g., home, professional counselling) for their child when the content is in conflict with family, religious, and/or cultural values.

Some student learning outcomes have content that must be treated with sensitivity, including topics such as loss and grief, body image, body weight, fitness assessment, family structures, and cultural diversity. Teachers, in consultation with their administrators, are encouraged to review learning resources and choose learning experiences that are developmentally and culturally appropriate for students.

Fostering a Learning Environment for Potentially Sensitive Content

In teaching potentially sensitive content, it is essential to foster a safe and supportive learning environment that is inclusive, challenging, caring, engaging, and interactive, enabling students to feel comfortable sharing ideas and opinions and participating in activities and discussions. Establishing ground rules or classroom guidelines helps provide a safe and supportive environment and prevent uncomfortable or embarrassing situations for the teacher and/or students.

To make informed choices, students need current and accurate information and a wide range of learning resources. Not only do they need to access the information, but they also need to learn how to interpret and make responsible decisions about the appropriateness of this information. By learning how to evaluate multiple perspectives, form their own opinions, and clarify their individual values, students develop life skills that facilitate independence and encourage diversity.

Suggested guidelines for fostering a safe and supportive learning environment include the following:

- Provide a physical space that helps students feel comfortable and safe, and arrange seating to facilitate discussion.
- Ensure that resource information and help are made available or easily accessible to students, taking into account the need for different levels of confidentiality and/or anonymity.
- Help avoid difficult situations by having the class develop and post ground rules and reviewing them before each lesson begins. Refer to RM G–1: Guidelines for Mutual Understanding.
- Respect confidentiality except where it is required by law to disclose information (e.g., child abuse, protection issues, sexual abuse, dangerous situations).
- Be prepared for varied responses from students in reaction to sexual material (e.g., interest level, sarcasm, uncontrollable giggling, embarrassment, shyness, bragging, making fun of others).
- Be aware of the attitudes and behaviours characteristic of Senior 1 and Senior 2 students (e.g., interest in erotica, sexual innuendo, flirting, sexually explicit conversations, sexual jokes, affectionate and intimate interaction).
- Consult with parents, counsellors, and/or other professionals on staff if students display “warning behaviours” (e.g., sexual preoccupation/anxiety, interest in pornography, sexual aggression/obscenities, sexual graffiti, embarrassment of others with sexual gestures/references, violation of others’ body space, single occurrence of peeping or exposing with peers).
- Show an understanding for students who come from varied backgrounds (cultural, religious, moral) and sexual experiences (e.g., dealing with sexually transmitted infections, victims or offenders of sexual acts, teenage parents).

For more information and suggestions, see *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth).

Interactive Learning Strategies

Many of the activities suggested in this document are interactive and encourage students to collaborate with their peers, parents, caregivers, elders, and other adults in their community. Interaction with others allows students to clarify and explore their own ideas, expand on what they know, learn from others, challenge each other, and construct new meanings.

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

Simple strategies for talking to teenagers about sensitive content include the following:

- Educate teenagers about all options.
- Listen...really listen.
- Encourage students to talk about their concerns and to seek help.
- Be honest.
- Allow teenagers to research and present information when and where appropriate.

Question Box

Using a question box is an integral part of teaching potentially sensitive content. This strategy provides students with opportunities to ask anonymous questions in a safe environment. Other students in the class who have similar questions or comments also benefit from hearing the answers.

The question box can be useful for assessment purposes and provides the teacher with valuable feedback.

In using the question box, consider the following suggestions:

- Give all students a piece of paper at the end of each lesson. Have all students write a question/comment/suggestion related to the class to be addressed during the next class. Have students put their paper into a box (even if they do not have a question/comment/suggestion).
- Read and prepare responses to students' questions/comments/suggestions before the next class. One option is to transfer all the questions onto one sheet to be read during the next class. This ensures that all submissions are anonymous and kept confidential, and it allows the teacher time to prepare responses properly.
- If students ask personal questions about a topic, explain that their private lives are not to be discussed publicly. It is helpful to establish this rule in the classroom guidelines or ground rules.
- If students identify themselves in the questions submitted, be sensitive to the implications. Take care to discuss such a question with the individual in a confidential setting. If teachers feel uncomfortable with a subject or feel that a question is beyond their training, they need to contact an administrator, counsellor, or another person who can adequately discuss the topic/issue.
- In teaching potentially sensitive content, present information in a balanced manner from multiple perspectives, keeping personal values and beliefs separate from what is taught in a lesson.
- Refer students to their parents/guardians/caregivers for further discussion.

Due to the sensitive content discussed in class, it is possible that students may disclose personal information. It is suggested that teachers acknowledge what a student says and then speak to the student individually in a confidential setting. Some common indicators of abuse and neglect are outlined on the following page. Teachers should be aware of their local policy regarding child abuse and protection.

Common Indicators of Abuse and Neglect		
	Physical Indicators	Behavioural Indicators
Physical Abuse	Occurs when a person in a position of power or trust intentionally injures, harms or threatens to hurt a child or youth. May take the form of hitting, slapping, shaking, kicking, pulling hair, shoving, grabbing, hazing, or throwing objects at the child.	<ul style="list-style-type: none"> • Extreme or inappropriate fear responses • Cringes or flinches if touched unexpectedly • Sudden changes in behaviour • Is dressed inappropriately as a way of hiding bruises or injuries; is reluctant to change clothing
Emotional Abuse	Involves a chronic or persistent pattern of attack on a child's self-esteem. May take the form of name calling, ridiculing, putting down, threatening, terrorizing, intimidating, isolating, exploiting, "adultifying" or ignoring a child's needs.	<ul style="list-style-type: none"> • Chronic depression, anxiety, withdrawal • Sleep disorders • Poor self-esteem and self-image • Sliding school grades • Poor appetite
Sexual Abuse	Occurs when a child or youth is used for the sexual gratification of an adult or an older adolescent with or without the child's consent. It involves exposure of the child to sexual contact, activity or behaviour. Involves exposing the child to sexual acts or sexual contact, activity or behaviour, and may include invitation to touching, intercourse or other forms of exploitation such as juvenile prostitution or pornography.	<ul style="list-style-type: none"> • Unusual or excessive itching in the genital or anal area • Unusual injuries, redness, swelling or bleeding in genital, vaginal or anal areas • Torn, stained or bloodied underwear • Pregnancy or sexually transmitted disease • Chronic, excessive stomach aches • Difficulty walking, running or sitting
Child Neglect	Where the life, health, or emotional well being of the child is endangered by the neglect, refusal or inability of a parent or caregiver to provide the basic necessities of life. May take the form of inadequate supervision, inadequate or inappropriate equipment or clothing, lack of proper health and medical attention, or lack of a safe and secure environment.	<ul style="list-style-type: none"> • Unusual or excessive itching in the genital or anal area • Unusual injuries, redness, swelling or bleeding in genital, vaginal or anal areas • Torn, stained or bloodied underwear • Pregnancy or sexually transmitted disease • Chronic, excessive stomach aches • Difficulty walking, running or sitting
	<ul style="list-style-type: none"> • Various injuries over a period of time • Injuries do not match the explanation • Presence of several old or new injuries • Bedwetting and/or diarrhea • Which is non-medical in origin • Frequent complaints of headaches, nausea, abdominal pains 	<ul style="list-style-type: none"> • Communicates unusual sexual knowledge for age level • Replicates sexual behaviour at play with toys, self or others • Preoccupation with sexual subjects • Fear of locker room, washroom or "closed door" situations • Extreme reluctance to be touched • Eating disorders
	<ul style="list-style-type: none"> • Inappropriately dressed for season or weather • Poor hygiene • Overeats excessively or is unable to eat • Inadequate food and nutrition; constantly hungry; looks malnourished and has unattended health problems 	<ul style="list-style-type: none"> • Demanding and attention-seeking or very detached behaviour • Habitual begging or stealing • Displays severe developmental lags

Common Indicators of Abuse and Neglect: Reproduced, by permission of Manitoba Culture, Heritage and Tourism, from *You Can Help Stop Child Abuse and Neglect: Guidelines for Recreation and Sport Leaders, Instructors, Coaches and Volunteers*. Copyright © by Culture, Heritage and Tourism.

Yearly/Semester Planning

Teachers determine the organization, pace, and focus of curriculum instruction. Preparation involves long-term planning (yearly/semester), which includes evaluation and reporting procedures, and short-term planning (unit, lesson).

A yearly/semester plan outlines the learning activities through which a student can achieve the general and specific learning outcomes. Yearly/semester planning provides direction and learning targets; however, it also needs to be flexible, allowing for adjustments in response to student learning requirements and/or other curricular demands. The learning activities can be organized in a variety of ways (e.g., by general learning outcomes, physical activity categories, skill themes, strands, seasons) to ensure that all student learning outcomes are addressed within the year/semester.

In developing a yearly/semester plan, consider the following suggestions:

- Determine the number of classes for each group of students for the year/semester for physical education and/or health education based on days per cycle, week, month, and/or term, considering number of days for holidays, in-service sessions, or other commitments.
- Determine available resources (e.g., equipment, facilities in the school and community, teacher expertise, books, software, student materials, visual aids).
- Establish time blocks (number of classes) and schedule units/modules/themes for achieving the student learning outcomes for each grade with respect to reporting periods.
- Choose an organizer to ensure that all learning outcomes are addressed within the year/semester. (For examples, see Appendix D: Suggestions for Yearly/Semester Planning.)

Evaluation and reporting procedures are determined locally and are an important aspect of overall and yearly/semester planning. Plans include information about reporting periods, expectations, performance criteria, and a grading system or code that shows student progress and achievement in PE/HE.

In developing an evaluation/reporting plan for PE/HE, take into account the following considerations:

- Obtain information related to when reporting to parents occurs and what grading system or code the school uses.
- Develop personal timelines for preparing report-card information.
- Establish with other staff how PE/HE should be reported (e.g., procedures for sharing information where more than one teacher delivers and assesses the curriculum).
- Determine how this information will be communicated to students and parents on an ongoing basis.
- Determine components of the reporting system (e.g., knowledge, skills, and attitudes for each of the general learning outcomes).

Unit Planning

A unit plan combines various learning/teaching strategies to address one or more general or specific learning outcomes, strands, sub-strands, skills, themes, topics, or physical activity categories. A well-planned unit shows evidence of an integrated approach and curricular connections.

Consider the following suggestions for unit planning:

- Develop a plan with the end in mind (i.e., “How will we know whether the student has achieved the desired results?” “What evidence would clearly show that the student knows and is able to do what is required?”).
- Examine specific learning outcomes for each grade and choose groups of learning outcomes that connect and can be assessed in one or two culminating activities or performance tasks.
- Determine the overarching “essential questions” that capture the essence of what students will learn based on clusters of learning outcomes.
- Identify corresponding performance criteria, learning/teaching strategies, and helpful learning resources that support an integrated and comprehensive programming approach. (For samples organized by essential questions, see Appendix E: Unit Planner.)
- Choose learning/teaching strategies that are developmentally appropriate and promote active and interactive learning.
- Keep programming balanced by choosing a variety of learning activities (see Appendix A: Physical Activity Categories) and a variety of strategies for differentiating instruction.
- Identify ways to integrate with other subject areas and make curricular connections where possible.

Lesson Planning

In planning individual lessons (for a sample, see Appendix F: Lesson Planner), consider the following suggestions:

- Identify general and specific learning outcome(s) to be addressed.
- Identify student learning requirements.
- Choose learning/teaching strategies that require students to activate, acquire, and apply knowledge, skills, and attitudes.
- Assess the space/facility and equipment required for the lesson and check in advance for safety factors and adequate supplies.
- Plan class organization and formation changes so that transitions do not waste time.
- Establish key words or cues that contribute to the development of student understanding.
- Identify ways to make curricular connections across the general learning outcomes and with other subject areas.
- Identify assessment strategies and tools that will be used to determine the rate and extent of learning for each student.
- Include challenges, modifications, adaptations, or accommodations for students with special needs, talents, or skills.

Part C: Planning for Assessment

Assessment involves collecting information or data on student performance in relation to the learning outcomes to assist with future planning and communicating student progress and achievement. Teachers are encouraged to involve students in the process and ensure that they are familiar with the performance expectations and assessment criteria.

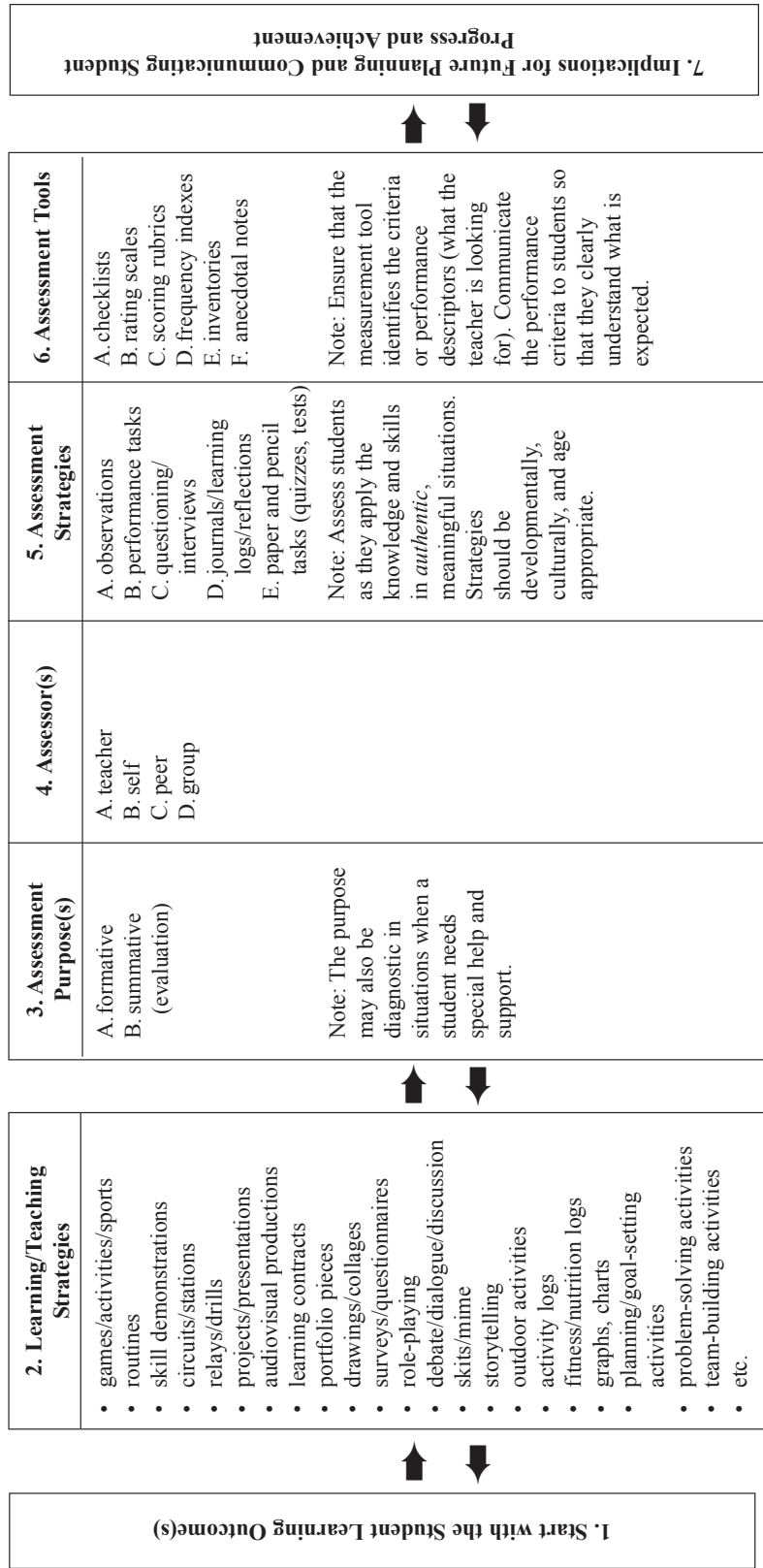
The following planning steps for designing or planning assessment strategies are outlined in the Framework (see the Framework, Appendix A: Assessment, Evaluation, and Reporting 195):

- Identify what the student should know, be able to do, and value (i.e., choose a specific learning outcome or a cluster of outcomes and/or attitude indicators to be assessed).
- Identify the expected performance or product and its elements (i.e., What are its key characteristics?).
- Identify the criteria/performance descriptors that will help determine how well the student has achieved the specific learning outcome(s) (i.e., How will you know the student has achieved the outcome?).
- Select an assessment method or tool for collecting information related to the specific learning outcome(s) (e.g., performance assessment task, authentic assessment, anecdotal records, checklists, rating scales, rubrics).
- Select a learning experience best suited to observe and measure achievement (e.g., game, learning log, portfolio, research project).
- Decide who will assess the performance (e.g., teacher, peer, student, others).
- Decide on implementation strategies, considering relevant factors (i.e., the time the learning activities take, class organization, documentation method).
- Decide how this information will be used (i.e., formative, summative, diagnostic) and who the target audience will be (e.g., student, teacher, parent, administrator, general public).

For additional information, refer to pages 195 to 199 of Appendix A in the Framework.

The following chart, Planning for Assessment of Learning Outcomes, reflects the planning steps above and outlines a process for planning for assessment starting with the learning outcome(s). This chart guided the development of the suggestions for assessment presented in this document to ensure that assessment is continuous, ongoing, meaningful, and fair. For more information and suggestions related to each column of the chart, see Appendix G: Information Related to Planning for Assessment of Learning Outcomes.

Planning for Assessment of Learning Outcomes



Assessment should be continuous, ongoing, meaningful, and fair.

The following information is identified for each suggestion for assessment in this document.

- Format: **Assessment Strategy: Title of Learning/Teaching Strategy**
 Assessor: Assessment Tool
- Example: **Performance Task: Resource Interview**
 Peer Assessment: Scoring Rubric

Part D: Additional Planning

The following are further suggestions for consideration in planning the implementation of physical education and/or health education (Tenoschok 32):

- Develop an *Emergency Plan* for situations such as a fire or an unexpected illness/accident involving self or others. Include information such as location of fire exits, class lists, class leaders' names, safety rules, class organization and management routines, lesson plans for a substitute for unexpected absence due to illness or an emergency.
- Establish a *Medical Procedure Plan* that includes a process for obtaining student medical information on an ongoing basis; procedures and alternative strategies for students that need to be excused from participating due to illness or injury; medical procedures to be used in case of an injury or accident.
- Develop *Alternative Lesson Plans* in situations when the weather may prevent the class from going outdoors or the gymnasium is used for another event.
- Develop with school staff an *Individual Education Plan* for students with special needs and make modifications, adaptations, and accommodations where necessary. (See Appendix C: Programming for Students with Special Needs.)
- Establish a *Safety Check Plan* for checking the facilities and equipment and determine procedures for making maintenance requests. (Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* [MPETA et al.])
- Establish an *Inventory Checklist* along with a *Purchasing Plan* for ordering equipment and supplies related to budgeting, prioritizing equipment needs and wants, and filling out purchase orders.
- Establish a *Storage Plan* for proper storage, care, and use of equipment, including signage where needed for outdoor users.
- Establish a *Code of Conduct* to promote safety in active play spaces at the school, including outdoor alternative teaching spaces.
- Develop with school staff a *Special Events Plan* for events (e.g., intramural activities or clubs, Olympic days, "Gym Blasts") that could be conducted during the year.
- Develop a *Checklist for Out-of-School Activities* (Hanna and Hanna), in accordance with school/division policies.
- Outline *Responsibilities of Substitutes*, in accordance with school/division policies.
- Determine ways to support physically active and healthy lifestyles for all students through a *School Health Promotion Plan* that promotes family and community involvement and provides health instruction, support services, and a safe environment.

Notes

Senior 1 and Senior 2

Suggestions for Instruction and Assessment



SENIOR 1 AND SENIOR 2: SUGGESTIONS FOR INSTRUCTION AND ASSESSMENT

Section Organization

The suggestions for instruction and assessment contained in this section of the document provide teachers with a foundation for implementing the Senior 1 and Senior 2 student learning outcomes identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*.

Student Learning Outcomes

This section of the Senior 1 and Senior 2 document is organized by grade. Each grade is further divided into the five general learning outcomes (GLOs):



- **GLO 1—Movement:** The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.



- **GLO 2—Fitness Management:** The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



- **GLO 3—Safety:** The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



- **GLO 4—Personal and Social Management:** The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



- **GLO 5—Healthy Lifestyle Practices:** The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

The specific learning outcomes (SLOs) are listed at the end of each GLO section for each grade. They also appear on the poster charts included with this document.

The Four-Column Format

A two-page, four-column format is used for each grade:

- Column one cites the specific learning outcomes that define what students are expected to achieve at the end of each grade. They include knowledge- and skill-related learning outcomes for each of the general learning outcomes.
- Column two contains suggestions for instruction directly related to the attainment of specific learning outcomes.
- Column three contains teacher notes that provide background information, planning tips, and/or resource suggestions.
- Column four contains suggestions for assessing specific learning outcomes.

The following pages provide further clarification on reading the four-column format and the specific learning outcomes.

Resources to Support Implementation

The Suggestions for Instruction and Assessment section is followed by Blackline Masters and Resource Masters:

- **Blackline Masters (BLMs)** are intended to support and enhance student learning and assessment.
- **Resource Masters (RMs)** are intended to provide teachers and/or students with additional information to support student achievement of learning outcomes.



The BLMs and RMs are presented in the following order: Senior 1 (S1), Senior 2 (S2), and General (G). The General BLMs and RMs are applicable to both Senior 1 and Senior 2.

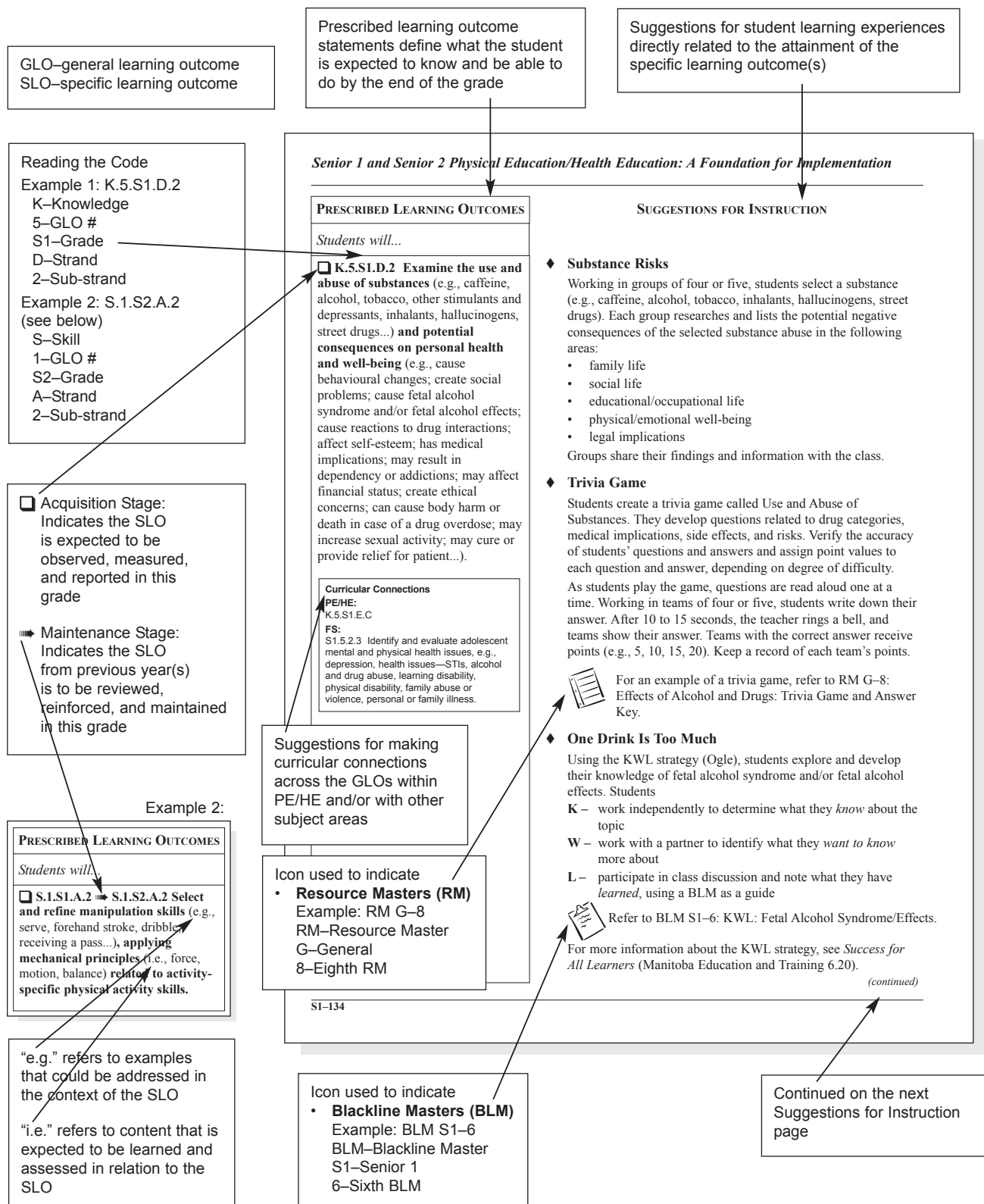
Resources to Support Integration

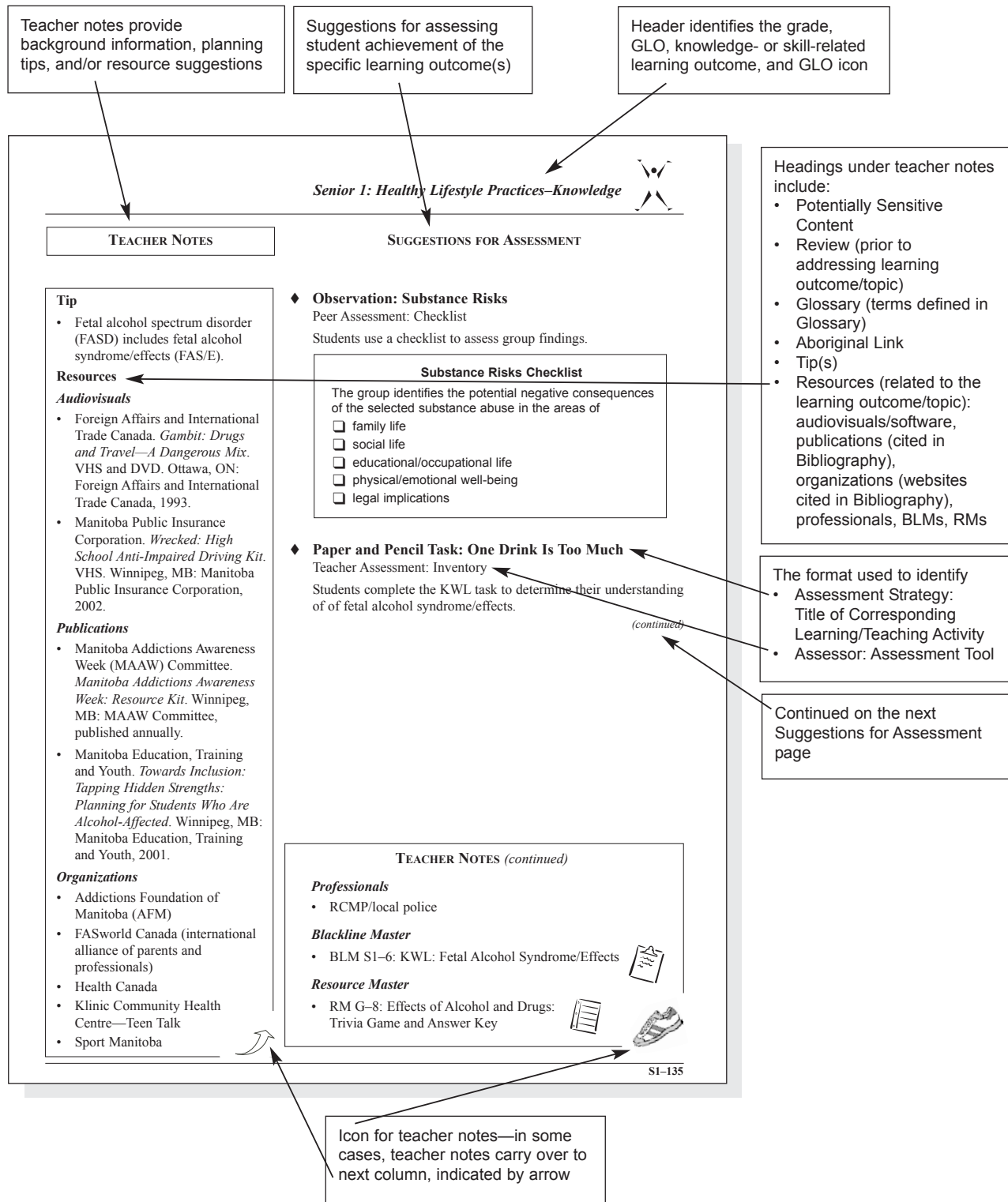
To facilitate curricular connections and integration and the application of content within a physical education/health education context, this document contains references to other departmental resources (cited in the Bibliography):

- *Aboriginal Peoples: Resources Pertaining to First Nations, Inuit, and Métis*
- *Conflict Resolution: Safe Schools: A Bibliography, October 2001*
- *Curricular Connections: Elements of Integration in the Classroom*
- *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*
- *A Foundation for Excellence*
- *Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation*
- *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*
- *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*
- *Human Sexuality and Sexual Orientation: A Bibliography, September 2002*

- *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*
- *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*
- *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*
- *Native Games: Teacher Handbook*
- *Native Studies: Senior Years (S1-S4): A Teacher's Resource Book*
- *Native Studies: Senior Years (S1-S4): A Teacher's Resource Book Framework*
- *Physical Education/Health Education Learning Resources: Kindergarten to Senior 2: Compilation of Annotated Bibliographies*
- *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents*
- *Senior 1 English Language Arts: A Foundation for Implementation*
- *Senior 1 Mathematics: A Foundation for Implementation*
- *Senior 1 Science: A Foundation for Implementation*
- *Senior 2 Consumer Mathematics: A Foundation for Implementation*
- *Senior 2 English Language Arts: A Foundation for Implementation*
- *Senior 2 Science: A Foundation for Implementation*
- *Substance Abuse Prevention: A Bibliography, May 2002*
- *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*
- *Technology As a Foundation Skill Area: A Journey toward Information Technology Literacy*
- *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*
- *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*

Guide to Reading the Four Columns





Notes



Senior 1

Physical Education/
Health Education



Senior 1

1. Movement

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



PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.S1.A.1 Identify similarities and/or differences between characteristics of basic movement skills (e.g., striking...) as applied to different physical activities (e.g., wrist action in the tennis forehand stroke as compared to a badminton underhand clear...).

Curricular Connections

PE/HE:
K.1.S1.B.1

SUGGESTIONS FOR INSTRUCTION

◆ **Basic Movement Skills Match-Up**

Students create a master list of all 14 basic movement skills. They match each skill with a physical activity in which the skill is used.

Examples:

- Jumping—long jump, team handball
- Striking—baseball, badminton

Basic Movement Skills		
Transport	Manipulation	Balance
<ul style="list-style-type: none"> • running • jumping • hopping • galloping • skipping 	<ul style="list-style-type: none"> • rolling • underhand throwing • overhand throwing • striking • kicking • catching • bouncing 	<ul style="list-style-type: none"> • static balance • dynamic balance

◆ **Compare and Contrast**

When introducing new sport skills, demonstrate and question students about the similarities and differences between the new skills and other related sport skills (e.g., striking skills used in badminton, tennis, squash) they have previously learned.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource

Publication

- The Winnipeg School Division. *North American Indigenous Games: Teacher’s Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.

◆ **Performance Task: Compare and Contrast**

Peer Assessment: Inventory

Working in pairs, students take turns demonstrating the similarities and differences between selected sport-specific movement skills.



PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.S1.B.1 Describe how movement skill patterns transfer from one activity to another (e.g., overhand throw and tennis serve...).

Curricular Connections

PE/HE:
K.1.S1.A.1

SUGGESTIONS FOR INSTRUCTION

◆ **Transferring Movement Skill Patterns**

Arrange students in small home groups, with a minimum of three in each group. Using the Jigsaw learning strategy, students discuss how movement skill patterns transfer from one activity to another.

- **Home group:** Each student within a group selects one of the following movement skill patterns (ensuring that all three are selected within the group):
 1. overhead throw in baseball
 2. underhand serve in volleyball
 3. jump steps in a layup shot in basketballEach student describes how his or her choice of skill might apply to all three activities.
- **Expert group:** Students who chose the same movement skill pattern form “expert” groups, synthesize individual group discussions, and create a master list of activities that use similar movement skill patterns.
- **Home group:** Students return to their original groups to share the master lists.



Refer to Jigsaw: A Cooperative Learning Strategy in RM G–2: Active Learning Strategies.

◆ **Selecting a Skill**

Divide the class into pairs. Each pair selects a movement skill pattern and teaches it to another pair, including information on how the selected movement skill pattern compares from one activity to another.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Post various movement skill patterns around the gym or classroom walls for student reference.

Resource

Resource Master

- RM G–2: Active Learning Strategies



◆ **Questioning/Discussion: Transferring Movement Skill Patterns**

Group Assessment: Inventory

Each group discusses how various movement skill patterns could be important in the workplace (e.g., lifting a heavy object, swinging a hammer).

◆ **Observation: Selecting a Skill**

Peer Assessment: Checklist

As pairs present the selected movement skill patterns to each other, students check whether the presenters

- explain and demonstrate movement skill patterns clearly
- demonstrate how movement skill patterns transfer from one activity to another

PRESCRIBED LEARNING OUTCOMES

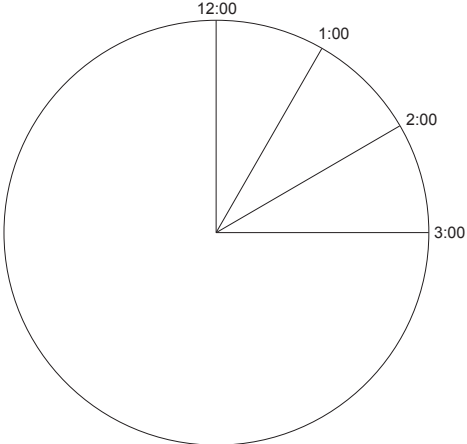
Students will...

K.1.S1.B.2 Describe biomechanical principles (i.e., force, motion) **related to projectiles and flight as applied in selected physical activity performance** (e.g., 20° take-off angle in running long jump, 40° release angle for shot put...).

SUGGESTIONS FOR INSTRUCTION

◆ **Drawing the Angle**

Students brainstorm to create a master list of physical activities that require the use of projectiles in executing a skill (e.g., a shot in shot put, the body in long jump). For each physical activity identified on the master list, students draw what they think would be the best release angle (trajectory), using the analogy of a clock (as shown below).



◆ **Analyzing the Angle**

Students place clock markings on a wall (as shown in the diagram above) and use them as a guide (targets) to show release angles for the standing shot put (use indoor shots or softballs). Students follow these steps to execute the task:

1. Stand three metres back from the wall where the clock target is marked. Hold softball in palm, fingers apart, about thigh level.
2. Establish an imaginary release angle between 1:00 and 2:00 o'clock (40° to 43° release angle).
3. Place softball at the neck under the jaw line.
4. Face in the direction of the put. Lean back slightly.
5. Place feet a little more than shoulder-width apart.
6. Release softball (shot).

Students execute the same task again but without leaning back, using a release angle of 15° to 20° (almost 3:00 o'clock).

Variation: With an overhead projector, display the clock diagram (cover whole wall). Students take turns throwing and observing their throws to analyze release angles and distances.



TEACHER NOTES

Alert

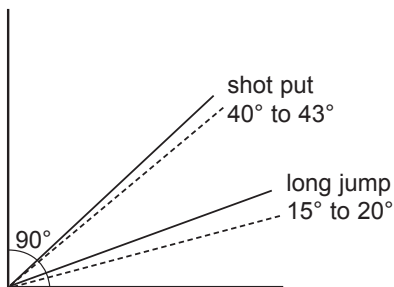
- Emphasize safety procedures for throwing implements such as the javelin, hammer, discus, and shot put.

Glossary

- force
- Newton’s laws of motion

Tip

- Explain degrees of angles.



Resource

Publication

- Manitoba Physical Education Teachers Association (MPETA), *et al. Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.



SUGGESTIONS FOR ASSESSMENT

◆ Journal/Reflection: All Activities

Teacher Assessment: Anecdotal Notes

Students respond to the following questions in their journals:

1. What does release angle have to do with force?
2. How is force transformed at the point of the take-off board in the running long jump?
3. What is meant by “more force plus more motion equals greater distance”?

◆ Questioning/Interview: Analyzing the Angle

Peer/Teacher Assessment: Inventory

Discuss why leaning back would create more force than standing straight, and why a 40° to 43° release angle (between 1:00 and 2:00 o’clock) would result in more distance than a 15° to 20° angle (between 2:00 and 3:00 o’clock).

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.1.S1.B.3 Analyze movement concepts related to game strategies in team activities (e.g., space awareness and relationships as applied to person-to-person defence or zone defence...).

SUGGESTIONS FOR INSTRUCTION

◆ **Analyzing Game Strategies**

Students analyze the movement concepts in relation to game strategies when participating in different team activities.

Basketball Example:

Students participate in a half-court game in which one team stays on defence for a specified time period, while the other team stays on offence. Blow a whistle at specific time intervals to signal the defensive team to change their system, switching back and forth between person-to-person and zone defence systems. Teams switch from offence to defence. Question students on the movement concepts related to this situation.

Volleyball Example:

Working in groups of three or four, students analyze a videotaped volleyball game to identify the team's defence movements in relation to the four attacks:

- from left side
- from right side
- from middle
- freeball

Students prepare a diagram showing the positions of all six players on defence for each of the four attacks (see Get Set illustrations on the next page). They discuss the following:

- Was there a “weak” area on the floor (a place not covered)?
- Were the players able to move quickly into a defensive position?
- Was one attack more successful than others against the defensive coverage?

Groups share their discussions with the class.

TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- movement relationships
- space awareness

Tips

- For information on movement concepts, refer to Basic Movement Skills Developmental Process in the Framework Excerpts at the back of this document.
- Explain the following concepts of movement in basketball:
 - person-to-person defence
 - zone defence
 - positioning
 - combination defence (e.g., box and one, 2-1-2)
- Explain the concept of players’ serving position numbers on the volleyball court.

◆ **Observation: Analyzing Game Strategies (Basketball Defence)**

Teacher Assessment: Checklist

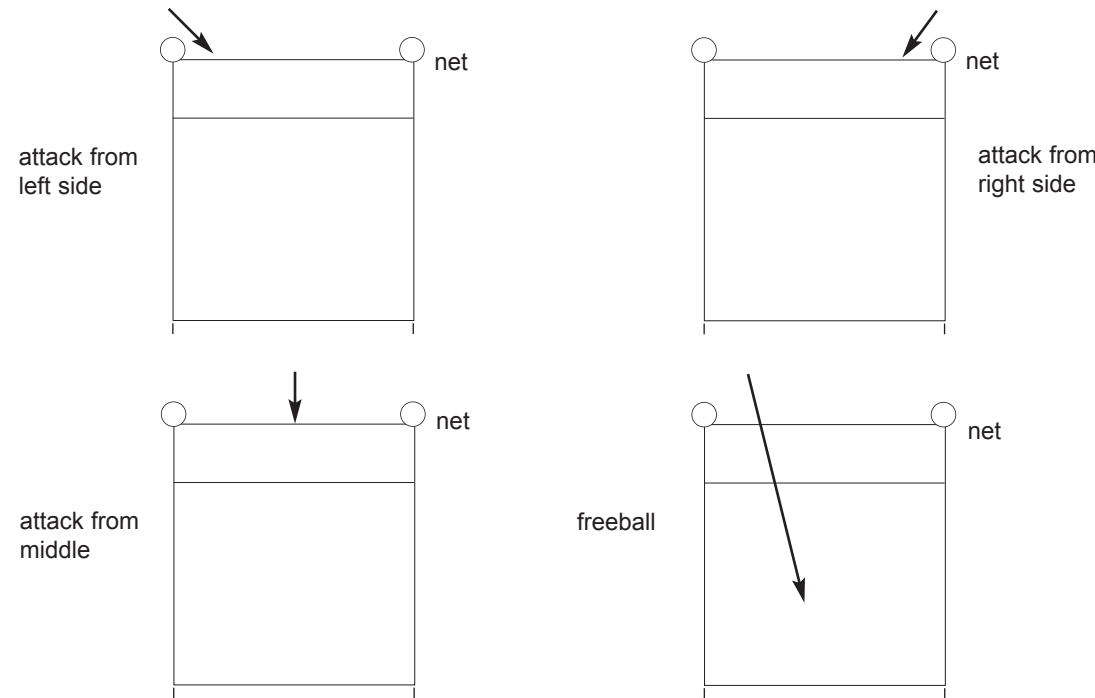
Observe the half-court basketball games to identify whether or not students are able to apply movement concepts (e.g., moving in relation to others, covering the space/court area effectively, responding to change of pace).

◆ **Questioning/Interview: Analyzing Game Strategies (Basketball Defence)**

Peer Assessment: Inventory

Each team analyzes its success in switching from person-to-person defence to zone defence, and assesses which defence worked best for them and why. Was it equally easy to stay between the opponent they were defending and the basket in both types of defence? Teams share their analyses with the class.

Get Set



The diagram illustrates four types of basketball attacks on a court. Each diagram shows a rectangular court with a horizontal line representing the net. The net is labeled 'net' on the right side. Arrows indicate the direction of the attack:

- attack from left side:** An arrow points from the top-left corner towards the net.
- attack from right side:** An arrow points from the top-right corner towards the net.
- attack from middle:** An arrow points from the top-center towards the net.
- freeball:** An arrow points from the top-left area towards the center of the court.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.1.S1.C.1 Demonstrate an understanding of the rules (e.g., lost serve for serving faults in volleyball...) and etiquette (e.g., no noise during a foul shot in basketball or while a golfer is teeing off, shaking hands...) associated with selected sports and games.

SUGGESTIONS FOR INSTRUCTION

◆ **Review of Rules and Etiquette**

Post a list of all the sports and games the class has participated in or will participate in during their current school term/year.

Arrange students in groups of two or three and have each group

- select a sport or game from the posted list (ensuring that all activities are selected)
- research the rules and etiquette for the chosen sport or game
- present the findings to the class
- prepare six activity-related questions at the end of each presentation (to be used for future assessment)

Sample Questions: Badminton

True or False

- ___ 1. A point may be scored only when serving.
- ___ 2. A player may not touch the net with the racquet or any part of his or her body while the shuttle is in play.
- ___ 3. A shuttle that lands on the line is “good.”
- ___ 4. Before service is made, the serving team calls out the score.
- ___ 5. If a server, in attempting to serve, misses the shuttle entirely, the serve is lost.
- ___ 6. A server may not take a step when serving.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review the importance of fair play and etiquette (e.g., shaking hands with opponents after a game).

Resource

Resource Master

- RM G–2: Active Learning Strategies



◆ **Questioning/Interview: Review of Rules and Etiquette**

Teacher/Peer Assessment: Inventory

Create a questionnaire using the questions that students provide at the end of each presentation. Have students answer the questions using active learning strategies (e.g., People Search, Rotating Reel). Post an answer key.



Refer to RM G–2: Active Learning Strategies.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION			
<i>Students will...</i>				
<p><input type="checkbox"/> K.1.S1.C.2 Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball...).</p>	<p>◆ Term Connection</p> <p>Arrange students in small groups and assign each group a team activity or sport. Groups list the terminology associated with the assigned activity or sport and explain the terms to the class, using demonstrations if appropriate. (See Sport Terminology list below as an example.) Each group selects four terms from their team activity or sport for a match-up quiz.</p>			
<div data-bbox="123 579 357 604" style="border: 1px solid black; padding: 2px;">Curricular Connections</div> <div data-bbox="123 611 228 659" style="border: 1px solid black; padding: 2px;"> PE/HE: K.1.S2.C.1 </div>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="vertical-align: top; width: 33%; padding-right: 10px;"> <p>Basketball</p> <ul style="list-style-type: none"> • backdoor • blocking out/boxing out • charging • cut • denial defence • dribble • drive • fake/feint • forward • free throw • give and go • guard • held ball • inside player (centre, post, pivot) • outlet pass • personal foul • pick • pivot • posting up • rebound • screen • switching • technical foul • throw-in • travelling • violation <p>Field Hockey</p> <ul style="list-style-type: none"> • bully • dodge • dribble • drive • fielding • flick • free hit • obstruction • offside • penalty corner • penalty stroke </td> <td style="vertical-align: top; width: 33%; padding-right: 10px;"> <p>Sport Terminology</p> <ul style="list-style-type: none"> • push pass • push-in • scoop • stick side • sticks • striking circle <p>Football (Touch/Flag)</p> <ul style="list-style-type: none"> • block • bootleg play • clipping • fair catch • handoff • lateral pass • line of scrimmage • offside • screen pass • shotgun formation • shovel pass <p>Soccer</p> <ul style="list-style-type: none"> • chip • clear • corner kick • cross • dribble • drop ball • goal area • heading • kickoff • obstruction • penalty area • penalty kick • throw-in <p>Softball</p> <ul style="list-style-type: none"> • batting average • cleanup hitter/designated hitter • count • double play • error • forceout </td> <td style="vertical-align: top; width: 33%;"> <ul style="list-style-type: none"> • grand slam • hit • infield fly • on-deck circle • overthrow • put-out • sacrifice bunt • sacrifice fly • switch hitter • wild pitch <p>Team Handball</p> <ul style="list-style-type: none"> • corner throw • free-throw line • goal area • goal line • goalkeeper • penalty throw • throw-in <p>Ultimate</p> <ul style="list-style-type: none"> • pull • sidearm • skip • throw-in <p>Volleyball</p> <ul style="list-style-type: none"> • block • bump pass/forearm pass • carried ball • dig pass • down ball • free ball • kill • libero • overhand pass • rotation • serve • set • setter • spike </td> </tr> </table>	<p>Basketball</p> <ul style="list-style-type: none"> • backdoor • blocking out/boxing out • charging • cut • denial defence • dribble • drive • fake/feint • forward • free throw • give and go • guard • held ball • inside player (centre, post, pivot) • outlet pass • personal foul • pick • pivot • posting up • rebound • screen • switching • technical foul • throw-in • travelling • violation <p>Field Hockey</p> <ul style="list-style-type: none"> • bully • dodge • dribble • drive • fielding • flick • free hit • obstruction • offside • penalty corner • penalty stroke 	<p>Sport Terminology</p> <ul style="list-style-type: none"> • push pass • push-in • scoop • stick side • sticks • striking circle <p>Football (Touch/Flag)</p> <ul style="list-style-type: none"> • block • bootleg play • clipping • fair catch • handoff • lateral pass • line of scrimmage • offside • screen pass • shotgun formation • shovel pass <p>Soccer</p> <ul style="list-style-type: none"> • chip • clear • corner kick • cross • dribble • drop ball • goal area • heading • kickoff • obstruction • penalty area • penalty kick • throw-in <p>Softball</p> <ul style="list-style-type: none"> • batting average • cleanup hitter/designated hitter • count • double play • error • forceout 	<ul style="list-style-type: none"> • grand slam • hit • infield fly • on-deck circle • overthrow • put-out • sacrifice bunt • sacrifice fly • switch hitter • wild pitch <p>Team Handball</p> <ul style="list-style-type: none"> • corner throw • free-throw line • goal area • goal line • goalkeeper • penalty throw • throw-in <p>Ultimate</p> <ul style="list-style-type: none"> • pull • sidearm • skip • throw-in <p>Volleyball</p> <ul style="list-style-type: none"> • block • bump pass/forearm pass • carried ball • dig pass • down ball • free ball • kill • libero • overhand pass • rotation • serve • set • setter • spike
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	<i>(continued)</i>			



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource

Resource Master

- RM G–2: Active Learning Strategies



◆ **Paper and Pencil Task: Term Connection**

Peer/Teacher Assessment: Inventory

Students complete a match-up quiz such as the following.

Term Connection Match-Up		
Team Activity/Sport	#	Terminology
Basketball		1. in-turn 2. dribble 3. double dribble
Curling		4. house 5. ace
Field Hockey		6. double play 7. throw-in
Football		8. out-turn 9. travelling 10. take-out
Soccer		11. draw 12. block
Softball		13. spike 14. huddle 15. bully
Team Handball		16. pick 17. screen
Ultimate		18. jump shot 19. pull 20. infield fly
Volleyball		21. switch hitter 22. flick

Note: Terms can be used more than once.

Term Connection Match-Up (Answer Key)	
Team Activity/Sport	#
Basketball	2, 3, 9, 16, 17, 18
Curling	1, 4, 8, 10, 11
Field Hockey	2, 15, 22
Football	12, 14, 17
Soccer	2, 7
Softball	6, 20, 21
Team Handball	3, 7, 9, 16, 17
Ultimate	19
Volleyball	5, 12, 13



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.1.S1.C.2 <i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Catch the Clue**

Arrange students in groups of three or four. Provide each group with an index card and have students record six statements or clues applicable to a team activity or sport of their choice. Groups read their clues to the class, pausing after each clue, and the class tries to identify the team activity or sport with as few clues as possible.

Examples of Index Card: Curling	
Clue Statements	Point Values
• played on ice	30 points
• four players to a team	25 points
• can often hear, "Hurry, hard!"	20 points
• wrist action: in-turn and out-turn	15 points
• has a "house" that you can sweep in	10 points
• rocks are made of granite	5 points

◆ **Terminology Run**

Split the class into two groups of equal size. Post the names of various sports (e.g., volleyball, basketball, tennis, soccer, rugby, golf) on the gym walls. Prepare two packages of index cards, each package consisting of the same number of cards but having different colours. Print a different sport term on each card.

Provide each group with a package of index cards. When the teacher says "Go!" one person in each group turns over the first card and reads the term to another group member, who runs and finds the appropriate team activity or sport on the gym wall and places the card there. As soon as the first runner has returned, the next card is turned over and the process continues (similar to a Scavenger Hunt). Groups are challenged to identify all their cards in the correct categories within a certain time limit.



Refer to the Scavenger Hunt strategy in RM G-2: Active Learning Strategies.

TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.1.S1.C.3 Describe the basic strategies employed in specific games and sports, including individual and team activities (e.g., pacing in running, varying placement of service...).

SUGGESTIONS FOR INSTRUCTION

◆ **Court Coverage**

As students are playing a net or wall game, have them determine

- the areas on the court that are most difficult to cover during service reception
- the areas on the court that are most difficult to cover during a rally

Volleyball Example:

On a volleyball court, place mats marking the position each opponent would occupy during service reception. Have students practise serving to the open spaces.

Discuss with students the importance of

- looking for open spaces on the court (e.g., the best place to serve to)
- determining the relationship among players on the opposing team (e.g., position of setter in relation to best hitter)

Badminton Example:

Arrange students in groups of four, two assuming the position of players and two assuming the position of coaches. The two players participate in a singles half-court game, while their coaches assess the strategies used. Students reverse roles. The coaches use a rating scale to assess the players, and discuss how other strategies might be adopted to improve the game.

◆ **Pacing Relay**

Arrange students in running teams of four or five and assign each team member a number. Student A leads his or her team in running single file for one lap of the track. At the end of the lap, student A goes to the end of the line, and student B leads the team for the next lap, and so on, until each member has had a chance to lead. Leaders set the pace, and all other team members stay in their position behind the leader.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Monitor pace by using heart-rate monitors, timing distance, and self-knowledge (previous experience).
- In a race, slowing down or speeding up the pace is a strategic way to control the race to a team’s best advantage.

Resource

Publication

- Doolittle, Sarah, and Tom Fay. *Authentic Assessment of Physical Activity for High School Students*. Reston, VA: National Association for Sport and Physical Education Publications, 2002.



◆ **Performance/Observation: Court Coverage—Badminton Example**

Peer Assessment: Rating Scale

Student coaches use the following rating scale to assess their partners’ strategy in the selected sport.

Badminton Court Coverage Rating Scale				
Rate the player’s use of the following strategies in a given game or sport.	Rating Scale:			
	4 – Consistently 3 – Often 2 – Occasionally 1 – Rarely			
The player	Rating			
	4	3	2	1
• hits to the open space in the opponent’s court				
• moves back to home-base position after executing a stroke				
• pushes the opponent back into the court by sending the shuttle deep				
• varies strokes effectively				
• varies the placement of serves and hits so that the opponent doesn’t know what to expect				

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.1.S1.C.4 Identify the impact on youth of unethical issues (e.g., use of performance-enhancing substances, involvement of gambling in sports, female/male-only sports teams...) in sport as represented in the media</p>	<p>◆ Ethics in Sport</p> <p>Students research the news media (e.g., television, newspapers, magazines) for stories related to ethics in sport (e.g., use of performance-enhancing substances, involvement in gambling). They share with the class examples of how the news media deal with various ethical issues related to sport. Encourage class discussion.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Address this learning outcome when addressing substance use and abuse related to learning outcomes in GLO 5.

Resources

Publication

- Manitoba Addictions Awareness Week (MAAW) Committee. *Drugs and Sport*. Winnipeg, MB: MAAW Committee, published annually.

Organizations

- Canadian Centre for Ethics in Sport
- Olympic Movement
- Sport Medicine Council of Manitoba



◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students formulate questions in their journals related to ethics in sport and how these issues affect today’s youth.

Examples:

1. Why do the news media give extensive coverage for athletes who have been found using (or are rumoured to have been found using) performance-enhancing drugs?
2. Do the news media blow issues out of proportion to sell newspapers?

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> S.1.S1.A.1 Select and refine transport skills, applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.

SUGGESTIONS FOR INSTRUCTION

◆ **Refining Transport Skills**

Students participate in various physical activities to refine their transport skills, applying biomechanical principles.

Lacrosse Example:

To refine the transport skills of moving an object toward the goal while avoiding the defence of the opposing team, students perform the following task in pairs:

- One student moves through a series of pylons (which represent opposition defenders) while protecting a lacrosse stick and a ball from the opposition. After passing the last pylon, the student shoots at the goal.
- The other student assesses the partner’s performance, using a rating scale.

Students switch roles after the task has been performed five times.

Softball Example:

To practise the transport skill of running backwards and sideways, students form groups of three (each with a tosser, a catcher, and an assessor), and perform the following task:

- The tosser tosses the ball to the catcher.
- The catcher reacts to the toss by moving toward the ball, catching it, and throwing it back to the tosser.
- The assessor assesses the catcher moving to the ball, using a frequency index.

Students rotate positions after they have completed the task five times.

Variation: Students practise the same task but use a baseball and roll it along the ground (grounders).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- balance
- force
- Newton’s laws of motion

Tips

- Ensure that students understand the importance of various biomechanical principles related to the selected skills (particularly those involving weight transfer, rotation, and centre of gravity).
- Use other sequences that stress transport skills.

Examples:

- Badminton: move from serve position to ready position, play shuttlecock, and return to ready position
- Shot put: glide-step, step-and-throw

Resource

Publication

- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.



◆ **Performance Task: Refining Transport Skills**

Peer Assessment: Rating Scale

Partners assess each other’s ability to select and refine a skill using a rating scale.

Lacrosse Rating Scale				
Rate the player’s ability to select and refine a transport skill.	Rating Scale:			
	4 – Consistently 3 – Usually 2 – Sometimes 1 – Rarely			
The player	Rating			
	4	3	2	1
• effectively transfers weight from side to side while zigzagging through pylons				
• protects the ball from defence by effectively changing stick from hand to hand				
• has strong body control when shooting at the goal				

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.S1.A.2 Select and refine manipulation skills (e.g., serve, forehand stroke, dribble, receiving a pass...), applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Refining Manipulation Skills**

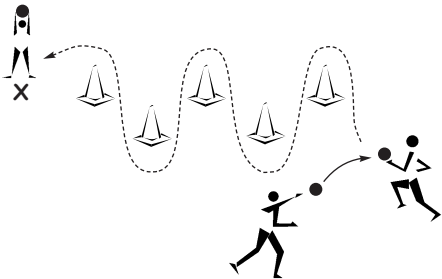
Students participate in different physical activities to refine their manipulation skills, applying biomechanical principles.

Basketball Example:

Arrange students in pairs to perform the following task:

- One player tosses the ball to the partner.
- The partner receives the pass, dribbles around cones, and stops at X to perform a jump shot.
- The tosser assesses the partner, using a checklist.

After performing the task five times, the partners reverse roles.

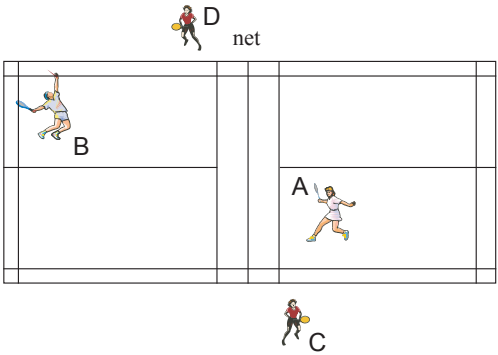


Badminton Example:

Arrange students in groups of four and set them up on a badminton court (as shown in the diagram below), with two players (A and B) and two assessors (C and D) performing the following tasks:

- Player A serves to Player B.
- Player B receives the serves and then performs overhead clears back toward Player A.
- Assessor C assesses Player A.
- Assessor D assesses Player B.

Players continue doing overhead clears for a maximum of five rallies. They then reverse roles and repeat the task. The sequence is repeated three or four times.





TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Performance Task: Refining Manipulation Skills**

Peer Assessment: Checklist/Rating Scale

Basketball Example:

Working in pairs, students take turns assessing each other’s ability to select and refine specific manipulation skills, using a checklist.

Basketball Checklist					
Skill	Trial				
	1	2	3	4	5
The player					
<ul style="list-style-type: none"> moves into ready position to receive ball and prepares to play the ball 					
<ul style="list-style-type: none"> effectively dribbles ball while transferring weight from side to side around the pylons 					
<ul style="list-style-type: none"> uses sequential body-part movement to build force for the jump shot 					
<ul style="list-style-type: none"> has strong body control when jumping 					

Badminton Example:

Working in groups of four, students take turns assessing each other’s ability to select and refine specific manipulation skills, using a rating scale.

Badminton Rating Scale			
Criteria	3 Always	2 Sometimes	1 Rarely
Server			
<ul style="list-style-type: none"> keeps racquet head below waist on contact 			
<ul style="list-style-type: none"> releases shuttle before contact with racquet 			
<ul style="list-style-type: none"> transfers weight from rear foot to front foot on contact 			
Receiver			
<ul style="list-style-type: none"> is in ready position to receive shuttle and prepares to play 			
Player Performing Overhead Clear			
<ul style="list-style-type: none"> moves into “backscratch” position with racquet 			
<ul style="list-style-type: none"> focuses eyes on shuttle 			
<ul style="list-style-type: none"> points non-racquet arm up toward shuttle for balance 			
<ul style="list-style-type: none"> transfers weight from rear foot to front foot on contact 			
<ul style="list-style-type: none"> executes follow-through correctly 			
<ul style="list-style-type: none"> moves back to ready position immediately 			

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.S1.A.3 Select and refine balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., force, motion, balance), using a variety of equipment (e.g., skates, skis, boards, stilts, pogo sticks...) related to activity-specific physical activity skills.</p>
<p>Curricular Connections PE/HE: S.1.S2.A.3</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Balancing Acts**

Students refine static and dynamic balance abilities using different objects (e.g., stilts, balance boards).

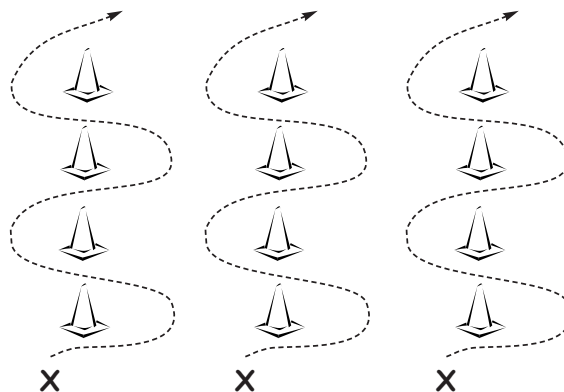
Walking on Stilts Example:

Students practise walking on stilts with a spotter at the side for assistance. To help ensure success, students

- wrap arms through and around stilts and grip them properly from behind
- place balls of feet (not toes or heels) on the platforms
- maintain centre of gravity
- keep stilts close to sides of body
- move one side of body as a unit, and then the other

◆ **Dynamic Balance on Skates**

Set up an obstacle course using pylons. As a way of refining dynamic balance (and speed), students skate (using ice skates or in-line skates) around the pylons either individually or in groups (relay-style) as a timed task.



Variation: Use snowshoes, cross-country skis, or scooter boards.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- balance (static and dynamic)
- force
- Newton’s laws of motion

Resource

Publication

- Manitoba Physical Education Teachers Association (MPETA), *et al. Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000. (See page 46, in-line skating; page 67, ice skating; page 65, scooter boarding.)



◆ **Performance Task: Balancing Acts**

Peer Assessment: Scoring Rubric

Walking on Stilts Example:

Position five cones one metre apart from each other in a straight line and have students walk through the course on stilts. The more cones students reach, the more points they accumulate (e.g., a student who reaches three cones earns three points).

Once students can walk forward on stilts to cone five, they add the skill of walking backward on the stilts.

◆ **Dynamic Balance on Skates**

Self-Assessment: Checklist

After completing the skating task, students assess their performance using the following checklist.

Balance on Skates Checklist			
Skill	Yes	No	Comment
In the skating task, I			
• maintained balance (no falls)			
• lowered my centre of gravity around pylons			
• provided push-off force to gain speed throughout the course			
• used my arms for balance			
• completed turns with minimal excess space between myself and pylons			

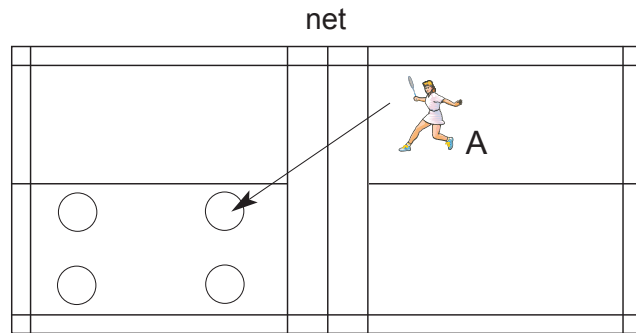
PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.S1.B.1 Apply and adapt activity-specific movement skills (e.g., serving...) in physical activities, including individual/dual games/sports (e.g., badminton, tennis...).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Hitting a Stable Target**

Badminton Example:

To promote success for all students, challenge students to set up badminton serving target areas and practise serving. For example, divide the court into four large quadrants, then reduce the target area by placing four mats in the quadrants, then use four large hoops, four smaller hoops, four containers, and so on. The hoops will serve as targets. (See hoop diagram below.)



Arrange students in groups of three (one server, one retriever, one observer). Give each group 12 shuttlecocks. The server executes two short or two high, deep serves toward the hoops (one serve toward each hoop). Students switch roles and continue until each group has had a chance to make 12 serves.

Variation: For tennis, serve toward cones or mats.

◆ **Hitting a Moving Target**

Fencing Example:

Suspend a beanbag by a piece of rope from a door frame or basketball hoop so that it is about chest high. Arrange students in pairs and have them lunge five times from a ready position at the moving beanbag. Students take turns as fencer and observer.

Variation: Change the size of the target to challenge different skill levels.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources**Publication**

- Manitoba Physical Education Teachers Association (MPETA), *et al. Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000. (See page 28, fencing.)

Organization

- Sport Manitoba—Manitoba Fencing Association

◆ **Performance Task: Hitting a Stable Target**

Teacher/Peer Assessment: Checklist/Frequency Index

Badminton Example:

The teacher or peers assess the badminton serves using the following criteria checklist.

Badminton: Serving Checklist**Ready Position for Service**

- correct grip on racquet
- proper stance
- weight on back foot
- racquet head back, wrist cocked
- correct court position

Serve

- weight transfer to front foot
- racquet moves forward
- contact point (sweet spot) correct
- appropriate arm action (long versus short)
- complete follow-through

Total number that hit targets: ____ /12

◆ **Performance Task: Hitting a Moving Target**

Teacher/Peer Assessment: Checklist/Frequency Index

Fencing Example:

Use the following criteria checklist to assess fencing task.

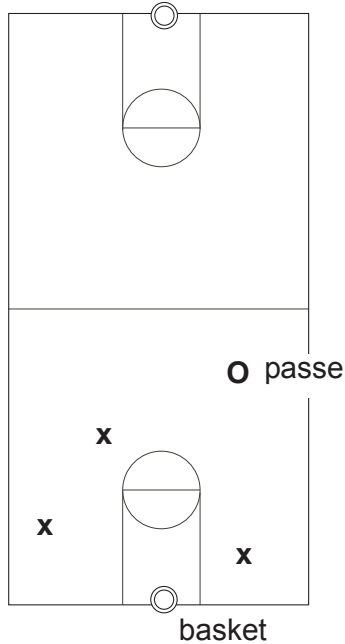
Fencing: Lunging Checklist**Ready Position: En guard**

- correct grip on foil
- mask on
- proper stance
- weight distributed equally, knees bent
- elbow (of hand with foil) bent, slightly lower than shoulder height
- tip of foil pointed straight ahead
- head forward, looking at target
- back hand/arm held up (comfortable position)

Lunge

- hand with foil extended
- 90° bend in knee
- pushed back with back leg, back leg straightened
- back hand extended down toward back leg
- body stretched forward

Total number that hit moving targets: ____ /5

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.S1.B.2 Apply and adapt activity-specific movement skills (e.g., sending a pass, receiving a pass...) in physical activities, including group/team-type activities (e.g., ultimate, rugby, touch football, team handball...).</p>	<p>◆ Sending and Receiving a Pass</p> <p>Football Example:</p> <p>Arrange students in groups of four, each comprising two pairs, and have them practise sending and receiving passes.</p> <ul style="list-style-type: none"> • Pair A: One student practises passing (quarterback), while the other receives (receiver). • Pair B: Both students assess Pair A, using a checklist. <p>Pairs switch roles and rotate until all students have had a turn at each role. Adjust distances and types of throws and discuss ways to adapt the game to promote success.</p> <p>◆ Give-and-Go Movement Pattern</p> <p>Team Handball Example:</p> <p>Arrange students in pairs and have them practise the give-and-go pattern. One student at mid-court passes to his or her partner, moves to goal area, receives pass back, takes three steps, and shoots. Students switch roles. (Other examples of games using this pattern: basketball, ringette, ultimate.)</p> <p>◆ Receive, Dribble, Stop, Shoot</p> <p>Basketball Example:</p> <p>Each student in the class performs jump shots from designated spots on the basketball court. Spots can be moved to help students achieve success (further out or closer).</p>  <p>The diagram shows a simplified basketball court layout. At the top is the basket and hoop. Below it is the key area. In the lower half of the court, there is a circle labeled 'passer' and three 'x' marks representing designated spots for jump shots. The word 'basket' is written at the bottom center of the diagram.</p>











TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review passing routines in football.

Passing Routes in Football

-  down and out
-  down and in
-  corner
-  post
-  fly
-  hook
-  hook and go
-  down, out, and up



◆ Performance Task: Sending and Receiving a Pass

Peer Assessment: Checklist

Football Example:

One assessor completes a checklist on the performance of the quarterback, and the other assessor completes a checklist on the performance of the receiver.

Checklist for Sending and Receiving a Football Pass			
Criteria	Yes	No	Comment
Sending a Pass			
• grip on football: fingers placed on laces			
• torso facing target (stance)			
• even distribution of weight on balls of feet			
• arm/elbow/finger/wrist action: — arm up — elbow pointed forward — fingers pointed forward — snap wrist			
• weight transfer from rear foot to front foot			
• focus on target			
Receiving a Pass			
• movement toward the ball (ready to move)			
• ball tracked			
• eyes focused on ball			
• chest area (target): — hands open — thumbs pointing downward and toward each other			
• below chest area: — hands open — thumbs pointing upward and toward each other			
• pass absorbed in, toward the body (soft hands)			

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> S.1.S1.B.3 Perform various officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for “out of bounds”...) related to a particular physical activity/sport, including the use of hand signals where applicable (e.g., signals for side out, foot fault, net ball in volleyball...).
Curricular Connections PE/HE: K.1.S1.C.1 K.1.S2.C.1

SUGGESTIONS FOR INSTRUCTION

◆ **Identifying Officiating Duties**

Students develop job responsibility lists for officials of various physical activities selected from the school’s core curriculum or from intramural or interscholastic sports programs.

A basketball referee, for example, would be responsible to

- follow play up and down the floor/court
- whistle for all play stoppages
- blow whistle with authority
- use clear hand signals

As a class, create a master file for the officiating duties of various sports and physical activities.

◆ **Practising Officiating Duties**

Set up a class tournament that includes a responsibility rotation so that each student experiences the opportunity to play and to officiate. Students review the file for their specific sport.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Offer instruction in the use of the school's scoreboard/clock system and the official scoresheets used in volleyball, basketball, and team handball.
- Once students are proficient and confident in the class tournaments, encourage them to officiate at intramural or interscholastic games.

Resource

Organization

- Sport Manitoba
Contact provincial sports organizations within Sport Manitoba for rulebooks, officiating duties, and training clinics.

Volleyball Officiating Responsibilities



Referee

- Check net and court surface.
- Call captains and conduct coin toss.
- Supervise team warm-up.
- Indicate the end of team warm-up.
- Direct all other officials to take their positions.
- Direct teams to line up on baseline for first set.
- Direct teams to enter court area.
- Give the signal for the service that begins the rally.
- Signal fault(s).
- Issue warnings to teams.
- Check and sign scoresheet at the end of the match.

♦ Paper and Pencil Task: Officiating Duties

Teacher/Self-Assessment: Checklist

Use a job responsibility checklist to assess student performance in officiating roles. For an example of an assessment checklist, refer to Volleyball Officiating Responsibilities in the Teacher Notes.

TEACHER NOTES (continued)

Umpire

- Ensure that team rosters, lineups, and libero number are submitted to scorekeeper.
- Check rotational order of both teams.
- Roll ball to the first server.
- Indicate to referee that he or she and the scorekeeper are ready to start the match.
- Supervise players on the team bench.
- Report misconduct to the referee.
- Supervise players in warm-up areas.
- Authorize interruptions (time outs, player substitutions), control their duration, and reject improper requests.
- Supervise players in penalty areas and report misconduct to the referee.
- Watch for and signal
 - penetration underneath the net into opponent's court
 - positional faults of receiving team
 - net faults
 - antenna faults
 - positioning during rally, on defending side
- Ensure that final scoresheet indicates
 - correct final score
 - correct time outs
 - correct player substitutions
 - any sanctions

Lines Person

- Use flag to signal the nature of the fault called and maintain the signal for a moment.
- Signal ball in and out whenever the ball lands near line.
- Signal ball touching or passing outside antenna.
- Signal when any player (except the server) steps outside playing court at the moment of service hit.
- Signal foot-faults of the server.
- Maintain stable, upright stance when not signalling.



PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.S1.C.1 Apply and adapt selected activity-specific skills (e.g., gripping, hanging, carrying...) **required in alternative pursuits** (e.g., wall climbing, backpacking...) **indigenous to the selected geographic area.**

Curricular Connections

PE/HE:
K.3.S1.A.3
K.3.S2.A.5

SUGGESTIONS FOR INSTRUCTION

◆ **Outward Bound**

Students participate in a land- or water-based alternative pursuit activity near or away from the school.

Examples:

- orienteering at a local park
- hiking or backpacking
- canoeing
- cycling
- cross-country skiing

Involve students in planning the outing, developing a risk-management plan, and identifying ways to accommodate the varying abilities of participants.

◆ **Games Day**

Have students research the games and activities of an Aboriginal community from a specific area/region in Manitoba and incorporate them in a games/fun day planned by students.


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Alert

- Check school/division policy regarding choice of alternative pursuit activities.

Tips

- Describe different types of terrain that students may encounter on selected outings:
 - hills
 - sand
 - water
 - rocky ground
 - flat ground
 - wooded areas
- Discuss backpacks:
 - fit and size
 - how to wear
 - how to pack
 - what to pack

Resources
Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.
- The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.


◆ Journal/Reflection: Outward Bound

Self-Assessment: Inventory

After completing the alternative pursuit activity, students reflect in their journals on what activity-specific skills were needed to achieve success.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.S1.D.1 Demonstrate the ability to lead and/or follow while performing movement sequences, using complex rhythmic steps and patterns representing different cultural backgrounds and/or styles (e.g., traditional dance, jig, modern dance...) in a variety of rhythmic activities (e.g., exercise to music, jazz gymnastics, folk dances...).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Dance Presentation**

Arrange students in groups of three or four and have each group select a culture (e.g., Aboriginal, Greek, Italian, Mexican). Each group identifies a dance that is common in the selected culture and teaches the dance to the class.

In presenting the selected dance, students

- identify the name of the dance
- identify its cultural origin (country)
- explain and show the primary dance steps
- explain and demonstrate the dance formations, including
 - the starting position
 - changes of formation
 - the ending position
- keep tempo of music

Groups may invite an expert to assist in the instruction.

◆ **Rhythmic Workout**

Students follow and participate in a teacher- or student-led rhythmic exercise workout. Alternatively, use a videotaped exercise routine.

◆ **Aboriginal Dance**

Powwows are a time of gathering with family and friends to celebrate with song, dance, and food. Invite powwow dancers to introduce Aboriginal dances, explain different dance categories and their significance, demonstrate dance movements, and talk about the traditional outfits used for dances. Videos on different styles and steps could be shared and viewed.

Examples of Dances:

- Men’s Traditional Dance
- Men’s Grass Dance
- Men’s Fancy Dance
- Women’s Traditional Dance
- Women’s Jingle Dance
- Women’s Fancy Shawl Dance
- Hoop Dance
- Friendship Dance



TEACHER NOTES

Tips

- Obtain information about games and dances from resource kits and from sporting events (e.g., Pan American Games, Olympic Games).
- When viewing videos, ensure compliance with applicable performance rights.

Aboriginal Link

For information about and pictures of different Aboriginal dances, refer to the following resources (see Aboriginal Websites in Bibliography):

- Gathering of Nations
- Métis Culture and Heritage Resource Centre
- PowWow.com

Resources

Publications

- Lane, Christy. *Multicultural Folk Dance Treasure Chest*. Kit. Windsor, ON: Human Kinetics Publishers, 1998.
- Manitoba Education and Youth. *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003. (See Powwows, page 11.)
- Pan American Games Physical Activity/Physical Education Committee. *1999 Pan American Games: Resource Kit for Physical Education Teachers*. Winnipeg, MB: Pan American Games Society (Wpg. 1999) Inc., 1998.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Dance Presentation

Teacher Assessment: Checklist

As students present their selected dance, use the following checklist to determine whether they demonstrate the ability to lead the activity.

Dance Presentation Checklist

Students

- identify the name of the dance
- identify its cultural origin (country)
- explain and show the primary dance steps
- explain and demonstrate the dance formations, including
 - the starting position
 - formation changes
 - the ending position
- keep tempo of music

◆ Observation: Rhythmic Workout

Teacher Assessment: Inventory

As students participate in the rhythmic exercise routine, determine whether they are able to

- follow along
- perform the steps and patterns



Movement Outcomes: Senior 1



Knowledge

- K.1.S1.A.1 Identify similarities and/or differences between characteristics of basic movement skills (e.g., striking...) as applied to different physical activities (e.g., wrist action in the tennis forehand stroke as compared to a badminton underhand clear...).**
- K.1.S1.B.1 Describe how movement skill patterns transfer from one activity to another (e.g., overhand throw and tennis serve...).**
- K.1.S1.B.2 Describe biomechanical principles (i.e., force, motion) related to projectiles and flight as applied in selected physical activity performance (e.g., 20° take-off angle in running long jump, 40° release angle for shot put...).**
- K.1.S1.B.3 Analyze movement concepts related to game strategies in team activities (e.g., space awareness and relationships as applied to person-to-person defence or zone defence...).**
- K.1.S1.C.1 Demonstrate an understanding of the rules (e.g., lost serve for serving faults in volleyball...) and etiquette (e.g., no noise during a foul shot in basketball or while a golfer is teeing off, shaking hands...) associated with selected sports and games.**
- K.1.S1.C.2 Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball...).**
- K.1.S1.C.3 Describe the basic strategies employed in specific games and sports, including individual and team activities (e.g., pacing in running, varying placement of service...).**
- K.1.S1.C.4 Identify the impact on youth of unethical issues (e.g., use of performance-enhancing substances, involvement of gambling in sports, female/male-only sports teams...) in sport as represented in the media.**

Skills

- S.1.S1.A.1 Select and refine transport skills, applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.**
- S.1.S1.A.2 Select and refine manipulation skills (e.g., serve, forehand stroke, dribble, receiving a pass...), applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.**
- S.1.S1.A.3 Select and refine balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., force, motion, balance), using a variety of equipment (e.g., skates, skis, boards, stilts, pogo sticks...) related to activity-specific physical activity skills.**
- S.1.S1.B.1 Apply and adapt activity-specific movement skills (e.g., serving...) in physical activities, including individual/dual games/sports (e.g., badminton, tennis...).**
- S.1.S1.B.2 Apply and adapt activity-specific movement skills (e.g., sending a pass, receiving a pass...) in physical activities, including group/team-type activities (e.g., ultimate, rugby, touch football, team handball...).**
- S.1.S1.B.3 Perform various officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for “out of bounds”...) related to a particular physical activity/sport, including the use of hand signals where applicable (e.g., signals for side out, foot fault, net ball in volleyball...).**
- S.1.S1.C.1 Apply and adapt selected activity-specific skills (e.g., gripping, hanging, carrying...) required in alternative pursuits (e.g., wall climbing, backpacking...) indigenous to the selected geographic area.**
- S.1.S1.D.1 Demonstrate the ability to lead and/or follow while performing movement sequences, using complex rhythmic steps and patterns representing different cultural backgrounds and/or styles (e.g., traditional dance, jig, modern dance...) in a variety of rhythmic activities (e.g., exercise to music, jazz gymnastics, folk dances...).**

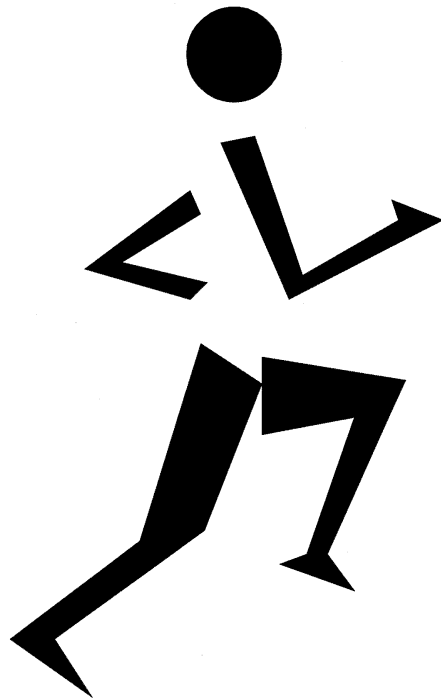
Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.

Senior 1

2. Fitness Management

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



PRESCRIBED LEARNING OUTCOMES

Students will...

K.2.S1.A.1 Identify the skill-related fitness components (e.g., balance, agility, power, reaction time, speed, coordination...) **and relate their importance to sport/physical activity performance** (e.g., reaction time in goalkeeping...).

SUGGESTIONS FOR INSTRUCTION

◆ **Fitness Components in the Wide World of Sports**

Arrange students in small groups. Review with them the definitions of the six skill-related fitness components and have them identify a general physical activity or a sport-specific activity that relates to each component. (For example, balance is important in the sport-specific activity of cross-country skiing, as well as in a general physical activity such as balancing on balance boards or skateboards.) Each group completes a chart such as the following and posts it for all students to view.

The Wide World of Sports		
Skill-Related Fitness Components	Examples of General Physical Activities and Sport-Specific Activities	
	General	Sport-Specific
• agility		
• balance		
• coordination		
• power		
• reaction time		
• speed		

◆ **Demonstration of Fitness Components**

Arrange students in small groups (as for the previous activity). Each group selects one of the six skill-related fitness components and sets up a physical-activity station in the gym, where students demonstrate to the class the selected component.

◆ **Sport Connections**

For each physical activity or sport performed in class, students identify the skill-related fitness component(s) that connect with that particular activity or sport.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- agility
- balance
- coordination
- power
- reaction time
- speed

Tip

- Individual sports/physical activities contribute to the development of more than one skill-related fitness component.
Examples:
 - Ballet: balance, coordination, flexibility
 - Fencing: agility, balance, coordination, reaction time, speed
 - Sprinting: agility, balance, coordination, power, reaction time, speed



◆ **Paper and Pencil Task: Fitness Components in the Wide World of Sports**

Self-Assessment: Inventory

Groups view each other’s responses and compare them to the answer key provided.

The Wide World of Sports: Answer Key		
Skill-Related Fitness Components	Examples of General Physical Activities and Sport-Specific Activities	
	General	Sport-Specific
• agility	• beanbag shuttle-run test	• soccer footwork • basketball (person-to-person defence) • hockey (stop, start, change direction)
• balance	• balance board activities	• unicycle • balance beam gymnastics
• coordination	• juggling three tennis balls	• basketball layup • volleyball bump, set, spike • serving in racquet sports • hockey stick handling
• power	• medicine ball toss	• running long jump • power lift (as in weightlifting)
• reaction time	• metre stick drop	• goalkeeping for floorball, ice hockey, soccer, field hockey • juggling
• speed	• tire run	• sprinting (e.g., 100 metres) • pitching a fastball

◆ **Paper and Pencil Task: All Activities**

Peer Assessment: Inventory

Have students write a quiz that measures their knowledge of the six skill-related fitness components and how each component relates to a physical activity or sport performance (see Teacher Notes).

Display an answer key on an overhead. Students exchange papers and mark each other’s responses.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.2.S1.B.1 Differentiate between the benefits of active living and physical fitness development, based on a health and fitness continuum (e.g., mild activity for health benefits, moderate to vigorous activity for fitness benefits...).

Curricular Connections

ELA:

GLO 5—Celebrate and build community.

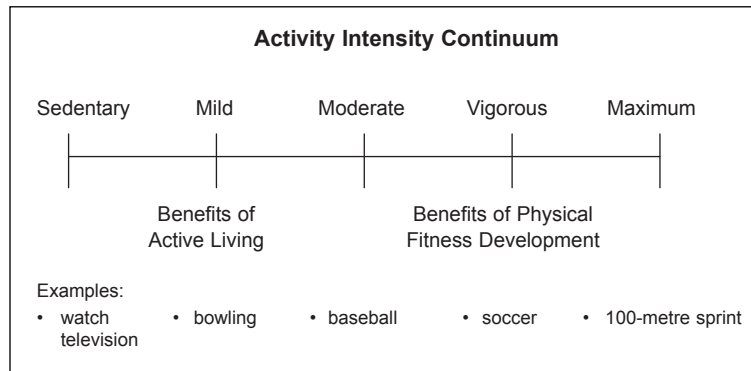
SUGGESTIONS FOR INSTRUCTION

◆ **Health and Fitness Benefits**

Students brainstorm to create a master list of health and/or fitness benefits that may be achieved as an individual participates in exercise of various intensity levels. Encourage class discussion after the master list has been created.

◆ **Knowing the Difference: Health Versus Fitness**

Designate areas of the gym to represent various intensity levels of activity, with the health benefits of active living at one end of the room and the benefits of physical fitness development at the other end.



Have students line up in the centre of the gym. Call out different sports or physical activities. Students move toward either end of the gym according to where they would place the activity on the Activity Intensity Continuum. Students defend their decisions in a class discussion.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Glossary**

- active living

Tip


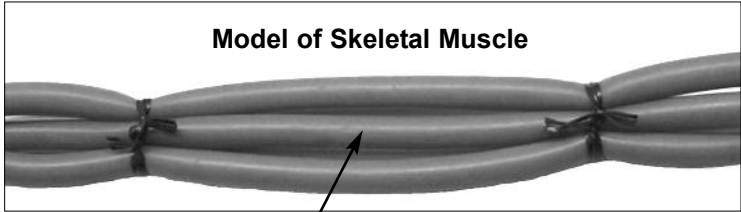
- As one moves toward the vigorous end of the Activity Intensity Continuum, the fitness components (e.g., muscular strength and endurance) will usually develop. There will usually be an improvement in health (e.g., decrease in blood pressure) as well, but increasing intensity does not necessarily cause the same increase in health benefits (or make one healthier).

**◆ Journal/Reflection: Health and Fitness Benefits**

Teacher Assessment: Anecdotal Notes

Students reflect, in their journals, on the following questions:

1. What defines a physical activity as “active living” or as “physical fitness development”?
2. At what level on the Activity Intensity Continuum do you participate when involved in the following activities?
 - a. intramural activities
 - b. physical education class
 - c. after-school activity
3. How can you maintain or improve your position on the continuum?
4. What are the benefits of moving toward the high (vigorous) end of the continuum?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.2.S1.C.1a Explain the structure of skeletal muscle (i.e., belly, bundle, fibre, myofibril) as it relates to muscular development.</p>	<p>◆ Structure of Skeletal Muscle</p> <p>Students identify the structure of skeletal muscle, using the unlabelled illustration provided.</p> <p> Refer to BLM S1-1: Skeletal Muscle Cross-Section (Unlabelled and Labelled).</p> <p>◆ Band Together</p> <p>Provide each student with a stretchy band or tubing. Have students perform a series of exercises that include the major muscle groups as part of a resistance or flexibility training program.</p> <p>Upon completion of the exercise routine, have students form groups of four. Ask each group to</p> <ul style="list-style-type: none">• tie bands or tubing together to represent the structure of a skeletal muscle• illustrate and explain their model <p></p> <p>Model of Skeletal Muscle</p> <p>Muscle belly (each band represents a muscle fibre)</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource

Blackline Master

- BLM S1–1: Skeletal Muscle Cross-Section (Unlabelled and Labelled)



◆ **Paper and Pencil Task: Structure of Skeletal Muscle**

Peer Assessment: Inventory

On an overhead transparency, show a labelled diagram of the structure of skeletal muscle. Arrange students in pairs and have them check each other’s answers on their completed BLMs.



Refer to BLM S1–1: Skeletal Muscle Cross-Section (Labelled).



PRESCRIBED LEARNING OUTCOMES

Students will...

K.2.S1.C.1b Explain the structure of fibre types (i.e., slow-twitch, fast-twitch) as they relate to muscular development.

SUGGESTIONS FOR INSTRUCTION

◆ **The Way I Move**

Students review the definitions of slow-twitch and fast-twitch muscle fibres and associated terms.



Refer to RM S1-1: Muscle Fibre Types.

Students identify (with a check mark) the muscle fibre types that predominate in each activity/sport listed in the following chart.

The Way I Move: Activity Chart		
Activity/Sport	Slow-Twitch Fibre Types	Fast-Twitch Fibre Types
• running marathon (42 km; 26.2 miles)		
• lifting weights (power lifting)		
• canoeing		
• throwing a discus (one throw)		
• playing soccer		
• sprinting (100 m)		
• cross-country skiing (15 km)		

Arrange students in pairs and have them research and explain how the distribution of fast-twitch and slow-twitch muscle fibres differs between athletes in various sports (e.g., aerobic activities rely primarily on slow-twitch fibres).


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Glossary

- fast-twitch muscle fibre
- slow-twitch muscle fibre

Resources
Publications

- Temertzoglou, Ted, and Paul Challen. *Exercise Science: An Introduction to Health and Physical Education*. Toronto, ON: Thompson Educational Publishing, Inc., 2003.
- Wilmore, Jack H., and David L. Costill. *Physiology of Sport and Exercise*. 3rd ed. Windsor, ON: Human Kinetics, 2004.

Resource Master

- RM S1-1: Muscle Fibre Types


◆ Paper and Pencil Task: The Way I Move

Teacher Assessment: Checklist

Students complete The Way I Move: Activity Chart. Students could outline a weekly and a monthly activity plan for improving muscular development, keeping in mind that an individual who enjoys and succeeds in aerobic activities such as long-distance running presumably has a greater percentage of slow-twitch fibres.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.2.S1.C.1c Identify types of strength exercises (i.e., isometric, dynamic) **and stretching exercises** (i.e., static, ballistic, passive) **for personal fitness development** (i.e., strength, endurance, range of motion).

Curricular Connections

PE/HE:
K.2.S2.A.1

SUGGESTIONS FOR INSTRUCTION

◆ **Strength and Stretching Exercises**

Students brainstorm to create a list of strength and stretching exercises.

Arrange students in pairs and have each pair

- select a muscle/muscle group from the following list, which includes both the anterior and its corresponding posterior muscle/muscle group (Ensure that all muscles/muscle groups are selected.)
- demonstrate to the class what isometric and/or dynamic strength exercises are appropriate to develop strength and endurance
- identify the appropriate stretching exercise to develop range of motion around the selected muscle/muscle group

Muscles/Muscle Groups	
Anterior Muscle/Muscle Group	Posterior Muscle/Muscle Group
• trapezius	• trapezius
• deltoid	• deltoid
• pectoralis major	• latissimus dorsi
• bicep	• tricep
• rectus abdominus	• erector spinae
• quadriceps/iliopsoas	• hamstring/gluteus maximus
• tibialis anterior	• gastrocnemius/soleus



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary


- ballistic stretching
- dynamic contraction
- isometric contraction
- muscular endurance
- muscular strength
- passive stretching
- range of motion (see flexibility)
- static stretching

Resources


Publications

- Anderson, Bob. *Stretching*. 20th anniversary rev. ed. Illus. Jean Anderson. Bolinas, CA: Shelter Publications, 2000.
- Stark, Steven D. *The Stark Reality of Stretching: An Informed Approach for All Activities and Every Sport*. 4th ed. Richmond, BC: Stark Reality Corp., 1999.

Blackline Master

- BLM G–1a and G–1b: Skeletal Muscles: Anterior View, Posterior View (Unlabelled and Labelled) 

Resource Master

- RM G–3: Exercise Do's and Don'ts 



◆ Performance Task: Strength and Stretching Exercises

Teacher/Peer Assessment: Checklist

Assess student presentations, using the following checklist/criteria.

Strength and Stretching Exercises: Presentation Checklist

Students

- identify anterior muscle strength exercise
- identify posterior muscle strength exercise
- differentiate between isometric and dynamic contraction for the selected exercise
- identify anterior muscle stretching exercise
- identify posterior muscle stretching exercise
- differentiate between static, ballistic, and passive methods of stretching for the selected exercise

PRESCRIBED LEARNING OUTCOMES

Students will...

K.2.S1.C.2 Describe the principles of training and conditioning for physical activities (i.e., progressive overload, specificity, reversibility, regularity, individual variability, starting point).

SUGGESTIONS FOR INSTRUCTION

◆ **Discovering What We Know**

To identify what students know about the principles of training and conditioning for physical activities, have them match the following words with their correct descriptor.

Discovering What We Know: Match-Up		
Term	#	Descriptor
• progressive overload		1. the highly trained individual who achieves small incremental performance gains through repeated training
• specificity		2. prevention of over-training
• reversibility/regularity		3. stop training a muscle or muscle group and muscles lose the benefits that were achieved through training
• diminishing return		4. reducing training frequency but maintaining intensity and duration
• stress/rest		5. a minimum of three or more times a week for 45 to 60 minutes to develop and/or sustain cardiovascular fitness
• ceiling		6. a muscle-training program in which the amount of resistance is systematically increased as the muscles gain strength
• maintenance		7. a baseline from which to develop a fitness program and assess results
• individual variability		8. no two individuals respond the same to a particular training/exercise program
• starting point		9. a plateau
• FITT principle		10. developing the leg muscles by performing squats would benefit the execution of the basketball jump shot

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT


Tip

- Encourage students to incorporate the principles of training and conditioning in their personal fitness plans.

Resources**Publications**

- Manitoba Education, Citizenship and Youth. *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.
- Manitoba Fitness Council. *Active Healthy People: Fitness Theory Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.
- ---. *Resistance Training Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.
- Temertzoglou, Ted, and Paul Challen. *Exercise Science: An Introduction to Health and Physical Education*. Toronto, ON: Thompson Educational Publishing, Inc., 2003.

Resource Masters

- RM G–2: Active Learning Strategies 
- RM G–4: Principles of Training and Conditioning for Physical Activities
- RM G–5: FITT Principle Guidelines

♦ **Paper and Pencil Task: Discovering What We Know**

Self-Assessment: Inventory

Students assess their responses, using the answer key provided.

Discovering What We Know: Match-Up (Answer Key)	
Term	Descriptor #
• progressive overload	6
• specificity	10
• reversibility/regularity	3
• diminishing return	1
• stress/rest	2
• ceiling	9
• maintenance	4
• individual variability	8
• starting point	7
• FITT principle	5

(continued)

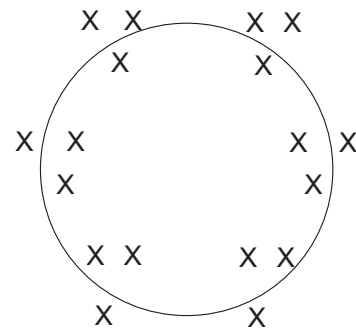
PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.2.S1.C.2 <i>(continued)</i></p>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Rotating Reel**

Have students form groups of three and assign each person a number (e.g., 1, 2, 3). Ask each small group to distribute themselves evenly on a large circle.



Ask the class a question about the principles of training and conditioning for physical activities and have each group

discuss the question to determine a small-group answer. Choose a number and ask students with that number to move in a clockwise direction to the next group, share their answer with the new group, and generate further discussion. As groups share their answers with the class, clarify and correct answers as needed. Continue the sequence of asking and answering a question, identifying the persons who will move to the next group in the circle, and sharing the answer.



Refer to Rotating Reel in RM G-2: Active Learning Strategies. For background information, refer to RM G-4: Principles of Training and Conditioning for Physical Activities.

◆ **Designing a Fitness Program**

Arrange students in groups of two or three and have each group design a fitness program that incorporates the principles of training and conditioning for either a thrower (shot put, discus, hammer, or javelin) or a long-distance runner (cross-country or marathon runner). (Ensure that both thrower and long-distance runner are selected.) Groups post their programs and view each other's work.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

(continued)

◆ **Observation: Designing a Fitness Program**

Peer Assessment: Inventory

Groups compare and contrast their fitness programs with those of other groups that selected the same athlete. Then, as a class, students identify the differences between programs for the two athletes.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.2.S1.C.3 Design and implement effective warm-up and cool-down routines for specific team-related physical activities (e.g., volleyball, soccer, rugby...).
Curricular Connections ELA: GLO 3—Manage ideas and information.

SUGGESTIONS FOR INSTRUCTION

◆ **Sport-Specific Stretches**

Students collect diagrams or pictures of various flexibility exercises and post them around the gym. Students visit each diagram or picture and record two or three team sports for which the illustrated exercise could be used as a warm-up and/or cool-down routine. Encourage an open classroom discussion in which students share their information.

◆ **Designing Warm-up and Cool-down Routines**

Arrange students in groups of four and ask each group to

- choose a team sport (e.g., volleyball, basketball, soccer, rugby)
- research, design, and implement effective warm-up and cool-down routines for their chosen team sport
- justify why they chose the particular exercise they did and explain its relationship to their sport
- demonstrate and relate the importance of their exercises to the class



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review the importance of participating in appropriate warm-ups and cool-downs before and after physical activity. Explain that warm-ups should be designed with the specific physical activity in mind.

Tip

- Encourage students to lead warm-up and/or cool-down routines during physical activities performed in class.

Resources

Publications

- Anderson, Bob. *Stretching*. 20th anniversary rev. ed. Illus. Jean Anderson. Bolinas, CA: Shelter Publications, 2000.
- Heyward, Vivian H. *Advanced Fitness Assessment and Exercise Prescription*. 4th ed. Champaign, IL: Human Kinetics, 2002.
- Stark, Steven D. *The Stark Reality of Stretching: An Informed Approach for All Activities and Every Sport*. 4th ed. Richmond, BC: Stark Reality Corp., 1999.

Resource Master

- RM G–3: Exercise Do’s and Don’ts



◆ Performance Task: Designing Warm-up and Cool-down Routines

Group Assessment: Rating Scale

Groups assess each other’s presentations using the following rating scale and criteria.

Assessment of Warm-up and Cool-down Routines	
Rating Scale	The student
3 Exemplary	<ul style="list-style-type: none"> identified numerous team-specific exercises provided clear and detailed demonstrations of the exercises provided strong justification for the selection of exercises in relation to the sport
2 Satisfactory	<ul style="list-style-type: none"> identified some team-specific exercises provided clear demonstrations of the exercises provided some justification for the selection of exercises in relation to the sport
1 Developing	<ul style="list-style-type: none"> identified a few team-specific exercises provided somewhat unclear demonstrations of the exercises provided limited justification for the selection of exercises in relation to the sport

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.2.S1.C.4 Identify the factors related to health and fitness development (e.g., health benefit, physical attributes, interpersonal interaction, influence of family, availability of facilities/equipment, competition, cooperation, personal success, time management...) **that affect choices of physical activities for self and others.**

Curricular Connections

ELA:

GLO 5—Celebrate and build community.

SC (Biology):

S3B-3-18 Identify personal lifestyle choices that contribute to cardiovascular and respiratory wellness.

◆ **Factor Analysis**

Arrange students in groups of four or five and have them brainstorm to create a master list of factors that affect choices of physical activities for self and others (e.g., influence of family). Have them discuss the master list and share with others how some factors would affect students differently.

Encourage class discussion by asking how students might deal with (i.e., change or avoid) negative influences.

◆ **Support Your Choice**

Students select a fitness facility, a physical activity, or a sport team that they would like to join and identify the factors that affected their choice. Using the factors identified in the previous exercise (Factor Analysis), students identify which factors influenced them in their choice. Each student shares his or her information with a peer.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Look at this learning outcome from the point of view of “throughout life.”
- For more ideas, see *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 3* (CAHPERD/CIRA).
- Remind students that increasing physical activity increases level of fitness and aids in the prevention of disease. Note that one still might be genetically predisposed to disease.

Aboriginal Link

- For information, refer to the following resources (see Aboriginal Websites in Bibliography):
 - Manitoba Aboriginal Sport and Recreation Council (MASRC) Inc. provides opportunities for Aboriginal youth and adults in Manitoba to sustain/improve their physical, emotional, mental, and spiritual well-being through sport, fitness, recreation, and social and leisure activities. This organization also focuses on the development and enhancement of Aboriginal culture.
 - Winnipeg Aboriginal Sport Achievement Centre (WASAC) provides opportunities for Aboriginal children and youth to participate in sport and recreation activities and build the self-esteem and self-confidence necessary to any person’s success in life.



◆ **Performance Task: Support Your Choice**

Peer Assessment: Checklist

Peers assess whether or not students are able to identify the factors that influence their choices.

◆ **Interview/Questioning: Support Your Choice**

Teacher Assessment: Inventory

Have students complete the following chart, reflecting on their own choice of physical activities and noting interview responses from a friend and a family member.

Physical Activity Choices: What and Why?		
Self and Others	What physical activity do you like to do?	Why? What factors affect your activity choice?
Self		
Friend		
Family Member		

TEACHER NOTES (continued)

Resource

Publication

- The Canadian Association for Health, Physical Education, Recreation and Dance and Canadian Intramural Recreation Association (CAHPERD/CIRA). *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 3: Ages 12 to 14: Theme: Making Choices and Setting Goals*. Gloucester, ON: CAHPERD/CIRA, 1994.



PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.S1.A.1a Participate in physical activities at a level that contributes to the goals of an individualized fitness plan.

Curricular Connections

PE/HE:

S.2.S1.A.1b

ELA:

GLO 3—Manage ideas and information.

SUGGESTIONS FOR INSTRUCTION

◆ **Personal Fitness Plan**

Students identify their goal(s) for a personal fitness plan (e.g., increase cardiovascular endurance to allow running 1600 metres [1 mile] without stopping) that they could achieve by the end of a six-week program. Using a Progress in Motion chart such as the one below, students

- state their goal(s) for a six-week personal fitness plan
- identify the physical activities in which they plan to participate each week to accomplish their goal(s)
- record what they did each week (in and out of class) that demonstrated a level of participation contributing to their fitness goal(s)

Progress in Motion		
Name: _____ Length of Time: Six weeks		
Goal Statement: _____		

Progress Log	In what physical activities do I plan to participate?	What did I do?
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Did I achieve my goal(s)? Explain.		

◆ **Fun and Fitness**

Students participate in a variety of fitness-related activities (e.g., resistance training circuits, walking, obstacle courses, paarlauf, scavenger hunts, step-bench activities, aerobics or group fitness activities). Following the activities, students indicate how each activity contributes to their personal fitness goals.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Encourage weekly check-ins to discuss how students are progressing with their personal fitness plans.

Resource

Resource Master

- RM G–5: FITT Principle Guidelines



◆ **Performance Task: Personal Fitness Plan**

Self-Assessment: Rating Scale

Students complete their six-week fitness plan and use the following rating scale to assess their physical activity participation in terms of how it contributed to their goal(s).

**Progress in Motion:
Personal Participation Rating**

Rating Scale:

- 4 – consistently participated in physical activities (on task)**
- 3 – usually participated in physical activities**
- 2 – sometimes participated in physical activities**
- 1 – rarely participated in physical activities (not on task)**

Progress Log	Weekly Rating			
	4	3	2	1
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				

◆ **Performance Task: All Activities**

Teacher/Self-Assessment: Scoring Rubric

With teacher direction, students develop criteria for assessing physical activity participation in class activities.

PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.S1.A.1b Participate in planned and self-directed activities that maintain heart-rate levels in various zones (e.g., general health, basic fitness, healthy heart...).

Curricular Connections

PE/HE:

- K.2.S1.B.1
- S.2.S1.A.1a
- S.2.S1.A.2

SUGGESTIONS FOR INSTRUCTION

◆ **Personal Fitness Journal**

Before participating in activities that maintain the heart-rate levels in various training zones, students review the heart-rate zone levels and formula. Using this information, students determine their maximum heart rate and calculate the five target heart-rate zones.



Refer to RM G–6: Heart-Rate Zone Levels and RM G–7: Heart-Rate Zone Formula.

Students create a Heart-Rate Zone Participation chart in their journals, as shown below. They participate in and chart both planned and self-directed activities that maintain their heart rates in the five target heart-rate zones. Either heart-rate monitors or the rate of perceived exertion method can be used to identify heart-rate zones. Students keep their participation charts in their journals and add to them daily or weekly.

Heart-Rate Zone Participation				
My maximum heart rate: _____				
My target heart-rate range:				
Zone 1	Zone 2	Zone 3	Zone 4	Zone 5
Date	Activity	Heart-Rate Zone Level	Approximate Time in Zone Level	
<i>Example:</i> • Monday, March 3	• intramural basketball game	• Zone 3: moderate	• 20 minutes	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- rate of perceived exertion and category-ratio pain scales (Borg)

Tips

- Research suggests that maximum heart rate (MHR) has more to do with leg strength than with anything else, as stronger legs pump more blood to the heart, which results in a faster heart rate.
- The popular formula for MHR of 220 for males (or 226 for females) minus age tends to overestimate heart rate in “younger” people and underestimates heart rate in “older” people. Therefore, a new formula that is applicable to both males and females should be used: $MHR = 208 \text{ minus } (70\% \text{ of age})$ (Tanaka 153-56).

For example, see step 2 (b) in RM G–7: Heart-Rate Zone Formula.

- Simplify the five heart-rate zone levels into three zones:
 1. easy (mild) zone: 60% to 75% MHR
 2. moderate zone: 75% to 85% MHR
 3. hard (vigorous) zone: 85% to 100% MHR
- Explain to students that target heart-rate zone levels serve as guidelines, since determining one’s target heart rate is individual, depending on individual fitness levels, physical abilities, age, and so on.



◆ Performance Task: Personal Fitness Journal

Self-Assessment: Inventory

At the end of every week, students assess their level of participation in all five heart-rate zones, using the following inventory.

Level of Participation in Heart-Rate Zones					
Date	Number of Times I Participated In				
	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

TEACHER NOTES (continued)

Resources

Publications

- Borg, Gunnar. *Perceived Exertion and Pain Scales*. Windsor, ON: Human Kinetics, 1998.
- Howard, Mike. “Cardiovascular Programming.” *Fitness Trainer Canada* (February/March 2003): 26-29.
- Kirkpatrick, Beth, and Burton H. Birnbaum. *Lessons from the Heart: Individualizing Physical Education with Heart Rate Monitors*. Windsor, ON: Human Kinetics, 1997.
- Manitoba Education, Citizenship and Youth. *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.
- Tanaka, H., K.D. Monahan, and D.R. Seals. “Age-Predicted Maximal Heart Rate Revisited.” *Journal of the American College of Cardiology* 37.1 (2001): 153-56.

Resource Masters

- RM G–6: Heart-Rate Zone Levels
- RM G–7: Heart-Rate Zone Formula



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> S.2.S1.A.2 Demonstrate use of heart-rate monitoring (e.g., pulse points, heart monitors, software programs...) to compare exertion level in a variety of activities.
Curricular Connections PE/HE: S.2.S1.A.1b

SUGGESTIONS FOR INSTRUCTION

◆ **The Fartlek Training Method**

To demonstrate heart-rate monitoring during activities of different exertion levels, have students do the following in the suggested sequence:

1. Participate in an appropriate warm-up for a walking, jogging, or running activity.
2. Set monitors to a Zone 2 (mild activity level: 60% to 70% MHR) (as identified in RM G-6: Heart-Rate Zone Levels).
3. Walk, jog, or run for five minutes within the Zone 2 level.
4. Pick up the pace to a Zone 3 (moderate activity level: 70% to 80% MHR) for as long as possible, up to a maximum of five minutes, and then return to the Zone 2 level for five minutes.
5. Pick up the pace again to a Zone 4 (vigorous activity level: 80% to 90% MHR) for as long possible, up to a maximum of five minutes, and then return to the Zone 2 level for five minutes.
6. Participate in an appropriate cool-down before downloading the information from the heart-rate monitor to a computer and generating a printout.

◆ **In the Zone**

Students set their heart-rate monitors to the training zone of their choice. After an appropriate warm-up, they start a workout of their choice at the low end of the training zone. They then pick up the pace to the high end of the training zone. Once they reach the high end of the zone, they slow down their workout to the low end of the zone and continue to move from low to high to low for 20 minutes. They download the information from the monitor to a computer and create a printout.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review the heart-rate zone formula and the use of heart-rate monitors.

Tips

- Refer to the Suggestions for Instruction for learning outcome S.2.S1.A.1b before addressing this learning outcome.
- Fartlek is a Swedish term meaning speed play.
- If a class set of heart-rate monitors is not available either by purchase or loan through the school division, these activities may need to be done on an individual rotation basis with only a limited number of monitors.
- Explain to students that target heart-rate zone levels serve as guidelines, since determining one’s target heart rate is individual, depending on individual fitness levels, physical abilities, age, and so on.

Resources

Publications

- Borg, Gunnar. *Perceived Exertion and Pain Scales*. Windsor, ON: Human Kinetics, 1998.
- Kirkpatrick, Beth, and Burton H. Birnbaum. *Lessons from the Heart: Individualizing Physical Education with Heart Rate Monitors*. Windsor, ON: Human Kinetics, 1997.

Resource Masters

- RM G–6: Heart-Rate Zone Levels
- RM G–7: Heart-Rate Zone Formula



◆ **Performance Task: The Fartlek Training Method**

Self-Assessment: Checklist/Inventory

Once students have completed the Fartlek Training workout and downloaded their results to create a printout, they use the following checklist/inventory to assess their use of heart-rate monitors through various exertion levels.

Self-Assessment of Heart-Rate Monitoring

I was

- successful in creating a printout that showed my heart rates from Zone 2 to Zone 4, back to Zone 2 and up to Zone 4, and back to Zone 2 Yes ___ No ___
- active in Zone 3 for _____ minutes (maximum five)
- active in Zone 4 for _____ minutes (maximum five)

◆ **Questioning/Interview: All Activities**

Teacher Assessment: Checklist

Use the following checklist to assess whether students used the heart-rate monitors through various exertion levels, with an analysis of their printouts.

Heart-Rate Monitoring Checklist

The student was able to identify on the printout

- the figure showing that he or she successfully worked in various heart-rate zone levels
- the various zone levels and the length of time in each

PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.S1.A.3a Assess the level of ability in one or more skill-related components (e.g., balance, agility, power, reaction time, speed, coordination...) of physical fitness.

Curricular Connections

PE/HE:
S.2.S1.A.3b

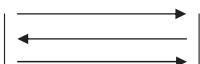
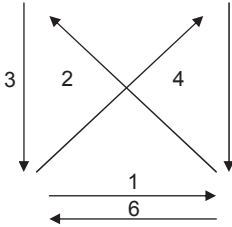


SUGGESTIONS FOR INSTRUCTION

◆ **Skill-Related Physical Fitness Components**

Students perform one task for each of the six skill-related fitness components: agility, balance, coordination, power, reaction time, and speed. They record and analyze their results on the BLM provided.



Refer to BLM G-2: Skill-Related Physical Fitness Components.

Skill-Related Performance Tasks	
Skill-Related Components	Tasks
Agility	<ul style="list-style-type: none"> Agility Run  King's Crown (use basketball key)  <ol style="list-style-type: none"> 1 side shuffle 2 run diagonally to corner 3 run backwards to corner 4 run diagonally to corner 5 run backwards to corner 6 side shuffle
Balance (Time)	<ul style="list-style-type: none"> Stork Stand (L-R) Balance Board with —Ball  —Ridge 
Coordination	<ul style="list-style-type: none"> Juggling (use beanbags or foam balls) Kick-Sack Sepak Takraw
Power	<ul style="list-style-type: none"> Running Long Jump
Reaction Time	<ul style="list-style-type: none"> Metre Stick Drop and Catch (work in pairs) <ul style="list-style-type: none"> — Partner A holds stick at one end, with the lowest end of the measure pointing down. — Partner B holds hand at 0 cm. — Partner A drops stick. — Partner B grabs stick. — Measure where stick was grabbed.
Speed	<ul style="list-style-type: none"> Run/Sprint a Chosen Distance (50 m, 100 m)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- agility
- balance
- coordination
- power
- reaction time
- speed

Tips

- Other reliable fitness tests may be substituted for the ones identified.
- Refer to *Guidelines for Fitness Assessment in Manitoba Schools* (Manitoba Education, Citizenship and Youth) for selected tests that provide valid and reliable measures of fitness, and for specific task instruction.
- Avoid using fitness tests for grading purposes or for student competition. Self-assessment is encouraged, based on individual improvement.
- To allow for individualized testing, set up stations through which students can rotate, recording their own scores. Provide alternative tasks at the stations for students who may not feel comfortable participating in a specific fitness-testing activity.

Resources

Publication

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



◆ Journal/Reflection: Skill-Related Physical Fitness Components

Self-Assessment: Inventory

Students regularly record and assess their results for all skill-related components of physical fitness, using the BLM provided.



Refer to BLM G–2: Skill-Related Physical Fitness Components.

TEACHER NOTES (continued)

Blackline Master

- BLM G–2: Skill-Related Physical Fitness Components



PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.S1.A.3b Analyze own fitness test results (e.g., using information technology...) **to establish personal fitness goals.**

Curricular Connections

PE/HE:

S.2.S1.A.3a

SUGGESTIONS FOR INSTRUCTION

◆ **How Fit Am I?**

Students complete tasks related to the major physical fitness components.

Suggested Task Options:

- **cardiovascular endurance**
 - 1600-metre (1 mile) run
 - 1600-metre (1 mile) walk
 - Léger’s 20-metre shuttle run (beep-test)
- **muscular strength and endurance**
 - push-up
 - pull-up
 - modified pull-up
 - flexed arm-hang
 - abdominal curl-up
- **flexibility**
 - modified sit and reach
 - shoulder stretch
- **body composition (optional)**
 - two-site skinfold
 - four-site skinfold
 - body mass index (BMI)

Students record and analyze their test results for three assessment periods, using the BLM provided. There should be at least six weeks between each of the three assessment periods.



Refer to BLM G-3: Major Physical Fitness Components.


TEACHER NOTES
Glossary

- body composition
- cardiovascular endurance
- flexibility
- muscular endurance
- muscular strength

Tips

- It is difficult to separate testing for muscular strength from testing for muscular endurance. Usually they are assessed together.
- For the purpose of assessing muscular strength and muscular endurance, use one task for the upper body (e.g., flexed arm-hang) and a different task for the abdominal muscle group (e.g., curl-up).
- Do not use fitness tests for grading purposes or for competition among students. Encourage student self-assessment based on change (i.e., improvement).
- Refer to *Guidelines for Fitness Assessment in Manitoba Schools* (Manitoba Education, Citizenship and Youth) for selected tests that provide valid and reliable measures of fitness and for specific task instruction.
- To allow for individualized testing, set up stations through which students can rotate, recording their own scores. Provide alternative tasks at the stations for students who may not feel comfortable participating in a specific fitness-testing activity.


SUGGESTIONS FOR ASSESSMENT
◆ Journal/Reflection: How Fit Am I?

Self-Assessment: Inventory

After students have completed the third assessment period, they answer the following question in their journals:

- Based on your analysis of your fitness-test results, what are your personal fitness goals for the duration of your high school years and into adulthood?

TEACHER NOTES (continued)
Resources
Publications

- Kirkpatrick, Beth, and Burton H. Birnbaum. *Lessons from the Heart: Individualizing Physical Education with Heart Rate Monitors*. Windsor, ON: Human Kinetics, 1997.
- Manitoba Education, Citizenship and Youth. *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.

Blackline Master

- BLM G–3 Major Physical Fitness Components.





Fitness Management Outcomes: Senior 1



Knowledge

Skills

- K.2.S1.A.1 Identify the skill-related fitness components** (e.g., balance, agility, power, reaction time, speed, coordination...) **and relate their importance to sport/physical activity performance** (e.g., reaction time in goalkeeping...).
- K.2.S1.B.1 Differentiate between the benefits of active living and physical fitness development, based on a health and fitness continuum** (e.g., mild activity for health benefits, moderate to vigorous activity for fitness benefits...).
- K.2.S1.C.1a Explain the structure of skeletal muscle** (i.e., belly, bundle, fibre, myofibril) **as it relates to muscular development.**
- K.2.S1.C.1b Explain the structure of fibre types** (i.e., slow-twitch, fast-twitch) **as they relate to muscular development.**
- K.2.S1.C.1c Identify types of strength exercises** (i.e., isometric, dynamic) **and stretching exercises** (i.e., static, ballistic, passive) **for personal fitness development** (i.e., strength, endurance, range of motion).
- K.2.S1.C.2 Describe the principles of training and conditioning for physical activities** (i.e., progressive overload, specificity, reversibility, regularity, individual variability, starting point).
- K.2.S1.C.3 Design and implement effective warm-up and cool-down routines for specific team-related physical activities** (e.g., volleyball, soccer, rugby...).
- K.2.S1.C.4 Identify the factors related to health and fitness development** (e.g., health benefit, physical attributes, interpersonal interaction, influence of family, availability of facilities/equipment, competition, cooperation, personal success, time management...) **that affect choices of physical activities for self and others.**

- S.2.S1.A.1a Participate in physical activities at a level that contributes to the goals of an individualized fitness plan.**
- S.2.S1.A.1b Participate in planned and self-directed activities that maintain heart-rate levels in various zones** (e.g., general health, basic fitness, healthy heart...).
- S.2.S1.A.2 Demonstrate use of heart-rate monitoring** (e.g., pulse points, heart monitors, software programs...) **to compare exertion level in a variety of activities.**
- S.2.S1.A.3a Assess the level of ability in one or more skill-related components** (e.g., balance, agility, power, reaction time, speed, coordination...) **of physical fitness.**
- S.2.S1.A.3b Analyze own fitness test results** (e.g., using information technology...) **to establish personal fitness goals.**

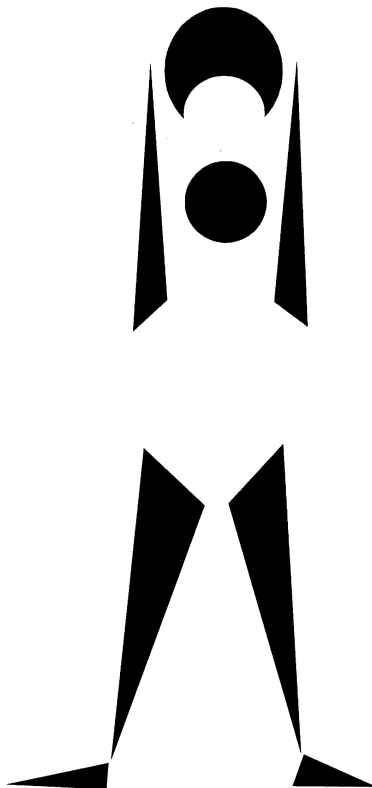
Attitude Indicators

- 2.1 Show an interest in and responsibility for personal fitness.
- 2.2 Appreciate the role and contribution of regular participation in physical activity for health and fitness.
- 2.3 Show respect and acceptance for physical and performance limitations of self and others.

Senior 1

3. Safety

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



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.3.S1.A.1 Review safety rules, routines, and procedures prior to participating in physical activity (e.g., allow space for full backswing and follow-through in golf...).

SUGGESTIONS FOR INSTRUCTION

◆ **Safety First: Reviewing the Rules**

Each student chooses an activity from a master list of physical activities and records five safety rules or procedures specific to that activity. (Ensure that all activities are selected, with a minimum of two students selecting the same activity.) Students form groups according to the activity they have chosen, share their lists, and combine them.

◆ **Safety Summary**

Prior to each physical activity, have students review safety rules, routines, and procedures, using strategies such as a class discussion or People Search (using a rules questionnaire, students ask one another whether they know the answer to a question, and then correct responses as a large group).



Refer to People Search in RM G-2: Active Learning Strategies.


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Tips

- Ensure that proper protective padding and/or equipment is in place for activities.
Examples:
 - Basketball: mats on wall
 - Volleyball: padding on stands
 - Hockey: eye goggles worn by players
- When supervising an archery class, use a whistle to signal that
 - it is safe to shoot arrows
 - it is safe to retrieve arrows
 - participants must freeze for an emergency (immediately lay down archery equipment, step back from firing line)

Resources
Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

Resource Master

- RM G–2: Active Learning Strategies


◆ Performance Task: Safety Summary

Teacher/Peer/Self-Assessment: Checklist

To assess student knowledge of safety procedures, use a checklist, developed with students, for each selected physical activity.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.S1.A.2 Identify the common injuries (e.g., back injuries, knee injuries...) **that may occur in personal fitness programming and how they can be prevented** (e.g., using proper stretching techniques...).

Curricular Connections

PE/HE:
K.3.S2.A.2

SUGGESTIONS FOR INSTRUCTION

◆ **Injury Prediction and Prevention**

Students brainstorm to create a list of common injuries (e.g., blisters, concussions, sprains, strains). They then discuss preventive measures for these common injuries (e.g., using proper footwear, clothing, and protective gear; warming up and cooling down; exercising within the limits of personal fitness level; using equipment such as free weights correctly).

◆ **Identifying Correct Techniques**

Arrange students in groups of three or four and have each group select four exercises from the exercise illustrations provided. (Ensure that all exercises are selected.)



Refer to RM G-3: Exercise Do's and Don'ts.

The groups identify common injuries that could result from executing the incorrect exercise techniques. Students then demonstrate the correct technique to the class and explain how that technique should prevent an injury. The class assesses the group presentations using the following criteria:

- content
- creativity
- presentation

◆ **Speaker Presentation**

Invite a guest speaker (e.g., athletic therapist, fitness trainer) to share with students information about common injuries and prevention strategies.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- blister
- concussion
- sprain
- strain

Resources

Publication

- Heyward, Vivian H. *Advanced Fitness Assessment and Exercise Prescription*. 4th ed. Champaign, IL: Human Kinetics, 2002.

Professionals

- athletic therapist
- fitness trainer
- sports medicine doctor

Resource Master

- RM G–3: Exercise Do’s and Don’ts



◆ **Journal/Reflection: Injury Prediction and Prevention**
Self-Assessment: Anecdotal Notes

Students reflect on personal injuries they have experienced (if applicable)—or on a selected injury—and comment on what preventive measures they have used in their personal fitness programs in the past and what new measures might be needed in the future.

◆ **Performance Task: Identifying Correct Techniques**

Teacher/Peer Assessment: Rating Scale

Use the following rating scale to assess group presentations.

Group Presentation Rating Scale			
Criteria	3	2	1
	Exceptional	Satisfactory	Needs Work
	The student/group		
Content	<ul style="list-style-type: none"> • reveals extensive knowledge of subject 	<ul style="list-style-type: none"> • reveals satisfactory knowledge of subject 	<ul style="list-style-type: none"> • includes information not directly related to subject
Creativity	<ul style="list-style-type: none"> • makes extensive use of pictures/ diagrams to enhance understanding of content 	<ul style="list-style-type: none"> • makes satisfactory use of pictures/ diagrams to enhance understanding of content 	<ul style="list-style-type: none"> • makes little attempt to use visual aids to enhance understanding of content
Presentation	<ul style="list-style-type: none"> • is exceptionally interesting and informative 	<ul style="list-style-type: none"> • generally keeps audience's attention 	<ul style="list-style-type: none"> • does not hold audience's attention

PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.S1.A.3 Explain the reasons (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) **for appropriate dress for selected indoor and outdoor activities** (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...).

Curricular Connections

PE/HE:
S.1.S1.C.1

SUGGESTIONS FOR INSTRUCTION

◆ **Clothing for Different Conditions**

Divide the class into four groups of equal size, and have each group select one of the following topics:

- hyperthermia indoors
- hyperthermia outdoors
- hypothermia indoors
- hypothermia outdoors

Each group brainstorms to identify how the combination of environmental conditions and the type of clothing worn would affect body temperature for a selected weather condition and activity.

◆ **Reasons for My Choice of Clothing**

Students pair up, each pair selecting the following from a master list:

- a weather condition (e.g., minus 10°C, plus 30°C, minus 40°C, pouring rain)
- an outdoor activity (e.g., cross-country skiing, mountain biking, in-line skating, snowshoeing)

Using a chart such as the following, students identify appropriate articles of clothing (from head to toe) for their chosen weather condition and activity and explain the reasons for their choices. Students present their results to the class.

I Need This			
Weather Condition	Outdoor Activity	Clothing Item(s) Worn	Benefits of Clothing Item(s)
<i>Example:</i> • -10°C, windy	• cross-country skiing	• hat	• reduces body heat loss



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- hyperthermia
- hypothermia
- layer principle

Resource

Organization

- Consult specialty consumer outlets for information about clothing, fabrics, and layering.

◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students research the reasoning underlying the layer principle (i.e., the application of three layers) and list five activities and weather conditions for which the layer principle would apply.

◆ **Performance Task: Reasons for My Choice of Clothing**

Teacher/Peer Assessment: Inventory

Referring to the completed charts, check whether students have identified an item of clothing for each body area and note its appropriateness for the selected weather condition and activity.



PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.S1.A.4 Identify safety and risk factors for selected activities (e.g., cross-country skiing...) **related to people** (e.g., right of way, adaptations for persons with a disability...), **facilities** (e.g., snow conditions...), **and equipment** (e.g., appropriate clothing...).

Curricular Connections

PE/HE:
K.3.S1.A.5a

SUGGESTIONS FOR INSTRUCTION

◆ **Being Aware of Safety and Risk Factors**

Working in small groups, students identify safety and risk factors for selected activities, completing a Think Safety chart such as the following.

Think Safety				
Selected Activity	Equipment and Clothing	Facilities	Other Safety or Risk Factors	Examples of Adaptations for Students with a Disability
<i>Example:</i> • snowboarding at a resort	• helmet, gloves or mitts, board, boots, bindings, warm clothing	• snow conditions • slopes or runs of varied difficulty	• take lessons from a qualified instructor • know right-of-way code • take whistle	• for snowboarder with visual impairment (blindness): use a whistle, buddy system with head-set communication
• running a marathon on a hot day				
• cross-country skiing on a sunny, mild day				
• canoeing on a cold, rainy day				
• doing a half-day bike trip on a hot day				
• other:				

◆ **Making a Safety Checklist**

Have students form small groups. Each group brainstorms to create a checklist and/or poster that identifies the safety and/or risk factors for an activity (e.g., an activity being taught in a given class) in relation to the people, facilities, and equipment involved. Display the checklists and/or posters for class viewing and discussion.

Variation: Students select an activity (e.g., an activity addressed during the term, semester, or year; a new activity of interest to students).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- frostbite
- heat exhaustion
- heatstroke
- hyperthermia
- hypothermia
- layer principle

Tips

- Prepare a sample checklist such as the following.

Checklist for Bicycle Road Trip

- The bicycle:
 - Does it have reflectors?
 - Do the brakes work?
 - Do I have a spare tire?
 - Does somebody in the group have a bicycle repair kit?
 - Does someone in the group have a tire pump?
- Personal:
 - Do I have sunscreen?
 - Do I have sunglasses?
 - Is my clothing appropriate for the weather conditions?
 - Do I have a helmet?
 - Do I have drinking water?
 - Do I have nutritious snacks?
- In case of accident:
 - Is someone in the group carrying a cell phone?
 - Does someone in the group have a first-aid kit?
 - Am I carrying personal identification?
- Orientation:
 - Do I understand the directions on the standard trail signposts?
 - Does someone in the group have a map?

◆ Performance Task: Being Aware of Safety and Risk Factors

Group/Self-Assessment: Inventory

After completing the Think Safety group work and discussion, groups share their responses with each other and create a master chart that contains information from all groups.

TEACHER NOTES (continued)

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

Professionals

- wilderness survival instructor
- emergency medical services personnel



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.8.A.5a ➔ K.3.S1.A.5a Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).</p> <div data-bbox="115 573 553 747" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections PE/HE: K.3.S1.A.4 ELA: GLO 3—Manage ideas and information.</p></div>	<p>◆ Posting the Risks in Selected Alternative Pursuits</p> <p>Divide students into small groups and have each group select one of the following alternative pursuits:</p> <ul style="list-style-type: none">• wall climbing or rock climbing• in-line skating• downhill skiing• mountain biking• back-country hiking• canoeing• snowmobiling• hunting/trapping• other <p>Ensure that all examples are selected.</p> <p>Students brainstorm and/or research the potential safety risks inherent in their selected pursuit. Each group creates a poster that includes the following information:</p> <ul style="list-style-type: none">• safety rules and regulations• appropriate clothing• protective gear• other <p>Display the posters for class discussion and assessment.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review the applicable school/division policies for alternative pursuits.

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 1, 2, 3, and 6.)

Organizations

- Sport Manitoba
Contact associations for information about safety risks related to alternative pursuits (e.g., orienteering, paddling, sailing, alpine skiing, cross-country skiing).



◆ **Performance Task: Posting the Risks in Selected Alternative Pursuits**

Teacher/Peer Assessment: Rating Scale

Assess student posters using the following rating scale.

Rating Scale for Posters			
Criteria	3 Extensive	2 Satisfactory	1 Limited
Content			
Information on			
• safety rules and regulations			
• appropriate clothing			
• protective gear			
Appearance			
• use of creativity			

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.3.S1.A.5b Relate the importance of making wise choices to prevent injury in selected land-based activities (e.g., cycling, jogging...) and/or water-based activities (e.g., aquatics, diving, canoeing...).
Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.

SUGGESTIONS FOR INSTRUCTION

◆ **Staying Safe on Land and Water**

Arrange students in groups of three or four and have each group select one of the scenarios suggested below. Ensure that all scenarios are selected.

Groups discuss and research their selected scenario to determine

- the unwise choice in the scenario
- what injuries the unwise choice could cause
- what legal rulings might apply to the scenario

Suggested Scenarios:

1. A young person is jogging in a city park wearing headphones and listening to loud music.
2. After dark, a group of teenagers takes canoes onto a lake.
3. A family is out cycling. The two young children are wearing helmets, but the adults are not.
4. At a lake, there is a designated area to swim, but a group of teenagers decides to jump and dive off a cliff.

◆ **Why to Be Wise!**

Working in pairs, students brainstorm to create a master list of land-based physical activities and a master list of water-based physical activities. One student in each pair selects five land-based physical activities and identifies a wise safety choice for each activity, while the partner identifies how or why that wise choice could prevent an injury. Partners then switch roles, this time using five water-based activities.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- For a suggested list of land- and water-based activities, refer to Appendix A: Physical Activity Categories.

Resource

Publication

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.



◆ **Performance Task: Staying Safe on Land and Water**

Teacher/Peer Assessment: Checklist

As groups present the findings from their discussion and research, the class assesses their presentations, using a checklist such as the following.

Scenario Presentation Checklist		
The group identifies	Yes	No
• the unwise choice in the selected scenario		
• the injuries that the unwise choice could cause		
• the legal rulings that might apply to the scenario		

◆ **Journal/Reflection: All Activities**

Self-Assessment: Inventory

In their journals, students explain the statement “Don’t push your luck” in relation to the importance of making wise choices to prevent injuries.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.8.B.1 ⇨ K.3.S1.B.1

Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 4—Enhance the clarity and artistry of communication.

SS:

Power, Authority, and Decision Making

◆ **Effectiveness of Safety Laws**

Students brainstorm to create a master list of laws and policies within their community that promote personal and community safety.

Arrange students in small groups and have each group select a law or policy from the master list. Each group researches the selected law or policy, focusing on the following questions:

- How is the law/policy defined?
- How is the law/policy intended to promote personal and/or community safety?
- How effective is the law/policy in promoting personal and/or community safety?

Groups present their research to the class.

◆ **How Laws Promote Safety**

Students individually clip out a newspaper and/or magazine advertisement (or an article or a public service announcement) that depicts a law or policy promoting personal and/or community safety. Working in pairs, students share with each other the advertisements they chose. They discuss what law or policy is being advertised and how it relates to the promotion of personal and/or community safety.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- For additional suggestions, refer to *Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education and Youth).

Resources

Publications

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Manitoba Education and Youth. *Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Youth, 2002.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activity 4.)

Organizations

- Canadian Red Cross Society
- Manitoba Public Insurance Corporation
- Royal Canadian Mounted Police



◆ **Performance Task: Effectiveness of Laws**

Teacher/Peer Assessment: Rating Scale


Group presentations are assessed using the following criteria and rating scale.

Assessment of Group Presentation on Effectiveness of Laws			
Criteria	3 Extensive	2 Satisfactory	1 Limited
The group			
• provides a definition of the law/policy			
• explains how the law/policy is intended to promote personal and/or community safety			
• shows evidence to support the effectiveness of the law/policy in promoting personal and/or community safety			

◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students reflect, in their journals, on their choice of a law/policy that is not effective in promoting personal/community safety and how that law/policy could be changed for the promotion of safety.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.S1.B.3 Demonstrate an understanding of basic first aid (e.g., emergency scene management: check airway, breathing, circulation...) and precautions for handling body fluids (e.g., wear latex gloves, face shield/mask; handle sharp objects with extra care...).</p>	<p>◆ Researching Basic First Aid</p> <p>After a general class discussion of what basic first aid is (refer to Glossary), divide students into three groups to research one of the following topics:</p> <ul style="list-style-type: none">• principles of basic first aid for injuries, indicating PRICES (see Teacher Notes)• safety principles for administering first aid, including use, care, and disposal of latex gloves, and use of masks for mouth-to-mouth or mouth-to-nose ventilation• emergency-management principles, including scene survey and primary survey ABCs (see Teacher Notes) <p>Groups present their research to the class and submit five questions, which are to be used as a post-quiz.</p>
<p>Curricular Connections PE/HE: S.3.S1.A.2</p>	<p>◆ Learning Basic First Aid</p> <p>Purchase first-aid posters (or have students make them) and display them around the classroom or gym. Give students some time to study the posters, and then cover them. Arrange students in pairs and have them review basic first aid, as follows:</p> <ul style="list-style-type: none">• Student A stands with his or her back to one of the posters.• Student B removes the covering from the poster, stands in front of student A, and reads the questions on the poster.• Student A answers the questions.• Students reverse roles. <p> Refer to What's behind You? in RM G-2: Active Learning Strategies.</p>



TEACHER NOTES

Glossary

- first aid

Tip

- There are many recognized principles of basic first aid for injuries, including the following.

PRICES:

P Protection:

- To protect against injuries,
 - use proper footwear and clothing
 - wear protective gear (e.g., mouth guard, helmet)
 - do a safety inspection of facility and/or equipment
 - do warm-ups before and cool-downs after activities
 - know personal limitations and/or fitness level

R Restricted Activity:

Allow adequate time for repair and healing after an injury.

I Ice:

- Apply ice for 15 to 20 minutes (use protective barrier, such as a towel or shirt, between ice and skin) to
 - cool injured and surrounding tissues
 - reduce blood flow through injured site
 - minimize bleeding and swelling, which results in less pain and decreased muscle spasm

C Compression:

Compress injured site to prevent or minimize swelling.

E Elevation:

- Elevate the injured limb above the heart to
 - return the blood that pools at the injury site back towards the heart
 - allow less blood to be pumped to injured site

S Stability:

- Use tape and a brace to
 - stabilize the injured area
 - prevent further injury



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: Researching Basic First Aid

Teacher Assessment: Inventory

Using the questions submitted by the various groups, create a written quiz to determine students' understanding of basic first aid.

TEACHER NOTES (continued)

PRINCE:

- P** Protection
- R** Rest
- I** Ice
- N** Non-steroidal anti-inflammatory medication
- C** Compression
- E** Elevation

ABCs:

Steps followed when administering first aid to an unresponsive person:

- A** Airway—Open the airway.
- B** Breathing—Check for breathing and begin rescue breathing if necessary.
- C** Circulation—Check for a pulse and begin chest compressions if necessary.

Resources

Publications

- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000. (See Appendix B, Athletic Activities: First Aid Kit Contents, page 170.)
- St. John Ambulance. *First Aid: First on the Scene—Instructor's Guide*. Ottawa, ON: St. John Ambulance, 2000.

Organizations

- Canadian Red Cross Society
- St. John Ambulance

Professional

- certified instructor in basic first aid

Resource Master

- RM G–2: Active Learning Strategies



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.3.8.B.4 ➔ K.3.S1.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community (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...).</p>
<p>Curricular Connections PE/HE: K.5.S1.D.3 ELA: GLO 3—Manage ideas and information.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Resource Hunt**

Students brainstorm to create a master list of health information, products, and services available in the community. Each student selects one item from the master list, researches the chosen item, and prepares an information resource file that includes the following:

- name of service (e.g., group, agency, organization) or product
- postal, email, and website addresses, telephone number, and fax number
- possible contact person(s)
- explanation of services offered
- any additional information (e.g., pamphlets)

Each student shares this information with the class before it is added to the master resource file, which may be kept in the school library or counselling office.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publication

- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 1 and 5.)

Organizations

- Addictions Foundation of Manitoba
- Alcoholics Anonymous—Manitoba
- Canadian Cancer Society (Manitoba Division)
- Child Find Manitoba
- Health Canada
- Heart and Stroke Foundation of Manitoba
- Klinik Community Health Centre—Teen Talk
- Sexuality Education Resource Centre (SERC)

Professionals

- guidance counsellor
- physician
- public health nurse



◆ **Performance Task: Resource Hunt**

Peer/Teacher Assessment: Checklist

Check each student’s resource file to determine whether it includes the following components.

Resource File Checklist	
The resource file includes	
<input type="checkbox"/>	name of service (e.g., group, agency, organization) or product
<input type="checkbox"/>	postal, email, and website addresses, telephone number, and fax number
<input type="checkbox"/>	possible contact person(s)
<input type="checkbox"/>	explanation of services offered
<input type="checkbox"/>	any additional information (e.g., pamphlets):

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.3.S1.B.5a Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **The Meaning of the Slogan**

Have students discuss the meaning of the welcome banner slogan posted on gym walls throughout Manitoba by the Manitoba High Schools Athletic Association (MHSAA).



Welcome Banner: Used, by permission, from Manitoba High Schools Athletic Association (MHSAA). *2002/2003 Provincial Handbook*. Winnipeg, MB: MHSAA, 2002.

Working in small groups, students create their own violence-prevention banner, relating to one of the following contexts:

- home (e.g., between siblings, parent and child)
- school (e.g., classroom, hallway)
- community (e.g., community centre, mall, gangs)
- media (e.g., newspaper, television station)
- sports (e.g., hockey, soccer, wrestling)
- relationships (e.g., dating, marriage)

Post all banners for class viewing.

◆ **Issues of Abuse**

Divide students into small groups and have each group discuss a violence-related scenario of their choice. (See suggested scenarios in Teacher Notes.)

Groups discuss their selected scenarios and identify

- their feelings about the situation in the scenario
- the kind of abuse depicted in the scenario and which player is inflicting it
- the effect of that abuse
- how the situation could be resolved
- how the situation could have been prevented

Groups present the results of their discussion to the class.


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Tips

- Be sensitive to and aware of appropriate comments and discussions.
- Use “teachable moments” to address and discuss violence prevention (e.g., explain the role of the school’s Crisis Response Team).
- Consult school/division policy on violence, bullying, and harassment.
- Refer to A Love That Kills: <http://www.alovethatkills.com>. This interactive website focuses on relationships and choices, presents facts about power and control, and gives the warning signs of abuse and how to create healthy positive relationships.

Suggested Scenarios:

1. Sam is a popular high school student who has been dating Sophia for the past several weeks. Sophia is losing interest in Sam and wants to start dating other boys but does not tell Sam because she wants to avoid an argument. Sam continually asks Sophia about her whereabouts when he is not with her, and whom she is with. Sam yells and calls her derogatory names, which drives Sophia further and further away.
2. At a local community centre hockey rink, John competes in a biweekly hockey game in an organized league. His parents (or guardians) attend every game and constantly shout derogatory comments to the referees. John is embarrassed and quits the team.


◆ Observation: Issues of Abuse

Teacher Assessment: Inventory

Observe students’ ability to analyze their case scenarios based on criteria developed by the students/teacher prior to the task.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.S1.B.5b Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) **in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.**

Curricular Connections

PE/HE:

- K.3.S1.B.6a
- K.4.S1.B.2a
- K.4.S1.B.3a
- K.4.S1.B.3c
- K.4.S1.B.4
- S.4.S1.A.4

SUGGESTIONS FOR INSTRUCTION

◆ **Dealing with Abuse**

Divide the class into two equal groups, each representing one of the two scenarios suggested below. The two groups identify the type of abuse represented in their selected scenario and describe how they could help the victim and the abuser by using good communication and conflict-resolution techniques. The groups discuss the following questions:

- How can you support the abuser(s) without condoning his or her abusive behaviour?
- How can you help the abuser(s) to recognize the abuse?
- What can you do to support the victim emotionally?
- What does the victim need to do to stop the abuse?

Have groups share their discussions with the class.

Suggested Scenarios:

1. Susan is a new girl at your high school. She appears to be shy and is somewhat overweight. A group of students in her class call her hurtful names whenever the teacher is not present, but Susan is afraid to say anything to the teacher or to her parents for fear that the abuse will get worse. One day, when she tries to speak to the group and ask them to stop, they continue to call her names, laugh at her, and even “shove” her around.
2. George had been saving for a new motorcycle for several months. He called his girlfriend Gina last night to say he was buying his new motorcycle on Friday and could come by Friday night to pick her up on the new bike for a date. Gina told him she would love to, but her parents had grounded her all weekend. George immediately called her a nasty name and hung up the phone.


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Review

- For examples of physically, verbally, and emotionally abusive situations, refer to Common Indicators of Abuse and Neglect (Overview-24) and to instructional and assessment suggestions for learning outcome K.3.S1.B.6a.
- Review the use of conflict-resolution methods, including problem-solving, communication, anger-management, and assertiveness skills (as suggested in GLO 4: Personal and Social Management).

Tips

- Treat this learning outcome and the case scenarios (depending on the issue) with sensitivity.
- Create a classroom atmosphere that allows for open, honest, and respectful dialogue.

Resources
Publications

- Babcock, Maggie, and Marion Boyd. *Choices for Positive Youth Relationships: Instructional Guide*. Mississauga, ON: Speers Society, 2002.
- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998. (See Module 10: Problem-Solving and Conflict Resolution.)


◆ Journal/Reflection: Dealing with Abuse

Teacher Assessment: Anecdotal Notes

Students identify the skills they would use and the steps they would take to deal effectively with the situation reflected in the following scenario.

Suggested Scenario:

Your parents/guardians have been arguing more and more lately and this situation upsets you.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.S1.B.6a Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).</p>	<p>◆ The Many Forms of Abuse</p> <p>Students write their definitions of the following forms of abuse:</p> <ul style="list-style-type: none">• physical abuse• verbal abuse• emotional abuse• sexual abuse• financial abuse• harassment• sexual exploitation <p>Students give examples of each of the above situations. Post a list of the examples and encourage students to view the list and discuss the examples.</p> <p>◆ View and Review: <i>A Love That Kills</i></p> <p>To provide students with the opportunity to develop awareness of the various types of abuse and their warning signs, present a video that tells a story of abuse (e.g., <i>A Love That Kills</i>, National Film Board of Canada). Ask students to watch for and record what forms of abuse are depicted in the video. (When viewing videos in class, ensure compliance with applicable performance rights.)</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

The learning activities suggested for this learning outcome include potentially sensitive content. Before implementing them, check with the school administration for school/division guidelines and procedures for providing a parental option.

Tips

- Advise students that if they recognize in the examples given in class any abusive behaviour in their personal experience, they are urged to seek help.
- Before starting activities, discuss appropriate conduct for class discussions (e.g., no put-downs, no disrespect, no swearing).
- Financial manipulation is also considered a form of abuse (i.e., the deliberate misuse of or encroachment upon the financial assets of another person).
- Refer to A Love That Kills: <<http://www.alovethatkills.com>>.

Resources

Audiovisual

- National Film Board of Canada. *A Love That Kills*. Dir. Annie O’Donoghue. Ottawa, ON: National Film Board of Canada, 1999.

Publication

- Babcock, Maggie, and Marion Boyd. *Choices for Positive Youth Relationships: Instructional Guide*. Mississauga, ON: Speers Society, 2002.

Organization

- Clinic Community Health Centre—Teen Talk

Blackline Master

- BLM S1–2: Warning Signs of Abusive Situations



Paper and Pencil Task: The Many Forms of Abuse

Peer Assessment: Inventory

Students match the following examples of behaviour with the form of abuse it demonstrates.

Abusive Situations Match-Up							
Examples of Behaviour	Harassment	Sexual Abuse	Verbal Abuse	Physical Abuse	Emotional Abuse	Financial Abuse	Sexual Exploitation
Someone							
1. swears at you							
2. makes disturbing, obscene phone calls							
3. won't let you go out with friends							
4. controls your money							
5. keeps following you							
6. demands sex from you							
7. hits you when he or she is angry at you							
8. offers you to his buddies							
9. always wants to know where you were							
10. asks you to wear very revealing clothes for a party							
11. throws items at you							

Answer Key	2, 5, 9	6, 8	1	7, 11	3, 9	4	6, 8, 10

Journal/Reflection: All Activities

Self-Assessment: Inventory

Provide students with a list of potential warning signs of abusive situations. Students individually read the statements, check whether any statement may have been reflected in one of their relationships, and identify the form of abuse or risk it reflects.



Refer to BLM S1–2: Warning Signs of Abusive Situations.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.S1.B.6b Identify skills (e.g., assertiveness, problem solving...) and community resources for addressing problems associated with sexually abusive behaviours.


Curricular Connections

PE/HE:
K.4.S1.B.4

SUGGESTIONS FOR INSTRUCTION

◆ **Community Resources That Address Sexual Abuse**

Students identify community resources that address sexually abusive behaviours, completing a chart such as the following. They share their responses and create a master file, which is to be kept in the classroom, library, or guidance office.

 Community Resources	
Name of Organization	
Mailing Address/Location	
Telephone Number	
Website Address	
Hours of Operation	
Contact Person	
Kinds of Services Offered	
Means of Transportation Available to Get to the Organization from Your School	

◆ **Skills Check**

Students form small groups to write a scenario related to a sexually abusive situation that

- uses at least one skill from each of the following categories:
 - problem solving
 - conflict resolution
 - communication
 - assertiveness
 - anger management
- includes a way to seek help

Groups present their scenario to the class, demonstrating the specified skills in reaching a solution.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

The learning activities suggested for this learning outcome include potentially sensitive content. Before implementing them, check with the school administration for school/division guidelines and procedures for providing a parental option.

Tip

- To identify effective strategies for addressing problems associated with sexually abusive behaviours, refer to instructional suggestions for learning outcome K.4.S1.B.4, as well as to GLO 4—Personal and Social Management.

Resources

Publications

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998.
- Child Find Manitoba, Inc. *Kids in the Know Safety Curriculum*. Winnipeg, MB: Child Find Manitoba, Inc., 2004.
- ---. *Sharing Our Adolescent Resources*. Winnipeg, MB: Child Find Manitoba, Inc., 2004.
- Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.

Organizations

- Child Find Manitoba, Inc.
- Clinic Community Health Centre—Teen Talk
- public health agencies
- RCMP/local police
- Women’s Health Clinic



◆ Performance Task: Skills Check

Peer Assessment: Checklist

Groups assess each other’s scenarios to determine what skills were used in addressing problems associated with sexually abusive behaviour.

Skills Check

Check off when you see the following skills being used.
Write down what skill you observed.

- Problem solving** (e.g., telling someone about a problem, thinking about options, deciding on action, taking action, evaluating the outcome)

- Conflict resolution** (e.g., stating what is wrong, deciding how to act, taking action)

- Communication** (e.g., talking to someone about the problem)

- Assertiveness** (e.g., using “I messages,” taking an assertive stance, saying “No”)

- Anger management** (e.g., using relaxation techniques, stating feelings)

- Seeking help** (e.g., asking a counsellor or trusted adult for help with the problem)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.3.S1.A.1 Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments (e.g., self-regulation, teamwork, promotion of fair play and inclusion...).</p>	<p>◆ Safe Play Instruction</p> <p>Arrange the class in groups of two or three and have each group select a low-organized game to teach the class. After the class plays the game, all students discuss the following questions:</p> <ul style="list-style-type: none">• Did the “teachers” review proper safety rules and procedures?• Did participants apply safety rules that ensured a safe and fair playing environment?• Were all students encouraged to be part of the game?• Was equipment safe?• Was the environment free of possible hazards? Give examples of potential hazards in the playing environment (e.g., ball bins too close to playing area). <p>◆ Safe Play without a Referee</p> <p>Students participate in a game (e.g., volleyball, ultimate, low-organized game) in class without a referee. Students observe peers from the opposing team, using a rating scale designed to assess fair play.</p>



TEACHER NOTES

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 2 and 6.)



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Safe Play without a Referee**

Self-Assessment: Rating Scale

Have students use the following rating scale for assessing an opposing team player in terms of fair play and inclusion. The rating scale could also be used to assess self or others on the same team.

Safe Play Rating Scale				
	Consistently		Rarely	
	4	3	2	1
The student				
• encourages all team players (e.g., says “nice shot”)				
• allows other team members access to the court, playing field				
• makes correct calls				
• wins or loses gracefully				

◆ **Performance Task: All Activities**

Teacher Assessment: Scoring Rubric

Use the following scoring rubric to assess student performance in terms of rules and procedures that ensure a safe learning and playing environment.

Safety and Responsibility Scoring Rubric					
The student follows and demonstrates an understanding of safety rules, fair play, and respect for others in given situations.	Rubric: 4 – Consistently 3 – Frequently 2 – Sometimes 1 – Rarely				
Student Name	4	3	2	1	Teacher Comments

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.3.S1.A.2 Demonstrate the skills required to administer basic first aid (e.g., emergency scene management, seeking help, treating minor injuries, applying precautions for handling body fluids...).

Curricular Connections

PE/HE:
K.3.S1.B.3

◆ **Basic First-Aid Skills**

Arrange the class in groups of three or four students and have each group choose one of the following situations:

- an injury in which one person is involved (e.g., a sprained ankle)
- a car accident in which several people might be injured (emergency scene management)

Groups discuss their selected scenario, determine what skills are required to administer basic first aid, and create a list of assessment criteria to be used by the class. Groups role-play their scenario, demonstrating basic first-aid skills, while the rest of the class observes, using pre-established criteria. (See Suggestions for Assessment for an example of emergency scene management skills.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- See instructional suggestions for learning outcome K.3.S1.B.3.

Tip

- To avoid contact with body fluids, students should always use latex (or equivalent) gloves when practising all first-aid techniques.

Resources

Publication

- St. John Ambulance. *First Aid: First on the Scene—Instructor’s Guide*. Ottawa, ON: St. John Ambulance, 2000.

Organization

- Canadian Red Cross Society

Professional

- certified basic first-aid instructor



◆ **Performance Task: Basic First-Aid Skills**

Peer/Teacher Assessment: Checklist

Use the following as an example of a checklist that could be used to assess emergency scene management in the role-play.

Emergency Scene Management Checklist		
Steps	Yes	No
1. Perform a scene survey.		
2. Determine the number of casualties, what happened, and the mechanism/cause of injury.		
3. Send a bystander to get medical help.		
4. Provide support for the injured person's head and neck in the position found.		
5. Assess responsiveness.		
6. Check airway.		
7. Check breathing.		
8. Check circulation.		
a. Check skin condition and temperature.		
b. Check for hidden, severe external bleeding and signs of internal bleeding with a rapid body survey.		



Safety Outcomes: Senior 1



Knowledge

- K.3.S1.A.1 Review safety rules, routines, and procedures prior to participating in physical activity** (e.g., allow space for full backswing and follow-through in golf...).
- K.3.S1.A.2 Identify the common injuries** (e.g., back injuries, knee injuries...) **that may occur in personal fitness programming and how they can be prevented** (e.g., using proper stretching techniques...).
- K.3.S1.A.3 Explain the reasons** (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) **for appropriate dress for selected indoor and outdoor activities** (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...).
- K.3.S1.A.4 Identify safety and risk factors for selected activities** (e.g., cross-country skiing...) **related to people** (e.g., right of way, adaptations for persons with a disability...), **facilities** (e.g., snow conditions...), **and equipment** (e.g., appropriate clothing...).
- K.3.8.A.5a** \Rightarrow **K.3.S1.A.5a Investigate potential safety risks inherent in selected alternative pursuits** (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).
- K.3.S1.A.5b Relate the importance of making wise choices to prevent injury in selected land-based activities** (e.g., cycling, jogging...) **and/or water-based activities** (e.g., aquatics, diving, canoeing...).
- K.3.8.B.1** \Rightarrow **K.3.S1.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety** (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).
- K.3.S1.B.3 Demonstrate an understanding of basic first aid** (e.g., emergency scene management: check airway, breathing, circulation...) **and precautions for handling body fluids** (e.g., wear latex gloves, face shield/mask; handle sharp objects with extra care...).

Knowledge (continued)

- K.3.8.B.4** \Rightarrow **K.3.S1.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community** (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...).
- K.3.S1.B.5a Analyze issues related to violence prevention in a variety of contexts** (i.e., home, school, community, media, sport, relationships).
- K.3.S1.B.5b Demonstrate an understanding of the skills** (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) **in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.**
- K.3.S1.B.6a Differentiate among the terms associated with abusive situations** (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).
- K.3.S1.B.6b Identify skills** (e.g., assertiveness, problem solving...) **and community resources for addressing problems associated with sexually abusive behaviours.**

Skills

- S.3.S1.A.1 Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments** (e.g., self-regulation, teamwork, promotion of fair play and inclusion...).
- S.3.S1.A.2 Demonstrate the skills required to administer basic first aid** (e.g., emergency scene management, seeking help, treating minor injuries, applying precautions for handling body fluids...).

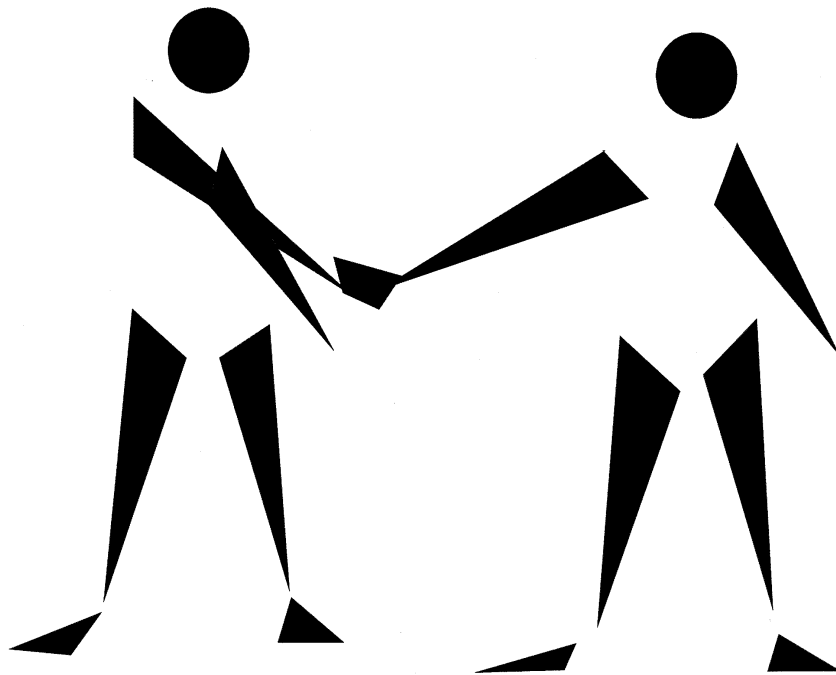
Attitude Indicators

- 3.1 Show respect for safety of self and others.
- 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others.

Senior 1

4. Personal and Social Management

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



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.4.S1.A.1 Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) for achieving individual success and a positive self-image.</p>
<p>Curricular Connections PE/HE: K.4.S2.A.1 FS: S1.5.1.1 Discuss factors that influence self-concept.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Why I Shine**

Students identify their individual strengths by listing

- things that make them interesting
- positive words to describe themselves
- reasons why they make good friends
- qualities that make them good workers/students
- things they are good at
- accomplishments they are proud of

◆ **“I” Game**

Working in pairs, students take turns saying something about themselves (in 30 seconds) related to their strengths, beliefs, and successes. Each person begins with “I...” After 30 seconds, the teacher signals a switch. After both students have had an opportunity to speak, the partners summarize each other’s qualities.

◆ **Colour-Coded Characteristics**

Have students form small groups and provide each student with a set of coloured cards containing the following statements:

- Yellow** Identify a positive quality in yourself.
- Blue** State an accomplishment you are proud of.
- Orange** State a reason why people respect you.
- Green** Identify a quality you admire in a friend.
- Red** Compliment a group member.

Students write a response to each card and then take turns sharing their responses with their group.

◆ **Medicine Wheel Teachings**

Have students examine their own personal strengths, values, and strategies for achieving individual success and a positive self-image, and discuss how the four aspects of the Aboriginal medicine wheel relate to the areas examined. (See Teacher Notes.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- self-esteem

Aboriginal Link

- For centuries, many Aboriginal people have used the medicine wheel as a tool for learning and teaching. The medicine wheel provides direction and meaning to an individual, teaching that the physical, mental, emotional, and spiritual aspects must be in balance to maintain a healthy mind, spirit, and body.

The Medicine Wheel

Spiritual The spiritual aspect of human nature allows people to look beyond the present circumstances to see the purpose in life.

Emotional The emotional aspect refers to the need of every human being to be loved and to belong.

Physical The physical aspect refers to the human body being strong, healthy, and free of illness.

Mental The mental aspect allows humans to have the capacity to think and have conscious control over surroundings.

Adapted, by permission, from The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001. 171.

- For additional information about medicine wheel teachings, refer to The Aboriginal Multi-Media Society (AMMSA)—Buffalo Spirit (see Aboriginal Websites in Bibliography).

◆ **Journal/Reflection: All Activities**

Self-Assessment: Inventory

Students answer the following questions in their journals:

1. How would a close friend describe me?
2. How would my parent(s)/guardian(s) describe me?
3. How would I like people to describe me?

TEACHER NOTES (continued)

Resources

Publications

- Friedman, Sandra Susan. *Body Thieves: Help Girls Reclaim Their Natural Bodies and Become Physically Active*. Vancouver, BC: Salal Books, 2002.
- Manitoba Education and Youth. *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003. (See Medicine Wheel, page 9.)
- The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.

Board Game

- Hellesoe, Cynthia. *The Esteem Theme Game*. Board game. Dartmouth, NS: The Esteem Theme Co., 2001.



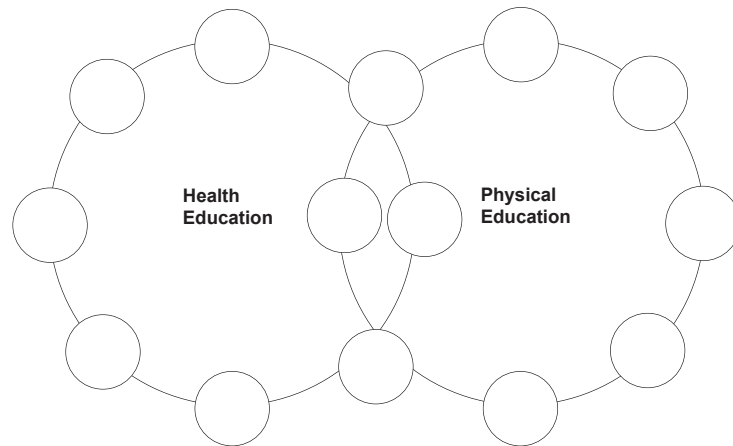
PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.4.S1.A.2a Identify potential career choices in health education and physical education (e.g., physical educator, physiotherapist, athletic director, fitness leader, recreation director, health and wellness educator, social worker, nutritionist, medical doctor, nurse, counsellor, occupational therapist...).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Career Choices**

Arrange students in groups of three or four. Using a schematic diagram (such as the Career Wheels diagram below), each group brainstorms a list of potential career choices in health education and physical education.

Career Wheels



◆ **Research a Career**

Each student selects a career from the Career Wheels diagram (specific to physical education and/or health education). Students research their selected career, addressing the following areas/questions:

- Provide a description of the selected career.
- What level of education (high school, post-secondary) is required for this career?
- Where in Manitoba can this education be obtained? If not in Manitoba, where?
- In what occupations could one work once the required education is obtained?
- What is the salary range for the career?

Students share their research results with a partner.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource

Publication

- Manitoba Education and Youth. *High-Demand Occupations in Manitoba*. Winnipeg, MB: Manitoba Education and Youth, 2002.

◆ **Performance Task: Research a Career**

Peer Assessment: Checklist

Partners check off each other’s research to ensure that all five points have been completed satisfactorily.

Career Research Checklist

The student

- describes the selected career
- notes the level of education (high school, post-secondary) required for this career
- identifies where in Manitoba (or elsewhere) this education can be obtained
- specifies in what places or institutions one could work once the required education is obtained
- indicates the starting salary for the career



PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.S1.A.2b Determine the skills for employability (i.e., academic, personal management, and teamwork skills).

Curricular Connections

PE/HE:

K.4.S1.B.2a

SUGGESTIONS FOR INSTRUCTION

◆ **Employability Skills**

Using the *Employability Skills 2000⁺* resource (The Conference Board of Canada), students find the definitions for three kinds of employability skill categories (Fundamental, Personal Management, and Teamwork) and note the skills listed under each heading. For example, Fundamental Skills include the following skills:

- Communicate
- Manage Information
- Use Numbers
- Think and Solve Problems



Refer to RM S1–2: *Employability Skills 2000⁺*.

To show how the skills are used in the workplace, students match the appropriate skill with the skill-building activity listed in the BLM provided (e.g., the skill Communicate matches the skill-building activity Email Co-workers).



Refer to BLM S1–3: *Employability Skills Match and Answer Key*.

K.4.S1.A.3 Examine factors (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs...) **that affect self and/or others in making decisions regarding active healthy lifestyles and/or career building.**

Curricular Connections

PE/HE:

K.4.S1.B.1b

SC (Biology):

S3B-O-P3 Appreciate the impact of personal lifestyle choices on general health and make decisions that support a healthy lifestyle.

◆ **Factors for Decision Making**

Students form two groups based on their choice of one of the following categories (trying to keep groups of equal size):

1. a healthy, active lifestyle for a 17-year-old
2. a successful career-building plan for a 17-year-old

The two groups create and post a master list of factors that would affect decision making for their respective categories.

Students individually list 10 factors that would influence them in making decisions for a healthy, active lifestyle or a successful career-building plan.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- The “academic” employability skills identified in this learning outcome are synonymous with the “fundamental” skills noted in RM S1–2: *Employability Skills 2000*⁺.

Aboriginal Link

- Manitoba Aboriginal Youth Career Awareness Committee (MAYCAC) offers career information, encourages early career planning, promotes positive Aboriginal role models, and provides employment mentorships and work experience opportunities. Students could research the purpose, objectives, and activities of MAYCAC and determine their own skills for employability.



◆ **Paper and Pencil Task: Employability Skills**

Peer Assessment: Inventory

To confirm their understanding of skills desirable for employment, students share their completed Employability Skills Match with peers.



Refer to BLM S1–3: Employability Skills Match and Answer Key.

TEACHER NOTES (continued)

Resources

Organizations

- The Conference Board of Canada
- Human Resources and Skills Development Canada
- Manitoba Aboriginal Youth Career Awareness Committee (MAYCAC)

Blackline Master

- BLM S1–3: Employability Skills Match and Answer Key



Resource Master

- RM S1–2: *Employability Skills 2000*⁺



Resource

Publication

- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 1, 2, 3, and 6.)



◆ **Journal/Reflection: Factors for Decision Making**

Self-Assessment: Inventory

Students describe in their journals how each of the 10 factors they selected affects their decisions for a healthy, active lifestyle or for a successful career-building plan.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.S1.B.1a Describe ways to treat others (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness...) **for developing healthy and meaningful relationships** (e.g., between parent and child, siblings, best friends, in romantic relationships, in marriage, at work, in the community...).

SUGGESTIONS FOR INSTRUCTION

◆ **Characteristics of Healthy, Meaningful Relationships**

Students mark the characteristics they think are important in each of the four relationships identified in the following chart. Any number of check marks (from 0 to 4) could apply to each characteristic.

Characteristics of Healthy, Meaningful Relationships				
Characteristic	Friend	Parent/ Guardian	Teacher/ School Staff	Neighbour
• helpfulness				
• honesty				
• understanding				
• ability to accept flaws				
• reliability				
• supportiveness				
• ability to forgive				
• thoughtfulness				
• respectfulness				
• good listening skills				
• kindness				
• patience				
• generosity				
• sensitiveness				
• loyalty				
• sincerity				
• consideration				

◆ **Treating Others Well**

Working individually, students select a specific relationship and list five characteristics they consider important for developing a healthy, meaningful relationship. Students then find a classmate who chose the same relationship and compare their lists of characteristics, identifying commonalities (e.g., giving hugs and kisses may be a characteristic of a romantic relationship).

◆ **Act It Out**

Students create and perform a skit or role-play that shows positive ways of treating others in a specific relationship (e.g., parent and child, siblings, romantic relationship).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Aboriginal Link

The Aboriginal philosophy of living is based upon universal principles known as the Seven Teachings, which focus on treating others with respect for the development of healthy and meaningful relationships. The Seven Teachings, representing traditional values, beliefs, and ways of life for Aboriginal people, can be integrated in sport to promote respect, fair play, and healthy and meaningful relationships.

The Seven Teachings

<i>Wisdom</i>	Apply the knowledge that you have about a sport while playing it. Outsmart your opponents by understanding their moves.
<i>Love</i>	Show commitment to and love for the game even when you don't feel like playing. Show love for teammates and opponents in how you treat them.
<i>Respect</i>	Support your teammates when they are feeling down. Encourage your opponents instead of using put-downs.
<i>Courage</i>	Stand tall when faced with defeat. Don't give up.
<i>Honesty</i>	Own up to mistakes/fouls that you make during games.
<i>Humility</i>	Refrain from boasting when you win. Practise fair play.
<i>Truth</i>	Be true to yourself. Only do what is in your heart.

Adapted, by permission, from The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001. 172.

◆ Observation: Characteristics of Healthy, Meaningful Relationships

Peer Assessment: Inventory

In a class discussion of the chart Characteristics of Healthy, Meaningful Relationships, students identify

- characteristics that were checked off in all four relationships
- characteristics that did not fit in one or more of the relationships
- characteristics that everyone in the class agrees should be included in each of the four relationships

◆ Performance Task: Act It Out

Peer Assessment: Inventory

After each group has performed their skit or role-play for the class, students describe the ways in which the actors treated others for developing healthy, meaningful relationships.

TEACHER NOTES (continued)

Resources

Publications

- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 2 and 6.)
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.



PRESCRIBED LEARNING OUTCOMES	
<i>Students will...</i>	
<input type="checkbox"/> K.4.S1.B.1b Reflect on the factors (e.g., interest, multiple intelligences, access...) that influence choice of physical activities or sport pursuits for self and others.	
<table border="1"><tr><td>Curricular Connections PE/HE: K.4.S1.A.3</td></tr></table>	Curricular Connections PE/HE: K.4.S1.A.3
Curricular Connections PE/HE: K.4.S1.A.3	

SUGGESTIONS FOR INSTRUCTION

◆ **My Factors**

Students list the factors that influence their personal choice of physical activities, find someone who has a similar list, and discuss commonalities.

◆ **Real-Life Reflections: Factors That Affect Choices**

Arrange students in groups of three or four and have each group select a scenario from a posted list. Each group identifies factors that would influence the choice of physical activities, given the constraints implied in the selected scenario. Groups share identified factors with the class.

Suggested Scenarios:

1. A 14-year-old male has decided that he would like to try snowboarding because his friends are into it.
2. A 14-year-old student and his or her parent want to join a fitness centre.
3. A single woman has a 14-year-old son and a 16-year-old daughter. Both want to play volleyball and basketball for their school teams. The mother has said she needs one of them home after school to babysit their two young siblings.
4. A 15-year-old Manitoba female is a rising star in soccer. She has gone to 10 development camps run by a national soccer association, which would like her to train and live in Vancouver.
5. A low-income family has four daughters, three of whom are potential Olympic athletes.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Reflection: All Activities**

Self-Assessment: Inventory

Students reflect in their journals on the following questions:

1. What factors have influenced your choice of physical activities?
2. Do you wish you could have altered any factors? Explain.



PRESCRIBED LEARNING OUTCOMES		
<i>Students will...</i>		
<p><input type="checkbox"/> K.4.S1.B.2a Identify communication skills and strategies that promote team/group dynamics (e.g., listen actively, encourage others, be assertive in acceptable ways, show self-control, stay with the group until completion of the task, develop group consensus...).</p>		
<table border="1"> <tr> <td data-bbox="123 648 357 674">Curricular Connections</td> </tr> <tr> <td data-bbox="123 680 240 730">PE/HE: K.4.S1.A.2b</td> </tr> </table>	Curricular Connections	PE/HE: K.4.S1.A.2b
Curricular Connections		
PE/HE: K.4.S1.A.2b		

SUGGESTIONS FOR INSTRUCTION

◆ **Communicating in a Collaborative Situation**

Arrange students in groups of five or six and have them participate in a selected collaborative activity. (See Tip in Teacher Notes.)

◆ **Communicating in a Team Situation**

Divide the class into three groups and assign one of the following skills to each group:

- effective listening skills (e.g., staying quiet when someone is giving a presentation)
- effective speaking skills (e.g., changing language and tone to make the message clearer and/or more appealing to the listener)
- effective non-verbal skills that enhance effective communication (e.g., using appropriate body language such as smiling, affirmative nod of head)

Each group lists behaviours and strategies that exemplify the given skill.

◆ **My Communication Skills**

To help students analyze their own strategies and skills for communication within a group, they reflect on their past experience(s) in a group discussion. Students complete the following statements, indicating what their usual reaction would be:

1. If a group member says or does something I agree with, I _____.
2. When I want to make a point to the group, I _____.
3. If a group member ignores my suggestions, I _____.
4. If a group member says or does something I disagree with, I _____.
5. If I don't understand the group leader's ideas, I _____.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- For suggested activities, see Module 4: The Leadership Team in *Student Leadership Development Program* (CIRA).

Resources**Publications**

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998.
- The Conference Board of Canada. *Employability Skills 2000⁺*. Ottawa, ON: The Conference Board of Canada, 2000.
- Fetro, Joyce V. *Personal and Social Skills: Level 3*. Santa Cruz, CA: ETR Associates, 2000.
- Glover, Donald R., and Daniel W. Midura. *More Team Building through Challenges*. Windsor, ON: Human Kinetics Publishers, 1995.

Resource Master

- RM S1–2: *Employability Skills 2000⁺*



◆ **Performance Task: Communicating in a Collaborative Situation**

Peer Assessment: Checklist

Once students have finished the selected collaborative activity, they complete a checklist, such as the following, within their groups.

Collaborative Activity Checklist

Students

- chose a group leader
- ensured that all group members were on task
- used verbal communication skills
- used non-verbal communication skills
- encouraged other group members

◆ **Questioning/Interview: My Communication Skills**

Peer Assessment: Anecdotal Notes

Students share the analysis of their communication skills with a peer. They ask each other if they agree with the assessment offered and identify which communication skills, if any, promoted their group's cohesion.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.4.S1.B.2b Identify appropriate social behaviours (e.g., use inclusive language, treat others with respect...) for developing meaningful interpersonal relationships.

SUGGESTIONS FOR INSTRUCTION

◆ **What’s My Opinion?**

To stimulate class discussion about appropriate social behaviours, read out statements such as the following:

- Everybody has to put up with a certain amount of disrespect in a relationship.
- Saying “please” and “thank you” shows respect for people.
- Treat people with respect.
- I’ll talk to you any way I want.
- Swearing is an acceptable way of communicating.
- There is no “I” in teamwork.
- There are occasions when one has to raise one’s voice when talking in a group.

After reading each statement, ask students whether they agree with it, disagree with it, or are unsure. Each student then moves to one of three designated opinion areas identified as: Agree, Disagree, and Unsure. Students in each group/area share their reasons for having formed their opinion. They return to a central point in the room before the next statement is read.



Refer to Opinion Line in RM G–2: Active Learning Strategies.

◆ **Looking at Relationships in the Media**

Arrange students in pairs and have each pair choose two or three television shows (or movies or video games) with which both partners are familiar. Together they identify any healthy relationships apparent in their choices and find examples of both appropriate and inappropriate behaviours.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publications

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Resource Master

- RM G–2: Active Learning Strategies



◆ Paper and Pencil Task: All Activities

Peer Assessment: Inventory

Students create a list of appropriate social behaviours for developing meaningful interpersonal relationships and share this list with a peer. Students identify the common features among their selected behaviours.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.S1.B.3a Examine how to **manage anger** (i.e., control own anger and respond to anger of others) **in constructive ways** (e.g., stay calm, use conflict-resolution process...) **in different case scenarios.**

◆ **Identifying Anger**

Using a Think-Pair-Share strategy (McTighe and Lyman 74), students create a master list of physical signs of anger (e.g., shouting, slamming a door, swearing, pushing, hitting, tensing muscles, feeling hot). Students identify signs individually, add to their ideas with a partner, and then share the combined lists with the class.

◆ **Finding a Peaceful Solution**

Arrange students in groups of two or three and have each group select one of the scenarios suggested below. The group members confer with each other to identify

- the cause of the anger reflected in the scenario
- how someone else's anger would make them feel
- what response they could give to resolve the conflict constructively

Each group presents to the class a constructive way of responding to the selected scenario.

Suggested Scenarios:

1. Your younger sister is mad at you because she believes you do not have as many household chores to do as she does. She intentionally interrupts you when you are on the phone.
2. A classmate always seems to be angry with you and constantly calls you hurtful names.
3. You "borrow" an item of clothing from a parent/guardian or a close friend without asking permission. That person sees you wearing the "borrowed" item and immediately starts yelling at you.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Find “teachable moments” to address anger (e.g., make note of students fighting, swearing loudly).
- Encourage students to recognize their own “anger triggers.”

Resources**Publications**

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998.
- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Friedman, Sandra Susan. *Nurturing GirlPower: Integrating Eating Disorder Prevention/Intervention Skills into Your Practice*. Vancouver, BC: Salal Books, 2003.
- Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.

**◆ Journal/Reflection: All Activities**

Self-Assessment: Inventory

Students identify at least three anger-management strategies that would work (or that have worked) for them in dealing with anger in a constructive way.

◆ Journal/Reflection: All Activities

Self-Assessment: Inventory

Ask students to reflect on an event in their life that made them angry. Students describe what happened and identify a personal anger-management strategy they used in a given situation, answering the following questions:

1. During the current school year, have you experienced an incident that made you angry (e.g., lost your wallet, failed a major test)?
2. Describe the incident. What happened? Where/when did it happen?
3. What were your feelings and thoughts at the time of the incident?
4. Describe your actions. How did you handle the situation?
5. What was the result?
6. Now that you have had time to think about it, would you act differently in a similar situation? Explain.

◆ Observation: Finding a Peaceful Solution

Teacher Assessment: Inventory

As students present their suggestions for responding constructively to a selected scenario, determine how well they are able to outline anger-management strategies (e.g., staying calm, counting to 10, taking deep breaths, taking time out).

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.4.S1.B.3b Examine effects of conflicts (e.g., broken trust, hurt feelings, equity issues...) and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships (e.g., seek understanding, accept differences...).

SUGGESTIONS FOR INSTRUCTION

◆ **Conflicts: Effects and Solutions**

The class creates a master list of the possible effects of a conflict between friends, within a family, and among team members.

Divide students into two groups. One group lists **constructive** ways to deal with conflict, and the other group lists **destructive** ways to deal with conflict.

◆ **Finding a Constructive Solution**

Students pair up and choose one of the scenarios suggested below. (Ensure that an equal number of pairs select each scenario.)

Each pair analyzes its selected scenario, suggests possible effects that the conflict could create, and identifies constructive ways to deal with the conflict, keeping in mind the goal of developing and maintaining meaningful personal and/or team relationships. All students who analyzed the same scenario join to share their information.

Suggested Scenarios:

1. Two people are attracted to the same person.
2. Two friends are trying out for the same position on a school team.
3. Your teammates have voted you to be co-captain. You share the responsibility with someone you do not get along with.

Variation: Students create their own scenarios.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Possible effects of conflict:
 - feel anger
 - feel frustration
 - blame others
 - withdraw
 - seek revenge
- Constructive ways to address conflict:
 - listen to all opinions before making a judgement
 - talk it out
 - have face-to-face conversations with a mediator present
 - seek understanding
- Destructive ways to address conflict:
 - criticize people for their opinions
 - blame others
 - say or do hurtful things

Resource**Publication**

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998. (See Module 10: Problem Solving and Conflict Resolution.)

◆ **Observation: Finding a Constructive Solution**

Peer/Group Assessment: Inventory

Students assess each other's suggestions for constructive ways to deal with the conflict in the selected scenario.

◆ **Journal/Reflection: All Activities**

Self-Assessment: Inventory

Using a real-life example (or a fictitious example from a movie or book) of a conflict within a relationship, students reflect in their journals on the following statement: "There are always two sides to a story." They answer the following questions in relation to their selected example:

1. Did both people in the relationship look at each other's side?
2. If yes, how did this affect their relationship? Did it help them develop a more meaningful relationship? Explain.
3. If no, did it affect their relationship in a negative way? Explain.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.S1.B.3c Assess behaviours and conflict-resolution strategies (i.e., negotiation, arbitration, and adjudication) in the context of final outcome (i.e., win/win, win/lose, lose/lose) for settling disputes or disagreements.</p>	
<p>Curricular Connections PE/HE: S.4.S1.A.4</p>	
	<p>◆ Arbitration and Adjudication</p> <p>Students research a news report or story (or a television or video scene) that illustrates one of the following conflict-resolution strategies:</p> <ul style="list-style-type: none">• negation• arbitration• adjudication <p>Arrange students in pairs and have them identify the final outcome (i.e., win/win, win/lose, or lose/lose), as reported in their example.</p> <p>◆ Middle-of-the-Road</p> <p>Provide students with a list of opposites (e.g., black/white, heavy/light, excellent/poor) and have them find the word that best describes the half-way point between the two opposites (e.g., black/grey/white). This exercise is intended to help students understand the meaning of the term <i>compromise</i>.</p> <p>◆ Negotiation</p> <p>Provide students with the following scenario:</p> <p style="padding-left: 40px;">A friend of yours refuses to do his or her part in a class project.</p> <p>Divide the class into three groups, each representing one of the three possible types of solutions to negotiation:</p> <ul style="list-style-type: none">• win/win• win/lose• lose/lose <p>Students role-play the selected solution for the scenario.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- adjudication
- arbitration
- negotiation
 - win/win
 - win/lose
 - lose/lose

Resources**Publications**

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd. ed Ottawa, ON: CIRA, 1998. (See Module 10: Problem Solving and Conflict Resolution.)
- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

**◆ Journal/Reflection: All Activities**

Self-Assessment: Inventory

Students write in their journals about a conflict they have experienced, addressing the following in their recollection:

1. Identify the main source of conflict.
2. Describe the conflict-resolution strategy that was used to resolve the conflict.
3. Indicate the final outcome of the conflict: win/win, win/lose, or lose/lose.
4. Note personal feelings of satisfaction about the end result. Could something have been done differently to change the final outcome? Explain.

◆ Observation: Negotiation

Peer Assessment: Inventory

As each group presents a solution for the scenario (e.g., win/win), students identify the final outcome and discuss its effectiveness.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.S1.B.4 Identify examples of potentially dangerous situations (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure...) **and effective strategies for avoidance/refusal.**

◆ **I Have Choices**

Students create a master list of strategies for avoiding a potentially dangerous situation (e.g., say “No” assertively with appropriate body language and tone of voice, say “No” again if necessary, walk away, give a reason, use humour, give an excuse, offer a different alternative). Beside each strategy listed, students add a scenario that exemplifies the effective use of the strategy.

◆ **What Are My Choices?**

Arrange the class in pairs and provide them with examples of potentially dangerous situations. For each scenario, students identify

- the potential danger (e.g., getting stoned, getting hurt in a car accident)
- an example of a “pressure statement” (what someone might say)
- the strategies or response that could be used to avoid potential harm (e.g., avoidance by planning ahead, refusal by saying “No” firmly and giving a reason)

Suggested Scenarios:

1. The group you hang out with is having a big party at a friend’s house this Saturday, and the parents are not going to be home. Some of the kids are planning on bringing alcohol, and you’re afraid you will be pressured to drink. You do not drink but really want to go to the party.
2. You are sitting in a car and someone who does not have a driver’s licence says he is going to drive.
3. You and your friends are at the back doors of the school. One of your friends lights up a joint. You are offered a chance to smoke it.
4. You are babysitting your neighbour’s children at their house. At midnight the doorbell rings. The parents told you they would phone before they came home.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Help students to recognize peer pressure statements (e.g., “Don’t be a loser.” “Everyone’s doing it.”) that may feel intimidating or threatening to them.

Resources***Publications***

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually. (See current publication.)
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 2 and 6.)
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. (See Chapter 6.)

**◆ Questioning/Interview: What Are My Choices?**

Peer Assessment: Inventory

Pairs share their information with another group and compare and contrast the avoidance and/or refusal strategies identified for each scenario.

◆ Journal/Reflection: All Activities

Self-Assessment: Inventory

Students write in their journals about a personal experience that was dangerous, responding to the following questions:


1. What dangerous situation did you experience?
2. What strategies did you use to avoid harm in that situation?
3. How did that experience change your subsequent behaviour in similar situations?

Variation: Students write about a potentially dangerous situation that they have not experienced personally.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.4.S1.A.1 Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...).</p>
<p>Curricular Connections PE/HE: S.4.S1.A.2</p>

SUGGESTIONS FOR INSTRUCTION
<p>◆ Making a Short-Term Plan</p> <p>Have each student select a personal goal related to academic and/or healthy lifestyle practices in a variety of contexts, such as the following:</p> <ul style="list-style-type: none"> • participate in an exercise program • consume fewer carbonated drinks • quit smoking • practise safety procedures while skateboarding • stop procrastinating with doing homework <p>Students develop a short-term plan to achieve their personal goal, including the following components:</p> <ul style="list-style-type: none"> • the goal • a timeline to achieve the goal • steps in the action plan • possible roadblock(s) • solution(s) to possible roadblock(s) <p>Students share their plans with one another.</p>

<p><input type="checkbox"/> S.4.S1.A.2 Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...).</p>
<p>Curricular Connections PE/HE: S.4.S1.A.1</p>

<p>◆ Action Planning</p> <p>Students write a vision statement that describes what it would be like to adopt a healthy lifestyle and how it would improve their lives.</p> <p>Students set a goal and develop an action plan for a healthy lifestyle practice of their choice (e.g., exercise regularly, eat healthy foods, quit smoking, watch less television, take a lifesaving course). The action plan should</p> <ul style="list-style-type: none"> • outline specific steps that will be taken to reach the goal • indicate when and how often these steps will be taken • describe how progress will be assessed • specify how the plan will be revised if it is not working <p>Students could record their plans using a BLM provided.</p> <p> Refer to BLM S1–4: Action Planning.</p> <p>Variation: Students develop an Action Planning template.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Reinforce this learning outcome throughout the term/year in relation to different strands, themes, or units.

◆ **Performance Task: Making a Short-Term Plan**

Peer Assessment: Checklist

Students rate the five parts of each other’s short-term plan to achieve a selected personal goal. They circle

- 1 if they think something is clear
- 2 if they think more clarity is needed

Checklist for Short-Term Plan

	Is/Are Clear	Need(s) Clarification
• the goal	1	2
• timeline to achieve goal	1	2
• steps in action plan	1	2
• possible roadblock(s)	1	2
• solution(s) to possible roadblock(s)	1	2

Tip

- When students share their action plans with their classmates, in either small or large groups, they will learn that the action plans can be as varied as the individuals who make them, and that what works for one may not work for another.

Resources

Publication

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually. (See current publication.)

Blackline Master

- BLM S1–4: Action Planning



◆ **Paper and Pencil Task: Action Planning**

Self-Assessment: Checklist

Using teacher/student-developed criteria, students assess the design, implementation, and achievement of their own action plans.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> S.4.S1.A.3 Apply interpersonal skills (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment...) in case scenarios related to developing close, meaningful relationships (e.g., between parent and child, siblings, mother and father, best friends, teammates, in romantic relationships...).
Curricular Connections PE/HE: K.4.S2.B.2b

SUGGESTIONS FOR INSTRUCTION

◆ **Identification of Interpersonal Skills**

Arrange students in small groups and have each group select a relationship from the following list (ensuring that all five relationships are selected):

- between parents and child
- among siblings
- among close friends
- between employer and employee
- among teammates

Students in each group create a master list of interpersonal skills that they deem necessary to develop close, meaningful relationships (e.g., sharing, respect, making a commitment).

Post the master lists and have students identify

- which interpersonal skills apply to most or all of the five relationships
- which interpersonal skills apply only to a specific relationship

◆ **Finding the Components of a Relationship**

Make a poster that identifies various components of a relationship (both positive and negative).



For an example, refer to RM S1–3: Relationship Cards.

Each student checks the poster and identifies the skills he or she thinks are related to developing a close, meaningful relationship with a romantic partner. The class then identifies

- the most frequently checked skills
- the skills that are not related to developing a meaningful relationship with a romantic partner



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publications

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Resource Master

- RM S1–3: Relationship Cards



◆ **Journal/Reflection: All Activities**

Self-Assessment: Inventory

Students choose an example of a personal relationship they are involved in and comment on the interpersonal skills (e.g., showing respect, being responsible) that each person contributes to the development of that relationship.



PRESCRIBED LEARNING OUTCOMES	
<i>Students will...</i>	
<input type="checkbox"/> S.4.S1.A.4 Apply conflict-resolution strategies (i.e., mediation and negotiation) in different case scenarios for understanding different perspectives and points of view (i.e., determine the reason behind a conflict).	
<table border="1"><tr><td>Curricular Connections PE/HE: K.4.S1.B.3c</td></tr></table>	Curricular Connections PE/HE: K.4.S1.B.3c
Curricular Connections PE/HE: K.4.S1.B.3c	

SUGGESTIONS FOR INSTRUCTION

◆ **Understanding Conflict Resolution**

Present a case scenario that exemplifies a conflict between two people. Clearly identify the opposing opinions.

Divide the class into two equal groups, each group representing one side of the conflict exemplified in the case scenario. Each group discusses the issue from its assigned perspective, using the following questions as a guide:

- How does your group see the conflict?
- What is the source of the conflict?
- What would the group be willing to do to resolve the conflict?
- What would the group hope to achieve from a resolution?

◆ **Practising Conflict Resolution**

Students create case scenarios that contain conflict and use conflict-resolution strategies for understanding different viewpoints.

- **Mediation:** Arrange students in groups of three so that each group has someone from each side of a conflict and one mediator. “Opposing” students present their sides of the conflict and the mediator helps to solve the conflict. Students record the solutions and share them with the class.
- **Negotiation:** Arrange students in pairs so that each pair has someone from each side of a conflict. Each student presents his or her side of the conflict to the other and uses negotiation to solve the conflict. Students record their solutions and share them with the class.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- mediation
- negotiation

Resources

Publications

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998.
- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.
- Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.



◆ **Observation: All Activities**

Teacher Assessment: Inventory

During class discussion, observe whether or not students are able to

- mediate and negotiate in a respectful manner
- see others' points of view



Personal and Social Management Outcomes: Senior 1



Knowledge

- K.4.S1.A.1 Examine personal strengths, values, and strategies** (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) **for achieving individual success and a positive self-image.**
- K.4.S1.A.2a Identify potential career choices in health education and physical education** (e.g., physical educator, physiotherapist, athletic director, fitness leader, recreation director, health and wellness educator, social worker, nutritionist, medical doctor, nurse, counsellor, occupational therapist...).
- K.4.S1.A.2b Determine the skills for employability** (i.e., academic, personal management, and teamwork skills).
- K.4.S1.A.3 Examine factors** (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs...) **that affect self and/or others in making decisions regarding active healthy lifestyles and/or career building.**
- K.4.S1.B.1a Describe ways to treat others** (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness...) **for developing healthy and meaningful relationships** (e.g., between parent and child, siblings, best friends, in romantic relationships, in marriage, at work, in the community...).
- K.4.S1.B.1b Reflect on the factors** (e.g., interest, multiple intelligences, access...) **that influence choice of physical activities or sport pursuits for self and others.**
- K.4.S1.B.2a Identify communication skills and strategies that promote team/group dynamics** (e.g., listen actively, encourage others, be assertive in acceptable ways, show self-control, stay with the group until completion of the task, develop group consensus...).
- K.4.S1.B.2b Identify appropriate social behaviours** (e.g., use inclusive language, treat others with respect...) **for developing meaningful interpersonal relationships.**
- K.4.S1.B.3a Examine how to manage anger** (i.e., control own anger and respond to anger of others) **in constructive ways** (e.g., stay calm, use conflict-resolution process...) **in different case scenarios.**

Knowledge (continued)

- K.4.S1.B.3b Examine effects of conflicts** (e.g., broken trust, hurt feelings, equity issues...) **and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships** (e.g., seek understanding, accept differences...).
- K.4.S1.B.3c Assess behaviours and conflict-resolution strategies** (i.e., negotiation, arbitration, and adjudication) **in the context of final outcome** (i.e., win/win, win/lose, lose/lose) **for settling disputes or disagreements.**
- K.4.S1.B.4 Identify examples of potentially dangerous situations** (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure...) **and effective strategies for avoidance/refusal.**

Skills

- S.4.S1.A.1 Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices** (e.g., active living, good nutrition, no substance use, safety...).
- S.4.S1.A.2 Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices** (e.g., active living, good nutrition, no substance use, safety...).
- S.4.S1.A.3 Apply interpersonal skills** (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment...) **in case scenarios related to developing close, meaningful relationships** (e.g., between parent and child, siblings, mother and father, best friends, teammates, in romantic relationships...).
- S.4.S1.A.4 Apply conflict-resolution strategies** (i.e., mediation and negotiation) **in different case scenarios for understanding different perspectives and points of view** (i.e., determine the reason behind a conflict).

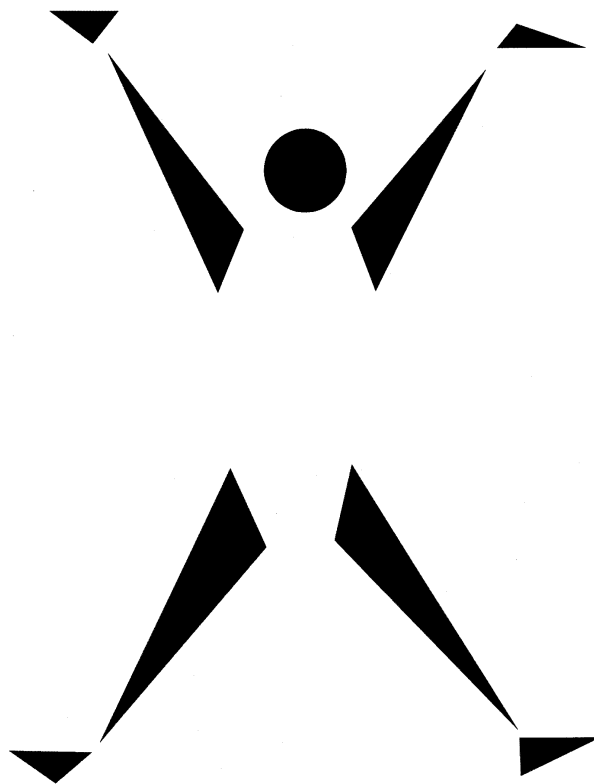
Attitude Indicators

- 4.1 Show a positive attitude toward learning, growth, and personal health.
- 4.2 Be sensitive to the needs and abilities of others.
- 4.3 Demonstrate personal responsibility in daily work and play.
- 4.4 Show a willingness to play fairly and work cooperatively/collaboratively with others.
- 4.5 Show a positive attitude toward change.
- 4.6 Enjoy participation and learning.

Senior 1

5. Healthy Lifestyle Practices

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



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.S1.D.1 Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine, street drugs...), and the possible effects on self and/or others.</p>
<p>Curricular Connections SC: SC-S1-1-15 Investigate and describe environmental factors and personal choices that may lead to a genetic mutation or changes in an organism's development.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Be Knowledgeable**

Using a Think-Pair-Share strategy (McTighe and Lyman 74), students explain the meaning of addiction and substance dependence and provide examples of each. Students think about the meaning individually, add to their ideas with a partner, and share their definitions and examples of addiction and substance dependence with the class.

The class divides into two groups to identify the short-term effects and the long-term effects of addiction and substance dependence on individuals. Students share information in a class discussion.

◆ **Substance Dependence**

In small groups, students select a statement concerning substance dependence:

- “Nicotine is the addictive substance in tobacco. Tobacco products have damaged or endangered the health of more Canadians than any other substance” (MAAW Committee, 2002, 1.5).
- “Alcohol is the number one drug problem among teenagers. Like other drugs, it affects both the mind and the body and can lead to addiction” (MAAW Committee, 2002, 1.5).
- According to Addictions Foundation of Manitoba, approximately 50 percent of students have gambled or bet on a game of chance (e.g., scratch tickets, bingo, lottery tickets, sports select games, VLTs, slot machines) (Patton and Brown 11).

Students discuss the selected statement with regard to the effects on self and/or others. Volunteers from each group share their information with the class. Encourage class discussion.

◆ **Trevor’s Story**

As an example of the effects that a substance dependence can have on an individual’s life, students read the case scenario Trevor’s Story and respond to the questions asked about Trevor’s life, sharing their responses with the class.



Refer to BLM S1–5: Trevor’s Story, Questions, and Answer Key.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

The instructional and assessment activities suggested for GLO 5, Strand D: Substance Use and Abuse Prevention include potentially sensitive content. Before implementation, check with the school administration for school/division guidelines and procedures related to providing a parental option.

Glossary

- addiction
- alcoholism
- substance dependence

Tip

- For a discussion of Exit Slips, refer to *Success for All Learners* (Manitoba Education and Training 6.60).

Resources**Audiovisual**

- Foreign Affairs and International Trade Canada. *Gambit: Drugs and Travel—A Dangerous Mix*. VHS and DVD. Ottawa, ON: Foreign Affairs and International Trade Canada, 1993.

Publications

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- Patton, David, and David Brown. *Gambling Involvement and Problem Gambling in Manitoba*. Winnipeg, MB: Addictions Foundation of Manitoba, 2002.

◆ **Questioning/Interview: Be Knowledgeable**

Teacher Assessment: Inventory

At the end of the class, have students prepare an Exit Slip, completing the following statements:

1. Addiction is like...
2. Substance dependence is like...

◆ **Questioning/Interview: Trevor's Story**

Peer Assessment: Inventory

Students answer questions regarding Trevor's Story.



Refer to BLM S1–5: Trevor's Story, Questions, and Answer Key.

TEACHER NOTES (continued)

- Patton, David, David Brown, Brian Broszeit, and Jastej Dhaliwal. *Substance Use among Manitoba High School Students*. Winnipeg, MB: Addictions Foundation of Manitoba, 2001.

Organizations

- Addictions Foundation of Manitoba (AFM)
- Health Canada
- Manitoba Addictions Awareness Week (MAAW) Committee
- Manitoba Lung Association

Blackline Master

- BLM S1-5: Trevor's Story, Questions, and Answer Key



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.5.S1.D.2 Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...).</p>
<p>Curricular Connections PE/HE: K.5.S1.E.C FS: S1.5.2.3 Identify and evaluate adolescent mental and physical health issues, e.g., depression, health issues—STIs, alcohol and drug abuse, learning disability, physical disability, family abuse or violence, personal or family illness.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Substance Risks**

Working in groups of four or five, students select a substance (e.g., caffeine, alcohol, tobacco, inhalants, hallucinogens, street drugs). Each group researches and lists the potential negative consequences of the selected substance abuse in the following areas:

- family life
- social life
- educational/occupational life
- physical/emotional well-being
- legal implications

Groups share their findings and information with the class.

◆ **Trivia Game**

Students create a trivia game called Use and Abuse of Substances. They develop questions related to drug categories, medical implications, side effects, and risks. Verify the accuracy of students’ questions and answers and assign point values to each question and answer, depending on degree of difficulty.

As students play the game, questions are read aloud one at a time. Working in teams of four or five, students write down their answer. After 10 to 15 seconds, the teacher rings a bell, and teams show their answer. Teams with the correct answer receive points (e.g., 5, 10, 15, 20). Keep a record of each team’s points.



For an example of a trivia game, refer to RM G–8: Effects of Alcohol and Drugs: Trivia Game and Answer Key.

◆ **One Drink Is Too Much**

Using the KWL strategy (Ogle), students explore and develop their knowledge of fetal alcohol syndrome and/or fetal alcohol effects. Students

K – work independently to determine what they *know* about the topic

W – work with a partner to identify what they *want to know* more about

L – participate in class discussion and note what they have *learned*, using a BLM as a guide



Refer to BLM S1–6: KWL: Fetal Alcohol Syndrome/Effects.

For more information about the KWL strategy, see *Success for All Learners* (Manitoba Education and Training 6.20).

(continued)



TEACHER NOTES

Tip

- Fetal alcohol spectrum disorder (FASD) includes fetal alcohol syndrome/effects (FAS/E).

Resources

Audiovisuals

- Foreign Affairs and International Trade Canada. *Gambit: Drugs and Travel—A Dangerous Mix*. VHS and DVD. Ottawa, ON: Foreign Affairs and International Trade Canada, 1993.
- Manitoba Public Insurance Corporation. *Wrecked: High School Anti-Impaired Driving Kit*. VHS. Winnipeg, MB: Manitoba Public Insurance Corporation, 2002.

Publications

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- Manitoba Education, Training and Youth. *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*. Winnipeg, MB: Manitoba Education, Training and Youth, 2001.

Organizations

- Addictions Foundation of Manitoba (AFM)
- FASworld Canada (international alliance of parents and professionals)
- Health Canada
- Clinic Community Health Centre—Teen Talk
- Sport Manitoba



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Substance Risks**

Peer Assessment: Checklist

Students use a checklist to assess group findings.

Substance Risks Checklist

The group identifies the potential negative consequences of the selected substance abuse in the areas of

- family life
- social life
- educational/occupational life
- physical/emotional well-being
- legal implications

◆ **Paper and Pencil Task: One Drink Is Too Much**

Teacher Assessment: Inventory

Students complete the KWL task to determine their understanding of fetal alcohol syndrome/effects.


(continued)

TEACHER NOTES (continued)



Professionals

- RCMP/local police

Blackline Master

- BLM S1–6: KWL: Fetal Alcohol Syndrome/Effects 

Resource Master

- RM G–8: Effects of Alcohol and Drugs: Trivia Game and Answer Key  

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.S1.D.2 (continued)

(continued)

◆ **I Could Use a Friend**

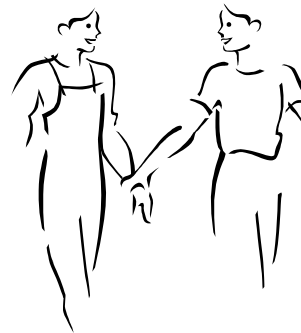
In groups of three or four, students read the following scenario and answer the questions provided. Encourage class discussion by having groups share their answers.

Suggested Scenario:

At age 15, the last thing Jackie wanted was to be pregnant. She had missed a period, but she told herself it was because of her “new fad diet.” She could not be pregnant! She and Alex had intercourse only the one time after the party six weeks ago. He promised her that he knew the right moment to withdraw. Granted, both had been drinking at the party.

It took nearly eleven weeks before Jackie finally admitted to herself and to Alex that the pregnancy was real. To escape their problems, they both started to drink more often. Their heavy drinking turned most of their friends away.

Jackie’s best friend is the only other person who knows about her pregnancy. She is very concerned about Jackie and Alex and wants to help them, but is not sure how to go about it. She turns to you for advice.



Suggested Questions:

1. What are some of the issues Jackie’s best friend needs to consider while helping Jackie and Alex?
2. What choices place Jackie and the fetus at risk?
3. What steps does Jackie have to take to keep herself and the baby healthy?
4. How can Alex support Jackie?
5. Where can the best friend go to find help and information for Jackie and Alex?



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

(continued)

◆ **Journal/Reflection: I Could Use a Friend**

Teacher Assessment: Anecdotal Notes

Students write in their journals a new ending for the scenario.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.5.S1.D.3 Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse.
Curricular Connections PE/HE: K.3.S1.B.4 ELA: GLO 3—Manage ideas and information.

SUGGESTIONS FOR INSTRUCTION

◆ **Resources and Agencies**

Working in small groups, students research and brainstorm where they could go to find information on addictions counselling services. Each group compiles a list of community agencies and resources that provide support for the prevention of substance use and abuse.

On index cards, students record the

- name of an addiction agency in the community
- address and telephone number
- hours of operation
- contact information
- services offered

Groups collect this information from two or three agencies and present it to classmates, followed by class discussion. Keep this information in the school library and/or school counselling office.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Invite a community resource person to speak to the class. Have students generate interview questions to be asked (e.g., What qualifications do you have? How many people use your services?).
- Discuss with students that if specific services are not provided in their community, they might be available from a regional provider.

Resources

Audiovisual

- Manitoba Public Insurance Corporation. *Wrecked: High School Anti-Impaired Driving Kit*. VHS. Winnipeg, MB: Manitoba Public Insurance Corporation, 2002.

Publications

- Child Find Manitoba, Inc. *Sharing Our Adolescent Resources*. Winnipeg, MB: Child Find Manitoba, Inc., 2004.
- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002.

Organization

- Child Find Manitoba, Inc.




◆ **Observation: Resources and Agencies**

Peer Assessment: Checklist

Peers assess group findings recorded on index cards, using a checklist such as the following.

Community Agencies and Resources Checklist		
For each agency, the group identifies the	Yes	No
• name of the addiction agency		
• address and telephone number		
• hours of operation		
• contact information		
• services offered		

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.5.S1.E.1a Review the anatomy and physiology of the reproductive system of human beings.	◆ Reproductive Systems With the aid of diagrams, students review the anatomy and physiology of the male and female reproductive systems.
Curricular Connections FS: S1.2.3.1 Describe the male and female reproductive systems and the process by which fertilization takes place. SC: SC-S1-1-09 Describe the structure and function of the male and female human reproductive systems.	 Refer to BLMs G–4a to G–4g: Reproductive System Diagrams and Definitions. Students submit two or three questions for a post-quiz.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

- The instructional and assessment activities suggested for GLO 5, Strand E: Human Sexuality include potentially sensitive content. Before implementation, check with the school administration for school/division guidelines and procedures related to providing a parental option.
- Also refer to *Human Sexuality* (Manitoba Education, Citizenship and Youth).

Resources

Publications

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Professionals

- physician
- public health nurse
- representative from Klinik Community Health Centre—Teen Talk

Blackline Masters

- BLMs G–4a to G–4g: Reproductive System Diagrams and Definitions



◆ **Paper and Pencil Task: Reproductive Systems**

Self-Assessment: Inventory

Create a post-quiz (e.g., in a mix-and-match format) using student-generated questions to assess student knowledge of the anatomy and physiology of the human reproductive systems. Provide answers for students to self-assess responses.

Reproductive Systems	
<p>Suggested Quiz:</p> <ol style="list-style-type: none"> 1. An organ that provides nourishment to the fetus. _____ 2. The male fluid that provides cells for fertilization. _____ 3. Another name for testicle. _____ 4. What occurs about 14 days before a female begins menstruation? _____ 	<ol style="list-style-type: none"> A. Penis B. Semen C. Placenta D. Circumcision E. Ovulation F. Testes
<p>Answer Key:</p> <ol style="list-style-type: none"> 1. C 2. B 3. F 4. E 	

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.S1.E.1b Describe the potential consequences and risks associated with sexual behaviour (e.g., unplanned pregnancy, STIs, HIV, AIDS...) and different types of contraceptive methods (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).

Curricular Connections

PE/HE:

K.5.S1.E.2b

FS:

S1.2.3.2 Evaluate the role of abstinence in relationships, e.g., mental health, pregnancy prevention, physical health—STIs, emotional health.

S1.2.4.1 Differentiate between various contraceptive options, e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUCD, sponge, Depo-Provera, Norplant, vasectomy, tubal ligation, rhythm method.

SUGGESTIONS FOR INSTRUCTION

◆ **Life Is Too Short**

Working in pairs, students brainstorm

- reasons why some youth choose abstinence
- reasons why some youth choose to have intercourse
- potential risks of sexual behaviour (e.g., unplanned pregnancy, STIs, HIV, AIDS)

Pairs share their information with classmates.



To assist with class discussion, refer to RM S1–4: Postponing Intercourse Versus Having Intercourse.

◆ **Get the Facts...NOW!**

As a class, brainstorm and create a master list of various types of contraceptive methods. Working in groups of three or four, students research the effectiveness of one contraceptive method related to pregnancy prevention and STI prevention, record information using the following chart, and present findings to classmates. Students complete their charts during class discussion.

Get the Facts...NOW!			
Contraceptive Method/Type	Rank Effectiveness * to Protect against		Can Be Obtained Where
	Pregnancy	STIs	

* Rank effectiveness level of protection against pregnancy and STIs using a scale of 1 (least effective) to 10 (most effective).



Refer to RM G–9: Contraceptive Methods and Considerations: Answer Key.

◆ **Surprise Package**

Prepare and distribute individual paper bags, each containing one type of contraceptive device. Working in groups of three or four, students gather and present the following information about a specific contraceptive device:

- name (e.g., condom)
- function (e.g., condom prevents semen from getting into the vagina and anus)
- effective use (e.g., for male condom, check expiration date, use once only)

Encourage appropriate class discussion.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- AIDS
- HIV
- STI


Resources**Publications**

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. (See Module 7: Contraception and Safer Sex, pages 314-321.)

Professionals

- Elder/religious leader
- public health nurse

Resource Masters

- RM S1–4: Postponing Intercourse Versus Having Intercourse 
- RM G–9: Contraceptive Methods and Considerations: Answer Key

**♦ Paper and Pencil Task: All Activities**

Self-Assessment: Inventory

Create a post-quiz to assess student knowledge. Post answers for students to self-assess responses.

Suggested Quiz:

1. What is the purpose/function of condoms?
2. What is the emergency contraceptive pill (morning-after pill) and what is its function?
3. What is a latex dam used for?
4. What are three highly unreliable contraceptive methods?

Answer Key:

1. Condoms form a barrier that prevents semen from getting into the vagina and anus.
2. An emergency contraceptive pill is given at a medical centre only in emergency situations (e.g., forced intercourse). It may prevent unwanted pregnancy.
3. A latex dam is used for oral sex as protection against STIs.
4. Three highly unreliable contraceptive methods are: natural family planning (rhythm), withdrawal, and douching.

♦ Journal/Reflection: All Activities

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals.

1. How does an individual's life change when he or she is diagnosed with HIV? Explain.
2. There are various contraceptive methods. What factors would influence your selection? Explain.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.5.S1.E.1c Describe responsible behaviours for a healthy pregnancy (e.g., receive prenatal care; avoid use of alcohol, tobacco, and other harmful drugs; consume nutritious foods and fluids; have regular medical checkups; avoid sexual intercourse with infected partners...).</p> <div data-bbox="115 674 550 785" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: K.5.S1.D.2</p> </div>	<p>◆ Taking Care of Two</p> <p>Students pair up and create a list of factors and behaviours that affect the health of a pregnant female and the developing fetus. The list includes positive factors (e.g., regular medical checkups) and negative factors (e.g., drinking alcohol during pregnancy). Create a master list for class discussion.</p> <p>◆ Validate</p> <p>Working in groups of four or five, students select a statement from a given list. Each group validates its statement for classmates. Encourage class discussion.</p> <p>Examples of Statements:</p> <ul style="list-style-type: none"> • A pregnant female’s nutritional intake during her pregnancy affects the development of the fetus. • Smoking during pregnancy may harm the fetus. • By drinking alcohol, the expectant mother increases the risk of fetal alcohol syndrome. • Second-hand smoke is just as harmful as or worse than smoking for the expectant mother and fetus. • Appropriate physical exercise during pregnancy is good for both the mother and the fetus.
<p><input type="checkbox"/> K.5.S1.E.2a Identify the components for building and maintaining healthy, close relationships (e.g., effective communication and decision-making skills, respect, trust, love...).</p>	<p>◆ My Best Friend</p> <p>Using a Think-Pair-Share strategy (McTighe and Lyman 74), students identify what qualities they like in a “best friend.”</p> <p>◆ Sorting Game</p> <p>Using self-adhesive notepaper (stickies), each student writes down one component that he or she believes helps build and maintain healthy, close relationships. Post all notes on a master list.</p> <p>As a class, students identify the components that scored the highest frequency of responses and those that scored the lowest frequency of responses. Encourage class discussion.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Fetal alcohol spectrum disorder (FASD) includes fetal alcohol syndrome/effects (FAS/E).

Resources

Publication

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, current annual publication.

Professionals

- Elder/religious leader
- public health nurse

Organization

- FASworld Canada

◆ **Journal/Reflection: Taking Care of Two**

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

1. What are five practices/behaviours that help a pregnant female to remain healthy?
2. Where could a pregnant female go for help and advice?
3. What role might a male partner play in taking responsibility for a healthy pregnancy?

Tip

- Students may suggest both positive and negative components that affect friendship.
 - Positive components may include: trust, respect, love.
 - Negative components may include: dishonesty, rudeness, impatience.

Resources

Publications

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.

◆ **Journal/Reflection: My Best Friend**

Peer Assessment: Inventory

Students respond in their journals to the following question:

Imagine that you have had a major disagreement with your best friend. How would you go about repairing and rebuilding your relationship so that it can become even stronger? Explain.

TEACHER NOTES (continued)

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.S1.E.2b Examine the psychological implications of sexual activity and teenage pregnancy (e.g., hurt feelings, increased responsibility, loss of reputation...), **and responsibilities regarding prevention** (e.g., discuss decision with parents/religious leaders/doctor, abstain, communicate with partner, obtain contraception...).

Curricular Connections

PE/HE:
K.5.S1.E.1b

◆ **Consider the Consequences**

Working in groups of five or six, students brainstorm to identify the emotional consequences of early sexual activity. Volunteers share their group’s information. Create a master list to generate class discussion.

◆ **What Am I to Do?**

Remaining in the same groups (as in the previous learning activity), students analyze the following statement:

“Your boyfriend/girlfriend says he/she is ready for sex.”

Each group examines the psychological implications of the above statement and addresses the issue of making a responsible decision for preventing teenage pregnancy. Volunteers share group answers. Encourage class discussion.

K.5.S1.E.3a Describe social factors affecting human sexuality (e.g., culture, religious values, stereotyping, role models, media influence, body image, sexual orientation...).

◆ **Factors and Findings**

Using a Think-Pair-Share strategy (McTighe and Lyman 74), students create a master list of social factors affecting human sexuality. In small groups, students choose a social factor from the master list, research how that factor can affect one’s sexuality, and present findings to the class.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publications

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Professionals

- Elder/religious leader
- public health nurse
- school guidance counsellor

◆ **Journal/Reflection: Consider the Consequences**

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

1. Imagine that you and your partner are expecting a baby. At this time in your life, how would you feel about or how would you handle the situation?
2. Is there a difference in how society views males having premarital sex versus females having premarital sex? Explain.
3. How would being a teenage parent affect you and your life? Explain.

Resources

Publications

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.



◆ **Journal/Reflection: Factors and Findings**

Self-Assessment: Inventory

Students reflect, in their journals, on the social factors that affect their personal sexuality and how these factors affect their sexual behaviour.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.5.S1.E.3b Examine the influences (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) on making decisions for responsible sexual behaviour.

SUGGESTIONS FOR INSTRUCTION

◆ **Look Within**

Students brainstorm and create a master list of influences that affect decisions regarding responsible sexual behaviour.

◆ **Example**

Read the following scenario in which two people (partners A and B) discuss whether they are ready to be sexually active. Students identify the influences evident in the scenario that will affect the decision for responsible sexual behaviour.

Suggested Scenario:

A: “I think that we are ready to take our relationship to the next step.”

B: “What do you mean? Are you saying you are ready to have sex?”

A: “Yes, all our friends have had sex already and you liked that movie we saw last night with all those bedroom scenes in it.”

B: “I know lots of our friends are sexually active but I am not sure whether I feel ready right now. My parents believe it is important to wait until marriage. Within my culture it is very rare for someone to have sexual relations with a partner before marriage.”

◆ **Help**

Students collect advice/self-help columns from newspapers and/or magazines on the topic of influences that affect decisions regarding responsible sexual behaviour. Working in groups of three or four, students select a case scenario. Each group identifies the

- influences that could affect decisions regarding sexual behaviour
- consequences of the influences
- possible solutions to the case scenario
- “best” possible solution(s) to the situation

Each group presents information to classmates and responds to questions.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publications

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.



◆ **Performance Task: Help**

Group Assessment: Checklist

Students use the following checklist to assess each group’s case scenario presentation.

Group Presentation Checklist			
Criteria	Yes	No	Comments
The group			
• stated influences that could affect decisions regarding sexual behaviour			
• presented consequences of the influences			
• stated possible solutions to the case scenario			
• stated "best" solution(s) to the situation			

◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

1. What does the phrase “make an informed decision on responsible sexual behaviour” mean to you?
2. What influence(s) would affect your decision for responsible sexual behaviour? What influence(s) would not affect your decision?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.S1.E.3c Review personal responsibilities and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sex-related health issues.</p>	<p>◆ Support Links</p> <p>Students brainstorm and create a master list of various support systems (e.g., parent/guardian, school guidance counsellor, physician) available to them with regard to sex-related health issues.</p> <p>Working with a partner, students select one support system from the master list. They identify and share with classmates how their selected support system can provide assistance and/or information on sex-related health issues.</p>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Resources****Publications**

- Child Find Manitoba, Inc. *Sharing Our Adolescent Resources*. Winnipeg, MB: Child Find Manitoba, Inc., 2004.
- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Organizations

- Child Find Manitoba, Inc.
- Sexuality Education Resource Centre (SERC)

Professionals

- Elder/religious leader
- medical professionals (physician, nurse)

**◆ Journal/Reflection: Support Links**

Self-Assessment: Inventory

Students reflect, in their journals, on which support system they would choose with regard to sex-related health issues.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.S1.E.4a Examine behaviours that may decrease the risk of contracting HIV (e.g., practising abstinence, using condoms...), and behaviours that increase the risk of contracting HIV (e.g., having intercourse with infected persons, using contaminated needles, using or handling body fluids, giving birth once infected...).</p>
<p>Curricular Connections PE/HE: K.5.S1.E.3c</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Stay Safe**

To demonstrate and assess their knowledge of HIV/AIDS and other STIs, students complete the BLM provided. They assess their own responses using the posted answer key.



Refer to BLM S1–7: HIV/AIDS/STI Knowledge Test and Answer Key.

Discuss any topic-related questions/concerns, particularly issues concerning the behaviours that increase or decrease the risk of contracting HIV.



Refer to RM S1–5: The Prevention of HIV/AIDS.

◆ **Risky Behaviours?**

Students individually list

- behaviours that may **decrease** the risk of contracting HIV
- behaviours that may **increase** the risk of contracting HIV

In a class discussion, students share their lists, record the responses, and create a master list. For each behaviour identified, students rank the level of risk for contracting HIV. (For example, having unprotected intercourse with an infected person poses a much higher level of risk for contracting HIV than maintaining a monogamous relationship with a partner who is HIV-negative.)

Examples of Behaviours:

- having unprotected intercourse with infected person(s)
- sharing needles or other drug-use equipment
- practising abstinence
- handling body fluids with no protection
- using protection/contraceptive methods (e.g., condoms) during intercourse
- using contaminated needles for ear-piercing or tattooing
- maintaining a monogamous relationship
- handling body fluids with protection
- other



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- AIDS
- HIV
- intercourse
- STI

Resources

Publications

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Organizations

- Canadian HIV/AIDS Information Centre
- Clinic Community Health Centre—Teen Talk
- Sexuality Education Resource Centre (SERC)

Professional

- public health nurse

Blackline Master

- BLM S1–7: HIV/AIDS/STI Knowledge Test and Answer Key



Resource Master

- RM S1–5: The Prevention of HIV/AIDS



◆ **Paper and Pencil Task: All Activities**

Self-Assessment: Inventory

With the use of a posted answer key, students assess their responses to the knowledge test.



Refer to BLM S1–7: HIV/AIDS/STI Knowledge Test and Answer Key.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.5.S1.E.4b Describe the symptoms of, effects of, and treatments for the most common sexually transmitted infections (e.g., gonorrhea, chlamydia, syphilis, herpes...).

Curricular Connections

PE/HE:
K.5.S1.E.3c

SUGGESTIONS FOR INSTRUCTION

◆ **STI Pre-Quiz**

To demonstrate their current knowledge of sexually transmitted infections (STIs) and how to avoid contracting the infections, students complete an STI pre-quiz.



Refer to BLM S1–8: STI Quiz and Answer Key.

◆ **STIs**

Students select two of the STIs listed below. (Ensure that all STIs are selected.) With the aid of the support systems identified in the activity suggested for learning outcome K.5.S1.E.3c, students research their selected STIs and record their finding in a chart such as the following. Combine all students’ information and generate a master STIs Chart.

Sexually Transmitted Infections (STIs) Chart				
STI	Viral, Bacterial, or Parasitic	Symptoms	Effects on Body	Treatment
Chlamydia				
Gonorrhea				
Hepatitis B				
Herpes				
Human immunodeficiency virus (HIV)				
Human papilloma virus (HPV)				
Pubic lice				
Syphilis				



Refer to BLM S1–9: Sexually Transmitted Infections (STIs) Chart: Answer Key.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources**Publications**

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Ontario Physical and Health Education Association (OPHEA). *Ontario Health and Physical Education Support: Grades K-10*. Toronto, ON: OPHEA, 2000.
- Ottawa, City of. People Services Department. *Teaching Sexuality Resource Kit*. 2nd ed. Ottawa, ON: City of Ottawa, People Services Department, 2002.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Organization

- Klinec Community Health Centre—Teen Talk

Professionals

- physician
- public health nurse

Blackline Masters

- BLM S1–8: STI Quiz and Answer Key
- BLM S1–9: Sexually Transmitted Infections (STIs) Chart: Answer Key

**♦ Paper and Pencil Task: All Activities**

Self-Assessment: Inventory

Students take the STI quiz again to assess their knowledge. They mark their own responses, using the posted answer key.



Refer to BLM S1–8: STI Quiz and Answer Key.

PRESCRIBED LEARNING OUTCOMES

Students will...

S.5.S1.A.4 Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse (e.g., over-the-counter drugs, tobacco, alcohol, street drugs, hallucinogens, inhalants...).

Curricular Connections

SC (Biology):

S3B-0-G3 Evaluate individual and group processes used.

SUGGESTIONS FOR INSTRUCTION

◆ **You Decide**

Working in groups of three or four, students select a scenario dealing with substance use and/or abuse. In response to their selected scenario, students apply a problem-solving strategy that supports a healthy lifestyle practice, referring to the DECIDE model. They present their information to the class and respond to questions.



Refer to BLM G-5: DECIDE Model.

Suggested Scenarios:

1. Your locker partner is constantly bringing small bottles of alcohol to school and drinking them.
2. Your friend is returning to school after lunch stoned.
3. You are hanging out with a group of friends and they are pressuring you to smoke a cigarette.
4. Your older brother (sister) is having a party and offers you a beer.
5. Someone you know asks you to smoke a joint before a school dance.
6. A group of students are sniffing in the parking lot and ask you to join them.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

The instructional and assessment activities suggested for this learning outcome include potentially sensitive content. Before implementation, check with the school administration for school/division guidelines and procedures related to providing a parental option.

Resources

Audiovisual

- Manitoba Public Insurance Corporation. *Wrecked: High School Anti-Impaired Driving Kit*. VHS. Winnipeg, MB: Manitoba Public Insurance Corporation, 2002.

Publications

- Cook, Paula, et al. *Tough Kids and Substance Abuse: A Drug Awareness Program for Children and Adolescents with ARND, FAS, FAE, and Cognitive Disabilities*. 2nd ed. Winnipeg, MB: Addictions Foundation of Manitoba, 2004.
- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- Manitoba High Schools Athletic Association (MHSAA). *Champions Program*. Winnipeg, MB: MHSAA, n.d.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.



◆ **Performance Task: You Decide**

Peer Assessment: Rating Scale

Using the DECIDE model, students assess group responses to solving problems in their case scenario, using the following rating scale.

You Decide Rating Scale			
Criteria	3 Comprehensive	2 Satisfactory	1 Limited
The group			
• defines the substance use or abuse problem/issue			
• gives options or alternatives			
• states pros for each option			
• states cons for each option			
• clearly identifies the best possible solution			

TEACHER NOTES (continued)

Organizations

- Addictions Foundation of Manitoba
- Manitoba High Schools Athletic Association

Blackline Master

- BLM G–5: DECIDE Model



PRESCRIBED LEARNING OUTCOMES

Students will...

S.5.S1.A.5 Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs...).

Curricular Connections

SC (Biology):

S3B-0-G3 Evaluate individual and group processes used.

SUGGESTIONS FOR INSTRUCTION

◆ **Are You Ready?**

Students brainstorm and create a master list of responsible sexual behaviours. Encourage class discussion.

Working in groups of three or four, students select a scenario. Each group applies a decision-making process to their selected situation that supports a responsible sexual relationship, using the DECIDE model as a guide. Groups present their work to classmates.



Refer to BLM G-5: DECIDE Model.

Suggested Scenarios:

1. Two Senior 1 students want to have a sexual relationship with each other.
2. Your partner wants to engage in sexual intercourse without using protection.
3. Your boyfriend/girlfriend starts “coming on to you” a little too aggressively.
4. Last weekend your friend Chris met someone at the school dance and is attracted to this person. Chris is wondering how far to go with this new friend.
5. Kelly and Pat have been dating steadily for one year. Kelly is pressuring Pat, who does not feel ready to have sex.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

The instructional and assessment activities suggested for this learning outcome include potentially sensitive content. Before implementation, check with the school administration for school/division guidelines and procedures related to providing a parental option.

Resources

Publications

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Professionals

- Elder/religious leader

Blackline Masters

- BLM S1–10: Should I Wait to Have Sex?
- BLM G–5: DECIDE Model



◆ **Journal/Reflection: Are You Ready?**

Self-Assessment: Inventory

Using their journals, students respond to assigned questions.



Refer to BLM S1–10: Should I Wait to Have Sex?

Healthy Lifestyle Practices Outcomes: Senior 1

Knowledge

- K.5.S1.D.1 Explain the meaning of addiction** (i.e., gambling) **and substance dependence** (e.g., alcoholism, nicotine, street drugs...), **and the possible effects on self and/or others.**
- K.5.S1.D.2 Examine the use and abuse of substances** (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) **and potential consequences on personal health and well-being** (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...).
- K.5.S1.D.3 Identify community agencies and resources available to support** (e.g., addictions counselling services...) **the prevention of substance use and abuse.**
- K.5.S1.E.1a Review the anatomy and physiology of the reproductive system of human beings.**
- K.5.S1.E.1b Describe the potential consequences and risks associated with sexual behaviour** (e.g., unplanned pregnancy, STIs, HIV, AIDS...) **and different types of contraceptive methods** (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).
- K.5.S1.E.1c Describe responsible behaviours for a healthy pregnancy** (e.g., receive prenatal care; avoid use of alcohol, tobacco, and other harmful drugs; consume nutritious foods and fluids; have regular medical checkups; avoid sexual intercourse with infected partners...).
- K.5.S1.E.2a Identify the components for building and maintaining healthy, close relationships** (e.g., effective communication and decision-making skills, respect, trust, love...).
- K.5.S1.E.2b Examine the psychological implications of sexual activity and teenage pregnancy** (e.g., hurt feelings, increased responsibility, loss of reputation...), **and responsibilities regarding prevention** (e.g., discuss decision with parents/religious leaders/doctor, abstain, communicate with partner, obtain contraception...).

Knowledge (continued)

- K.5.S1.E.3a Describe social factors affecting human sexuality** (e.g., culture, religious values, stereotyping, role models, media influence, body image, sexual orientation...).
- K.5.S1.E.3b Examine the influences** (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) **on making decisions for responsible sexual behaviour.**
- K.5.S1.E.3c Review personal responsibilities and sources of support** (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.**
- K.5.S1.E.4a Examine behaviours that may decrease the risk of contracting HIV** (e.g., practising abstinence, using condoms...), **and behaviours that increase the risk of contracting HIV** (e.g., having intercourse with infected persons, using contaminated needles, using or handling body fluids, giving birth once infected...).
- K.5.S1.E.4b Describe the symptoms of, effects of, and treatments for the most common sexually transmitted infections** (e.g., gonorrhoea, chlamydia, syphilis, herpes...).

Skills

- S.5.S1.A.4 Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse** (e.g., over-the-counter drugs, tobacco, alcohol, street drugs, hallucinogens, inhalants...).
- S.5.S1.A.5 Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours** (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs...).

Attitude Indicators

- 5.1 Appreciate and value the benefits of healthy lifestyle practices for a healthy body.
- 5.2 Appreciate the importance of making health-enhancing decisions in daily living.
- 5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships.

Senior 2

Physical Education/
Health Education



Senior 2

1. Movement

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



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.S2.A.1 Analyze own level of performance of selected movement skills according to proper form/technique (e.g., use peer-coaching or video tape to analyze tennis serve for placement of toss, preparatory swing, transfer of weight, contact point, and follow-through...).

◆ **Analyzing Peer Performance**

Arrange students in pairs and have each pair select a movement skill (e.g., tennis serve, basketball jump shot, overhand or underhand volleyball serve, badminton serve) related to the sport or physical activity that is being taught. In each pair, one student performs while the other acts as a peer coach, analyzing the movement skill according to proper form and technique. (For examples of criteria, see Suggestions for Assessment.) Students discuss the performance. Partners switch roles.

◆ **Video Check**

Organize a class tournament and have students choose partners. One student in each pair participates in a game while the other videotapes and analyzes a selected movement skill according to the pre-established movement criteria (the same as those used in Analyzing Peer Performance). Partners switch roles.

At the end of the game or rotation, students watch the video. Each student assesses his or her own performance based on the predetermined criteria.



TEACHER NOTES

Glossary

- balance
- force
- speed

Tip

- Prior to the Analyzing Peer Performance activity, ensure that students clearly understand the selected skill and performance criteria and the appropriate ways to communicate when helping their partners.

Resources

Publication

- Lund, J.L. *Creating Rubrics for Physical Education*. Reston, VA: National Association for Sport and Physical Education Publications, 2000.

Organization

- Sport Manitoba



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Analyzing Peer Performance

Peer/Self-Assessment: Checklist

Students analyze their own and their partner's performances using predetermined criteria developed by the teacher and/or students. (See sample checklists below.)

Badminton: Long Serve Checklist

- Stand sideways with feet shoulder-width apart and some weight on back foot, holding racquet back and up.
- Hyperextend wrist of racquet hand.
- Hold shuttlecock between thumb and finger so it is visible to the receiver.
- Drop shuttlecock ahead of leading foot.
- Drop shuttlecock before starting the swing.
- Hyperflex wrist and rotate forearm at moment of contact between racquet and shuttlecock.
- Make sure racquet face is open (toward net) at moment of contact.
- Transfer weight from back foot to front foot at start of swing, lift back heel, and lift knees and straighten legs at moment of contact.
- Follow through with whole body. Rotate shoulders and hips at moment of contact (power phase), and follow through with racquet over opposite shoulder.

Tennis: Forehand Stroke Checklist

- Stand in ready position.
- Ensure that shoulders are turned and perpendicular to the net.
- Swing racquet head back.
- Step into the shot.
- Swing racquet in a low to high path.
- Ensure that racquet face is toward net.
- Return immediately to ready position after ball contact.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.S2.B.1 Examine the factors (e.g., personal, environmental, prior experiences...) **that may have influenced own movement skill development.**

Curricular Connections

PE/HE:

- K.4.S1.A.3
- K.4.S1.B.1b
- K.4.S2.A.3

SUGGESTIONS FOR INSTRUCTION

◆ **Influencing Factors**

As a class, discuss that all people are unique and choose to participate in different sports or physical activities for different reasons. One of the reasons may be related to movement skill competency.

Students reflect on how each of the following factors has influenced their performance of a particular movement skill. Students may wish to share their reflections with a peer.

Factors Influencing Movement Skill Development	
Influencing Factors	Reflection on Influence (Examples)
• Interests	I am interested in hockey because I love to skate.
• Prior Experience	When I was younger, I spent a lot of time playing with my dad and my cousin.
• Values	I value hockey because it is a popular game in the community.
• Beliefs	I believe I have the physical ability to make a team.
• Peers	My best friend plays hockey.
• Media	I watch hockey on TV whenever I can.
• Environmental Considerations	We've always lived across the street from an outdoor rink.
• Financial Considerations	My family can afford to cover the costs related to registration, equipment, and tournaments.
• Others	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Encourage class discussion of factors that might influence students’ own movement skill development.

◆ **Journal/Reflection: Influencing Factors**

Teacher Assessment: Anecdotal Notes

Students reflect in their journals on the following questions:

1. When you reviewed the list of factors that may have influenced your movement skill development, were you surprised by any factors? Explain.
2. If you could “do it all over again,” would/could you change how you respond to the influence of any factors? If so, how?



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.1.S2.B.2 Explain biomechanical principles (i.e., force, motion) for the improvement of specific movement skills in a physical activity selected by self or others (e.g., keep head down in a golf swing, lean into the wind to reduce air resistance while cycling, rotate trunk and hips forward in batting...).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **“Talkabout”**

When introducing a sport or physical activity, explain the biomechanical principles related to

- force (e.g., force applied through the centre of mass causes a linear movement, while force not applied through the centre of mass causes rotation about an axis—angular movement)
- motion (e.g., the greater the applied force, the greater the resulting acceleration)

◆ **Think about the Principle**

Arrange students in pairs and have them select one of the following:

- tennis—forehand stroke
- badminton—overhead smash
- team handball—jump into crease

Each pair demonstrates the selected stroke/shot and discusses how the application of force and/or motion results in better technique.

Tennis: Forehand Stroke

- Partner A throws (tosses) a tennis ball to Partner B three times.
- With each throw, Partner B demonstrates one of the following techniques:
 - no backswing/no follow-through
 - add backswing, turning hips and shoulders
 - add both (full-sweep follow-through, more power)
- Students switch roles.

Badminton: Overhead Smash

- Partners take turns tossing a shuttlecock to each other, demonstrating the following techniques:
 - only wrist flick
 - add backswing
 - include follow-through with forward rotation down

Team Handball: Jump into Crease

- Partners take turns performing the following three progressions:
 - stand at crease line and shoot
 - step back from crease to allow for space to add three steps
 - add a jump



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- force
- Newton’s laws of motion

Review

- Review peer-assessment checklist before groups demonstrate the selected strokes/shots.

Resource

Publication

- Klavora, Peter. *Foundations of Exercise Science: Studying Human Movement and Health*. Toronto, ON: Sport Books Publisher, 2004. (See Chapter 7.)



◆ **Questioning/Interview: “Talkabout”**

Teacher Assessment: Inventory

Students suggest and explain examples of how the biomechanical principles apply to the selected sport or physical activity and how they affect performance.

“Talkabout”		
Principle	Action	Result
<p>Motion:</p> <ul style="list-style-type: none"> • Lengthening the radius of the rotation (or distance the lever travels) increases linear speed. • Shortening the radius decreases linear speed. 	<ul style="list-style-type: none"> • full backswing • small/slight backswing 	<ul style="list-style-type: none"> • long distance • short distance

◆ **Performance Task: Think about the Principle**

Peer Assessment: Inventory

Students discuss the biomechanical principle involved in the selected stroke/shot and how the skill is enhanced by the use of greater force and motion.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.1.S2.B.3 Analyze movement concepts related to strategies for individual physical activities (e.g., body awareness in weight training for strength, in going up an incline in cross-country skiing...).

SUGGESTIONS FOR INSTRUCTION

◆ **What’s Easier?**

On school grounds, students practise skiing to the top of cross-country ski slopes of various angles. They analyze how their body movements differ for climbing slopes and for skiing on a flat surface.

◆ **Golf Talk**

Students examine skills performed in individual sports, such as golf, in relation to the four movement concepts.

Movement Concepts: Putting Example

- **Body awareness:** Hold arms close to body.
- **Space awareness:** Line up with and swing straight to the hole.
- **Qualities of effort in movement:** Hit lightly with a soft and slight backswing.
- **Movement relationships:** Leaning slightly forward with eyes looking down, position body so that the golf ball is directly below the eyes.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review movement concepts (refer to Glossary).

Glossary

- body awareness
- movement relationships
- qualities of effort in movement
- space awareness

Tip

- For information on movement concepts, refer to the chart Basic Movement Skills Developmental Process in the Framework Excerpts at the back of this document.

◆ **Questioning/Interview: Golf Talk**

Teacher Assessment: Inventory

As students are putting, ask questions about how the movement concepts (body awareness, space awareness, qualities of effort in movement, movement relationships) help them adjust their technique to improve performance.



PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.S2.C.1 Demonstrate an understanding of rules (i.e., safety rules, game rules, etiquette, officiating signals) **associated with selected sports while participating and/or officiating.**

Curricular Connections

PE/HE:
K.1.S1.C.2
S.1.S1.B.3

SUGGESTIONS FOR INSTRUCTION

◆ **Knowing the Rules**

Arrange students in groups of three or four and have each group

- select a sport that is included in their Senior Years instructional program, intramural program, or interscholastic program
- identify the game rules and any safety rules, etiquette, and officiating signals that apply to the selected sport
- prepare handouts and present them to the class
- suggest two or three questions that could be used for a written quiz

Keep all handouts in a file in the gym for future reference.

◆ **Applying the Rules**

Throughout the school term/year, as students participate in various activities (either playing or officiating), keep on hand a file to assess students' understanding of rules for games/sports. Use a rating scale for assessment.

◆ **Reviewing the Rules**

As part of a warm-up or cool-down activity, have students participate in active learning strategies such as Rotating Reel and What's behind You? Ask questions related to the safety rules, game rules, etiquette, and officiating signals related to the physical activity performed in class.



Refer to RM G-2: Active Learning Strategies.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Organization

- Sport Manitoba
Contact provincial sports organizations within Sport Manitoba for rulebooks, officiating duties, and training clinics.

Resource Master

- RM G–2: Active Learning Strategies



◆ **Paper and Pencil Task: Knowing the Rules**


Peer Assessment: Inventory

Administer a quiz consisting of questions suggested by the groups. Post an answer key for peer assessment.

◆ **Observation: Applying the Rules**

Teacher Assessment: Rating Scale

At various times throughout the school term/year, assess students' participation in activities using a rating scale such as the following.

Activity Participation Rating Scale			
	Rating Scale:		
	3 – Excellent 2 – Satisfactory 1 – Needs Improvement		
How well does the student	Rating		
	3	2	1
• demonstrate an understanding of the rules while participating in the activity?			
• officiate in terms of signalling and interpreting the rules of the sport/ game?			
• demonstrate fair play?			
• practise safety guidelines?			

PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.S2.C.2 Apply the terminology associated with the skills and rules for selected individual and dual activities/sports (e.g., forehand/backhand in badminton, bogey/par/birdie/eagle in golf...).

SUGGESTIONS FOR INSTRUCTION

◆ **Terminology Search**

Choose terms associated with the skills and rules of a variety of individual and dual activities or sports (see Teacher Notes). Post the terms around the classroom or gym.

Working in pairs, students move around the classroom or gym (as in a Scavenger Hunt) and stop at each posted term, completing the following chart.

Terminology Search		
Term	Meaning	Activity/Sport



Refer to Scavenger Hunt in RM G–2: Active Learning Strategies.

◆ **What’s the Question?**

Each student selects an activity or sport, thinks of two questions that can be used in a quiz, and writes down the answers to those questions. The challenge for the quiz-takers is to come up with the question to which the answer applies.

Examples:

- *Answer:* fore.
Question: What is a warning call to other golfers that there is an approaching shot?
- *Answer:* 450.
Question: What is the perfect game score for five-pin bowling?
- *Answer:* foil, épée, sabre.
Question: What are the three types of swords used in fencing?

◆ **Golf Terminology**

Students answer questions related to the golf scorecards provided.



Refer to BLM S2–1: Golf Scorecards and Answer Key.



TEACHER NOTES


SUGGESTIONS FOR ASSESSMENT

Tip


- Use relay activities to sort and match cards that identify terms and explain their meaning.

Resources

Blackline Master

- BLM S2–1: Golf Scorecards and Answer Key 

Resource Master

- RM G–2: Active Learning Strategies 

◆ **Paper and Pencil Task: What’s the Question?**

Peer Assessment: Inventory

Collect students’ answers and compile them into one quiz. Students identify the correct question for each answer. Peers assess the correct responses for their selected activity/sport.

◆ **Paper and Pencil Task: Golf Terminology**

Self-Assessment: Inventory

Students assess their knowledge of golf scoring rules by using the answer key provided.



Refer to BLM S2–1: Golf Scorecards and Answer Key.

Scavenger Hunt: Sport Terminology

<p>Archery</p> <ul style="list-style-type: none"> • bow arm guard • cock feather • draw • finger tam • nock • notch • quiver • release • trajectory <p>Badminton</p> <ul style="list-style-type: none"> • backhand • clear • drive • drop • foot-fault • forehand • hairpin • rally • setting • shuttlecock • smash 	<p>Bowling</p> <ul style="list-style-type: none"> • alley • box • gutter ball • handicap • head pin • hook • lane • spare • strike <p>Canoeing</p> <ul style="list-style-type: none"> • bow • flat water • kneeling position • single-bladed paddle • stern <p>Cross-Country Skiing</p> <ul style="list-style-type: none"> • binding • camber • diagonal stride • herringbone • kick • wax 	<p>Cycling</p> <ul style="list-style-type: none"> • kick turn • pole plant • pursuit race • road race • side step • tail • tip <p>Diving</p> <ul style="list-style-type: none"> • degree of difficulty • inward • layout • pike • platform • reverse • somersault • springboard • tuck • twist <p>Fencing</p> <ul style="list-style-type: none"> • advance • bout • en guard • foil, épée, sabre • lunge 	<p>Golf</p> <ul style="list-style-type: none"> • ace • birdie • bogey • divot • double birdie • eagle • fore • hazard • hook • irons, putter, driver • lie • par • slice <p>Kayaking</p> <ul style="list-style-type: none"> • bow • double-bladed paddle • seated • stern 	<p>Racquetball/Handball/Squash</p> <ul style="list-style-type: none"> • cutthroat • hinder • screen • service box • service zone • volley <p>Swimming</p> <ul style="list-style-type: none"> • back crawl • breaststroke • butterfly • front crawl • medley <p>Tennis</p> <ul style="list-style-type: none"> • backspin • break • deuce • ground stroke • let serve • set
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PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.S2.C.3 Analyze the effectiveness of offensive and/or defensive strategies in a variety of specific games and sport situations (e.g., analyze a team’s strategies for strengths and weaknesses...).

Curricular Connections

PE/HE:
K.1.S1.C.3

SUGGESTIONS FOR INSTRUCTION

◆ **Pros and Cons**

Students practise player positioning for various offensive and defensive strategies without using the equipment (e.g., the ball in basketball or the shuttlecock in badminton).

Basketball Example:

- For basketball defence, on the command “two-three zone,” the five team members move into one position or another and identify the strengths and weaknesses of that particular defence (e.g., effective against an offence that usually drives to the basketball, but weak against an offence that has consistent outside shooters).
- On the next command (e.g., “person-to-person”), the defensive team moves into position against the offensive team and identifies its strengths (e.g., effective against outside shooters) and its weaknesses (e.g., weak against the success of a pick-and-roll manoeuvre by the offence).

◆ **Being Strategic in Badminton**

Set up a game of doubles badminton and have one team use a front-back strategy and the other a side-side strategy. The same teams play a second game with the roles reversed. The teams then identify the strengths and weaknesses of the two strategies.

◆ **Game Analysis**

Students watch either a live or a videotaped game played between their high school team and another high school team in their choice of sport. They identify the offensive and defensive strategies that were played.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review various offensive and defensive strategies used in sport or game situations:
 - Volleyball: a “W” and a “U” service reception; coverage against a weak side and power side attack
 - Basketball: pick by the offence against a person-to-person defence; a two-three zone defence
 - Badminton: a front-back playing pattern; a side-side playing pattern

Resource

Organization

- Sport Manitoba
Contact associations for sport-specific coaching manuals.

◆ **Observation: Game Analysis**

Teacher Assessment: Anecdotal Notes

Students write an analysis of their selected high school game, describing the offensive and defensive strategies that were used by both teams and how effective or ineffective they were in relation to the final score.



PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.S2.C.4 Examine moral and ethical conduct in specific sport situations (e.g., intentional fouls in basketball, fighting in hockey...).

SUGGESTIONS FOR INSTRUCTION

◆ **Examining Ethical Issues**

Review with students the code of ethics for sport participants, spectators, coaches, and officials.



Refer to RM S2-1: Code of Ethics.

Arrange students in groups of four and have each group list examples of ethical misconduct in sports. Groups present their lists to the class, and the class creates a master list.

Examples of Ethical Misconduct in Sport:

- physical outbursts, attacks, riots among spectators
- derogatory comments and/or attacks by spectators toward players and officials
- intentional attempts to injure another player (chop block in football, fighting in hockey)
- choosing a player for a team but not giving playing time
- intentional fouls (basketball)
- intentional hand ball (soccer)

◆ **Ethically Speaking**

Invite local sports celebrities to speak to the class about moral and ethical conduct in sports situations. Students prepare possible questions ahead of time.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- ethical
- moral

Aboriginal Link

- When addressing this learning outcome, refer to The Seven Teachings in the Teacher Notes for learning outcome K.4.S1.B.1a.

Resources

Organization

- Manitoba High Schools Athletic Association

Resource Master

- RM S2–1: Code of Ethics



◆ Journal/Reflection: All Activities

Teacher Assessment: Inventory

Provide students with a current newspaper article or story and have them comment on the moral and ethical conduct of the athlete(s) involved.

Look for students’ ability to

- explain the facts related to the article/story
- describe the feelings related to the article/story
- examine the moral and ethical conduct in question

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.1.S1.A.1 ⇨ **S.1.S2.A.1** **Select and refine transport skills, applying mechanical principles** (i.e., force, motion, balance) **related to activity-specific physical activity skills.**

◆ **Refining Transport Skills**

Students individually practise transport skills at various stations throughout the gym.

Examples of Stations:

- **Station 1: Team Handball**—Dribble a handball toward the goal line, execute the three-step-jump approach, and shoot at the goal.
- **Station 2: Basketball**—Dribble around a course set up with pylons, finishing with a layup shot at goal.
- **Station 3: Triple Jump**—Perform a triple jump (hop, step, jump) onto a mat or into a jump pit.

Students show how the biomechanical principles can help refine personal transport skills. For example, when performing a layup, the step onto the layup should be longer than the previous step(s) to help gather momentum for the one-foot takeoff into the shot.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Glossary**

- balance
- force
- Newton’s laws of motion

Tip

- Display pictures or diagrams showing the correct techniques for the transport skills that students are refining.

Resource**Publication**

- Manitoba Physical Education Teachers Association (MPETA), *et al. Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

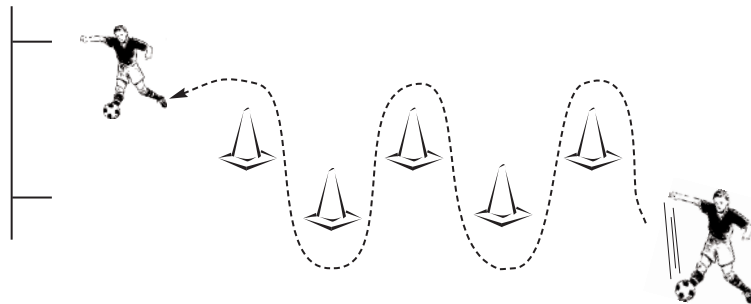
◆ Performance Task: Refining Transport Skills

Peer Assessment: Inventory

Working in pairs (as in peer coaching), students select a transport skill related to a specific physical activity and help each other refine the skill. Students check each other’s performance using teacher/student-generated criteria.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.1.S1.A.2 \Rightarrow S.1.S2.A.2 Select and refine manipulation skills (e.g., serve, forehand stroke, dribble, receiving a pass...), applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.	<p>◆ Play Ball</p> <p>Position all students in the class on a baseball diamond (one batter, one pitcher, and the rest fielders) and have them practise and refine manipulation skills such as the underhand throw, strike, catch, and roll.</p> <p>The pitcher, using a rubber softball, throws a pitch underhand to the batter, the batter hits the ball to the fielders, and a fielder rolls the ball back to the pitcher. The batter bats for a predetermined length of time or number of pitches. Students rotate to change roles.</p> <p>As students are performing the various manipulation skills related to the game, ask them how force, motion, and balance affect the quality of movement.</p> <p>◆ Soccer Footwork</p> <p>Arrange students in pairs.</p> <ul style="list-style-type: none">• One student in each pair dribbles a soccer ball with feet around a course set up with cones. The dribbler stops at the goal line and kicks the ball into the goal. The student retrieves the ball, dribbles it back to the beginning of the course, and repeats the task four more times.• The other student observes and assesses the partner's skill. <p>Students reverse roles for another set of five times around the course.</p>





TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review manipulation skills: receiving, handling, controlling, or propelling an object with the hands, feet, and/or an implement. The skills include bouncing, catching, kicking, overhead throwing, rolling, striking, and underhand throwing.

Tip

- For the Play Ball activity, use a scoring system in which the first fielder to reach 500 points becomes the new batter. For example: 100 points for a fly ball (ball is caught in the air); 50 points when the ball bounces once; 25 points for a grounder (ball rolls on the ground).



◆ **Performance Task: Soccer Footwork**

Peer Assessment: Checklist

Use the following checklist for peer assessment of dribbling and kicking a soccer ball.

Soccer Footwork Checklist					
Skill	Trial (✓)				
	1	2	3	4	5
The player					
• effectively manipulates around cones while transferring ball from right foot to left foot					
• effectively fields ball near goal line in preparation for kicking toward goal					
• demonstrates effective body control when kicking the ball for a goal					

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.S1.A.3 \Rightarrow S.1.S2.A.3 Select and refine balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., force, motion, balance), using a variety of equipment (e.g., skates, skis, boards, stilts, pogo sticks...) related to activity-specific physical activity skills.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Circus Activities**

Students practise various circus skills to refine their static and dynamic balance abilities:

- **Unicycle:** Arrange students in groups of three and have each student take a turn at riding a unicycle through a prescribed course. Within each group, one student rides while the other two students act as spotters on either side. (For an advanced version, students juggle soft foam balls while riding the unicycle.)
- **Log Balance:** Arrange students in pairs and have each pair balance on an improvised log (e.g., a core tube from a roll of carpet). The object is for one student to stay on the log while causing the partner to lose his or her balance.
- **Walk the Plank:** With the aid of a spotter, students walk along the length of an inverted bench. Ensure that mats are placed on the floor around the entire area.

◆ **Winter Activities**

Students participate in winter activities (e.g., skating, skiing, curling, sliding) in which the surface (e.g., ice, snow) affects balance. Students determine how balance is affected by factors such as surface area, equipment, force, motion, and the line of centre of gravity falling outside the base of support.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- balance
- force
- Newton’s laws of motion

Resource

Publication

- Manitoba Physical Education Teachers Association (MPETA), *et al. Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

◆ **Performance Task: Circus Activities**

Teacher/Peer Assessment: Rating Scale

Students choose one of the circus tasks and have a peer or teacher assess their execution of it, using the following rating scale.

Circus Talent Rating Scale	
Scale	Skill
	The student demonstrates
3	• exceptional balance abilities in selected task
2	• effective balance abilities in selected task
1	• limited balance abilities in selected task

Ask students to set personal goals to improve their balance abilities.



PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.S2.B.1 Apply and refine selected activity-specific movement skills and variations (e.g., running for long distance, dynamic balancing, double-poling, lunging, chipping, putting...) **in physical activities, including individual/dual type activities** (e.g., cross-country skiing, golf, cycling...).

Curricular Connections

PE/HE:
S.1.S2.C.1

SUGGESTIONS FOR INSTRUCTION

◆ **Mine to Refine**

Have students refine the selected activity/sport-specific skills during practice sessions in class.

Cross-Country Skiing Example:

Instruct students in cross-country skiing skills, such as

- diagonal striding
- double poling
- kick turning
- one-step double poling
- snow plowing (for turning and stopping)
- sidestepping
- star turning

Observe students performing the above skills.

Fencing Example:

Arrange students in groups of three. Two students in each group participate in a fencing bout while the third student records his or her assessment on a checklist. Students switch roles.

Students must wear proper fencing equipment, including a fencing jacket, mask, gloves, and protection on the ends of the swords (foil, épée, sabre).

Miniature Golf Example:

Set up a miniature golf course on the school field or in the gym so that students can refine their putting skills.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review information about cross-country skiing (e.g., proper size of skis and poles; waxing skis; fitting boots; proper gripping of poles; the layer principle for warmth).

Tip

- Improve setting up holes for miniature golf in the gym (e.g., remove the pole hole covers and use them as golf holes).

Resources

Publication

- Manitoba Physical Education Teachers Association (MPETA), *et al. Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

Organization

- Sport Manitoba
Contact Manitoba Fencing Association (e.g., for skill instruction, equipment supply).



◆ **Performance Task: Mine to Refine—Fencing**

Peer Assessment: Checklist

Students use the following checklist to assess each other’s fencing skills.

Fencing Skills Checklist		
Criteria	Yes	No
The student		
• maintained correct distance		
• touched target of opponent		
• extended sword arm toward opponent		
• lifted foot and took a long stretching step		
• pushed and straightened back leg		
• extended back hand down toward back leg		
• bent front knee at 90° angle		
• leaned torso forward		
• pointed sword (foil, épée, sabre) at opponent’s chest		
• held sword hand slightly higher than shoulder		

◆ **Performance Task: Mine to Refine—Miniature Golf**

Self-Assessment: Checklist

Students assess their own putting skills, using the following checklist.

Miniature Golf Skills Checklist
<input type="checkbox"/> Have I adopted a narrow stance?
<input type="checkbox"/> Am I facing square to the putting line?
<input type="checkbox"/> Are my hands leading in my stroke?
<input type="checkbox"/> Other:

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> S.1.S2.B.2 Apply and refine selected activity-specific movement skills (e.g., shooting for a goal...) in physical activities, including team games using an implement (e.g., field hockey, lacrosse, ice hockey, bandy...).

SUGGESTIONS FOR INSTRUCTION

◆ **Team Games Using an Implement**

Have students participate in team games using an implement. Provide opportunities (e.g., set up practice stations) for students to practise and refine skills (in pairs or small groups) and then return to play the game.

Soft Lacrosse Example:

Arrange students in pairs and have them practise passing, receiving, and shooting using soft lacrosse sticks. Pairs move down the court or field, passing the ball back and forth, and then shoot at the target (e.g., hockey goals, gym mat, archery butt in tripod stand). Students repeat this task several times.

After students have practised the above skills, teach them how to play soft lacrosse and set up a class game.

“Extreme” Golf Example:

Set up a chipping and/or putting course on the school field. Arrange students in teams of four and have them complete the course in the shortest time possible and with the lowest number of strokes. This activity combines a cardiovascular workout with refining a movement skill using an implement.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource

Publication

- Manitoba Physical Education Teachers Association (MPETA), *et al. Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

◆ **Performance Task: Team Games Using an Implement**
Teacher Assessment: Rating Scale

Soft Lacrosse Example:

Assess the movement skills required for soft lacrosse (passing, receiving, and shooting) using the following rating scale.

Soft Lacrosse Rating Scale	
Scale	The student
3 Outstanding	<ul style="list-style-type: none"> demonstrates skills consistently without errors
2 Satisfactory	<ul style="list-style-type: none"> demonstrates skills with some errors
1 Needs Practice	<ul style="list-style-type: none"> demonstrates underdeveloped skills with many errors



PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.S2.B.3 Demonstrate the ability to keep score and/or officiate in selected organized sports (e.g., bowling, golf...).

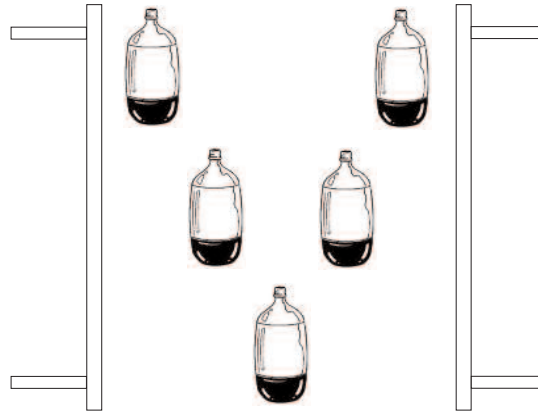
Curricular Connections

PE/HE:
K.1.S2.C.2

SUGGESTIONS FOR INSTRUCTION

◆ **Keeping Score in Five-Pin Bowling**

Create a bowling alley using five two-litre plastic drink bottles and two benches (see set-up diagram below), and provide students with three softballs or volleyballs.



Students score a five-pin bowling game using the scoresheet provided. They assess their results using the answer key.



Refer to BLM S2–2: Five-Pin Bowling Scoresheet and Answer Key.

◆ **Keeping Score in Golf**

Plan a trip to a local golf course. Arrange students in groups of four and assign each group a tee-off time for a nine-hole game. Each group keeps its own score and turns in the scorecard for teacher assessment.



TEACHER NOTES

Review

- Review instructional suggestions for specific learning outcome K.1.S2.C.2 and BLM S2–1: Golf Scorecards and Answer Key.
- In preparation for a school outing, review the following checklist.

Checklist for School Outings beyond the School Grounds

1. Check school/division policy.
2. Check safety considerations and guidelines.
3. Obtain administration permission.
4. Receive parental permission forms.
5. Receive medication information forms (if required).
6. Consider cost factors.
7. Consider mode of transportation.
8. Determine route, travel time, and departure and return times.
9. Identify names of staff supervisors.
10. Train support staff who will be assisting.
11. Arrange for class coverage (if missing other classes).
12. Make arrangements for students who cannot attend.

Tip

- Instruct students in scoring and recording scores for five-pin bowling.



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: Keeping Score in Five-Pin Bowling

Self-Assessment: Inventory

Students check their own scoresheets against the answer key provided.



Refer to BLM S2–2: Five-Pin Bowling Scoresheet and Answer Key.

◆ Performance Task: Keeping Score in Golf

Teacher Assessment: Anecdotal

Check completion and accuracy of each group's scorecard and provide feedback to improve their scoring.

TEACHER NOTES (continued)

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

Blackline Masters

- BLM S2–1: Golf Scorecards and Answer Key
- BLM S2–2: Five-Pin Bowling Scoresheet and Answer Key



PRESCRIBED LEARNING OUTCOMES	
<i>Students will...</i>	
<input type="checkbox"/> S.1.S2.C.1 Apply and refine selected activity-specific skills (e.g., balancing, turning, sculling, paddling...) required in alternative pursuits (e.g., downhill skiing, canoeing, rowing, in-line skating...) indigenous to the selected geographic area.	
<table border="1"><tr><td>Curricular Connections PE/HE: S.1.S2.B.1</td></tr></table>	Curricular Connections PE/HE: S.1.S2.B.1
Curricular Connections PE/HE: S.1.S2.B.1	

SUGGESTIONS FOR INSTRUCTION

◆ **Exploring the Outdoors**

For alternate pursuits, organize class trips to local areas such as a groomed cross-country skiing trail, a downhill skiing and snowboarding hill (in winter), and/or a nearby lake or river (in summer).

Students choose a skill, identify correct and incorrect technique, set a goal to improve/refine the technique, practise the skill, and evaluate progress.

Canoeing and Paddling Skills:

- use turning strokes
- use forward and backward strokes to steer on a straight course
- change position when paddling in tandem
- get into and out of a canoe
- perform canoe-over-canoe rescue

Cross-Country Skiing Skills:

- execute a diagonal stride
- make turns
- recover from a fall
- climb a hill
- control speed on a downhill slope



TEACHER NOTES

Tips

- Organize an orientation/parent information session for all students participating in a class trip and their parents or guardians. Include the information given in the Checklist for School Outings beyond the School Grounds (see Teacher Notes for learning outcome S.1.S2.B.3).
- Have students set personal goals for improving selected skills related to a physical activity.

Aboriginal Link

- Have students plan and participate in an Aboriginal theme day that integrates traditional Aboriginal activities/games such as
 - tepee set-up
 - bannock making
 - tea boiling
 - trap setting
 - canoe packing
 - snowshoeing

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Exploring the Outdoors**

Peer/Teacher Assessment: Checklist

Use criteria checklists such as the following to assess students' ability to perform and/or refine skills related to selected alternative pursuits.

Canoeing and Paddling Skills Checklist		
Criteria	Yes	No
The student is able to		
• use turning strokes		
• steer a canoe on a straight course		
• correctly and safely change places with a partner while in a canoe		
• perform a canoe-over-canoe rescue procedure		
• get into and out of a canoe correctly and safely		
• other		

Cross-Country Skiing Skills Checklist		
Criteria	Yes	No
The student is able to		
• execute a diagonal stride		
• complete a 180° turn and a 360° turn		
• get up from a fall		
• demonstrate one way to get up an incline slope		
• control speed on a decline		
• other		

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.S2.D.1 Respond and move to selected rhythms and tempos (e.g., 3/4 time waltz step, 2/4 time polka step...) in a variety of rhythmic activities (e.g., social dances, folk dances, contemporary dances, figure skating, synchronized swimming, aerobics, rhythmic gymnastics, juggling...).</p>	<p>◆ The Rhythm of the Dance</p> <p>Arrange students in small groups and have them select a dance (e.g., waltz, cha cha, line dance). Provide appropriate music and teach the selected dance.</p> <p>◆ Juggling</p> <p>Using items such as scarves, beanbags, and softballs, students practise juggling to different tempos of music.</p> <p>◆ Move to the Music: Aerobics</p> <p>Provide students with opportunities to participate in “group fitness” activities (e.g., bench step, low-impact, high-impact) led by a classroom teacher, student, or guest instructor, or demonstrated in a video recording. Have students count with the beat to help them keep the rhythm and to make transitions between movements easily.</p> <p>◆ Aboriginal Dance Movements</p> <p>Introduce and explain powwow dancing, Métis jigging, and square dancing. Invite a dancer/jigger to teach basic dance steps to the class and have students learn dance movements. Videos on different steps and styles could be shared and viewed.</p> <p>Examples of Dances:</p> <ul style="list-style-type: none"> • Men’s Traditional Dance • Men’s Grass Dance • Men’s Fancy Dance • Women’s Traditional Dance • Women’s Jingle Dance • Women’s Fancy Shawl Dance • Hoop Dance • Friendship Dance • Eagle Dance • Buffalo Dance • Horse Dance • Warrior Dance • Smoke Dance



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Discuss with students ground rules for dance classes (e.g., be respectful to one another).
- When viewing videos, ensure compliance with applicable performance rights.

Aboriginal Link

- For information and pictures about different Aboriginal dances, refer to the following resources (see Aboriginal Websites in Bibliography):
 - Gathering of Nations
 - Métis Culture and Heritage Resource Centre
 - PowWow.com

Resources

Publications

- Lane, Christy. *Multicultural Folk Dance Treasure Chest*. Kit. Windsor, ON: Human Kinetics Publishers, 1998.
- Manitoba Education and Youth. *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003. (See Powwows, page 11.)
- Pan American Games Physical Activity/Physical Education Committee. *1999 Pan American Games: Resource Kit for Physical Education Teachers*. Winnipeg, MB: Pan American Games Society (Wpg. 1999) Inc., 1998.



◆ Observation: All Activities

Teacher/Self-Assessment: Inventory

Observe students in the selected activity to determine whether they

- participate in the rhythmic activity
- respond to different rhythms and tempos



Movement Outcomes: Senior 2



Knowledge

- K.1.S2.A.1 Analyze own level of performance of selected movement skills according to proper form/technique** (e.g., use peer-coaching or video tape to analyze tennis serve for placement of toss, preparatory swing, transfer of weight, contact point, and follow-through...).
- K.1.S2.B.1 Examine the factors** (e.g., personal, environmental, prior experiences...) **that may have influenced own movement skill development.**
- K.1.S2.B.2 Explain biomechanical principles** (i.e., force, motion) **for the improvement of specific movement skills in a physical activity selected by self or others** (e.g., keep head down in a golf swing, lean into the wind to reduce air resistance while cycling, rotate trunk and hips forward in batting...).
- K.1.S2.B.3 Analyze movement concepts related to strategies for individual physical activities** (e.g., body awareness in weight training for strength, in going up an incline in cross-country skiing...).
- K.1.S2.C.1 Demonstrate an understanding of rules** (i.e., safety rules, game rules, etiquette, officiating signals) **associated with selected sports while participating and/or officiating.**
- K.1.S2.C.2 Apply the terminology associated with the skills and rules for selected individual and dual activities/sports** (e.g., forehand/backhand in badminton, bogey/par/birdie/eagle in golf...).
- K.1.S2.C.2 Analyze the effectiveness of offensive and/or defensive strategies in a variety of specific games and sport situations** (e.g., analyze a team's strategies for strengths and weaknesses...).
- K.1.S2.C.4 Examine moral and ethical conduct in specific sport situations** (e.g., intentional fouls in basketball, fighting in hockey...).

Skills

- S.1.S1.A.1** \Rightarrow **S.1.S2.A.1 Select and refine transport skills, applying mechanical principles** (i.e., force, motion, balance) **related to activity-specific physical activity skills.**
- S.1.S1.A.2** \Rightarrow **S.1.S2.A.2 Select and refine manipulation skills** (e.g., serve, forehand stroke, dribble, receiving a pass...), **applying mechanical principles** (i.e., force, motion, balance) **related to activity-specific physical activity skills.**
- S.1.S1.A.3** \Rightarrow **S.1.S2.A.3 Select and refine balance abilities** (i.e., static, dynamic), **applying mechanical principles** (i.e., force, motion, balance), **using a variety of equipment** (e.g., skates, skis, boards, stilts, pogo sticks...) **related to activity-specific physical activity skills.**
- S.1.S2.B.1 Apply and refine selected activity-specific movement skills and variations** (e.g., running for long distance, dynamic balancing, double-poling, lunging, chipping, putting...) **in physical activities, including individual/dual type activities** (e.g., cross-country skiing, golf, cycling...).
- S.1.S2.B.2 Apply and refine selected activity-specific movement skills** (e.g., shooting for a goal...) **in physical activities, including team games using an implement** (e.g., field hockey, lacrosse, ice hockey, bandy...).
- S.1.S2.B.3 Demonstrate the ability to keep score and/or officiate in selected organized sports** (e.g., bowling, golf...).
- S.1.S2.C.1 Apply and refine selected activity-specific skills** (e.g., balancing, turning, sculling, paddling...) **required in alternative pursuits** (e.g., downhill skiing, canoeing, rowing, in-line skating...) **indigenous to the selected geographic area.**
- S.1.S2.D.1 Respond and move to selected rhythms and tempos** (e.g., 3/4 time waltz step, 2/4 time polka step...) **in a variety of rhythmic activities** (e.g., social dances, folk dances, contemporary dances, figure skating, synchronized swimming, aerobics, rhythmic gymnastics, juggling...).

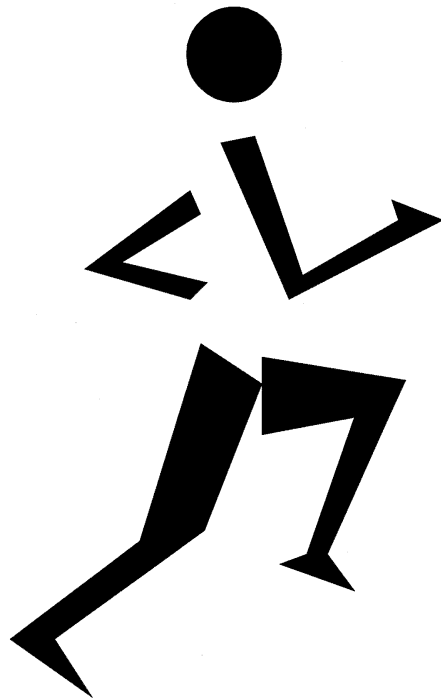
Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.

Senior 2

2. Fitness Management

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



PRESCRIBED LEARNING OUTCOMES

Students will...

K.2.S2.A.1 Evaluate the contribution (i.e., associated fitness component, muscle/muscle groups, type of benefit) **of selected physical activities and/or exercises to physical fitness** (e.g., push-ups can develop muscular strength of arm muscles, which contributes to health-related fitness...).

SUGGESTIONS FOR INSTRUCTION

◆ **A Carousel of Fitness Contributions**

Prepare four charts, each identifying one of the following major fitness components:

- cardiovascular endurance
- flexibility
- muscular endurance
- muscular strength

Place a chart at each corner of the room. Students move from chart to chart (within a specified time), recording a physical activity or exercise that would contribute to the development of each selected fitness component. They continue to add suggestions until they have listed at least 10 different physical activities or exercises for each fitness component. (This process is sometimes called Carousel Brainstorming.)



Refer to Carousel Brainstorming in RM G-2: Active Learning Strategies.

◆ **Fitness As a Way of Life**

Using a chart provided, students identify the muscle or muscle group, the major fitness component(s), and the daily active living contribution associated with a variety of physical activities or exercises.



Refer to BLM S2-3: Fitness As a Way of Life.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT


Glossary

- cardiovascular endurance
- flexibility
- muscular endurance
- muscular strength


Tips

- Students review the skeletal muscles of the body.
- Examples of activities or exercises that contribute to the development of the major fitness components:
 - **cardiovascular endurance:** cycling, skating, swimming laps, walking
 - **flexibility:** Tai Chi, yoga, Pilates, curling
 - **muscular endurance:** gardening, golfing, group fitness classes, tennis
 - **muscular strength:** chopping wood, training with weights, lifting and carrying groceries, shovelling snow

Resources**Blackline Masters**

- BLM S2–3: Fitness As a Way of Life 
- BLM G–1a and G–1b: Skeletal Muscles: Anterior View and Posterior View (Unlabelled and Labelled)

Resource Master

- RM G–2: Active Learning Strategies 

◆ **Paper and Pencil Task: Fitness As a Way of Life**

Peer Assessment: Inventory

Students complete their assigned charts, compare their work with that of others, and discuss it as a class.



Refer to BLM S2–3: Fitness As a Way of Life.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.2.S2.B.1 Investigate the contribution (e.g., strength, endurance, energy expenditure, elasticity, longevity, healthy weight...) of exercise/physical activity to optimal health and the prevention of disease (e.g., cardiovascular disease, breast cancer, type II diabetes, osteoporosis...).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Contributions to Health and Disease Prevention**

Prepare four charts, each identifying one of the following contributions/benefits of exercise/physical activity to health and disease prevention:

- development of strength
- endurance
- energy expenditure
- healthy weight

Place a chart in each corner of the room. Students move from chart to chart (as in Carousel Brainstorming) and add a health benefit or disease-prevention benefit that could result from each of the selected contributions. They continue rotating until the lists are “exhausted.”



Refer to Carousel Brainstorming in RM G–2: Active Learning Strategies.

◆ **Health Benefits of Physical Activity**

Working in pairs, students identify health benefits resulting from exercises and physical activities listed on a BLM provided.



Refer to BLM S2–4: Health Benefits of Physical Activity: Match-Up and Answer Key.

◆ **Finding Supporting Evidence**

Using various modes of research (e.g., print, the Internet), students find evidence that supports the contribution of exercise and physical activity to optimal health and prevention of disease. Arrange students in groups of three or four and have each group prepare a presentation on their research, choosing their own method of presentation (e.g., poster, skit, song, PowerPoint slides). Indicate that the group presentations will be assessed in the following areas:

- research process
- organization and sequence
- presentation
- creativity



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publication

- Ogasawara, Sherry, *et al.* “Nutrition & Wellness Specialist Certification Manual” Can-Fit-Pro publisher, July 2002.

Blackline Master

- BLM S2–4: Health Benefits of Physical Activity: Match-Up and Answer Key



Resource Masters

- RM S2–2: Scoring Rubric for Group Presentation
- RM G–2: Active Learning Strategies



◆ **Paper and Pencil Task: Health Benefits of Physical Activity**

Self-Assessment: Inventory

After students have completed the health benefits match-up, they assess their own responses, using the answer key provided.



Refer to BLM S2–4: Health Benefits of Physical Activity: Match-Up and Answer Key.

◆ **Performance Task: Finding Supporting Evidence**

Peer/Teacher Assessment: Scoring Rubric

After students have completed their research and made their presentations, assess their work based on pre-established criteria.



Refer to RM S2–2: Scoring Rubric for Group Presentation.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.2.S2.C.1a Investigate the body’s response (e.g., stimulation of autonomic nervous system, endocrine response, respiration response, oxygen utilization...) **to increased activity levels.**

SUGGESTIONS FOR INSTRUCTION

◆ **Search the Response to Increased Activity**

Prepare a set of cards/posters, each identifying one term or phrase pertaining to the structure, function, or response to increased activity of the following four body systems:

- autonomic nervous system
- circulatory system
- endocrine system
- respiratory system

Scatter the cards/posters throughout the room.

Students move to each card/poster (as in a Scavenger Hunt), read the information, and record it in the appropriate column of a chart such as the following.

The Body’s Response to Increased Activity			
Body System	Structure	Function	Body’s Response to Activity Increase
Autonomic Nervous System			
Circulatory System (Cardiovascular and Lymphatic)			
Endocrine System			
Respiratory System			

Once students have completed this task, they discuss their search results with the class and compare their findings with information on a posted answer key.



Refer to Scavenger Hunt in RM G–2: Active Learning Strategies.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- autonomic nervous system
- circulatory system
- endocrine system
- respiratory system

Resource

Resource Master

- RM G–2: Active Learning Strategies




◆ **Paper and Pencil Task: Search the Response to Increased Activity**

Self-Assessment: Inventory

Students compare their search results to the information found in the answer key provided.

The Body's Response to Increased Activity: Answer Key			
Body System	Structure	Function	Body's Response to Activity Increase
Autonomic Nervous System	<ul style="list-style-type: none"> • motor neurons that control smooth muscles, cardiac muscles, and sweat glands 	<ul style="list-style-type: none"> • monitors visceral organs and blood vessels in response to changes in external and internal environments 	<ul style="list-style-type: none"> • increases stimulation to sweat glands, thereby releasing heat from the body
Circulatory System (Cardiovascular and Lymphatic)	<ul style="list-style-type: none"> • heart, blood, blood vessels, and lymphatic vessels 	<ul style="list-style-type: none"> • transports oxygen to the working muscles • provides drainage for ridding the body of its wastes 	<ul style="list-style-type: none"> • increases volume of blood pumped, thereby supplying an increased volume of oxygen
Endocrine System	<ul style="list-style-type: none"> • thyroid gland, adrenal glands, and pancreas 	<ul style="list-style-type: none"> • secretes hormones into the bloodstream (e.g., insulin, glucagon) • regulates the body's salt-water balance 	<ul style="list-style-type: none"> • increases secretion of insulin (to decrease blood glucose levels) and glucagon (to increase blood glucose levels), thereby adapting to the need for extra fuel during activity
Respiratory System	<ul style="list-style-type: none"> • pharynx, larynx, trachea, bronchi, and lungs 	<ul style="list-style-type: none"> • obtains oxygen from the atmosphere • removes carbon dioxide from the body 	<ul style="list-style-type: none"> • increases efficiency of oxygen use within the body

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.2.S2.C.1b Explain how exercise of different intensities (e.g., mild, moderate, vigorous, intermittent, continuous, aerobic, anaerobic...) affects the structure and function of the cardiovascular and respiratory systems (e.g., lowers resting heart rate, blood pressure; increases heart size, stroke volume, blood volume...) in the context of healthy living and the prevention of disease.</p>	
<p>Curricular Connections PE/HE: S.2.S1.A.1b K.2.S2.C.1a</p>	
	<p>◆ Walk, Jog, Sprint</p> <p>Using a 400-metre track (or a similar measured distance), students walk one lap, jog one lap, and then sprint one lap. After a period of rest (the length depending on each student’s fitness level), students move around the track again, but this time they do three laps, alternating between walking and sprinting at half-lap intervals.</p> <p>Following the activity or as part of a cool-down, students form an Opinion Line in the centre of a teaching space (room, gym, blacktop), with one side of the space representing “Agree,” another side representing “Disagree,” and the third side representing “Unsure.” Ask questions (to which students can agree, disagree, or indicate uncertainty) related to how exercise of different intensities affects the cardiovascular and respiratory systems structurally and functionally. Students respond to the questions by moving in the direction of their opinion. Students return to the centre line after every response.</p> <p> Refer to Opinion Line in RM G–2: Active Learning Strategies.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- aerobic
- anaerobic
- blood pressure
- stroke volume

Tips

- In this learning activity, students experience exercise of different intensities (mild, moderate, and vigorous), as well as continuous versus intermittent schedules of exercise.
- For descriptions of mild, moderate, and vigorous intensity levels, refer to RM G–6: Heart-Rate Zone Levels.

Resources**Publications**

- Kirkpatrick, Beth, and Burton H. Birnbaum. *Lessons from the Heart: Individualizing Physical Education with Heart Rate Monitors*. Windsor, ON: Human Kinetics, 1997.
- McArdle, William D., Frank I. Katch, and Victor L. Katch. *Exercise Physiology: Energy, Nutrition, and Human Performance*. 5th ed. Philadelphia, PA: Lippincott, Williams, and Wilkins, 2001.

Resource Masters

- RM G–2: Active Learning Strategies
- RM G–6: Heart-Rate Zone Levels
- RM G–7: Heart-Rate Zone Formula

◆ **Journal/Reflection: Walk, Jog, Sprint**

Teacher Assessment: Anecdotal Notes

After students have participated in the Walk, Jog, Sprint activity, they respond to the following questions in their journals:

1. What did it feel like to move from mild to vigorous exercise?
2. What occurred with your breathing?
3. Which schedule of exercise was easier: the continuous or the intermittent? Explain.
4. What changes will have occurred in your cardiovascular system while completing these tasks? Explain.
5. In what activities do you currently participate? Are these examples of mild, moderate, and/or vigorous activities? Do you perform them on continuous and intermittent schedules? Explain.
6. What diseases could you be helping to prevent by participating in the various intensities and schedules of exercise? Explain.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.2.S2.C.2 Explain and apply the principles of training and conditioning for specific fitness components (e.g., develop a stretching program for improved flexibility...).
Curricular Connections PE/HE: K.2.S1.C.2

SUGGESTIONS FOR INSTRUCTION

◆ **Putting Principles into Action**

Arrange students in groups of four and have each group select one of the four fitness components: cardiovascular endurance, muscular endurance, muscular strength, and flexibility. (Ensure that all four components are selected.) Students research and develop a six-week program that would be appropriate for their age group and the selected fitness component. Groups present their results to the class, including

- a description and application of the principles of training and conditioning for the selected fitness component, with specific reference to the FITT principle
- visuals and/or graphics that support the program content
- a template for a daily and/or weekly log schedule of the plan for action

◆ **Warm-up/Cool-down Routines**

Divide students into small groups. One student in each group

- leads the warm-up or cool-down exercises for a specific fitness component
- explains the principles of training and conditioning as students are performing the exercises
- corrects group members if they are doing the exercises incorrectly

Designate new leaders for each class.



TEACHER NOTES

Review

- cardiovascular endurance
- flexibility
- muscular endurance
- muscular strength

Resources

Publications

- Manitoba Education, Citizenship and Youth. *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.
- Manitoba Fitness Council. *Active Healthy People: Fitness Theory Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.
- ---. *Resistance Training Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.
- Temertzoglou, Ted, and Paul Challen. *Exercise Science: An Introduction to Health and Physical Education*. Toronto, ON: Thompson Educational Publishing, Inc., 2003.

Resource Masters

- RM G–4: Principles of Training and Conditioning for Physical Activities
- RM G–5: FITT Principle Guidelines



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Putting Principles into Action**

Group/Teacher Assessment: Rating Scale

Assess group presentations according to pre-established criteria, using the following rating scale.

Rating Scale for Putting Principles into Action			
Criteria	3 Accomplished	2 Satisfactory	1 Limited
The student/group			
• describes and applies training and conditioning principles, with specific reference to the FITT principle			
• uses visual and/or graphic aids that support the program content			
• uses a template for a daily and/or weekly log of the plan for action			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.2.S2.C.3 Design and implement effective warm-up and cool-down routines for specific individual/dual-type physical activities (e.g., running, table tennis, cycling...).</p> <div data-bbox="110 569 548 680" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections PE/HE: K.2.S1.C.3</p></div>	<p>◆ Design and Lead Warm-up and Cool-down Routines</p> <p>The class brainstorms and lists individual physical activities and dual-type physical activities. Working in pairs, students</p> <ul style="list-style-type: none">• select a physical activity from each list• design and demonstrate effective warm-up and cool-down routines for their chosen activities• explain their choice of routines for their selected activities



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review proper stretching techniques and the importance of warm-up and cool-down activities and exercises.

Tips

- Encourage students to lead warm-up and cool-down activities at all times during the school year, not only for this learning outcome.
- Have students connect with learning outcome K.2.S2.C.2 and explain principles of training and conditioning where applicable.

Resources

Publications

- Anderson, Bob. *Stretching*. 20th anniversary rev. ed. Illus. Jean Anderson. Bolinas, CA: Shelter Publications, 2000.
- Heyward, Vivian H. *Advanced Fitness Assessment and Exercise Prescription*. 4th ed. Champaign, IL: Human Kinetics, 2002.
- Manitoba Fitness Council. *Active Healthy People: Fitness Theory Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.
- ---. *Resistance Training Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.
- Stark, Steven D. *The Stark Reality of Stretching: An Informed Approach for All Activities and Every Sport*. 4th ed. Richmond, BC: Stark Reality Corp., 1999.

Resource Master

- RM G–3: Exercise Do’s and Don’ts



◆ **Performance Task: Design and Lead Warm-up and Cool-down Routines**

Peer Assessment: Rating Scale

Students assess the demonstration and explanation of each pair of students, using the criteria and rating scale provided.

Scoring Rubric for Warm-up and Cool-down Routines			
Score	Relevant Content	Demonstration	Justification
The student/group			
4 Exemplary	<ul style="list-style-type: none"> • identified a variety of specific exercises 	<ul style="list-style-type: none"> • gave clear and thorough demonstrations 	<ul style="list-style-type: none"> • provided clear and thorough justification for choice of exercises relating to selected activities
3 Accomplished	<ul style="list-style-type: none"> • identified some specific exercises 	<ul style="list-style-type: none"> • gave brief demonstrations 	<ul style="list-style-type: none"> • provided justification for choice of exercises relating to selected activities
2 Developing	<ul style="list-style-type: none"> • identified a few specific exercises 	<ul style="list-style-type: none"> • gave somewhat confusing demonstrations 	<ul style="list-style-type: none"> • provided limited justification for choice of exercises relating to selected activities
1 Beginning	<ul style="list-style-type: none"> • identified very few specific exercises 	<ul style="list-style-type: none"> • gave incomplete demonstrations 	<ul style="list-style-type: none"> • provided little, if any, justification for choice of exercises relating to selected activities

PRESCRIBED LEARNING OUTCOMES						
<i>Students will...</i>						
<input type="checkbox"/> K.2.S2.C.4 Examine factors (e.g., enjoyment, previous experiences, values and attitude, social benefits, financial commitment, medical conditions, incentives, stages of change...) that have an impact on adherence to a personal fitness plan.						
<table border="1"><tr><td data-bbox="123 648 358 674">Curricular Connections</td></tr><tr><td data-bbox="123 680 196 705">PE/HE:</td></tr><tr><td data-bbox="123 709 228 735">K.5.S2.B.2</td></tr><tr><td data-bbox="123 739 228 764">S.5.S2.A.2</td></tr><tr><td data-bbox="123 768 261 793">SC (Biology):</td></tr><tr><td data-bbox="123 798 509 867">S3B-3-18 Identify personal lifestyle choices that contribute to cardiovascular and respiratory wellness.</td></tr></table>	Curricular Connections	PE/HE:	K.5.S2.B.2	S.5.S2.A.2	SC (Biology):	S3B-3-18 Identify personal lifestyle choices that contribute to cardiovascular and respiratory wellness.
Curricular Connections						
PE/HE:						
K.5.S2.B.2						
S.5.S2.A.2						
SC (Biology):						
S3B-3-18 Identify personal lifestyle choices that contribute to cardiovascular and respiratory wellness.						

SUGGESTIONS FOR INSTRUCTION

◆ **Factors That Motivate**

Each student lists factors that motivate him or her to participate in physical activities or personal fitness programs and shares the list with the class. As a class, students create a master list and discuss how these factors keep an individual focused on a personal fitness plan.

◆ **Interview: Factors That Motivate Individuals**

Each student interviews two individuals of his or her choice: one who follows a fitness plan, and one who does not. Students compare the factors that enable the one person to adhere to a personal fitness plan, and the factors that cause the other not to adhere to a regular fitness plan.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

Use the following terms to help lead discussion:

- enjoyment
- previous experiences
- values and attitude
- social benefits
- financial commitment
- medical issues
- incentives
- stages of change
- relaxation
- self-esteem
- appearance
- competition
- excitement derived from doing something risky
- health

◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students reflect in their journals on the factors that affect their adherence to a personal fitness plan. They rank the factors in order of priority.



PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.S2.A.1a Participate in different types of training and conditioning activities that contribute to personal fitness development.

Curricular Connections

PE/HE:

- S.2.S1.A.1a
- S.2.S2.A.1b
- S.2.S2.A.2

SUGGESTIONS FOR INSTRUCTION

◆ **My Personal Fitness-Development Program**

Students identify and create a master list of various physical training and conditioning activities that contribute to each of the major fitness components (e.g., for cardiovascular endurance—distance running; for flexibility—yoga; for muscular strength—weight training; for muscular endurance—bench-step class; for body composition—resistance training).

Each student selects a number of activities from the major fitness component categories. Students participate in the chosen activities and log them weekly, using the following chart as a guide.

My Personal Fitness-Development Program							
Date	Activity	Fitness Component (Check applicable column)					Personal Comments
		Cardiovascular Endurance	Muscular Endurance	Muscular Strength	Flexibility	Body Composition	
<i>Example:</i> Monday	<i>Example:</i> School team volleyball practice (1.5 hours)		✓	✓	✓	✓	<i>Example:</i> • Hard workout. • Enjoyed it.

◆ **Fun and Fitness**

Students participate in a variety of fitness-related activities (e.g., resistance training circuits, walking, obstacle courses, paarlauf, scavenger hunts, step-bench activities, aerobics or group fitness classes). Following the activities, students indicate how each activity contributes to their personal fitness goals.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- cross-training

Tip

- Discuss the significance of participating in a variety of activities (i.e., cross-training), as they contribute to personal fitness development.



◆ **Performance Task: My Personal Fitness-Development Program**

Self-Assessment: Inventory

At the end of every week, students analyze their log sheets and assess their participation using the following prompts.

My Personal Fitness–Development Program			
This week, I	Yes	No	Reflection
• participated in a variety of activities (cross-training)			Explain:
• participated in activities that addressed my personal fitness development			Explain:
• tried a new activity			Specify:
• felt good about my level of participation in fitness activities			Comment:

PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.S2.A.1b Participate at a level consistent with planned and self-directed aerobic activities.

Curricular Connections


PE/HE:

S.2.S1.A.1b
S.2.S2.A.1a

SUGGESTIONS FOR INSTRUCTION

◆ **Aerobic Fitness Activity Log**

Using an Aerobic Fitness Activity Log such as the following, students record the time they spend participating in planned, self-directed aerobic activities (e.g., group fitness class, cross-country skiing, cycling, running, swimming continuously for a minimum of 20 minutes). These activities can be done either in class or outside of class.

Aerobic Activity Log 		
Date	Activity	Minutes of Active Time



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- aerobic
- aerobic activities

Tips

- During open gym time, have students lead aerobic activities.
- Have students use heart-rate monitors to identify the appropriate intensity zone for aerobic conditioning.

Resources

Publication

- Borg, Gunnar. *Perceived Exertion and Pain Scales*. Windsor, ON: Human Kinetics, 1998.

Resource Masters

- RM G–6: Heart-Rate Zone Levels
- RM G–7: Heart-Rate Zone Formula



◆ **Performance Task: Aerobic Fitness Activity Log**

Self-Assessment: Checklist

At the end of each week, students use a checklist such as the following to assess their participation in aerobic activities in class or outside of class.

Aerobic Activity Participation Checklist		
This week, I participated in	Yes	No
• a minimum of three aerobic activities		
• at least one planned aerobic activity		
• at least one self-directed aerobic activity		

PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.S2.A.2 Demonstrate use of heart-rate monitoring (e.g., pulse points, heart monitors, software programs...) **in personal fitness training.**

Curricular Connections

PE/HE:

S.2.S1.A.1b

S.2.S1.A.2

SUGGESTIONS FOR INSTRUCTION

◆ **“Strengthalon”: Using a Heart-Rate Monitor**

Using a heart-rate monitor (connected to a software program that generates a computer printout reading), students take their heart rates at the start and completion of each of the 10 tasks in a “Strengthalon” circuit and record results on the BLM provided.



Refer to BLM S2–5a: “Strengthalon.”

Students then plot their end-of-task heart rate using the heart-rate graph provided.




Refer to BLM S2–5b: “Strengthalon” Heart-Rate Graph.

◆ **Monitoring the Beat with a Heart-Rate Monitor**

Over the course of a semester or term, each student wears a heart-rate monitor when participating in a choice of five different physical activities/fitness-training programs. Interpreting the computer printout reading, students record their data for each selected activity, identifying the time spent

- above the target heart-rate zone
- within the target heart-rate zone
- below the target heart-rate zone

Monitor the Beat					
					
Record target heart-rate zone: _____					
Activity	Date		Time above Target Zone	Time within Target Zone	Time below Target Zone
	Month	Day			
1.					
2.					
3.					
4.					
5.					

Students may choose to set their heart-rate monitors for different intensity levels, depending on their selected activity, or use the American Council of Sport Medicine’s general recommendation of 50% to 85% of maximum heart rate (MHR) as their target heart-rate zone.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review the use of heart-rate monitors and the corresponding computer analysis programs, as well as calculations of target heart-rate zones (refer to learning outcome S.2.S1.A.1b).
- Remind students that target heart-rate zone levels serve as guidelines, since determining one’s target heart rate is individual, depending on individual fitness levels, physical abilities, age, and so on.

Tips



- The “Strengthalon” circuit of fitness training could be done once a month, with points scored and heart-rate comparisons made to determine whether any differences and/or improvements occurred from one assessment to the next.
- If heart-rate monitors are unavailable, students can use Borg’s scale of perceived exertion (see learning outcome S.2.S1.A.1b and RM G–6: Heart-Rate Zone Levels), and record heart rate using pulse points.

Resources

Publication

- Borg, Gunnar. *Perceived Exertion and Pain Scales*. Windsor, ON: Human Kinetics, 1998.

Blackline Masters

- BLM S2–5a: “Strengthalon” 
- BLM S2–5b: “Strengthalon” Heart-Rate Graph 

◆ **Questioning/Interview: “Strengthalon”: Using a Heart-Rate Monitor**

Peer/Teacher Assessment: Inventory

Students demonstrate to a peer or teacher the use of heart-rate monitors, using the graph showing their heart rates at the completion of each task and the recorded heart rates.



Refer to BLM S2–5a: “Strengthalon” and BLM S2–5b: “Strengthalon” Heart-Rate Graph.



◆ **Questioning/Interview: Monitoring the Beat with a Heart-Rate Monitor**

Teacher Assessment: Inventory

Students demonstrate the use of heart-rate monitors by explaining their results, as recorded in the chart Monitor the Beat, and referring to the corresponding computer printout reading.

TEACHER NOTES (continued)

Resource Masters

- RM G–6: Heart-Rate Zone Levels 
- RM G–7: Heart-Rate Zone Formula 



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> S.2.S2.A.3a Assess current personal physical fitness levels using appropriate fitness tests and information technology (e.g., stopwatches, heart-rate monitors, fitness-related software programs...).
Curricular Connections PE/HE: S.2.S1.A.3a S.2.S1.A.3b S.2.S2.A.2 S.2.S2.A.3b

SUGGESTIONS FOR INSTRUCTION

◆ **Where Do I Stand This Time?**

Students assess their current fitness levels by completing selected fitness tasks and recording their results on the BLMs provided.



Refer to BLM G–2: Skill-Related Physical Fitness Components and BLM G–3: Major Physical Fitness Components.

◆ **Racing: Charting the Improvement**

Set a course (e.g., a 1600-metre [one-mile] run, a 10-kilometre bike ride, a five-kilometre walk) that can be accessed two or three times throughout a school term/year. Students choose a particular target heart-rate zone, and, wearing heart-rate monitors, complete the course, recording their times. They complete the course a second and third time within the same target heart-rate zone and record their times.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- To allow for individualized testing, set up stations through which students can rotate, recording their own scores. Provide alternative tasks at the stations for students who may not feel comfortable participating in a specific fitness-testing activity.
- Do not use fitness tests for grading purposes or for competition among students. Encourage self-assessment based on change (i.e., improvement).
- Refer to *Guidelines for Fitness Assessment in Manitoba Schools* (Manitoba Education, Citizenship and Youth) for selected tests that provide valid and reliable measures of fitness and for specific task instruction.
- It is recommended that the *FITNESSGRAM® 6.0. Test Kit*, (The Cooper Institute for Aerobics Research) be used only to help students determine personal fitness goals, progress, and achievement. Comparison of fitness data to norm-referenced data is discouraged.

Resources

Publications

- The Cooper Institute for Aerobics Research. *FITNESSGRAM® 6.0. Test Kit*. 2nd ed. Windsor, ON: Human Kinetics, 1999.
- Manitoba Education, Citizenship and Youth. *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.

◆ Performance Task: Where Do I Stand This Time?

Self-Assessment: Inventory

Students regularly record and assess their current physical fitness levels, using the BLMs provided.



Refer to BLM G–2: Skill-Related Physical Fitness Components and BLM G–3: Major Physical Fitness Components.

TEACHER NOTES (continued)

Blackline Masters

- BLM G–2: Skill-Related Physical Fitness Components
- BLM G–3: Major Physical Fitness Components



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<i>Students will...</i>		
<input type="checkbox"/> S.2.S2.A.3b Analyze own fitness test results (e.g., using information technology...) and determine the factors that contributed to the results.	◆ Learning to Analyze Results Students choose the appropriate fitness tasks for assessing their own fitness levels, as identified for previous learning outcomes. Once they have collected their personal data, they analyze their results, using available software programs.	
<table border="1" data-bbox="115 537 550 674"><tr><td>Curricular Connections PE/HE: S.2.S1.A.3b S.2.S2.A.3a</td></tr></table>	Curricular Connections PE/HE: S.2.S1.A.3b S.2.S2.A.3a	
Curricular Connections PE/HE: S.2.S1.A.3b S.2.S2.A.3a		



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- To allow for individualized testing, set up stations through which students can rotate, recording their own scores. Provide alternative tasks at the stations for students who may not feel comfortable participating in a specific fitness-testing activity.
- Do not use fitness tests for grading purposes or for competition among students. Encourage self-assessment based on change (i.e., improvement).
- Refer to *Guidelines for Fitness Assessment in Manitoba Schools* (Manitoba Education, Citizenship and Youth) for selected tests that provide valid and reliable measures of fitness and for specific task instruction.

Resource

Publication

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



◆ Journal/Reflection: Learning to Analyze Results

Self-Assessment: Inventory

After analyzing their fitness task results, students respond in their journals to the following questions:

1. The fitness components I feel good about are:

2. The fitness components I feel may need some improvement are: _____
3. The factors I believe contribute to my fitness results include:



Fitness Management Outcomes: Senior 2



Knowledge

- K.2.S2.A.1 Evaluate the contribution** (i.e., associated fitness component, muscle/muscle groups, type of benefit) **of selected physical activities and/or exercises to physical fitness** (e.g., push-ups can develop muscular strength of arm muscles, which contributes to health-related fitness...).
- K.2.S2.B.1 Investigate the contribution** (e.g., strength, endurance, energy expenditure, elasticity, longevity, healthy weight...) **of exercise/physical activity to optimal health and the prevention of disease** (e.g., cardiovascular disease, breast cancer, type II diabetes, osteoporosis...).
- K.2.S2.C.1a Investigate the body's response** (e.g., stimulation of autonomic nervous system, endocrine response, respiration response, oxygen utilization...) **to increased activity levels.**
- K.2.S2.C.1b Explain how exercise of different intensities** (e.g., mild, moderate, vigorous, intermittent, continuous, aerobic, anaerobic...) **affects the structure and function of the cardiovascular and respiratory systems** (e.g., lowers resting heart rate, blood pressure; increases heart size, stroke volume, blood volume...) **in the context of healthy living and the prevention of disease.**
- K.2.S2.C.2 Explain and apply the principles of training and conditioning for specific fitness components** (e.g., develop a stretching program for improved flexibility...).
- K.2.S2.C.3 Design and implement effective warm-up and cool-down routines for specific individual/dual-type physical activities** (e.g., running, table tennis, cycling...).
- K.2.S2.C.4 Examine factors** (e.g., enjoyment, previous experiences, values and attitude, social benefits, financial commitment, medical conditions, incentives, stages of change...) **that have an impact on adherence to a personal fitness plan.**

Skills

- S.2.S2.A.1a Participate in different types of training and conditioning activities that contribute to personal fitness development.**
- S.2.S2.A.1b Participate at a level consistent with planned and self-directed aerobic activities.**
- S.2.S2.A.2 Demonstrate use of heart-rate monitoring** (e.g., pulse points, heart monitors, software programs...) **in personal fitness training.**
- S.2.S2.A.3a Assess current personal physical fitness levels using appropriate fitness tests and information technology** (e.g., stopwatches, heart-rate monitors, fitness-related software programs...).
- S.2.S2.A.3b Analyze own fitness test results** (e.g., using information technology...) **and determine the factors that contributed to the results.**

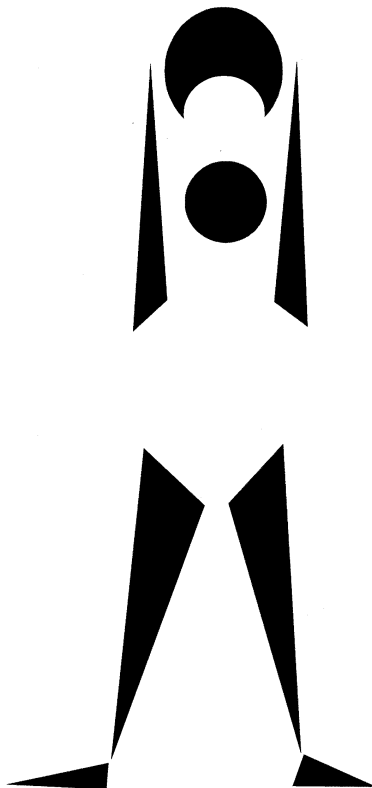
Attitude Indicators

- 2.1 Show an interest in and responsibility for personal fitness.
- 2.2 Appreciate the role and contribution of regular participation in physical activity for health and fitness.
- 2.3 Show respect and acceptance for physical and performance limitations of self and others.

Senior 2

3. Safety

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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.S1.A.1 ⇨ K.3.S2.A.1 Review safety rules, routines, and procedures prior to participating in physical activity (e.g., allow space for full backswing and follow-through in golf...).</p>	<ul style="list-style-type: none"> ◆ Knowing Safety Words Students identify and list safety rules and terms used in selected physical activities (e.g., “fore” is the warning cry in golf to alert other players that a ball has been hit in their direction). Students write each rule or term on a card or self-adhesive note and post it on the bulletin board. ◆ Safety First..., Second, and Third Follow the Safety First: Reviewing the Rules activity suggested for learning outcome K.3.S1.A.1, using Senior 2 activities. Create a master list of safety rules and procedures that are essential for each physical activity, and post the list in the gym. Students refer to the master list at the start of each new activity throughout the semester/term or year. ◆ KWL Provide students with a KWL (Ogle) questionnaire and have them identify <ul style="list-style-type: none"> K what they <i>know</i> about the safety rules, routines, and procedures of a specific sport or physical activity W what they <i>want</i> to learn about safety L what they <i>learned</i> about safety during or after the activity



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Have students develop a set of procedures (safety signals) that they would use as a general “rule of thumb” during class time.

Resource

Publication

- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

◆ **Performance Task: Safety First..., Second, and Third**
Teacher Assessment: Anecdotal Notes

At the start of a new activity, the students who identified the safety rules and/or procedures for a specific activity refer to the master file and review the safety rules and/or procedures with the class.



PRESCRIBED LEARNING OUTCOMES	
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.S2.A.2 Explain physiological reasons (e.g., body position, physical characteristics, degree of elasticity of muscles...) why exercise techniques are selected to minimize the risk to self and others (e.g., bending knees in curl-ups reduces back arch/strain, avoiding neck hyperextension reduces cervical strain...).</p>	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p>Curricular Connections PE/HE: K.3.S1.A.2</p> </td> </tr> </table>	<p>Curricular Connections PE/HE: K.3.S1.A.2</p>
<p>Curricular Connections PE/HE: K.3.S1.A.2</p>	

SUGGESTIONS FOR INSTRUCTION

◆ **The Physiology of Do’s and Don’ts**

Provide students with the following list of terms and phrases, which include examples of physical activities, exercise techniques, and physiological reasons for using proper exercise techniques:

- half neck circles (forward)
- reduce lower back strain
- bend knees to 90° angle or less
- hamstring stretch
- keep head forward of body’s midline
- prevent wear and tear on joints
- pull bar down to chest
- prevent strain on knee joints
- prevent strain/weight load on cervical spine
- lat (latissimus dorsi) pull-down
- bend knees
- low-impact “aerobics” class
- keep shoulders forward of body’s midline
- standing dumbbell overhead press
- lunge
- prevent shoulder impingement
- perform in seated position
- curl-up (abdominal)
- keep one foot on floor at all times
- wall squat

Working in small groups, students place the terms and phrases in the appropriate column(s) of a chart that has the following headings. (Note that terms may apply to more than one heading.)

Exercise Techniques and Physiology		
Physical Activity	Exercise Technique	Physiological Reason

Groups share their charts for class discussion.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- See instructional and assessment suggestions for learning outcome K.3.S1.A.2.

Tips

- Provide students with information on the rapid growth rate of teens and the importance of joint protection and safe strengthening techniques.
- Gender-related hormones affect the degree of elasticity of the muscles (e.g., increased estrogen results in increased elasticity). The techniques for doing a specific exercise are not necessarily different for males and females but the execution of the exercise would have different results (e.g., women may be able to stretch more easily when pregnant because the increased estrogen in their systems causes lax connective tissue around the joints).
- While the “don’t” exercises may increase the risk of injury, some of them may be part of a training program for specific sports (e.g., in athletics, hurdlers are required to perform the hurdler’s stretch).

Resources

Organization

- Manitoba Fitness Council, University of Manitoba

Resource Master

- RM G–3: Exercise Do’s and Don’ts



◆ **Journal/Reflection: The Physiology of Do’s and Don’ts**

Peer/Self-Assessment: Anecdotal Notes

Students compare their charts to the following answer key.

Exercise Techniques and Physiology: Answer Key		
Physical Activity	Exercise Technique	Physiological Reason
hamstring stretch	perform in seated position	reduce lower back strain
low-impact “aerobics” class	keep one foot on floor at all times	prevent wear and tear on joints
lat pull-down	pull bar down to chest	prevent strain/weight load on cervical spine
curl-up (abdominal)	bend knees	reduce lower back strain
wall squat	bend knees to 90° angle or less	prevent strain on knee joints
standing dumbbell overhead press	keep shoulders forward of body’s midline	prevent shoulder impingement
lunge	bend knees to 90° angle or less	prevent strain on knee joints
half neck circles (forward)	keep head forward of body’s midline	prevent strain/weight load on cervical spine

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.3.S1.A.3 ➔ K.3.S2.A.3 Explain the reasons (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) for appropriate dress for selected indoor and outdoor activities (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Which Clothing and Why?**

Arrange the class in groups of three or four students. Have each group

- choose four activities and the corresponding weather or environmental conditions that might be encountered in those activities (see examples listed below)
- identify the appropriate clothing for the selected activities and describe the function of each article of clothing
- explain the reasons for the choice of clothing
- present findings to the class

Activities and Weather	
Activity	Weather or Environmental Condition
• rock climbing	sunny, +33°C (very hot)
• cross-country skiing	snowing, -15°C (moderately cold)
• polar bear watching (Churchill, Manitoba)	clear, -43°C (very cold)
• downhill skiing/ snowboarding	clear, -20°C (cold)
• hiking in the mountains	sunny, +25°C (warm)
• playing lacrosse (outdoors)	cloudy, humid, +33°C (very hot)
• playing squash (air-conditioned facility)	+20°C (room temperature)
• kayaking (open water)	sunny, windy, +15°C (cool)
• snowshoeing	sunny, -18°C (moderately cold)
• wall climbing (indoor facility with no air-conditioning)	+25°C (warm)
• walking in the "desert" (Carberry, Manitoba)	sunny, +35°C (very hot)
• curling (indoor rink in January)	-5°C (cool)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- See instructional and assessment suggestions for learning outcome K.3.S1.A.3.

Glossary

- frostbite
- heat exhaustion
- heat stroke
- hyperthermia
- hypothermia
- layer principle

Resources

Organizations

- Consult specialty commercial outlets for information on clothing, fabrics, and layering.



◆ **Performance Task: Which Clothing and Why?**

Peer/Teacher Assessment: Scoring Rubric

Use the following scoring rubric to assess group presentations.

Which Clothing and Why? Scoring Rubric					
Name of Activity _____					
Climate Condition _____					
Rating Scale 3 – Exceptional 2 – Satisfactory 1 – Unsatisfactory					
Criteria	3	2	1	Weight	Score
Content					
• identification of appropriate clothing				x 4	=
• explanation of clothing function				x 4	=
• explanation of reasons for choice of clothing				x 4	=
Organization and Sequence					
• arrangement/organization of information				x 4	=
Creativity					
• creativity of presentation				x 4	=
Total					

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.S1.A.4 ➡ K.3.S2.A.4
Identify safety and risk factors for selected activities (e.g., cross-country skiing...) **related to people** (e.g., right of way, adaptations for persons with a disability...), **facilities** (e.g., snow conditions...), **and equipment** (e.g., appropriate clothing...).

Curricular Connections

PE/HE:

- K.3.S1.A.5b
- K.3.S2.A.5b
- K.3.S2.B.1

◆ **Safety for All**

Working in small groups, students create (in poster form) a master guideline for the safety of all people who use their gym facilities and equipment. Groups share their posters. The class combines ideas from the group work to create a poster for display in the school gym.

◆ **Safety Factors**

For selected physical activities, have students participate in a People Search, asking one another to identify safety and risk factors related to

- clothing
- equipment
- facilities
- general safety considerations
- adaptation for person(s) with a disability



Refer to People Search in RM G–2: Active Learning Strategies.

☐ K.3.S2.A.5a **Determine the safety considerations in selected alternative pursuits** (e.g., wear protective equipment, use reflective tape for nighttime visibility, have first-aid kit available, watch for extreme weather conditions...).

Curricular Connections

PE/HE:

- K.3.S1.A.4
- K.3.S1.A.5b
- K.3.S2.A.4
- K.3.S2.A.5b
- K.3.S2.B.1

SC:

S2-4-D4 Explain the formation and dynamics of selected severe weather phenomena.

◆ **Safety for Alternative Pursuits**

Working in groups of four, students select one alternative pursuit. Groups create a list of safety items, products, and/or methods for their choice of alternative pursuit. Rearrange the group formation so that two students remain in the original group while the other two students join another group. Students in the new grouping share information from their previous group. Reassemble the students into their original groups and have them share information.



Refer to Jigsaw: A Cooperative Learning Strategy in RM G–2: Active Learning Strategies.



TEACHER NOTES

Review

- See instructional and assessment suggestions for learning outcome K.3.S1.A.4.

Glossary

- risk management

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

Resource Master

- RM G–2: Active Learning Strategies



Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 2*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 1 to 6.)

Professional

- wilderness expert

Resource Master

- RM G–2: Active Learning Strategies



SUGGESTIONS FOR ASSESSMENT

◆ **Interview/Questioning: Safety Factors**

Peer Assessment: Inventory

Students record others’ responses, using the following chart.

Safety Factors	
Name _____ Date _____	
Safety factors for (name of activity) _____	
Category	Safety and Risk Factors
Clothing	
Equipment	
Facilities	
General Safety Considerations	
Adaptation for Person(s) with a Disability	

◆ **Journal/Reflection: Safety for Alternative Pursuits**

Teacher Assessment: Anecdotal Notes

Students respond to the following questions in their journals:

1. What alternative physical activities are you pursuing (have you pursued, would you like to pursue)?
2. What safety precautions need to be undertaken for each alternative pursuit?

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.S1.A.5b ➡ K.3.S2.A.5b
Relate the importance of making wise choices to prevent injury in selected land-based activities (e.g., cycling, jogging...) and/or water-based activities (e.g., aquatics, diving, canoeing...).

Curricular Connections

PE/HE:

- K.3.S1.A.4
- K.3.S1.A.5b
- K.3.S2.A.4
- K.3.S2.A.5b
- K.3.S2.B.1

ELA:

- GLO 1—Explore thoughts, ideas, feelings, and experiences.
- GLO 3—Manage ideas and information.

SUGGESTIONS FOR INSTRUCTION

◆ **Staying Safe on Land and Water**

Arrange students in pairs and have each pair identify the possible consequences (injuries) of an unwise choice while participating in selected physical activities on land and water. Students record their ideas, using a chart such as the following, and share their responses in a class discussion.

Staying Safe on Land and Water			
Activity	Wise Choice	Unwise Choice	Possible Consequences of Unwise Choice
Land-Based Activities	cycling		
	snowboarding		
	rollerblading		
	jogging		
	in-line skating		
	backpacking		
	hiking		
	downhill skiing		
	cross-country skiing		
	other		
Water-Based Activities	kayaking		
	canoeing		
	diving		
	scuba diving		
	water skiing		
	windsurfing (sailboarding)		
	sailing		
	other		

◆ **View and Review**

Using various media (e.g., newspaper or magazine articles, television clips, videos), students collect stories about accidents associated with a recreational physical activity. They share their stories with the class, indicating whether poor choices caused/contributed to the accidents.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- See instructional and assessment suggestions for learning outcome K.3.S1.A.5b.

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 2*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002.

◆ **Observation: View and Review**

Teacher Assessment: Inventory

As part of the class discussion, determine whether or not students are able to relate the importance of making wise choices to prevent injuries in selected activities.



PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.S2.B.1 Determine strategies to manage identified hazards related to community facilities and areas (e.g., playground areas, bicycle routes, roads bordering schools, fitness and recreational facilities, workplaces...).

Curricular Connections

PE/HE:

K.3.S1.A.4

K.3.S1.A.5b

K.3.S2.A.4

K.3.S2.A.5a

K.3.S2.A.5b

SUGGESTIONS FOR INSTRUCTION

◆ **Safety Inspection in the Community**

As a class, students brainstorm to create two lists:

1. possible facilities or areas to be inspected
2. potential hazards related to community facilities and areas

Arrange the class in pairs. Each pair selects a site to be inspected. Using the BLM provided, students identify hazards related to their selected site. Pairs share with the class what strategies (if any) could be enforced to manage the hazard(s) they identified.



Refer to BLM S2–6: Safety Inspection Report.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources**Publications**

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000. (See Appendix F, page 175, and Appendix M, page 188).

Organization

- Manitoba Workplace Safety and Health

Blackline Master

- BLM S2–6: Safety Inspection Report

**◆ Paper and Pencil Task: Safety Inspection in the Community**

Teacher Assessment: Inventory

Upon completion of the Safety Inspection Reports, assess whether or not students were able to determine how hazards are managed in community facilities and areas.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.3.S2.B.3 Demonstrate an understanding of cardiopulmonary resuscitation (CPR) as specified in the national/provincial certification program.
Curricular Connections PE/HE: S.3.S2.A.2

SUGGESTIONS FOR INSTRUCTION

◆ **Getting Started on CPR**

As a class, discuss the following terms:

- angina
- cardiac arrest
- cardiovascular disease
- heart attack
- stroke

Identify some of the common signs of heart attack (e.g., heaviness in chest, pain spreading into shoulders and down arms) and stroke (e.g., severe headache, difficulty speaking).

◆ **CPR Training**

Arrange for students to receive CPR instruction, as specified in national or provincial certification programs (whether or not for certification). Certified instructors can be booked from agencies such as the Heart and Stroke Foundation of Manitoba and St. John Ambulance. Assess students' knowledge of CPR and related topics.



Refer to RM S2-3: Adult CPR: Skill-Performance Checklist (One Rescuer).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- ABCs
- angina
- cardiac arrest
- cardiopulmonary resuscitation (CPR)
- cardiovascular disease
- emergency medical services (EMS)
- first aid
- heart attack
- stroke

Tips

- Schools could arrange for a qualified CPR instructor to offer the national or provincial certification course for staff and students. Note that there are costs associated with certifying individuals.
- Emphasize that cardiovascular disease is a major cause of death, disability, and illness in Canada. If someone experiences symptoms of heart attack or stroke and becomes unresponsive, CPR can be a life-saving treatment.

Resources**Publications**

- Heart and Stroke Foundation of Canada. *Basic Rescuer: Skills Evaluation 2000 Guidelines*. Ottawa, ON: Heart and Stroke Foundation of Canada, 2000.
- St. John Ambulance. *Heartstart: CPR and AED—Activity Book*. Ottawa, ON: St. John Ambulance, 2001.

♦ **Paper and Pencil Task: All Activities**

Teacher Assessment: Inventory

Refer to the certified examinations (e.g., Heart and Stroke Foundation of Canada, *Basic Rescuer*) or create questions to assess student knowledge of CPR.

Sample Questions:

1. List the warning signals of a heart attack.
2. List the risk factors for cardiovascular disease that you cannot change.
3. List the risk factors that you can change.
4. Where do you check for a pulse on an infant? Name the site.
5. What is the CPR ratio for an adult?
6. What is the CPR ratio for a child?
7. What is the CPR ratio for an infant?
8. How often should you give rescue-breathing breaths to an adult victim who is not breathing but does have a pulse?

Answer Key:

1. Warning signals may include pain in chest, shortness of breath, and/or nausea.
2. You cannot change factors such as race, age, gender, and family history.
3. You can change factors such as smoking, high cholesterol, obesity, diabetes, stress, lack of exercise, high blood pressure, and excessive use of alcohol.
4. Check brachial pulse.
5. Adult: 15 compressions / 2 breaths
6. Child: 5 compressions / 1 breath
7. Infant: 5 compressions / 1 breath
8. Give rescue-breathing breath once every 5 seconds or 12 times per minute.

TEACHER NOTES (continued)**Organizations**

- The Advanced Coronary Treatment (ACT) Foundation of Canada
- Heart and Stroke Foundation of Manitoba
- St. John Ambulance

Resource Master

- RM S2–3: Adult CPR: Skill-Performance Checklist (One Rescuer)



PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.S2.B.4 Investigate the contributions self and/or others can make to community/global health and sustainable development (i.e., maintaining safe and healthy lifestyle practices, volunteering, reducing, reusing, recycling).

SUGGESTIONS FOR INSTRUCTION

◆ **How Can I Make the World a Better Place?**

Working in groups of three or four, students identify individual practices and activities that can contribute to community and global health and sustainable development, and explain how these contributions can make the world a better place. Groups record their examples and explanations on a chart such as the following, and share their responses with the class.

How Can I Make the World a Better Place?		
	Give examples of individual activities that can contribute to community and global health and sustainable development:	Explain how individual activities can contribute to community and global health and sustainable development:
Health and Well-Being	• Wear a helmet when riding a bike.	• Reduces the chance of head injury in case of a fall.
	• Volunteer to hand out water at a local charity run.	
	• Wear a seatbelt when in a moving vehicle.	
	• Be active and physically fit.	
	• Other:	
Environment	• Implement and follow a community recycling program.	
	• Lobby for and follow no-smoking bylaws.	
	• Obey laws against drinking and driving.	
	• Avoid littering.	
	• Other:	
Economy	• Use less water.	
	• Recycle print materials, plastic, and metals.	
	• Other:	

◆ **Making a Personal Contribution to Your Community**

Have each student choose a way in which he or she could contribute to community and global health and sustainable development, as related to human health and well-being, the environment, and the economy (see Teacher Notes). Ask students to follow through with their choice of contribution (e.g., volunteer at a local senior citizens' home) for a set time period (e.g., three months).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- community health/global health

Resources

Publications

- Manitoba Education and Training. *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Training, 2000.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 2*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activity 2.)



◆ **Journal/Reflection: Making a Personal Contribution to Your Community**

Self-Assessment: Inventory

Students identify in their journals the personal contributions they are making to community and global health and sustainable development.

TEACHER NOTES (continued)

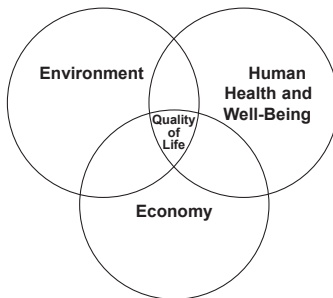
Organization

- Manitoba Product Stewardship Corporation (for information on recycling, reusing, and reducing)



With **sustainable development** as a guiding precept, one considers simultaneously the positive and negative impacts of any decision on **human health and well-being**, the **environment**, and the **economy**. The purpose is to integrate and balance our needs, so that an equitable quality of life for all can be achieved and sustained in the future.

The following diagram illustrates this interconnected relationship.



Sustainable Development

- **Sustainable human health and well-being** is characterized by people coexisting harmoniously within local, national, and global communities, and with nature. A sustainable society is one that is physically, psychologically, spiritually, and socially healthy. The well-being of individuals, families, and communities is of prime importance.
- **A sustainable environment** is one in which the life-sustaining process and natural resources of the Earth are conserved and regenerated.
- **A sustainable economy** is one that provides equitable access to resources and opportunities. It is characterized by development decisions, policies, and practices that respect cultural realities and differences, and do not exhaust the Earth's resources. A sustainable economy is evident when decisions, policies, and practices are carried out so as to minimize their impact on the Earth's resources and to maximize the regeneration of the natural environment.

Sustainable Development: Reproduced from Manitoba Education and Training. *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Training, 2000. 6.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> S.3.S1.A.1 ⇨ S.3.S2.A.1 Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments (e.g., self-regulation, teamwork, promotion of fair play and inclusion...).

SUGGESTIONS FOR INSTRUCTION

- ◆ **A Safe and Responsible Game Day**
Set up mini round-robin tournaments for games such as volleyball, soccer, team handball, and ultimate. At the completion of the tournaments, students assess their own application of safety rules and procedures and fair play. (This assessment could be done for all activities.)

- ◆ **Create a New Game**
Arrange the class in groups of three or four and have each group brainstorm to create a new game. Groups take responsibility for teaching the game, officiating, and setting up and taking down equipment. The game participants assess the group that created the game, using the following criteria:
 - safety procedures and rules identified
 - equipment availability and safety
 - promotion of fair play and inclusion



TEACHER NOTES

Review

- fair play
- inclusion
- self-regulation
- teamwork

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 2*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 1, 5, and 6.)



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: A Safe and Responsible Game Day**

Self-Assessment: Rating Scale

Using the following rating scale, students reflect on their behaviour on Game Day and rate their level of satisfaction in applying safety rules and procedures and promoting fair play.

Game Day Rating Scale				
Scale: 4 = Consistently 3 = Frequently 2 = Sometimes 1 = Rarely				
Criteria	Rating			
In this activity, I • practised safety procedures • followed the rules • demonstrated fair play • shared the implements (e.g., ball, disc) • was a team player	4	3	2	1
Total Score				
Comments:				

◆ **Performance Task: Create a New Game**

Peer Assessment: Checklist

Game participants assess the students who created and presented the new games, using criteria such as the following.

Safety and Responsibility in Game Creation			
Student Names	_____		
Activity/Game	_____		
Area Used	_____		
Criteria	Yes	No	Comments
The student/group			
• stated/identified safety procedures			
• explained rules clearly and concisely			
• ensured that equipment was ready			
• set up equipment properly			
• took down necessary equipment properly			
• promoted inclusion			
• promoted fair play			

PRESCRIBED LEARNING OUTCOMES

Students will...

S.3.S2.A.2 Demonstrate the skills (e.g., sequential steps of emergency scene management, artificial resuscitation...) **required to administer cardiopulmonary resuscitation (CPR).**

Curricular Connections

PE/HE:
K.3.S2.B.3

SUGGESTIONS FOR INSTRUCTION

◆ **Demonstration of CPR Skills**

Arrange the class in groups of three and have students role-play a scenario in which they administer CPR, as identified in guidelines of national and/or provincial certification programs.

In each group,

- one student plays the part of the victim
- another acts as the first-aid responder
- the third analyzes and assesses the skill performance of the first-aid responder

The three students rotate roles so that everyone has an opportunity to practise and assess the skills required to administer CPR.



Refer to RM S2–3: Adult CPR: Skill-Performance Checklist (One Rescuer).


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Review

- See instructional and assessment suggestions for learning outcome K.3.S2.B.3.

Tips

- Schools could arrange for a qualified CPR instructor to offer the certification course for staff and students. Note that there is usually a cost involved to certify individuals.
- For information on organizing a CPR training program for Senior Years students, contact The Advanced Coronary Treatment (ACT) Foundation of Canada.

Resources
Publications

- Heart and Stroke Foundation of Canada. *Basic Rescuer: Skills Evaluation 2000 Guidelines*. Ottawa, ON: Heart and Stroke Foundation of Canada, 2000.
- St. John Ambulance. *Heartstart: CPR and AED—Activity Book*. Ottawa, ON: St. John Ambulance, 2001.

Organizations

- The Advanced Coronary Treatment (ACT) Foundation of Canada
- Heart and Stroke Foundation of Manitoba
- St. John Ambulance

Resource Master

- RM S2–3: Adult CPR: Skill-Performance Checklist (One Rescuer)


◆ Performance Task: Demonstration of CPR Skills

Teacher/Peer/Self-Assessment: Checklist

Consult national and provincial program guidelines for assessment of students' skill in administering CPR.



Safety Outcomes: Senior 2



Knowledge

- K.3.S1.A.1** ➡ **K.3.S2.A.1** Review safety rules, routines, and procedures prior to participating in physical activity (e.g., allow space for full backswing and follow-through in golf...).
- K.3.S2.A.2** Explain physiological reasons (e.g., body position, physical characteristics, degree of elasticity of muscles...) why exercise techniques are selected to minimize the risk to self and others (e.g., bending knees in curl-ups reduces back arch/strain, avoiding neck hyperextension reduces cervical strain...).
- K.3.S1.A.3** ➡ **K.3.S2.A.3** Explain the reasons (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) for appropriate dress for selected indoor and outdoor activities (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...).
- K.3.S1.A.4** ➡ **K.3.S2.A.4** Identify safety and risk factors for selected activities (e.g., cross-country skiing...) related to people (e.g., right of way, adaptations for persons with a disability...), facilities (e.g., snow conditions...), and equipment (e.g., appropriate clothing...).
- K.3.S2.A.5a** Determine the safety considerations in selected alternative pursuits (e.g., wear protective equipment, use reflective tape for nighttime visibility, have first-aid kit available, watch for extreme weather conditions...).
- K.3.S1.A.5b** ➡ **K.3.S2.A.5b** Relate the importance of making wise choices to prevent injury in selected land-based activities (e.g., cycling, jogging...) and/or water-based activities (e.g., aquatics, diving, canoeing...).
- K.3.S2.B.1** Determine strategies to manage identified hazards related to community facilities and areas (e.g., playground areas, bicycle routes, roads bordering schools, fitness and recreational facilities, workplaces...).

Knowledge (continued)

- K.3.S2.B.3** Demonstrate an understanding of cardiopulmonary resuscitation (CPR) as specified in the national/provincial certification program.
- K.3.S2.B.4** Investigate the contributions self and/or others can make to community/global health and sustainable development (i.e., maintaining safe and healthy lifestyle practices, volunteering, reducing, reusing, recycling).

Skills

- S.3.S1.A.1** ➡ **S.3.S2.A.1** Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments (e.g., self-regulation, teamwork, promotion of fair play and inclusion...).
- S.3.S2.A.2** Demonstrate the skills (e.g., sequential steps of emergency scene management, artificial resuscitation...) required to administer cardiopulmonary resuscitation (CPR).

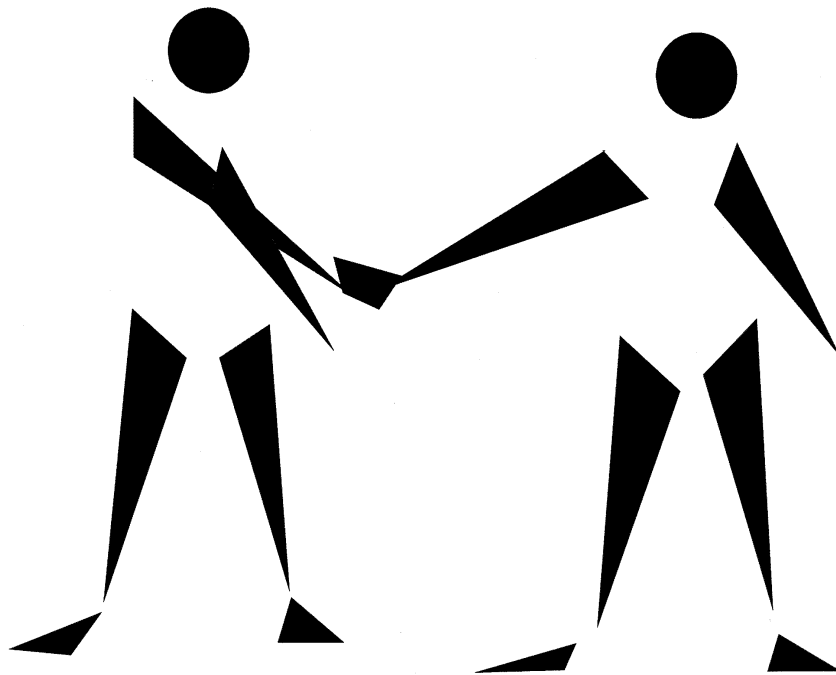
Attitude Indicators


- 3.1 Show respect for safety of self and others.
- 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others.

Senior 2

4. Personal and Social Management

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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION			
<p><i>Students will...</i></p>				
<p><input type="checkbox"/> K.4.S2.A.1 Assess personal attributes and talents across a variety of domains (e.g., academic, athletic, musical, artistic, interpersonal, intrapersonal...), and assess how each contributes to self-esteem/self-confidence.</p>	<p>◆ Finding Your Identity</p> <p>Students individually assess their sense of self-esteem, using the BLM provided. After they have tallied their total scores, ask students to note the suggestion for their total.</p>			
<table border="1"> <tr> <td data-bbox="123 615 358 636"> <p>Curricular Connections</p> </td> </tr> <tr> <td data-bbox="123 646 228 699"> <p>PE/HE: K.4.S1.A.1</p> </td> </tr> <tr> <td data-bbox="123 709 496 783"> <p>FS: S2 5.1.1 Discuss factors that influence self-concept.</p> </td> </tr> </table>	<p>Curricular Connections</p>	<p>PE/HE: K.4.S1.A.1</p>	<p>FS: S2 5.1.1 Discuss factors that influence self-concept.</p>	<p> Refer to BLM S2–7: What Do I Think about Myself?</p>
<p>Curricular Connections</p>				
<p>PE/HE: K.4.S1.A.1</p>				
<p>FS: S2 5.1.1 Discuss factors that influence self-concept.</p>				
	<p>◆ Highlight Jar</p> <p>Once a day (including weekends), for a predetermined period of time (e.g., one month), students record on a piece of notepaper something that made them feel good or successful. They place this note in a container and, after the predetermined period of time has elapsed, read their comments to themselves. This learning activity is designed to help students assess their positive attributes for building self-confidence.</p> <p>Variation: Students’ family members or classmates record students’ strengths or positive attributes for a set period of time.</p>			
	<p>◆ Medicine Wheel Teachings</p> <p>Have students make their own medicine wheels, considering their own attributes and talents in a variety of areas (e.g., academic, athletic, musical, artistic, interpersonal, and intrapersonal relationships) and assessing how each contributes to their self-esteem and confidence within the physical, mental, emotional, and spiritual aspects of the medicine wheel.</p>			



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- self-esteem

Tip

- Use strategies or questionnaires to identify students' multiple intelligences.

Aboriginal Link

- For centuries, many Aboriginal people have used the medicine wheel as a tool for learning and teaching. The medicine wheel provides direction and meaning to an individual, teaching that the physical, mental, emotional, and spiritual aspects must be in balance to maintain a healthy mind, spirit, and body.
- For more information on medicine wheel teachings, refer to learning outcome K.4.S1.A.1.
- Also refer to The Aboriginal Multi-Media Society (AMMSA)—Buffalo Spirit (see Aboriginal Websites in Bibliography).

Resources**Publications**

- Friedman, Sandra Susan. *Body Thieves: Help Girls Reclaim Their Natural Bodies and Become Physically Active*. Vancouver, BC: Salal Books, 2002.
- ---. *Nurturing GirlPower: Integrating Eating Disorder Prevention/Intervention Skills into Your Practice*. Vancouver, BC: Salal Books, 2003.

◆ **Journal/Reflection: Finding Your Identity**

Self-Assessment: Inventory

Students respond to the following questions in their journals:

1. What does self-esteem mean to you?
2. What did you learn about yourself and your identity?
3. Are there some things about yourself that you would like to change or improve? Explain.
4. Explain the following saying: "If you've got what it takes, the world can be your stage."

◆ **Performance Task: Highlight Jar**

Self-Assessment: Inventory

Students complete the following statements in their journals:

1. I am very proud of...
2. I feel confident when I am...
3. I feel good about this quality of mine...
4. I am a good person because...

TEACHER NOTES (continued)

- Manitoba Education and Youth. *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003. (See Medicine Wheel, page 9.)
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. (See chapter on self-esteem.)
- The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.


Board Game

- Hellesoe, Cynthia. *The Esteem Theme Game*. Dartmouth, NS: The Esteem Theme Co., 2001.

Blackline Master

- BLM S2-7: What Do I Think about Myself?



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.S2.A.2a Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing a behaviour (e.g., evaluate application of goal-setting process to improving cardiovascular fitness, career plan...).</p>	
<p>Curricular Connections PE/HE: S.4.S2.A.1</p>	
	<p>◆ Five Ws Goal</p> <p>Students think of one personal goal they would like to achieve and record a statement answering each of the following questions for that goal:</p> <ul style="list-style-type: none">• Who?• What?• When?• Where?• Why? <p>Students share their responses with a peer.</p> <p>◆ Personal Goal Setting</p> <p>Using a BLM provided, students identify a fitness-related or work-related (career, job) goal they wish to achieve and plan a process for achieving the chosen goal. Students share their goal-setting process with a peer.</p> <p> Refer to BLM S2–8: GOAL-Setting Process.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource

Blackline Master

- BLM S2–8: GOAL-Setting Process.



◆ **Performance Task: Personal Goal Setting**

Peer Assessment: Rating Scale

Using the following rating scale, students rate their partners' plans for achieving a personal goal.

Effectiveness of GOAL-Setting Process				
Rate each step or component of the student's GOAL-setting process.		Rating Scale:		
		3 – Proficient 2 – Satisfactory 1 – Needs More Work		
The student...		3	2	1
G	Stated GOAL.			
O	OUTLINED steps to achieve the goal.			
A	Indicated ASSESSMENT plans.			
L	LOCATED possible problems or barriers.			
S	Identified SUPPORT SYSTEMS.			



PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.S2.A.2b Evaluate how various internal and external factors (e.g., availability of particular jobs versus ability to do the jobs, making a team, improving a grade, improving fitness...) **may have an impact on the achievement of personal and/or career goals** (e.g., improving a grade, improving fitness, getting a job...).

SUGGESTIONS FOR INSTRUCTION

◆ **Internal Versus External Factors**

Prepare a chart with the following headings:

Internal Factors	External Factors
------------------	------------------

Each student records one factor under each heading (see examples in Teacher Notes). As a class, group similar factors into one common factor and develop a master list.

Students pair up and choose one factor (either internal or external) and discuss its potential effect on the achievement of a personal or career goal, explaining whether the selected factor could help or hinder the achievement of the goal. (Ensure that the class selects all factors.) Pairs share their evaluation with the class.

◆ **Factors Affecting Achievement of Goals**

Each student chooses a personal goal and lists internal and external factors that would hinder or contribute to the achievement of that goal. They record their ideas in a chart such as the following.

Helping and Hindering Factors					
Goal: _____					
<i>Example:</i> I want to quit smoking.					
Factors That Help	Internal	External	Factors That Hinder	Internal	External
<i>Example:</i> I have a high level of motivation.	✓		<i>Example:</i> My best friend is a heavy smoker.		✓


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Tip

- Explain the terms in the following headings:

Internal Factors	External Factors
<ul style="list-style-type: none"> • self-motivation • physical maturation • personal interest 	<ul style="list-style-type: none"> • financial cost • family values • access to facilities

Aboriginal Link

- Manitoba Aboriginal Youth Career Awareness Committee (MAYCAC) offers career information, encourages early career planning, promotes positive Aboriginal role models, and provides employment mentorships and work experience opportunities.
- Students could research the purpose, objectives, and activities of MAYCAC and determine their own skills for employability.

Resource
Organization

- Manitoba Aboriginal Youth Career Awareness Committee (MAYCAC)


◆ Journal/Reflection: Factors Affecting Achievement of Goals

Self-Assessment: Inventory

Students reflect in their journals on the following questions:

1. What factors would hinder achievement of your goals?
2. What factors would help you achieve your goals?
3. Would you change any factors if you could? Explain.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<i>Students will...</i>		
<input type="checkbox"/> K.4.S2.A.3 Analyze factors (i.e., values, beliefs, peers, media, environment, finances) that influence personal and/or group decisions for active, healthy lifestyles.	◆ Analyzing Influencing Factors Arrange the class in five groups and have each group choose one of the following health risk areas: <ol style="list-style-type: none">1. physical inactivity2. inadequate dietary behaviours3. substance use and abuse4. sexual behaviours that cause sexually transmitted infections (STIs) and unintended pregnancies5. behaviours that cause intentional and unintentional injury	
<table border="1"><tr><td data-bbox="115 569 550 814">Curricular Connections PE/HE: K.4.S1.A.3 SC (Biology): S3B-0-P3 Appreciate the impact of personal lifestyle choices on general health and make decisions that support a healthy lifestyle.</td></tr></table>	Curricular Connections PE/HE: K.4.S1.A.3 SC (Biology): S3B-0-P3 Appreciate the impact of personal lifestyle choices on general health and make decisions that support a healthy lifestyle.	Groups analyze how each of the following factors influences decision making related to their selected health risk area: <ul style="list-style-type: none">• values• beliefs• peers• media• environment• finances Groups present their analyses for class discussion and peer assessment.
Curricular Connections PE/HE: K.4.S1.A.3 SC (Biology): S3B-0-P3 Appreciate the impact of personal lifestyle choices on general health and make decisions that support a healthy lifestyle.		



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource

Publication

- Fetro, Joyce V. *Personal and Social Skills: Level 3*. Santa Cruz, CA: ETR Associates, 2000.

◆ **Performance Task: Analyzing Influencing Factors**

Peer/Teacher Assessment: Rating Scale

Students use the following rating scale to assess each group’s analysis of how the specified factors influence decision making related to the selected health risk area.

Analysis of Factors Influencing Decisions			
Influencing Factor	3 Accomplished	2 Satisfactory	1 Limited
values			
beliefs			
peers			
media			
environment			
finances			



PRESCRIBED LEARNING OUTCOMES		
<i>Students will...</i>		
<p><input type="checkbox"/> K.4.S2.B.1a Examine the contributions of games, sports, and the arts to social development and cultural diversity (e.g., getting to know and understand others of like and different cultures, Olympics...).</p>		
<table border="1"> <tr> <td data-bbox="115 579 358 604">Curricular Connections</td> </tr> <tr> <td data-bbox="115 611 240 663">PE/HE: K.4.S2.B.1b</td> </tr> </table>	Curricular Connections	PE/HE: K.4.S2.B.1b
Curricular Connections		
PE/HE: K.4.S2.B.1b		

SUGGESTIONS FOR INSTRUCTION

- ◆ **Understanding Cultural Diversity**
 Arrange students in groups of three or four and have each group select a country from a master list provided. Students research what national sports, games, athletes, musical or dance groups, and performing arts contribute to the culture of the selected country. Groups present their findings to the class.

- ◆ **Special Events in Manitoba**
 Remaining in the groups they formed for Understanding Cultural Diversity, students identify special events held in Manitoba (e.g., Festival du Voyageur, the Morris Stampede) and discuss their contributions to Manitoba’s social development and cultural diversity.

- ◆ **Cultural Connection**
 Provide or have students collect pictures of different physical activities and sporting events. Display the pictures and have students discuss the cultural connection and contribution represented.

- ◆ **Aboriginal Games**
 Have students research and examine the role of Aboriginal games, sports, and the arts for their contributions to social development and cultural diversity.
Examples of Aboriginal Sporting Events/Organizations:
 - North American Indigenous Games
 - Manitoba Indigenous Summer Games
 - Manitoba Aboriginal Sport and Recreation Council
 - Winnipeg Aboriginal Sport Achievement Centre



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- cultural diversity

Resources

Publication

- The Winnipeg School Division. *North American Indigenous Games: Teacher’s Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.

Organizations

- 2002 North American Indigenous Games
- Canadian Olympic Committee
- Manitoba Aboriginal Sport and Recreation Council (MASRC)
- Olympic Movement
- Winnipeg Aboriginal Sport Achievement Centre (WASAC)



◆ **Performance Task: Understanding Cultural Diversity**

Peer Assessment: Checklist

Students use the following checklist to assess the group findings.

Cultural Contributions Checklist	
The group identified	
<input type="checkbox"/>	national sports
<input type="checkbox"/>	popular sporting events or games
<input type="checkbox"/>	popular or famous athletes
<input type="checkbox"/>	musical or dance groups
<input type="checkbox"/>	performing arts

◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

1. Manitoba has been referred to as “the meeting place of nations.” What does this phrase mean to you?
2. How does learning about the culture of other countries help in achieving international peace and friendships?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.S2.B.1b Discuss the historical and/or current roles of games, sports, and other physical activity pursuits for their contributions to the appreciation of different cultures.</p> <div data-bbox="115 569 553 695" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections PE/HE: K.4.S2.B.1a</p></div>	<p>◆ Cultural Diversity in Sporting Events</p> <p>Arrange student in groups (the same groups as those formed for learning outcome K.4.S2.B.1a) and have each group choose one of the following sporting events:</p> <ul style="list-style-type: none">• The Olympics• Pan Am Games• Provincial Winter/Summer Games• North American Indigenous Games <p>Ensure that all four events are selected.</p> <p>Groups identify the culture(s) represented at their selected sporting event and show/explain to the class</p> <ul style="list-style-type: none">• how advertising for the event enhances understanding of the culture(s) represented• how the sporting event promotes appreciation for the participants' culture(s) <p>◆ Historical Connection</p> <p>When introducing a sport or physical activity, ask students what historical or cultural connection the sport is known for.</p> <p>Example: The game of lacrosse was given to the Aboriginal people of North America by the Creator (The Winnipeg School Division, <i>North American Indigenous Games</i> 97).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publication

- The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.

Organizations

- 2002 North American Indigenous Games
- Canadian Olympic Committee
- Manitoba Aboriginal Sport and Recreation Council (MASRC)
- Nativehockey.com
- NDNSPORTS (Source for Native American Sports News and Profiles)
- Olympic Movement

◆ **Observation: All Activities**

Teacher Assessment: Inventory

Through questioning, observe whether or not students show an understanding of the historical and/or current role of sport for the appreciation of different cultures.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.4.S2.B.2a Evaluate the benefits of effective communication skills (e.g., listen actively, paraphrase, show appreciation, criticize ideas, not people...) for getting along with family, friends, and peers in school, community, and/or the workplace.

SUGGESTIONS FOR INSTRUCTION

◆ **Defining Effective Communication**

Students define effective communication by creating two master columns, one listing effective listening skills and the other listing ineffective listening skills.

◆ **Describing a “Mystery” Object**

Divide the class into groups of three or four. Put several objects (e.g., basketball, football, racquet, hockey stick, baseball bat) into a large box or bag and have one student from each group pick one object, keeping the selected item a mystery for the other group members. The student then describes the object in detail, without identifying its name or use. The other members of the group draw the object.

Students discuss the following questions:

- What was easy about the activity?
- What was difficult about the activity?
- Was the exercise easier for the speaker or for the listener?
- What are the benefits of effective communication skills?

Describing a “Mystery” Object: Adapted, by permission, from Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review active listening tips, using the acronym FOLDER.

Active Listening Tips

- F Face the speaker:** Look at the speaker and sit opposite him or her whenever possible. If this is not possible, turn your head so that you are facing the speaker.
- O Open body language:** Do not cross your legs or your arms; sit up straight.
- L Lean toward the speaker.**
- D Do not interrupt:** Interrupting may cause the speaker to forget what he or she was going to say. Wait for a natural pause in the sentence, or wait until the speaker is finished talking before making comments or asking questions.
- E Eye contact:** Keep your eyes on the speaker (if culturally appropriate).
- R Respond to the speaker:** Tell the speaker what you heard him or her say.

Active Listening Skills: Adapted, by permission, from Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.

Resource**Publication**

- Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.

◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students write in their journals about a personal experience when ineffective and/or effective communication affected their relationship with someone.

Students compile a list of listening and speaking skills that they would like to work at improving in the future.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.S2.B.2b Identify potential adult roles (e.g., parent, partner, spouse...) and ways to prevent potential problems (e.g., domestic conflict, abuse...) in developing meaningful relationships.	◆ There Is Always a Way Divide the class into two groups of equal size and have each group chose a scenario such as the following: <ol style="list-style-type: none">1. An employer is sexually harassing an employee.2. Both partners in a marriage/relationship abuse each other. Each group discusses the selected scenario, using the following questions to guide them: <ul style="list-style-type: none">• What is the problem?• What communication skills or assertiveness techniques could have prevented the problem?• What could be done to turn this relationship into a healthier and more meaningful relationship? Each group creates a master list of the skills that could have prevented the problem and compares its list with that of the other group. The class looks at both lists and identifies common ways to prevent potential problems.
Curricular Connections PE/HE: K.4.S1.B.4 S.4.S1.A.3 K.4.S2.C.1a K.5.S2.E.2	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publications

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

◆ **Journal/Reflection: There Is Always a Way**

Self-Assessment: Anecdotal Notes

Students respond to the following questions in their journals:

1. How does effective communication help individuals deal with potential problems?
2. Choose a hypothetical problem. What strategies would you use to prevent the problem from occurring?



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.S2.C.1a Describe the behaviours necessary for providing others with support (e.g., listen to a friend in difficulty...) and promoting emotional health and well-being.</p> <div data-bbox="115 537 553 659" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: K.4.S2.C.1b</p> </div>	<p>◆ Stand by Me</p> <p>Divide the class into small groups of equal size and have each group select one of the scenarios suggested below. Each group discusses its selected scenario and identifies supportive advice and/or behaviours that promote emotional well-being in that situation. The groups share their ideas with the class.</p> <p>Suggested Scenarios:</p> <ol style="list-style-type: none"> 1. Your friend is upset because she or he did poorly on a test. 2. Your brother or sister did not make the team and is upset. 3. Your girlfriend has an unwanted pregnancy. 4. A close co-worker is unexpectedly fired from his or her job. 5. A friend is displaying signs of potential suicide (e.g., depression, isolation, increased use of alcohol or drugs, giving away possessions). <p>◆ Role-Playing Supportive and Non-Supportive Scenarios</p> <p>Volunteers role-play the scenarios suggested below. Following the role-play, the class discusses</p> <ul style="list-style-type: none"> • the supportive messages they observed • the non-supportive messages they observed • what else could have been done to support the person • how the feelings of the person who needed support differed in the two scenarios <p>Suggested Scenarios:</p> <p>You have just had a huge fight with your parents and they have grounded you for something you did not do. You really want to talk about this. You openly share your problem with</p> <ol style="list-style-type: none"> 1. a student who responds in a supportive way (refer to How to Be an Empathetic Listener in Teacher Notes) 2. a student who does not display supportive behaviours (e.g., interrupts, starts talking to someone else)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Students should be aware of warning signs of potential suicide and ways to prevent suicide. Treat the topic with sensitivity.
- Discuss various ways to be a supportive listener.

How to Be an Empathetic Listener

1. Pay attention.
2. Let the speaker talk as fast and as long as he or she needs to. (The speaker determines the pace and length of the discussion.)
3. Remember that you do not solve the problem.
4. Listen.
5. Respond.
6. Clarify.
7. Listen again. (To listen is your job.)

Resources

Publication

- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. (See Chapter 6.)

Organization

- Canadian Mental Health Association, Manitoba Division (information related to suicide prevention)



◆ Journal/Reflection: All Activities

Self-Assessment: Inventory

Students reflect in their journals on the following questions:

1. In what ways do your family and friends offer you support?
2. How do you offer to support your family and friends? Specify your supportive behaviours.
3. Cite an example of a time in your life when you had an effective listener. How did that person help you?
4. What made you feel the effective listener was listening to you? Identify the behaviours and the signs used by that person.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.S2.C.1b Show an understanding of ways to support others (e.g., show empathy, be available, provide comfort, join a support organization...) **who are dealing with the loss of a friend or family member.**

Curricular Connections

PE/HE:
K.4.S2.C.1a

SUGGESTIONS FOR INSTRUCTION

◆ **Dealing with Loss**

Students create a master list of the emotions that a person could experience after the loss of a close friend or family member. Compare the list with the Stages of Grieving identified below. Students pair up and discuss the ways in which they might support someone who is dealing with a loss.

Stages of Grieving

The following stages of grieving (identified by Elisabeth Kübler-Ross) are not linear. People work through them at different rates and experience them to various degrees. Some stages may occur more than once, and the stages may occur in a different order:

- **Denial**—refusing to believe what has happened.
- **Anger**—feeling agitated easily; blaming others for the loss.
- **Bargaining**—attempting to make a deal in exchange for having things the way they were before.
- **Sadness**—feeling unhappy, gloomy, and unmotivated.
- **Depression**—feeling that there is no purpose to life; may be accompanied by periods of guilt and overwhelming sadness.
- **Acceptance**—realizing that life has to go on and you can accept your loss.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Review**

- grieving

Tips

- Grieving is defined as a period of sadness following a loss. When a person is grieving, every feeling is normal. Everyone experiences grief differently. There is no wrong or right way to grieve.
- Be sensitive to students who may be reminded of a loss they have experienced or who are currently experiencing a loss. If the loss is recent, students may wish to be excused from the class. Provide students with time to reflect about their own personal losses.

Resources***Publications***

- Kübler-Ross, Elisabeth. *On Death and Dying*. London, UK: Tavistock, 1985.
- Stewart, Jan. *Immediate Guidance for Troubled Students*. Tough Stuff Series. Torrance, CA: Jalmar Press, 2002. (See Modules 5 and 6.)

**◆ Journal/Reflection: Dealing with Loss**

Self-Assessment: Inventory

Students reflect in their journals on

1. how they felt when offering support to someone who experienced a loss of a friend or family member
2. what they did to show support
3. how they could have been more supportive

PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.S2.C.2 Describe situations (e.g., presentations, competitions, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergencies...) **that cause personal stress.**

Curricular Connections
PE/HE:
 K.4.S2.C.3

SUGGESTIONS FOR INSTRUCTION

◆ **You and Your Stress**

To generate discussion, begin the class with statements such as the following:

- “The high school years are the best years of your lives.”
- “You have no stress. You’re too young!”

Students identify stressful situations/events occurring in their lives (see examples in chart below). For each event, students

- rate the degree of stress (1—least stressful; 10—most stressful)
- indicate whether it occurred in the last year
- identify whether it was distress and/or eustress

Rate Your Stress				
Stressful Situation/Event	Rating (1 to 10)	Happened in Last Year	Distress	Eustress
• death of a family member				
• close friend moving away				
• getting a driver's licence				
• suspension from school				
• deciding to leave home				
• pregnancy of self or close friend				
• graduation from high school				
• getting a first job				
• moving to a new school				
• failing a subject in school				
• quarrel with a friend				
• other:				

Each student identifies his or her top two stressors and shares them with the class to determine similarities/dissimilarities of stressful events experienced by students within the class.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- stress
 - distress (negative stress)
 - eustress (positive or pleasant stress)

◆ **Journal/Reflection: You and Your Stress**

Self-Assessment: Inventory

Students reflect on their list of situations/events that caused them personal stress.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.S2.C.3 Examine the physiological and psychological effects of stress related to health and well-being (i.e., General Adaptation Syndrome, prevention of disease).</p> <div data-bbox="115 569 553 905" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections PE/HE: K.4.S2.C.2 K.5.S2.C.2 SC (Biology): S3B-3-12 Identify factors that affect blood pressure and describe their effects. <i>Examples: age, exercise, stress, caffeine, nicotine, shock beta blockers, diuretics, effects: low blood pressure, high blood pressure, increased heart rate...</i></p></div>	<p>◆ Recognizing the Signs of Stress</p> <p>Divide the class into six groups of equal size and have each group brainstorm a list of signs of stress (e.g., headaches, trouble sleeping, persistent rashes, crying for no apparent reason, withdrawal, “butterflies” in stomach).</p> <p>◆ The General Adaptation Syndrome (GAS) Review</p> <p>Students review the stages of GAS and examine why the following physiological changes occur in the alarm reaction stage:</p> <ol style="list-style-type: none">1. Heart starts to pound.2. Feet and hands become cold.3. Face flushes.4. Mouth becomes dry (thirst).5. Stomach becomes unsettled (“butterflies” and nausea).6. Skin becomes sweaty. <p>Students discuss their findings with a peer and record their responses for assessment.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- stress (distress, eustress)

Review

- Stress becomes a serious problem to our health and well-being if we cannot control our physical and emotional reactions and if our bodies remain at a high level of tension for long periods of time.
- Review the General Adaptation Syndrome (GAS).

Resource

Publication

- Fetro, Joyce V. *Personal and Social Skills: Level 3*. Santa Cruz, CA: ETR Associates, 2000.



◆ **Performance Task: GAS Review**

Peer/Self-Assessment: Inventory

Students discuss their recorded findings with a peer and compare their responses with an answer key provided.

GAS Review: Answer Key

1. Heart starts to pound.
The body needs as much oxygen in the blood as possible.
2. Feet and hands become cold.
Capillaries in extremities constrict to make more blood available to muscles in preparation for “flight.”
3. Face flushes.
The carotid artery dilates to allow more blood to the brain.
4. Mouth becomes dry (thirst).
The digestive system shuts down to allow blood to be used elsewhere.
5. Stomach becomes unsettled (“butterflies” and nausea).
Excess adrenaline in the blood causes this side effect.
6. Skin becomes sweaty.
Perspiration increases to begin cooling.

◆ **Journal/Reflection: All Activities**

Teacher/Self-Assessment: Anecdotal Notes

In their journals, students reflect on a past experience that caused a lot of personal stress. They write about the responses they felt in their bodies, and how they dealt with them.

The General Adaptation Syndrome (GAS)	
GAS is the total organism’s non-specific response to stress. The response occurs in three stages:	
<ul style="list-style-type: none"> • Alarm: The body releases adrenaline and attempts many psychological mechanisms to combat stress and maintain control. The body reacts with signs and symptoms of negative stress as a means to protect itself. If the stress is removed, the body returns to normal—often referred to as a “fight or flight” response. 	<p>Signs and Symptoms:</p> <ul style="list-style-type: none"> — Heart beats increase. — Blood rushes to muscles. — Stomach may get tense. — Adrenaline increases. — Perspiration increases. — Respiration speeds up.
<ul style="list-style-type: none"> • Resistance: If stress is not removed, the body goes into the next stage, referred to as resistance or adaptation. More hormones are secreted and the blood sugar level increases to keep the body supplied with energy. Without a counterbalance (e.g., rest, exercise, relaxation), the body starts to show signs and symptoms of negative stress. 	<ul style="list-style-type: none"> — Headaches may occur. — Fatigue may be experienced. — Cardiovascular disease may develop. — Hypertension may develop. — Vulnerability to disease increases.
<ul style="list-style-type: none"> • Exhaustion: The body runs out of energy and has a difficult time defending itself against disease and sickness. Unable to tolerate continued stress, the body suffers mentally, emotionally, and physically, eventually becoming sick and exhausted. 	<ul style="list-style-type: none"> — Physical exhaustion sets in. — Body systems fail.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.S2.C.4a Examine the strategies (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) **and defence mechanisms** (e.g., denial, compensation, rationalization, daydreaming, regression...) **that can be healthy or unhealthy ways of managing stress.**

Curricular Connections

PE/HE:

K.4.S2.C.2

K.4.S2.C.3

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

SUGGESTIONS FOR INSTRUCTION

◆ **Healthy and Unhealthy Ways of Managing Stress**

Divide the class into two groups of equal size.

- One group lists healthy ways to reduce stress (strategies).
- The other group lists unhealthy ways to reduce stress (defence mechanisms).

Students compare the lists to determine whether any suggestions were on both lists.

◆ **Strategies for Reducing Stress**

Students individually identify strategies and/or defence mechanisms to reduce stress in situations such as those listed in the following chart. They share their strategies and/or defence mechanisms with peers.

Stress-Reduction Strategies	
Examples of Stressful Situations	Strategies and/or Defence Mechanisms to Reduce Stress
• I am delayed in traffic while travelling to a job interview.	
• Time is running out and I am not finished writing this test.	
• I cannot find something that I want to wear to the party tonight.	
• At my part-time job I have to work with someone I don't like.	
• Things are not going as planned for my weekend.	
• Other:	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

A small illustration of a white sneaker with black stripes, positioned at the bottom right corner of the large empty box.

◆ **Journal/Reflection: All Activities**

Peer Assessment: Anecdotal Notes

In their journals, students respond to the following statements:

1. Unhealthy ways of managing stress lead to more stress (e.g., escapism behaviour, such as abusing drugs and/or alcohol, only increases stress).
2. Not all people deal with stress in the same way (e.g., exercise may be appropriate for John but not for Charlie).

◆ **Questioning/Interview: Strategies for Reducing Stress**

Peer Assessment: Checklist

Working in pairs, students discuss and examine each other’s strategies and/or defence mechanisms for reducing stress, determining whether they are healthy or unhealthy.

PRESCRIBED LEARNING OUTCOMES

Students will...

S.4.S2.A.1 Apply goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices (e.g., physical activity and/or fitness plan, nutrition plan...).

Curricular Connections

PE/HE:

K.4.S1.A.3

S.4.S1.A.1

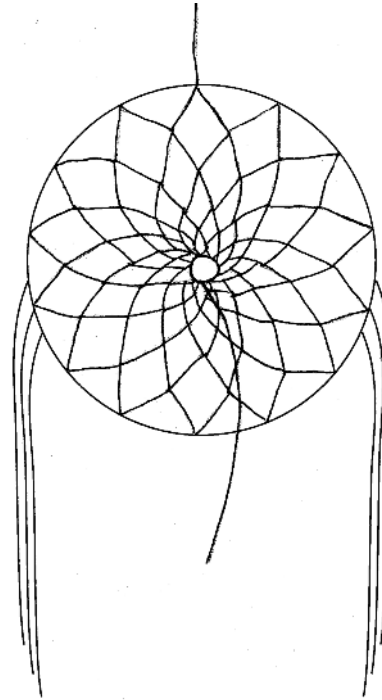
S.4.S1.A.2

K.4.S2.A.2a

SUGGESTIONS FOR INSTRUCTION

◆ **Thinking about Goals: Dream Catcher**

Students use a schematic drawing of a dream catcher (see illustration below) to reflect on their long-term personal plans for a healthy lifestyle. They place words and/or symbols into the web to illustrate what is important in their life.



◆ **Looking Ahead**

Students think about their goals or plans for the future by completing statements such as the following:

- By next week I will...
- By the end of this year, I want to...
- After high school, I would like to...
- Something new I would like to try is...
- I'd like to have enough money to...
- The one thing I would most like to change about myself is...
- In 10 years, my job will be...

◆ **Achieving That Goal**

Using the GOALS acronym as a guide, students outline their plans for a personal healthy lifestyle practice. Each student shares his or her plan with a peer.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review the GOALS acronym (see learning outcome K.4.S2.A.2a and refer to BLM S2–8: GOAL-Setting Process).

Aboriginal Link

- A **dream catcher** is a traditional Aboriginal symbol. It is a decorated web or sinew that has been stretched onto a ring form, and is hung above a person’s bed where it is said to entangle bad dreams and allow good dreams through. It represents what is important in a person’s life: dreams, wishes, values, and goals.

Resources

Publication

- Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002. (See Dream Catcher, page 89.)

Blackline Master

- BLM S2–8: GOAL-Setting Process



◆ Performance Task: Achieving That Goal

Peer Assessment: Rating Scale

Students rate each other’s application of the GOALS acronym using the following rating scale.

Application of GOAL-Setting Process				
Rate each step or component of the student’s GOAL-setting process.		Rating Scale: 3 – Proficient 2 – Satisfactory 1 – Needs More Work		
The student...		3	2	1
G	Stated GOAL.			
O	OUTLINED steps to achieve the goal.			
A	Indicated ASSESSMENT plans.			
L	LOCATED possible problems or barriers.			
S	Identified SUPPORT SYSTEMS.			

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.4.S2.A.2 Design, implement, evaluate, and revise an action plan for making a personal and/or group decision based on values and beliefs.

Curricular Connections

PE/HE:

- S.4.S1.A.2
- K.4.S2.A.2a
- S.4.S2.A.1

◆ Shaping the Goal

Students individually select a goal (e.g., quit smoking) and design an action plan to achieve that goal, based on values and beliefs. After a set length of time for implementing the selected goal (e.g., two months), students evaluate the success of their action plan, revising it as needed.

S.4.S2.A.3 Apply communication skills and strategies (e.g., listen actively, clarify feelings, summarize...) in case scenarios for getting along with others in a variety of contexts (e.g., while participating in physical activities, discussion groups, project work, job interviews, conversations with adults in home/school/community...).

Curricular Connections

PE/HE:

- K.4.S1.B.2a
- K.4.S2.B.2a

◆ Communicating in a Variety of Contexts

Arrange students in groups of four and have each group select a scenario from a posted list (see suggestions below). Each group role-plays its scenario, showing various communication skills and strategies. One pair within each group demonstrates poor communication skills and the other pair uses effective communication skills.

Suggested Scenarios:

1. Your school principal is inviting you to participate in a committee to represent student opinions and issues. You have always wanted to get involved but you're concerned about time constraints with your new job and full course load.
2. In English language arts class, your work group has been asked to develop a plan to reduce waste at school. Not everyone in your class feels that reducing waste is an important issue.
3. You are getting really fed up with the excessive drinking going on among your friends and wish they would focus on other activities. You feel as if you're all in a rut.
4. You are in a group situation where you don't know anyone and you must introduce yourself to others and make conversation.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- See instructional and assessment suggestions for learning outcomes K.4.S2.A.2a and S.4.S2.A.1.

◆ **Performance Task: Shaping the Goal**

Self-Assessment: Rating Scale

After a set length of time for goal implementation, students use the following scale to rate the process of shaping their goal.

Rating Scale for Shaping the Goal			
Criteria	3 Above Expectations	2 Meets Expectations	1 Below Expectations
• Designed an action plan for achieving a goal based on values and beliefs.			
• Implemented the action plan.			
• Assessed the effectiveness of the action plan in relation to implementing the goal.			
• Identified necessary revisions to the action plan in relation to successful implementation of the goal.			

Review

- Review communication skills and strategies from previous classes.

Tip

- For suggested activities, see Module 9: Communication in *Student Leadership Development Program, Secondary: Teacher Guide* (CIRA).

Resources

Publications

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998.
- Fetro, Joyce V. *Personal and Social Skills: Level 3*. Santa Cruz, CA: ETR Associates, 2000.



◆ **Performance Task: Communicating in a Variety of Contexts**

Peer Assessment: Checklist

With teacher assistance, students develop criteria to identify the communication skills and strategies that are effective for getting along with others. Each pair (within each group of four) identifies whether the other pair role-plays effective or ineffective communication skills and strategies.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.4.S2.A.5 Apply stress-management strategies (e.g., mental imagery, relaxation skills, rest habits, focusing...) **and communication skills** (e.g., listen, comfort, seek help...) **for stress reduction for self and/or others in case scenarios related to stressful situations** (e.g., family breakdown, violence...).

Curricular Connections

PE/HE:

K.4.S1.B.2a

K.4.S2.C.3

K.4.S2.C.4a

S.4.S2.A.3

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

SUGGESTIONS FOR INSTRUCTION

◆ **Taking a Time-Out**

To experience how stress-management strategies work, students participate in a variety of time-out exercises, such as the following:

- deep breathing
- relaxation
- guided imagery/visualization
- yoga
- meditation
- calming self-talk

◆ **Seeking Help**

Arrange students in small groups and have each group select a scenario from a posted list. (See suggestions below. Ensure that all four scenarios are selected.) In demonstrating their selected scenario to the class, students

- identify who could help in that situation
- show how they could help or support the person(s) in distress

The class creates a list of the stress-management strategies and the communication strategies that were identified in the demonstrations. Post the list for all to view.

Suggested Scenarios:

1. A young girl is feeling anxiety about her parents' divorce. She is starting to skip school and is turning to drugs to forget about the situation.
2. An honours student is starting to feel depressed about a failing grade in chemistry. He is starting to sleep in more and more, often skipping classes.
3. A young couple think they have both contracted a sexually transmitted infection (STI). They are fighting more and more, while doing nothing to deal with the suspected STI.
4. A student is feeling threatened because she or he is being accused of hitting another student.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review stress-management strategies and communication skills that provide distraction, avoidance, and/or escape from stress.
- There are different types of stresses, including physical, mental-emotional, social, and environmental.

Resource

Publication

- Fetro, Joyce V. *Personal and Social Skills: Level 3*. Santa Cruz, CA: ETR Associates, 2000.

◆ **Journal/Reflection: Taking a Time-Out**

Self-Assessment: Anecdotal Notes

Students write in their journals about a stressful situation they have experienced and reflect on the strategies they used to relieve the stress.

◆ **Questioning/Interview: Seeking Help**

Peer Assessment: Inventory

Arrange students in pairs and have them explain to each other what they feel was the best stress-management strategy demonstrated in the role-playing of the scenarios and why it was effective.





Personal and Social Management Outcomes: Senior 2



Knowledge

- K.4.S2.A.1 Assess personal attributes and talents across a variety of domains** (e.g., academic, athletic, musical, artistic, interpersonal, intrapersonal...), **and assess how each contributes to self-esteem/self-confidence.**
- K.4.S2.A.2a Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing a behaviour** (e.g., evaluate application of goal-setting process to improving cardiovascular fitness, career plan...).
- K.4.S2.A.2b Evaluate how various internal and external factors** (e.g., availability of particular jobs versus ability to do the jobs, making a team, improving a grade, improving fitness...) **may have an impact on the achievement of personal and/or career goals** (e.g., improving a grade, improving fitness, getting a job...).
- K.4.S2.A.3 Analyze factors** (i.e., values, beliefs, peers, media, environment, finances) **that influence personal and/or group decisions for active, healthy lifestyles.**
- K.4.S2.B.1a Examine the contributions of games, sports, and the arts to social development and cultural diversity** (e.g., getting to know and understand others of like and different cultures, Olympics...).
- K.4.S2.B.1b Discuss the historical and/or current roles of games, sports, and other physical activity pursuits for their contributions to the appreciation of different cultures.**
- K.4.S2.B.2a Evaluate the benefits of effective communication skills** (e.g., listen actively, paraphrase, show appreciation, criticize ideas, not people...) **for getting along with family, friends, and peers in school, community, and/or the workplace.**
- K.4.S2.B.2b Identify potential adult roles** (e.g., parent, partner, spouse...) **and ways to prevent potential problems** (e.g., domestic conflict, abuse...) **in developing meaningful relationships.**
- K.4.S2.C.1a Describe the behaviours necessary for providing others with support** (e.g., listen to a friend in difficulty...) **and promoting emotional health and well-being.**
- K.4.S2.C.1b Show an understanding of ways to support others** (e.g., show empathy, be available, provide comfort, join a support organization...) **who are dealing with the loss of a friend or family member.**

Knowledge (continued)

- K.4.S2.C.2 Describe situations** (e.g., presentations, competitions, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergencies...) **that cause personal stress.**
- K.4.S2.C.3 Examine the physiological and psychological effects of stress related to health and well-being** (i.e., General Adaptation Syndrome, prevention of disease).
- K.4.S2.C.4a Examine the strategies** (e.g., deep breathing, relaxation exercises, guided imagery, physical exercises...) **and defence mechanisms** (e.g., denial, compensation, rationalization, daydreaming, regression...) **that can be healthy or unhealthy ways of managing stress.**

Skills

- S.4.S2.A.1 Apply goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices** (e.g., physical activity and/or fitness plan, nutrition plan...).
- S.4.S2.A.2 Design, implement, evaluate, and revise an action plan for making a personal and/or group decision based on values and beliefs.**
- S.4.S2.A.3 Apply communication skills and strategies** (e.g., listen actively, clarify feelings, summarize...) **in case scenarios for getting along with others in a variety of contexts** (e.g., while participating in physical activities, discussion groups, project work, job interviews, conversations with adults in home/school/community...).
- S.4.S2.A.5 Apply stress-management strategies** (e.g., mental imagery, relaxation skills, rest habits, focusing...) **and communication skills** (e.g., listen, comfort, seek help...) **for stress reduction for self and/or others in case scenarios related to stressful situations** (e.g., family breakdown, violence...).

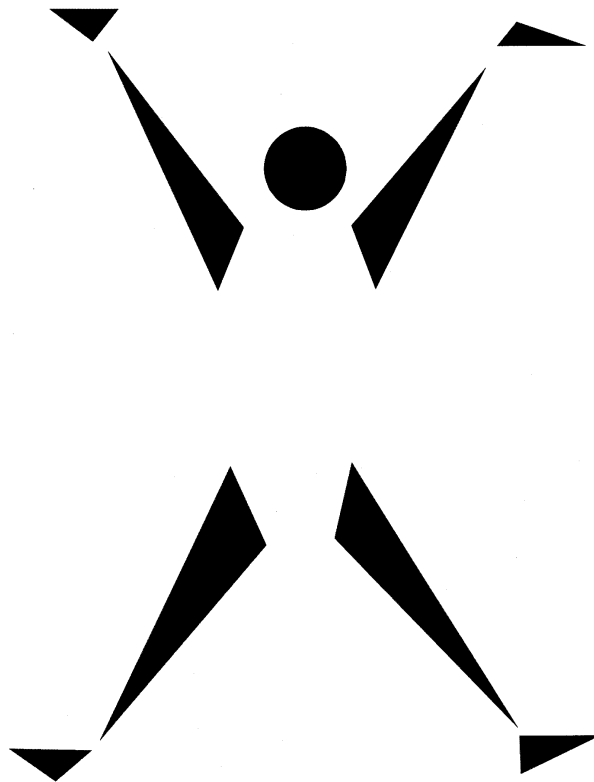
Attitude Indicators

- 4.1 Show a positive attitude toward learning, growth, and personal health.
- 4.2 Be sensitive to the needs and abilities of others.
- 4.3 Demonstrate personal responsibility in daily work and play.
- 4.4 Show a willingness to play fairly and work cooperatively/collaboratively with others.
- 4.5 Show a positive attitude toward change.
- 4.6 Enjoy participation and learning.

Senior 2

5. Healthy Lifestyle Practices

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



PRESCRIBED LEARNING OUTCOMES

Students will...

K.5.S2.A.2 Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.

SUGGESTIONS FOR INSTRUCTION

◆ **Health Chart**

Using the Jigsaw strategy, the class divides into small “home groups” and each member is assigned a number from 1 to 4. (Depending on group size, some numbers may be repeated). Each group member lists characteristics that identify one of the following:

Health Chart			
No. 1 Healthy Person	No. 2 Unhealthy Person	No. 3 Healthy Lifestyle	No. 4 Unhealthy Lifestyle

After completing this task, each team member joins students from other teams who have been assigned the same task, forming an “expert group.” The expert groups share their ideas and form a list of 10 characteristics that identify a healthy/unhealthy person/lifestyle. Students then return to their original groups and share their “expertise” with each other.



Refer to Jigsaw: A Cooperative Learning Strategy in RM G-2: Active Learning Strategies.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resource

Resource Master

- RM G–2: Active Learning Strategies



◆ **Journal/Reflection: Health Chart**

Self-Assessment: Inventory

In their journals, students reflect on their personal demonstration of characteristics that exemplify each of the four categories identified in the Health Chart.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.5.S2.B.1 Determine different ways to promote active living (e.g., display <i>Canada's Physical Activity Guide to Healthy Active Living</i> poster...) for different age groups (i.e., infants, children, youth, adults, seniors).

SUGGESTIONS FOR INSTRUCTION

◆ **Tips for Active Living**

To identify ways to promote active living, students brainstorm ways/tips to make activity enjoyable (e.g., include friends/family in activity) and ways to incorporate physical activity into daily life. Create and post a master list.

◆ **Promote Active Living**

Arrange students in groups of three or four and have them select an age group.

Examples:

- Infants (4 years of age and younger)
- Children (5 to 12 years of age)
- Adolescents (13 to 17 years of age)
- Adults (18 to 54 years of age)
- Seniors (55 years of age and older)

With the help of *Canada's Physical Activity Guide to Healthy Active Living* (Health Canada), each group presents to the class different ways in which active living can be promoted in a given age group.

Groups have the option to create

- a poster using magazine pictures or print material
- a commercial advertisement
- a script, sketch, or play
- a song, jingle, or dance



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publications

- Health Canada. *Canada's Physical Activity Guide for Children and Youth*. 2002. <http://www.hc-sc.gc.ca/hppb/paguide/child_youth/index.html>.
- ---. *Canada's Physical Activity Guide to Healthy Active Living*. 2004. <<http://www.hc-sc.gc.ca/hppb/fitness/pdf/guideEng.pdf>>.



◆ **Performance Task: Promote Active Living**

Peer Assessment: Rating Scale

Students assess group work using the following rating scale.

Group Presentation Rating Scale				
Criteria	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
The group				
Age-Appropriate Content	• reveals extensive knowledge of the topic	• reveals satisfactory knowledge of the topic	• needs to tie ideas and information more directly to the topic	• includes facts that are not directly related to the topic
Variety	• presents a minimum of four different ways in which active living can be promoted	• presents at least three different ways in which active living can be promoted	• presents two different ways in which active living can be promoted	• presents one way in which active living can be promoted
Creativity	• uses creativity extensively to enhance the project	• uses creativity to enhance the project	• makes some attempt to enhance the project with creativity	• makes little attempt to enhance the project with creativity
Presentation	• is interesting and informative	• is informative	• needs to provide additional information	• shows evidence of missing information

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.S2.B.2 Explain the concept of active living and the factors (i.e., benefits of physical activity, experiences, interests, abilities; financial, cultural, demographic, safety issues; personal circumstances) that may affect making personal choices.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Active Living Concept**

To assess the concept of active living as a lifestyle, students complete the following checklist.

Active Living Checklist		
Criteria	Yes	No
1. In general, do you like being physically active?		
2. Do you incorporate physical activity into your daily routine (e.g., walk to school/work, use the stairs instead of an elevator) whenever possible?		
3. Do you usually plan physical activities during your spare time and your holidays?		
4. Do you enjoy physical activity with friends and family?		
5. Do you participate in a variety of physical activities by yourself and/or with others?		

◆ **Active Living Factors**

To assess the factors that influence active living choices, students choose two physical activities:

- “Yes” Activity Choice—an activity they would enjoy doing
- “No” Activity Choice—an activity they would not enjoy doing

Using a chart provided, students give an explanation for each activity selection, based on the influencing factors identified. Volunteers share their information with the class. Encourage discussion.



Refer to BLM S2–9: Factors That Affect Physical Activity Choice.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- active living

Resource

Blackline Master

- BLM S2–9: Factors That Affect Physical Activity Choice



◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

1. What is your concept of active living? Explain.
2. What do you do in a typical week that reflects active living? Explain.
3. What are some indications that Canadian adults are becoming more active living oriented? Explain.
4. What media message(s) affect(s) your choice(s) for a physically active lifestyle? Explain.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.S2.B.3 Examine ways (e.g., fitness aids, improved equipment and facilities for training...) **technology may enhance and support a physically active lifestyle.**

◆ **Technology**

Students brainstorm and create a master list of the technological products and advancements that may enhance and support a physically active lifestyle.

Working in groups of three or four, students select a technological product or advancement from the master list.

Examples:


- treadmills (state of the art)
- pedometers
- heart-rate monitors
- “newest” athletic shoes
- “breathable” athletic clothing

Groups research the ways in which their selected technology could enhance and support a physically active lifestyle. They present their findings to classmates.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Performance Task: Technology**

Peer/Teacher Assessment: Rating Scale

The following rating scale can be used to assess group presentations.

Group Presentation Rating Scale				
Criteria	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
The group				
Content	<ul style="list-style-type: none"> demonstrates extensive knowledge of the topic 	<ul style="list-style-type: none"> demonstrates satisfactory knowledge of the topic 	<ul style="list-style-type: none"> needs to tie ideas and information more directly to the topic 	<ul style="list-style-type: none"> demonstrates limited knowledge of the topic
Research Process	<ul style="list-style-type: none"> shows a strong relationship between the technology and how it may enhance/support a physically active lifestyle 	<ul style="list-style-type: none"> shows a satisfactory relationship between the technology and how it may enhance/support a physically active lifestyle 	<ul style="list-style-type: none"> shows a relationship between the technology and how it may enhance/support a physically active lifestyle 	<ul style="list-style-type: none"> shows a limited relationship between the technology and how it may enhance/support a physically active lifestyle
Presentation	<ul style="list-style-type: none"> is interesting and informative 	<ul style="list-style-type: none"> is informative 	<ul style="list-style-type: none"> needs to provide additional information 	<ul style="list-style-type: none"> shows evidence of missing information

PRESCRIBED LEARNING OUTCOMES

Students will...

K.5.S2.C.1a Determine the nutritional value of a variety of foods (e.g., fast foods, fad diets, snack foods...) using *Canada's Food Guide to Healthy Eating* (CFGHE) and other resources.

Curricular Connections

SC (Biology):

S3B-2-10 Evaluate personal food intake and related food decisions. *Examples: % daily values of nutrients, portion size, nutrient labels, balance between lifestyle and consumption...*

SUGGESTIONS FOR INSTRUCTION

◆ **Fast-Food Comparison**

As a class, students identify and discuss the nutritional value of fast foods (e.g., hamburgers, french fries, milkshakes) from various fast-food outlets.

In small groups, students select a “typical” fast-food meal (e.g., a breakfast at a fast-food restaurant). Using *Canada's Food Guide to Healthy Eating* (Health Canada), students identify

- the number of servings from each food group that the meal contains
- what foods, if any, were a source of
 - complex carbohydrates (CHO)
 - saturated fat
 - unsaturated fat
 - animal protein
 - vegetable protein

◆ **My Lunch**

Working individually, students analyze the nutritional value (as it relates to *Canada's Food Guide to Healthy Eating*) of a typical lunch-time meal that they could receive from one of the following:

- school cafeteria
- “bagged lunch” from home
- restaurant nearby
- self-serve vending machine(s)

The same criteria are used to analyze nutritional value in the Fast-Food Comparison activity.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- carbohydrate (CHO)
- cholesterol
- dietary fibre
- fat
- minerals
- protein
- vitamins

Tip

- At the time of this document's publication, Health Canada's Office of Nutrition Policy and Promotion was reviewing *Canada's Food Guide to Healthy Eating*. Results of the review are to be posted on Health Canada's website as they become available.

Aboriginal Link

- Have students research traditional Aboriginal foods and their nutritional value. Refer to RM S2-4: *The Northern Food Guide*.
- For information on traditional foods and recipes with their nutritional breakdown, refer to the following resources (see Aboriginal Websites in Bibliography):
 - NativeTech
 - Turtle Island Native Network—Culture

Resources**Audiovisual/Software**

- Prowse, Matthew, with FoodFocus Nutrition Analysis Software for Education. *FoodFocus: Choosing Foods That Make Sense—Nutrition Analysis Software*. CD-ROM. Winnipeg, MB: FoodFocus Nutrition Analysis Software for Education, 2000.

**◆ Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students respond to the following question in their journals:

- What changes could be made to your selected lunch-time meal, or to your group's fast-food meal, to create a "better" example of a nutritional value meal that is in accordance with *Canada's Food Guide to Healthy Eating*?

TEACHER NOTES (continued)**Publications**

- Health Canada. *Canada's Food Guide to Healthy Eating: For People Four Years and Over*. 2004. <http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html>.
- Manitoba Milk Producers. *The Adolescent Consumer*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2001.

Resource Master

- RM S2-4: *The Northern Food Guide*



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.S2.C.1b Explain the importance of daily food choices for health promotion at various life stages (e.g., fetal development, childhood, adolescence, senior years...) and for the prevention of chronic disease (e.g., heart disease, cancer, type II diabetes, osteoporosis...).

Curricular Connections

SC (Biology):

S3B-2-08 Describe the functions of the six basic types of nutrients: carbohydrates, lipids, proteins, vitamins, minerals, and water. Include: ATP production, construction and repair, regulating.

S3B-2-10 Evaluate personal food intake and related food decisions. *Examples: % daily values of nutrients, portion size, nutrient labels, balance between lifestyle and consumption...*

SUGGESTIONS FOR INSTRUCTION

◆ **The Right Choice**

To identify nutritional choices that can contribute to the prevention of possible diseases at various life stages, arrange students in small groups and have them complete a chart such as the following. Groups share their information with the class and compile a master chart. (See example below.)

The Right Choice		
Life Stage	Possible Disease	Nutritional Choices Contributing to Disease Prevention
Children/ Adolescents	Asthma	<ul style="list-style-type: none"> • fresh produce, leafy green vegetables • omega-3 fatty acids (canola, flax, and fish oils) • milk
	Mono	<ul style="list-style-type: none"> • fresh produce • grains • plenty of water
Adults/ Seniors	Cancer	<ul style="list-style-type: none"> • sour cream, peanut butter, mayonnaise (to boost calories) • meats, cheese, eggs, milk (to boost protein)
	Heart Disease	<ul style="list-style-type: none"> • unprocessed foods such as whole grains • vitamin and mineral supplements • omega-3 fatty acids (canola, flax, and fish oils)
	Diabetes	<ul style="list-style-type: none"> • whole-grain fibres (pasta, tortillas, beans) • peppers, carrots, broccoli • apples, bananas, raisins • fat-free milk • chicken, fish
	Osteoporosis	<ul style="list-style-type: none"> • calcium-rich foods • milk • omega-3 fatty acids (canola, flax, and fish oils)

◆ **Food Choices throughout Life**

Working in pairs, students select one of the following age categories:

- Fetal development
- Adolescents (13 to 17 years of age)
- Adults (18 to 54 years of age)
- Seniors (55 years of age and older)

Ensure that all age categories are represented equally.

Each pair lists daily food choices for the selected age category and identifies the nutrients in the food intake. Students explain the significance of the specified nutrients to health promotion relative to the selected age group and describe the importance of adequate nutrients/food intake for the prevention of chronic disease.

All pairs who selected the same age category meet as a group to compile their research and present findings to the class.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- glycemic index
- osteoporosis
- type II diabetes

Aboriginal Link

- Diabetes is a chronic disease that has reached epidemic proportions in society. Have students research chronic diseases such as type II diabetes and explain the importance of proper eating and exercise in helping to prevent diabetes. Refer to RM S2-4: *The Northern Food Guide*.
- For more information about diabetes and ways to live a healthy life by exercising and eating properly, refer to the following resources (see Aboriginal Websites in Bibliography):
 - Native American Diabetes Project
 - Quesnel Tillicum Society Native Friendship Centre—Quesnel Aboriginal Diabetes Prevention and Awareness Program
 - Urban Aboriginal and Métis Diabetes Prevention and Control—The Healing Trail

Resources**Publications**

- Hallet, Bruce, Human Resources Development Canada, and Manitoba Aboriginal and Northern Affairs. *Aboriginal People in Manitoba 2000*. Online. Winnipeg, MB: Manitoba Aboriginal Affairs Secretariat, 2001.

◆ **Journal/Reflection: Food Choices throughout Life**

Self-Assessment: Inventory

Students answer the following questions in their journals:

1. Were any nutrients identified across all four age categories? Explain.
2. Do you need to change your nutrient/food intake for the purpose of health promotion and chronic disease prevention? Explain.

TEACHER NOTES (continued)

<<http://www.mb.gov.ca/ana/apm2000/apm2000.pdf>>. (See Chapter 2: Health.)

- Manitoba Milk Producers. *The Adolescent Consumer*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2001.

Resource Masters

- RM S2-4: *The Northern Food Guide*
- RM S2-5: “Nutrivia” Questions and Answer Key (This game can be used as a pre/post-test.)



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.5.S2.C.2 Analyze factors (e.g., food and fluid intake, rest, supplements, ergogenic aids...) affecting optimal physical performance.
Curricular Connections SC (Biology): S3B-3-12 Identify factors that affect blood pressure and describe their effects. <i>Examples: age, exercise, stress, caffeine, nicotine, shock beta blockers, diuretics, effects: low blood pressure, high blood pressure, increased heart rate...</i>

SUGGESTIONS FOR INSTRUCTION

◆ **Optimal Performance**

Students brainstorm and create a master list of factors that could affect optimal physical performance. (This list will be used in the following learning activity.)

◆ **Performance Menu**

In small groups, students create three performance menus (for a pre-competition meal, a during-competition meal, and a post-competition meal) for one of the following athletes:

- high school basketball player
- competitive swimmer
- track athlete
- power lifter
- long-distance/marathon runner
- triathlon athlete

In creating the performance menus, groups consider the factors from the Optimal Performance master list. Each group presents menus to the class. Encourage questions and discussion.

◆ **Fuel for Performance Wrap-up**

Working with the groups that they formed for the Performance Menu activity, students research various resources to respond to questions about the factors affecting optimal physical performance.



Refer to BLM S2-10: Fuel for Performance Questions and Answer Key.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- antioxidants
- carbohydrate
- dehydration
- electrolytes
- ergogenic aids
- fat
- minerals
- protein
- vitamins

Aboriginal Link

- Have students research and develop an action plan for active living, considering Aboriginal cultures and traditions.
- For more information and ideas, refer to the following resources (see Aboriginal Websites in Bibliography):
 - Manitoba Aboriginal Sport and Recreation Council (MASRC)
 - Native American Diabetes Project

Resources

Publications

- Clark, Nancy. *Sports Nutrition Guide Book*. 3rd ed. Windsor, ON: Human Kinetics, 2003.
- Manitoba Milk Producers. *The Adolescent Consumer*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2001.
- ---. *Sport Nutrition*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2003.

◆ **Paper and Pencil Task: All Activities**

Group Assessment: Inventory

Students answer questions on the “fuel” needed for physical activities and assess their responses using the answer key provided.



Refer to BLM S2–10: Fuel for Performance Questions and Answer Key.

TEACHER NOTES (continued)



Organizations

- Manitoba Milk Producers
- Sport Medicine Council of Manitoba

Blackline Master

- BLM S2–10: Fuel for Performance Questions and Answer Key



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.S2.D.1 Analyze issues (e.g., substance dependence, addiction, medical concerns, law, ethics, effects on families/friends...) concerning the use and abuse of legal and illegal substances (e.g., alcohol, prescription drugs, tobacco, marijuana, steroids/performance-enhancing substances, street drugs...).</p>	<p>◆ What Are the Issues? What Are the Opinions?</p> <p>Designate three areas in the room as “Agree,” “Disagree,” and “Neutral.” Read out statements concerning the use and abuse of legal and illegal substances. Students move towards the area in the room that best expresses their opinions/feelings on the statement. In small groups, students discuss their reasons for their choice. Volunteers report on the group’s discussion. Students return to a central point before the next statement is read.</p>
<p>Curricular Connections PE/HE: K.5.S2.D.2</p>	<p>Sample Statements:</p> <ul style="list-style-type: none">• Cigarette manufactures should compensate governments for all costs associated with the medical care of smokers.• All members of a team should lose their medals if one team member is found to be using a banned substance.• Using marijuana for your own personal use is ethical.• Being under the influence of marijuana seriously affects your ability to drive.• Professional athletes need to use performance-enhancing drugs to win gold medals.
	<p> Refer to Opinion Line in RM G-2: Active Learning Strategies.</p>
	<p>◆ Impact Pie</p> <p>Students select a substance (e.g., alcohol, prescription drugs, marijuana, steroids/performance-enhancing substances, street drugs) that is used in an illegal manner. They research its impact/effect on self, friends, family, community, finances, and the legal system.</p>
	<p>◆ Trivia Game</p> <p>Students participate in a trivia game to review and demonstrate their knowledge about drugs, including stimulants, depressants, and hallucinogens.</p>
	<p> Refer to RM G-8: Effects of Alcohol and Drugs: Trivia Game and Answer Key.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

- The instructional and assessment activities suggested for GLO 5, Strand D: Substance Use and Abuse Prevention include potentially sensitive content. Before implementation, check with the school administration for school/division guidelines and procedures related to providing a parental option.

Tip

- Guide open discussion towards identifying healthier lifestyle choices/habits, as well as encouraging students to act morally and legally.

Resources

Publication

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.

Organizations

- Alcoholics Anonymous, Manitoba
- Manitoba Lung Association

Professionals

- pharmacist
- police officer (Drug Enforcement Squad)

Resource Masters

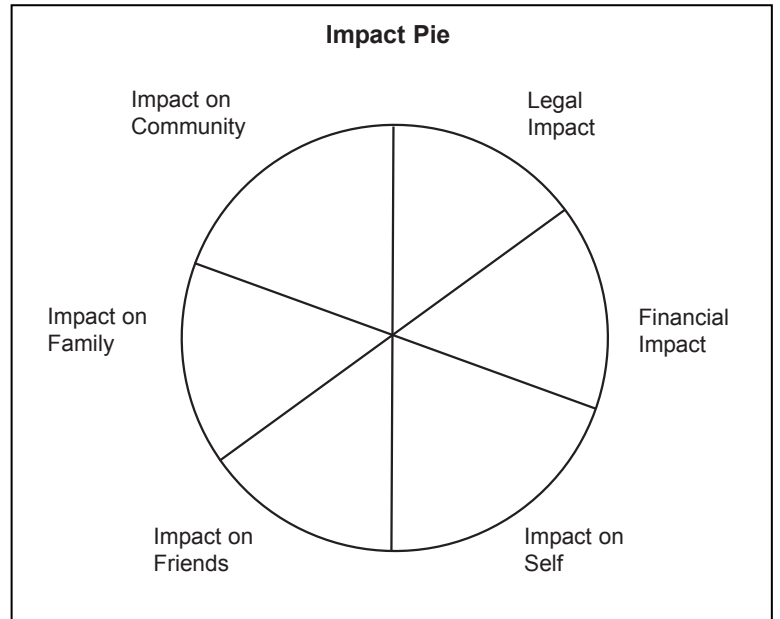
- RM G–2: Active Learning Strategies
- RM G–8: Effects of Alcohol and Drugs: Trivia Game and Answer Key



Performance Task: Impact Pie

Peer/Self-Assessment: Inventory

With reference to the following Impact Pie template, each student shares research findings with a peer who selected a different substance.





Performance Task: All Activities

Teacher/Peer/Self-Assessment: Inventory

A trivia game may be used as a pre/post-test to assess student knowledge.



Refer to RM G-8: Effects of Alcohol and Drugs: Trivia Game and Answer Key.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.5.S2.D.2 Evaluate the legal aspects and consequences of substance use and abuse and addiction (e.g., drinking and driving, street drugs, inhalants...).	◆ Food for Thought Organize an Opinion Line activity similar to the one suggested for learning outcome K.5.S2.D.1. Read out statements regarding the legal aspects and consequences of substance abuse and addiction. Students indicate their position on the statements.
Curricular Connections PE/HE: K.5.S2.D.1	Sample Statements: <ul style="list-style-type: none">• The Manitoba Government raises the legal age of drinking to 21.• Marijuana is used only for medical purposes.• Prohibit new drivers from consuming any alcohol.• Prohibit youth from purchasing inhalants such as model glue.• Manitoba has the toughest drinking and driving laws.• Provincial law bans smoking in public places.
	 Refer to Opinion Line in RM G-2: Active Learning Strategies.
	◆ The Laws Students brainstorm what they know about the laws related to drug use, drinking, and driving. Create a master list. Working in small groups, students read a Legal Brainteaser Scenario and answer the following questions: <ul style="list-style-type: none">• What are the offences of the four individuals involved?• What are the legal consequences of these offences? Volunteers from each group share their answers. Encourage class discussion.
	 Refer to RM S2-6: Legal Brainteaser Scenario and Answer Key.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Blood Alcohol Concentration (BAC)
- *Controlled Drugs and Substances Act*
- *Criminal Code of Canada*
- *Liquor Control Act*
- *Manitoba Highway Traffic Act*

Resources

Audiovisual

- Manitoba Public Insurance Corporation. *Wrecked: High School Anti-Impaired Driving Kit*. VHS. Winnipeg, MB: Manitoba Public Insurance Corporation, 2002.

Publications

- Addictions Foundation of Manitoba. *Fast Facts on Alcohol*. Winnipeg, MB: Addictions Foundation of Manitoba, 2002.
- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 2*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002.
- The Winnipeg School Division. *Comprehensive Drug Education Kit: Secondary Facilitator's Guide*. Winnipeg, MB: The Winnipeg School Division, 2002.



◆ **Questioning/Interview: The Laws**

Peer/Group Assessment: Inventory

After students have identified the offences and the legal consequences described in the Legal Brainteaser Scenario, post the answer key. Peers assess group responses.



Refer to RM S2–6: Legal Brainteaser Scenario and Answer Key.

TEACHER NOTES (continued)

Organization

- Addictions Foundation of Manitoba

Professionals

- lawyer/judge
- police officer

Resource Masters

- RM G–2: Active Learning Strategies
- RM S2–6: Legal Brainteaser Scenario and Answer Key



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.5.S2.D.3 Examine current statistics on substance use as it affects healthy living, locally and nationally.
Curricular Connections PE/HE: K.5.S2.D.1

SUGGESTIONS FOR INSTRUCTION

◆ **Statistics Talk**

The class divides into five groups, each group selecting one of the following substances:

- alcohol
- tobacco
- prescription drugs
- marijuana
- steroids/performance-enhancing substances

Each group identifies how the use/abuse of the selected substance affects healthy living. Students research current local and/or national statistics that support the effects they have identified. Groups present their findings to the class.

◆ **Anti-Substance Abuse Advocacy Program**

As a class, students design an advocacy program that speaks out against substance abuse, choosing one of the five selected substances researched in the Statistics Talk activity above.

Using current statistics from their research on tobacco, for example, students design a non-smoking advocacy program for their school. Students divide into four groups, with an equal number of students in each group, and choose one of the following responsibilities:

- **Group 1:** Research the techniques tobacco companies use to promote smoking among teenagers, study the effectiveness of these techniques, and report findings to other groups.
- **Group 2:** Research a recent issue related to tobacco that would support the anti-smoking campaign and report findings to other groups.
- **Group 3:** Using research findings from Groups 1 and 2, develop anti-smoking media messages presented in the form of flyers, brochures, posters, and so on.
- **Group 4:** Drawing on the research and media messages presented by the other groups, organize and conduct a meeting with school administrators/teachers, informing them of the content of the anti-smoking advocacy campaign in the hopes that the class may give a presentation to the student body.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- In 2001 Addictions Foundation of Manitoba researched substance use/abuse patterns from a cross-section of Manitoba high schools. The findings from the high school survey identified that 58.6 percent of the students reported alcohol and “other” drug use as one of the top two problems (failing at school was the other one), and that 87.4 percent of the students had used alcohol (Patton *et al.* 6, 9).

Resources

Audiovisual

- Manitoba Public Insurance Corporation. *Wrecked: High School Anti-Impaired Driving Kit*. VHS. Winnipeg, MB: Manitoba Public Insurance Corporation, 2002.

Publications

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- Patton, David, David Brown, Brian Broszeit, and Jastej Dhaliwal. *Substance Use among Manitoba High School Students*. Winnipeg, MB: Addictions Foundation of Manitoba, 2001.

Organizations

- Addictions Foundation of Manitoba
- Physicians for a Smoke-Free Canada



◆ Performance Task: Statistics Talk

Peer/Self-Assessment: Checklist

Students refer to the following checklist to identify their completion of the research project.

Research Checklist		
The group identified	Yes	No
• harmful effect(s) and/or beneficial effect(s) of selected drug use/abuse		
• statistics in support of the specified effect(s)		


TEACHER NOTES (continued)

- Statistics Canada
- Traffic Injury Research Foundation

Professionals

- local police/RCMP officer



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.S1.E.1a \rightsquigarrow K.5.S2.E.1a Review the anatomy and physiology of the reproductive system of human beings.</p> <div data-bbox="110 499 552 659" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections FS: S2.2.3.1 Describe the male and female reproductive systems and the process by which fertilization takes place.</p></div>	<p>◆ The Body</p> <p>Using unlabelled diagrams of the female and male reproductive systems, students identify the anatomy and physiology of the human reproductive systems and state the function of each part. Review the anatomy and physiology of the reproductive systems.</p> <p> Refer to BLMs G-4a to G-4g: Reproductive System Diagrams and Definitions.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

- The instructional and assessment activities suggested for GLO 5, Strand E: Human Sexuality include potentially sensitive content. Before implementation, check with the school administration for school/division guidelines and procedures related to providing a parental option.
- Also refer to *Human Sexuality* (Manitoba Education, Citizenship and Youth).

Resources**Publications**

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Professionals

- physician
- public health nurse
- representative from Klinik Community Health Centre—Teen Talk

Blackline Masters

- BLMs G–4a to G–4g: Reproductive System Diagrams and Definitions

**◆ Paper and Pencil Task: The Body**

Peer Assessment: Inventory

Peers share information collected and quiz one another, referring to labelled diagrams of the human reproductive systems.



Refer to BLMs G–4a to G–4g: Reproductive System Diagrams and Definitions.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.S2.E.1b Identify and assess the advantages and/or disadvantages of different contraceptive methods (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).

Curricular Connections

PE/HE:

K.5.S1.E.1b

FS:

S2.2.4.1 Differentiate between various contraceptive options, e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUCD, sponge, Depo-Provera, Norplant, vasectomy, tubal ligation, rhythm method.

SUGGESTIONS FOR INSTRUCTION

◆ **Choices**

The class brainstorms and creates a master list of contraceptive methods. Working in pairs, students select and research one of the contraceptive methods from the list. They define the contraceptive method/product and identify its advantages and disadvantages, recording their information on a chart such as the following.

Contraceptive Methods and Considerations			
Contraceptive Method/Product	Definition (Use/Application)	Considerations For	Considerations Against
Abstinence			
Cervical cap			
Condom			
Depo-Provera			
Diaphragm			
Intrauterine device (IUD)			
Oral contraceptive or birth control pill			
Spermicide			
Patch			



Refer to RM G–9: Contraceptive Methods and Considerations: Answer Key.

As pairs present their information to classmates, students complete their charts for all contraceptive methods listed.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources**Publications**

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.
- Ontario Physical and Health Education Association (OPHEA). *Ontario Health and Physical Education Support: Grades K-10*. Toronto, ON: OPHEA, 2000.
- Ottawa, City of. People Services Department. *Teaching Sexuality Resource Kit*. 2nd ed. Ottawa, ON: City of Ottawa, People Services Department, 2002.

Organization

- Scarleteen: Sex Education for the Real World

Professionals

- Elder/religious leader
- physician
- public health nurse
- representative from Klinik Community Health Centre—Teen Talk

Resource Master

- RM G-9: Contraceptive Methods and Considerations:
Answer Key

◆ **Journal/Reflection: Choices**

Self-Assessment: Inventory

In their journals, students record what contraceptive method they would consider at this time in their lives, explaining the advantages and disadvantages from a personal point of view.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.5.S2.E.1c Describe the importance of and conditions for a healthy pregnancy (e.g., avoid alcohol, tobacco, poor nutrition...)

SUGGESTIONS FOR INSTRUCTION

◆ **Healthy Pregnancy Web**

Students individually identify the conditions for a healthy pregnancy (e.g., avoid alcohol, smoking, and drugs, use safe sex methods, eat healthy foods, have medical checkups), recording their ideas in a web format such as the following. Students share their webs with a partner.



◆ **Healthy Pregnancy: Why It Matters**

Working in groups of three or four, students select a condition identified on the Healthy Pregnancy Web, research its significance, and present their information to the class, noting evidence that supports the importance of the selected condition for a healthy pregnancy.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- drug use
- fetal alcohol syndrome (FAS)
- smoking

Resources

Publications

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.

Professionals

- guidance counsellor
- physician
- public health nurse



◆ **Questioning/Interview: Healthy Pregnancy Web**

Peer Assessment: Inventory

Students exchange their completed webs for a healthy pregnancy and discuss them with a peer.

◆ **Performance Task: Healthy Pregnancy: Why It Matters**

Peer/Teacher Assessment: Rating Scale

Students assess group presentations using the following rating scale.

Group Presentation Rating Scale	
Scale	The group identifies
A	• substantial evidence that supports the significance of a selected condition for a healthy pregnancy
B	• satisfactory evidence that supports the significance of a selected condition for a healthy pregnancy
C	• limited evidence that supports the significance of a selected condition for a healthy pregnancy
D	• very little or no evidence that supports the significance of a selected condition for a healthy pregnancy

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.S2.E.2 Analyze the components (e.g., communication, decision making, sharing, managing sexual feelings and desires...) in different case scenarios for building and maintaining healthy relationships (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **The Components**

To help students focus on developing healthy relationships, brainstorm possible ways to meet someone at a party, to ask someone for a first date, and/or to develop a friendship with someone. Discuss both verbal and nonverbal components.

◆ **Building a Foundation**

Four volunteers (working in pairs) role-play the suggested scenario for the class. One pair acts out the scenario in a positive manner so that the relationship remains a healthy one. The other pair acts out the scenario in such a manner that the relationship is destroyed.

After the role-play, the class analyzes/identifies

- what components built the relationship (e.g., listening to what each had to say to the other, both taking responsibility for contraception)
- what components destroyed the relationship (e.g., yelling or swearing at each other, not respecting someone’s cultural background)

Suggested Scenario:

Jamie and Joemel are both 16 years of age and want to have a sexual relationship with each other. Jamie’s cultural background strongly values abstinence before marriage.

◆ **Confused and Upset**

Working in pairs, students read the scenario suggested below. They analyze and discuss the components that contributed to or did not contribute to building and maintaining a healthy relationship.

Suggested Scenario:

Tom and Pam, both Senior 2 students, have been going out for several weeks. Tom takes Pam to an expensive concert to celebrate her birthday. Pam is impressed with his generosity and the way he is so cool with her.

After the concert they go to her house. Her parents are away for the weekend. Tom puts on some slow music and they begin to dance. While Pam is enjoying a romantic moment with a special date, Tom is thinking he’s going to “get lucky” tonight. Tom and Pam begin necking and soon they are on the couch. Pam suddenly realizes that Tom expects to collect on his “investment” for the evening. She’s crying and he’s yelling at her for leading him on. They are both confused and upset.


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Review

- Techniques used to build and maintain healthy relationships include
 - communication skills
 - decision making
 - sharing
 - managing feelings and desires

Resources
Publications

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998.
- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.


◆ Observation: Confused and Upset

Teacher Assessment: Anecdotal

While observing student discussions, determine students' ability to analyze the relationship components in the scenario.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.5.S2.E.3a Examine sexuality as it is portrayed in the media (e.g., fashion magazines, music videos, advertisements, movies, songs...).

SUGGESTIONS FOR INSTRUCTION

◆ **First Impressions**

Students collect pictures (from various media) portraying sexuality in society. Students write down their impressions of each picture, indicating

- what effect the picture has on them
- what message it is trying to convey

Encourage class discussion.

◆ **Media Messages**

In groups of three or four, students select and examine a media message (e.g., video clip, magazine advertisement, song) on human sexuality, using the following chart as a guide. Groups present their conclusions and information to classmates.

Encourage class discussion.

Media Messages about Sexuality		
Source of media message (state title): _____		
Factors to Consider	Description of Person 1	Description of Person 2
Activity		
Position (relative to each other—i.e., personal space)		
Clothing		
Inferred feelings (towards each other)		
Suggestions of a sexual nature		
Findings/Conclusions		
Target audience (e.g., age group, male, female, or both genders):		
What impact might this media message about sexuality have on the target audience?		



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- human sexuality

◆ **Journal/Reflection: Media Messages**

Teacher Assessment: Anecdotal Notes

Students respond, in their journals, to the following questions regarding their selected media message portraying sexuality:

1. Why are media messages so important/powerful?
2. Does your media message appeal to your emotions or your sense of reason/judgement?
3. Does your media message affect your opinion of what is acceptable, normal, and healthy?
4. What is the message in your media example?
5. What is the hidden/unspoken message in your media example?



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.S1.E.3b ➔ K.5.S2.E.3b
Examine the influences (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) **on making decisions for responsible sexual behaviour.**

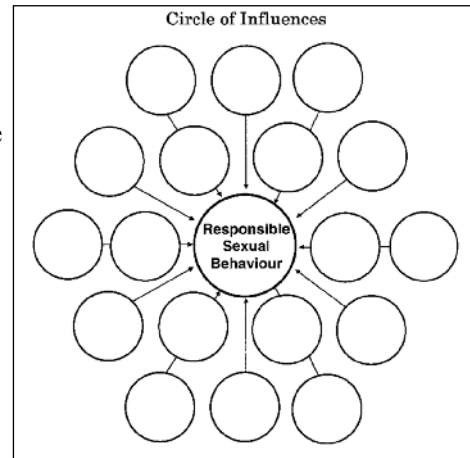
Curricular Connections

PE/HE:
 K.5.S1.E.3b

SUGGESTIONS FOR INSTRUCTION

◆ **Circle of Influences**

Lead a class discussion in which students identify and examine the influences related to making decisions for responsible sexual behaviour. Students record “major” influences in pen and “minor” influences in pencil.



◆ **Relationship Decisions**

To help students identify specific influences (pressures) that affect responsible decisions regarding sexual behaviour, arrange students in three groups and assign one of the suggested relationship scenarios to each group.

Each group discusses their relationship scenario and identifies

- the alternative ways their scenario could be acted out
- the influences that affected the alternative outcomes
- the positive/negative consequences of each alternative

Groups share their discussions with the class.

Suggested Scenarios:

1. Paul and Carrie have been seeing each other for a long time, and lately they have both found it difficult to control their sexual feelings for each other. While Carrie has “promised” herself not to engage in sex until she is older, and Paul has respected her request, they have discussed what a great opportunity they would have spending some intimate time together at the upcoming all-night party at the home of one of their friends, whose parents will be out of town for the weekend. Paul has told Carrie he will bring along some beer.
2. Evan and several of his friends are at a party. During a dance, Jill lets Evan know she wants him to come to her place to “have sex” since no one is home. While all Evan’s friends think he should go, Evan doesn’t particularly want to have sex with her.
3. Sandra and Bob have been dating for a year, and both feel they are not ready for a “sexual” relationship. Lately Bob’s friends are asking a lot of questions about his sex life with Sandra.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

Influences may include

- family values/parental values
- personal values
- culture
- religion
- health beliefs
- peer pressure
- media images
- advertising
- substance use
- STIs
- unplanned pregnancy

Resources***Publications***

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Professionals

- Elder/religious leader

◆ **Journal/Reflection: Circle of Influences**

Self-Assessment: Inventory

Students respond to the following statement in their journals:

There are many influences (major and minor) that affect a person's decision making for responsible sexual behaviour. Choose at least three of the influences and explain which would be a major or minor influence for yourself.

◆ **Journal/Reflection: Relationship Decisions**

Self-Assessment: Inventory

Students write about a situation (real or fictional) in which their decision regarding sexual behaviour was influenced by certain factors. They identify the factors and their effects, examining whether or not their decision regarding sexual behaviour was a responsible one.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.S1.E.3c \rightsquigarrow K.5.S2.E.3c Review personal responsibilities and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sex-related health issues.</p> <div data-bbox="115 642 548 753" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: K.5.S1.E.3c</p> </div>
<p><input type="checkbox"/> K.5.S2.E.4a Explain health issues related to HIV/AIDS (e.g., prostitution, intravenous drug use, unsafe sex practices, infection transmitted at birth, use and handling of body fluids...).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Support Centre**

Working in groups of three or four, students create and name their own resource centre for sex-related health issues. Groups identify a minimum of five sources of support and explain the services that would be offered. Groups present information to the class.

◆ **Health Issues and HIV/AIDS**

Students brainstorm and create a master list of health issues that relate to HIV/AIDS. They identify

- risky behaviours/practices
- safer behaviours/practices

Students pair up, select a health issue from the master list, research the issue, and present information to classmates.



Students complete a post-quiz using BLM S2-11: HIV/AIDS Quiz and Answer Key.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Refer to the Sexuality Education Resource Centre (SERC) for a list of Winnipeg clinics and for information regarding other reproductive health supports across the province.

Resources

Publication

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.

Organization

- Sexuality Education Resource Centre (SERC)

◆ **Performance Task: Support Centre**

Teacher Assessment: Checklist

Assess the presentation of each group, using a checklist.

Group Presentation Checklist			
The group	Yes	No	Comments
• identifies five sources of support offered by the centre			
• explains the nature of the services offered			

Glossary

- AIDS
- HIV

Resources

Publications

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

◆ **Paper and Pencil Task: All Activities**

Peer/Self-Assessment: Inventory

Students assess responses to the HIV/AIDS quiz, using the answer key provided.



Refer to BLM S2–11: HIV/AIDS Quiz and Answer Key.

TEACHER NOTES (continued)

Professionals

- physician
- public health nurse
- representative from Klinik Community Health Centre—Teen Talk

Blackline Master

- BLM S2–11: HIV/AIDS Quiz and Answer Key



PRESCRIBED LEARNING OUTCOMES

Students will...

K.5.S2.E.4b Describe ways to prevent STIs to promote the health of society (e.g., practising abstinence, using condoms, avoiding intercourse with infected victims, requesting blood test for partners, maintaining monogamous relationships...).

Curricular Connections

PE/HE:

K.5.S1.E.4b
K.5.S2.E.1b

SUGGESTIONS FOR INSTRUCTION

◆ **Handshake**

To demonstrate how easily STIs can become a societal epidemic, students participate in the following handshake activity:

1. Prepare a set of index cards for the class, marking one card with an X (representing an STI) and leaving the others blank. Each student takes an index card.
2. Students shake hands with five classmates. With each handshake the two individuals sign each other's cards. Students return to their seats.
3. The student who has an X on his or her card stands up and reads the five names that are signed on the card.
4. The five students whose names are on that card also stand up. Those students are now infected (for the purpose of this activity). They each read the five names that are signed on their cards.
5. The activity continues until all infected students are standing.

The purpose of this learning strategy is to help students understand and respect behaviours that help prevent the transmission of STIs. Ensure that students do not personalize this learning activity.

◆ **Prevention and Promotion**

Using a Rotating Reel strategy, students share responses to the following questions:

1. What are the ways to prevent STIs?
2. What precautions should be taken if one is sexually active?
3. What actions should be taken if STI contraction occurs or is a possibility?



Refer to Rotating Reel in RM G-2: Active Learning Strategies.

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Alert

Treat the Handshake learning activity with sensitivity.

Resources**Audiovisual**

- UNICEF Canada. *The Global HIV/AIDS Pandemic: What Are You Going to Do about It?* VHS. Toronto, ON: UNICEF Canada, 2003. (The actors in this video are from the TV show *Degrassi: The Next Generation*.)

Publications

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Professionals

- public health nurse
- representative from Klinik Community Health Centre—Teen Talk

Resource Master

- RM G–2: Active Learning Strategies

◆ **Observation: Prevention and Promotion**

Teacher Assessment: Inventory

As students participate in the Rotating Reel strategy, observe their ability to describe ways to prevent STIs to promote the health of society.

(continued)

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.S2.E.4b *(continued)*

(continued)

◆ **Society's Health Plan**

Working in small teams, students create a list of high-risk groups that are vulnerable to the spread of STIs (e.g., teenagers, people who use intravenous drugs, are involved in the sex trade, have received blood transfusions, have many tattoos). Once the teams have created their lists, they come back together in a large group to create a master list of high-risk groups.

Student teams select one risk group from the master list and develop a health plan that could be implemented within society to help the selected group prevent the spread of STIs. Each health plan should address the following questions:

1. What makes this group high risk?
2. What programs will have to be created for this group?
3. How might the implementation of this plan affect the broader health care system?
4. What are some of the positive social effects that would result from implementing the health plan?

Groups present their health plan to the class for assessment.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT





(continued)

◆ **Performance Task: Society’s Health Plan**

Peer Assessment: Rating Scale

Peers assess each other’s health plans, using the following criteria and rating scale.

Peer Assessment of Health Plan			
Criteria	3 Exemplary	2 Satisfactory	1 Needs Work
Research Process	<ul style="list-style-type: none"> Provides a comprehensive and detailed plan. 	<ul style="list-style-type: none"> Provides a detailed plan. 	<ul style="list-style-type: none"> Requires more detail for the plan.
Content	<ul style="list-style-type: none"> Includes extensive and pertinent ideas. 	<ul style="list-style-type: none"> Includes relevant ideas. 	<ul style="list-style-type: none"> Includes ideas not directly related to the topic.
Presentation	<ul style="list-style-type: none"> Keeps the audience’s attention from start to finish. 	<ul style="list-style-type: none"> Generally keeps the audience’s attention. 	<ul style="list-style-type: none"> Does not hold the audience’s attention.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.5.S2.A.2 Design an action plan for active living on a daily basis for self and/or others (e.g., friend, sibling, senior citizen...).	
Curricular Connections PE/HE: K.5.S2.B.2	
	<p>◆ Active Living Inventory</p> <p>To design an action plan for active living (see Get Set, Go! activity below), students first need to complete an inventory of their current physical condition, activity level, and preferences, using the BLM provided. This BLM may also be used for others (e.g., friend, sibling, parent/guardian).</p> <p> Refer to BLM S2–12: My Active Living Inventory.</p> <p>◆ Get Set, Go!</p> <p>Using the information gathered in the Active Living Inventory, students design an action plan for the next month. The action plan should</p> <ul style="list-style-type: none">• include a variety of activities• use the FITT principle• focus on the health-related fitness components: cardiovascular endurance, muscular strength, muscular endurance, and flexibility <p>Students write their action plans in their journals.</p> <p> Refer to RM G–5: FITT Principle Guidelines. Also refer to <i>Canada’s Physical Activity Guide to Healthy Active Living</i> (Health Canada).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- active living
- cardiovascular endurance
- flexibility
- muscular endurance
- muscular strength

Aboriginal Link

- Have students research and develop an action plan for active living, considering Aboriginal cultures and traditions.
- For more information and ideas, refer to the following resources (see Aboriginal Websites in Bibliography):
 - Manitoba Aboriginal Sport and Recreation Council (MASRC)
 - Native American Diabetes Project

Resources

Publications

- Canadian Society for Exercise Physiology. *The Canadian Physical Activity, Fitness and Lifestyle Appraisal Guide*. Ottawa, ON: Canadian Society for Exercise Physiology, 1996.
- Health Canada. *Canada’s Physical Activity Guide to Healthy Active Living*. 2004. <http://www.hc-sc.gc.ca/hppb/fitness/pdf/guide_Eng.pdf>.

Organization

- Canadian Society for Exercise Physiology

Blackline Master

- BLM S2–12: My Active Living Inventory



◆ Performance Task: Get Set, Go!

Teacher Assessment: Checklist

Action Plan Checklist

Look for evidence that students incorporate

- a variety of activities
- the FITT principle
- the health-related fitness components

◆ Paper and Pencil Task: All Activities

Self-Assessment: Inventory



Students redo the Active Living Inventory, identifying

- differences in responses between the two inventories (e.g., My energy level every day changed from “needs attention” to “satisfactory.”)
- criteria that were rated “satisfactory” on the first inventory and became even better on the second
- steps in the Get Set, Go! action plan they want to change and why

TEACHER NOTES (continued)

Resource Master

- RM G–5: FITT Principle Guidelines

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> S.5.S2.A.3a Design a two-day menu that includes factors (e.g., daily requirement, food likes/dislikes personal schedule, cost...) for healthy eating.
Curricular Connections SC (Biology): S3B-2-10 Evaluate personal food intake and related food decisions. <i>Examples: % daily values of nutrients, portion size, nutrient labels, balance between lifestyle and consumption...</i>

SUGGESTIONS FOR INSTRUCTION

◆ **Menu**

Students prepare a sample one-day meal plan, using *Canada's Food Guide to Healthy Eating* (Health Canada).



Refer to BLM S2-13: One-Day Meal Plan.

◆ **Day-to-Day Survival**

Working in groups of three or four, students plan a menu for a two-day canoe trip or hiking trip.



Refer to BLM S2-14: 48-Hour Menu.

In preparing their menus, groups take into consideration the following points/criteria:

- daily requirements from the four food groups
- individual/group likes/dislikes
- cost
- variety of foods
- energy balance
- nutritional balance
- food preservation and packing

Groups present their respective menus to classmates. Post all charts for viewing.



Refer to RM S2-4: *The Northern Food Guide*. Also refer to *Canada's Food Guide to Healthy Eating* (Health Canada).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review with students the four food groups and what constitutes healthy eating, as outlined in *Canada's Food Guide to Healthy Eating* (Health Canada).

Aboriginal Link

- Have students discuss the changes in the diets of Aboriginal people.
- For ideas and recipes of traditional Aboriginal foods, refer to the following resources (see Aboriginal Websites in Bibliography):
 - Native American Diabetes Project
 - NativeTech
 - Urban Aboriginal and Métis Diabetes Prevention and Control—The Healing Trail

Resources

Audiovisual/Software

- Prowse, Matthew, with FoodFocus Nutrition Analysis Software for Education. *FoodFocus: Choosing Foods That Make Sense—Nutrition Analysis Software*. CD-ROM. Winnipeg, MB: FoodFocus Nutrition Analysis Software for Education, 2000.

Publications

- Health Canada. *Canada's Food Guide to Healthy Eating: For People Four Years and Over*. 2004. <http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html>.



◆ **Journal/Reflection: Menu**

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

- Does your one-day meal plan meet *Canada's Food Guide to Healthy Eating* with regard to the number of servings per food group? Support your response with specific information.
- If not, how can the meal plan be adjusted? Explain.

◆ **Performance Task: Day-to-Day Survival**

Peer Assessment: Checklist

Students assess the posted menus, using the following checklist.

Menu Assessment Checklist		
The menu identifies/considers	Yes	No
• daily requirements from the four food groups		
• individual/group likes/dislikes		
• cost		
• variety of foods		
• energy balance		
• nutritional balance		
• food preservation and packing		

TEACHER NOTES (continued)

- Manitoba Milk Producers. *The Adolescent Consumer*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2001.

Blackline Master

- BLM S2–13: One-Day Meal Plan
- BLM S2–14: 48-Hour Menu



Resource Master

- RM S2–4: *The Northern Food Guide*



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.5.S2.A.3b Demonstrate the ability to use information on labels to make daily healthy food choices.

Curricular Connections

SC (Biology):

S3B-2-10 Evaluate personal food intake and related food decisions. *Examples: % daily values of nutrients, portion size, nutrient labels, balance between lifestyle and consumption...*

SUGGESTIONS FOR INSTRUCTION

◆ **Nutrition Facts**

Students identify two products that have food labels containing the following information:

- Product 1: low in fat, high in carbohydrates
- Product 2: high in protein, high in fat

Students reproduce the labels (poster size), display them for the class, and justify/explain why the product they selected is a low-fat, high-carbohydrate food or a high-protein, high-fat food.

Nutrition Label Example:

Nutrition Facts	
Serving Size	1 cup (228 grams)
Amount Per Serving	
Calories	260
Calories from fat	120
	% DV
Total fat	13 g 20%
Saturated fat	5 g 25%
Cholesterol	30 mg 10%
Total carbohydrate	31 g 10%
Dietary fibre	0 g
Protein	5 g

% Daily Value (DV) – how much of a day's worth of the nutrient the food contains, according to Health Canada.

Total fat – this figure includes the amount from all sources of fat (saturated, unsaturated).

Saturated fat – the fat from animal sources. High consumption of this type of fat is related to an increase in cholesterol level.

Protein – no set DV since most Canadians get ample protein in their diet, according to Health Canada.

Total carbohydrate – grams of carbohydrate per serving, including starch, fibre, and sugars (which include those that naturally occur in the food, plus any added during processing).

◆ **The Right Label Choice**

Students pair up and identify labels of two food products that would be ideal examples of nutrition choices for one of the following:

- an Olympic weightlifter
- a senior citizen
- a marathon runner

Students present their product labels to the class for assessment, providing justification of why the products are appropriate for the selected individual.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- Review with students how to interpret Nutrition Facts labels and discuss the importance of being able to interpret these labels.

Glossary

- calorie
- carbohydrate
- cholesterol
- dietary fibre
- fat
- protein
- recommended daily dietary allowance (also referred to as percentage daily value)

Tips

- Trans fatty acids are polyunsaturated oils that are hardened by hydrogenation to keep the food fresh longer and to change its physical properties. Many researchers suggest that trans fat raises the low-density lipoprotein (LDL) cholesterol and lowers the high-density lipoprotein (HDL) cholesterol, thereby increasing the risk of heart and artery disease.
- Health Canada recommends a limit of 20 grams daily of saturated fats and trans fat.

Resources

Publication

- Manitoba Milk Producers. *The Adolescent Consumer*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2001.



◆ **Observation: Nutrition Facts**

Teacher Assessment: Inventory

As students present their poster-size labels, check their ability to justify/explain the nutrition information as it relates to Product 1 or Product 2.

◆ **Performance Task: The Right Label Choice**

Peer/Teacher Assessment: Rating Scale

Student presentations are assessed using the following rating scale.

Rating Scale	
Rating	The students present their product labels and provide
A	<ul style="list-style-type: none"> • significant justification of the appropriateness of all nutrition criteria for their selected individual
B	<ul style="list-style-type: none"> • satisfactory justification of the appropriateness of all nutrition criteria for their selected individual
C	<ul style="list-style-type: none"> • limited justification of the appropriateness of all nutrition criteria for their selected individual
D	<ul style="list-style-type: none"> • little, if any, justification of the appropriateness of all nutrition criteria for their selected individual

TEACHER NOTES (continued)

Organizations

- Centre for Science in the Public Interest (Canada)
- Health Canada

The Health Canada website provides information on the following topics:

- Dietary Reference Intakes
- Body Mass Index
- Healthy Weights
- Nutrition Labelling



PRESCRIBED LEARNING OUTCOMES			
<i>Students will...</i>			
<input type="checkbox"/> S.5.S2.A.4 Analyze effective responses (e.g., refusal statements, avoidance statements...) to problems regarding substance use and abuse (e.g., alcohol, drugs, tobacco, steroids/performance-enhancing substances, street drugs, inhalants...) by self or others.			
<table border="1"><tr><td data-bbox="115 646 358 674">Curricular Connections</td></tr><tr><td data-bbox="115 678 199 705">PE/HE:</td></tr><tr><td data-bbox="115 709 228 737">S.5.S1.A.4</td></tr></table>	Curricular Connections	PE/HE:	S.5.S1.A.4
Curricular Connections			
PE/HE:			
S.5.S1.A.4			

SUGGESTIONS FOR INSTRUCTION

- ◆ **I Mean No!**
Students brainstorm and create a master list of effective statements that could be made in response to problems regarding substance use and abuse by self or others.

- ◆ **Refuse or Lose**
Provide students with the following scenario:
 Your friends hand you a joint to smoke in the school's parking lot.
Students identify the different refusal responses that could be used in this situation. Volunteers role-play the scenario and the refusal response(s) for classmates.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

- The instructional and assessment activities suggested for this learning outcome include potentially sensitive content. Before implementation, check with the school administration for school/division guidelines and procedures related to providing a parental option.

Tip

- For examples of substance use/abuse scenarios, refer to learning outcome S.5.S1.A.4.

Resources**Audiovisual**

- Foreign Affairs and International Trade Canada. *Gambit: Drugs and Travel—A Dangerous Mix*. VHS and DVD. Ottawa, ON: Foreign Affairs and International Trade Canada, 1993.

Publications

- Cook, Paula, Laura Goossen, Kathy Jones, and Richard Kellie. *Tough Kids and Substance Abuse: A Drug Awareness Program for Children and Adolescents with ARND, FAS, FAE, and Cognitive Disabilities*. 2nd ed. Winnipeg, MB: Addictions Foundation of Manitoba, 2004.
- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.

◆ Journal/Reflection: All Activities

Teacher Assessment: Inventory

In their journals, students identify three responses they would use for refusing substances and explain why they would respond in these ways.

TEACHER NOTES (continued)

- Quest International. *Exploring the Issues: Teens—Alcohol and Other Drugs*. Granville, OH: Quest International, 1995. (See page 76 for drinking and driving scenarios.)



PRESCRIBED LEARNING OUTCOMES

Students will...

S.5.S2.A.5 Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.

Curricular Connections

SC (Biology):

S3B-0-G3 Evaluate individual and group processes used.

SUGGESTIONS FOR INSTRUCTION

◆ **What to Do?**

In small groups, students discuss the two scenarios suggested below and apply a decision-making/problem-solving process, using the DECIDE Model. Groups share their conclusions with the class.

Suggested Scenarios:

1. Kelly has had unprotected sex with several people since the breakup with her steady partner Lee. Lee now wants to get back together with Kelly.
2. Les and Rae have been engaging in protected sex with each other for almost a year. They spontaneously get together one night, but neither one has brought protection and the stores are closed.



Refer to BLM G-5: DECIDE Model.

◆ **Role-Playing**

Students divide into three groups and apply a decision-making/problem-solving process to the following scenario:

Pat has just recently broken up with her boyfriend of three years. A male friend has asked her to go to a social. She is really interested in this male. Pat knows her ex-boyfriend will be at the social but she still wants to go.

The individual groups prepare for one of the following situations:

- Pat does not talk to either her ex-boyfriend or her new male friend about each other.
- Pat tells her new male friend that her ex-boyfriend will be at the social.
- Pat talks to her ex-boyfriend and to the new male friend about each other.

Volunteers role-play the situations for the class. Encourage discussion after each “production.”


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Potentially Sensitive Content

- The instructional and assessment activities suggested for this learning outcome include potentially sensitive content. Before implementation, check with the school administration for school/division guidelines and procedures related to providing a parental option.
- Also refer to *Human Sexuality* (Manitoba Education, Citizenship and Youth).

Resources
Publications

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998.
- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Professionals

- Elder/religious leader

Blackline Master

- BLM G–5: DECIDE Model


◆ Performance Task: Role-Playing

Peer Assessment: Inventory

Peers analyze the consequences of no communication versus communication in each group's production with respect to being a responsible individual and building positive relationships.

Healthy Lifestyle Practices Outcomes: Senior 2

Knowledge

- K.5.S2.A.2 Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.**
- K.5.S2.B.1 Determine different ways to promote active living** (e.g., display *Canada's Physical Activity Guide to Healthy Active Living* poster...) **for different age groups** (i.e., infants, children, youth, adults, seniors).
- K.5.S2.B.2 Explain the concept of active living and the factors** (i.e., benefits of physical activity, experiences, interests, abilities; financial, cultural, demographic, safety issues; personal circumstances) **that may affect making personal choices.**
- K.5.S2.B.3 Examine ways** (e.g., fitness aids, improved equipment and facilities for training...) **technology may enhance and support a physically active lifestyle.**
- K.5.S2.C.1a Determine the nutritional value of a variety of foods** (e.g., fast foods, fad diets, snack foods...) **using *Canada's Food Guide to Healthy Eating* (CFGHE) and other resources.**
- K.5.S2.C.1b Explain the importance of daily food choices for health promotion at various life stages** (e.g., fetal development, childhood, adolescence, senior years...) **and for the prevention of chronic disease** (e.g., heart disease, cancer, type II diabetes, osteoporosis...).
- K.5.S2.C.2 Analyze factors** (e.g., food and fluid intake, rest, supplements, ergogenic aids...) **affecting optimal physical performance.**
- K.5.S2.D.1 Analyze issues** (e.g., substance dependence, addiction, medical concerns, law, ethics, effects on families/friends...) **concerning the use and abuse of legal and illegal substances** (e.g., alcohol, prescription drugs, tobacco, marijuana, steroids/performance-enhancing substances, street drugs...).
- K.5.S2.D.2 Evaluate the legal aspects and consequences of substance use and abuse and addiction** (e.g., drinking and driving, street drugs, inhalants...).
- K.5.S2.D.3 Examine current statistics on substance use as it affects healthy living, locally and nationally.**
- K.5.S1.E.1a** ⇨ **K.5.S2.E.1a Review the anatomy and physiology of the reproductive system of human beings.**
- K.5.S2.E.1b Identify and assess the advantages and/or disadvantages of different contraceptive methods** (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).
- K.5.S2.E.1c Describe the importance of and conditions for a healthy pregnancy** (e.g., avoidance of alcohol and tobacco, proper nutritional intake...).

Knowledge (continued)

- K.5.S2.E.2 Analyze the components** (e.g., communication, decision making, sharing, managing sexual feelings and desires...) **in different case scenarios for building and maintaining healthy relationships** (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...).
- K.5.S2.E.3a Examine sexuality as it is portrayed in the media** (e.g., fashion magazines, music videos, advertisements, movies, songs...).
- K.5.S1.E.3b** ⇨ **K.5.S2.E.3b Examine the influences** (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) **on making decisions for responsible sexual behaviour.**
- K.5.S1.E.3c** ⇨ **K.5.S2.E.3c Review personal responsibilities and sources of support** (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.**
- K.5.S2.E.4a Explain health issues related to HIV/AIDS** (e.g., prostitution, intravenous drug use, unsafe sex practices, infection transmitted at birth, use and handling of body fluids...).
- K.5.S2.E.4b Describe ways to prevent STIs to promote the health of society** (e.g., practising abstinence, using condoms, avoiding intercourse with infected victims, requesting blood test for partners, maintaining monogamous relationships...).

Skills

- S.5.S2.A.2 Design an action plan for active living on a daily basis for self and/or others** (e.g., friend, sibling, senior citizen...).
- S.5.S2.A.3a Design a two-day menu that includes factors** (e.g., daily requirement, food likes/dislikes personal schedule, cost...) **for healthy eating.**
- S.5.S2.A.3b Demonstrate the ability to use information on labels to make daily healthy food choices.**
- S.5.S2.A.4 Analyze effective responses** (e.g., refusal statements, avoidance statements...) **to problems regarding substance use and abuse** (e.g., alcohol, drugs, tobacco, steroids/performance-enhancing substances, street drugs, inhalants...) **by self or others.**
- S.5.S2.A.5 Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.**

Attitude Indicators

- 5.1 Appreciate and value the benefits of healthy lifestyle practices for a healthy body.
- 5.2 Appreciate the importance of making health-enhancing decisions in daily living.
- 5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships.

Blackline Masters (BLMs)



Senior 1

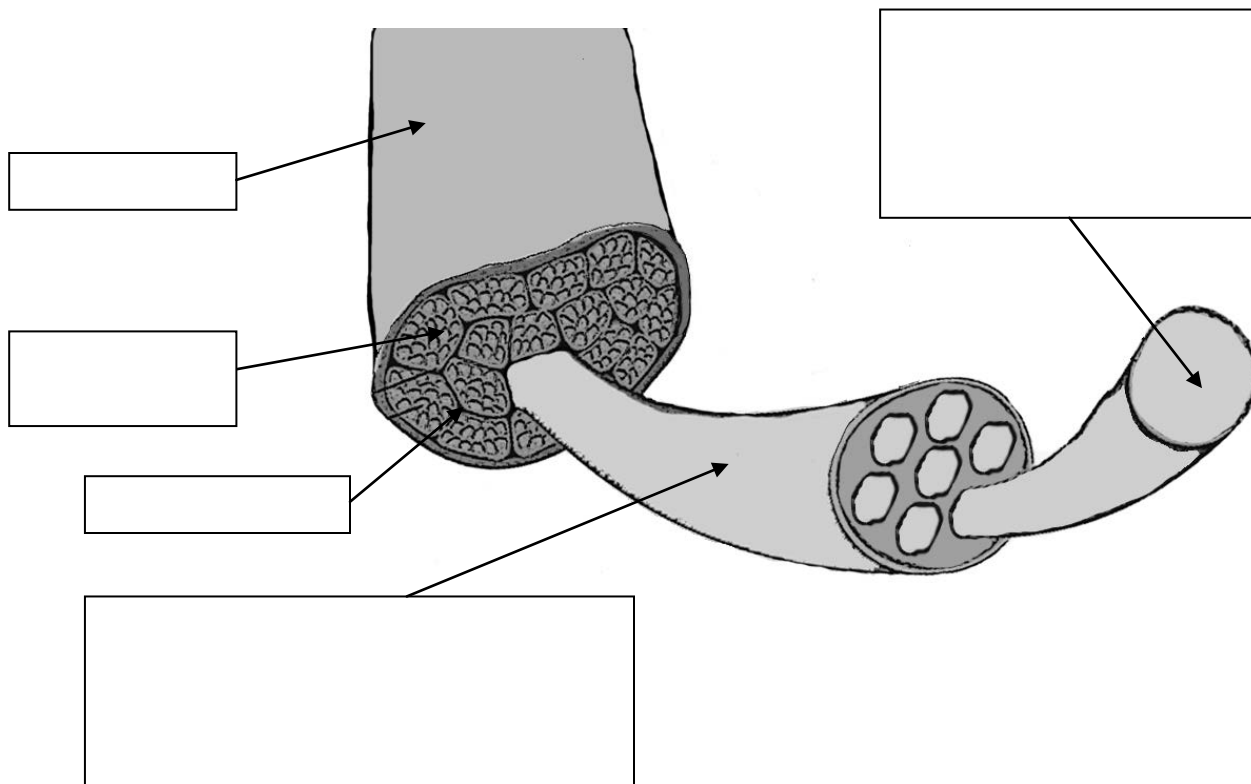
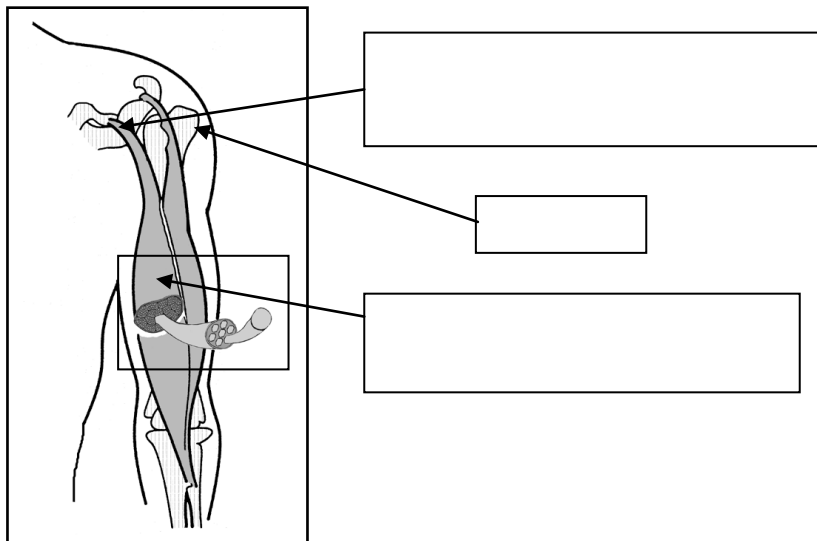
Blackline Masters



-
- BLM S1-1: Skeletal Muscle Cross-Section (Unlabelled and Labelled)
 - BLM S1-2: Warning Signs of Abusive Situations
 - BLM S1-3: Employability Skills Match and Answer Key
 - BLM S1-4: Action Planning
 - BLM S1-5: Trevor's Story, Questions, and Answer Key
 - BLM S1-6: KWL: Fetal Alcohol Syndrome/Effects
 - BLM S1-7: HIV/AIDS/STI Knowledge Test and Answer Key
 - BLM S1-8: STI Quiz and Answer Key
 - BLM S1-9: Sexually Transmitted Infections (STIs) Chart: Answer Key
 - BLM S1-10: Should I Wait to Have Sex?

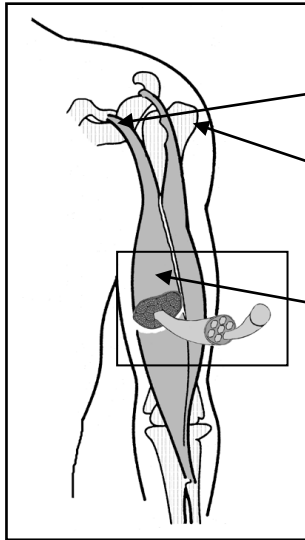
K.2.S1.C.1a

Skeletal Muscle Cross-Section



K.2.S1.C.1a

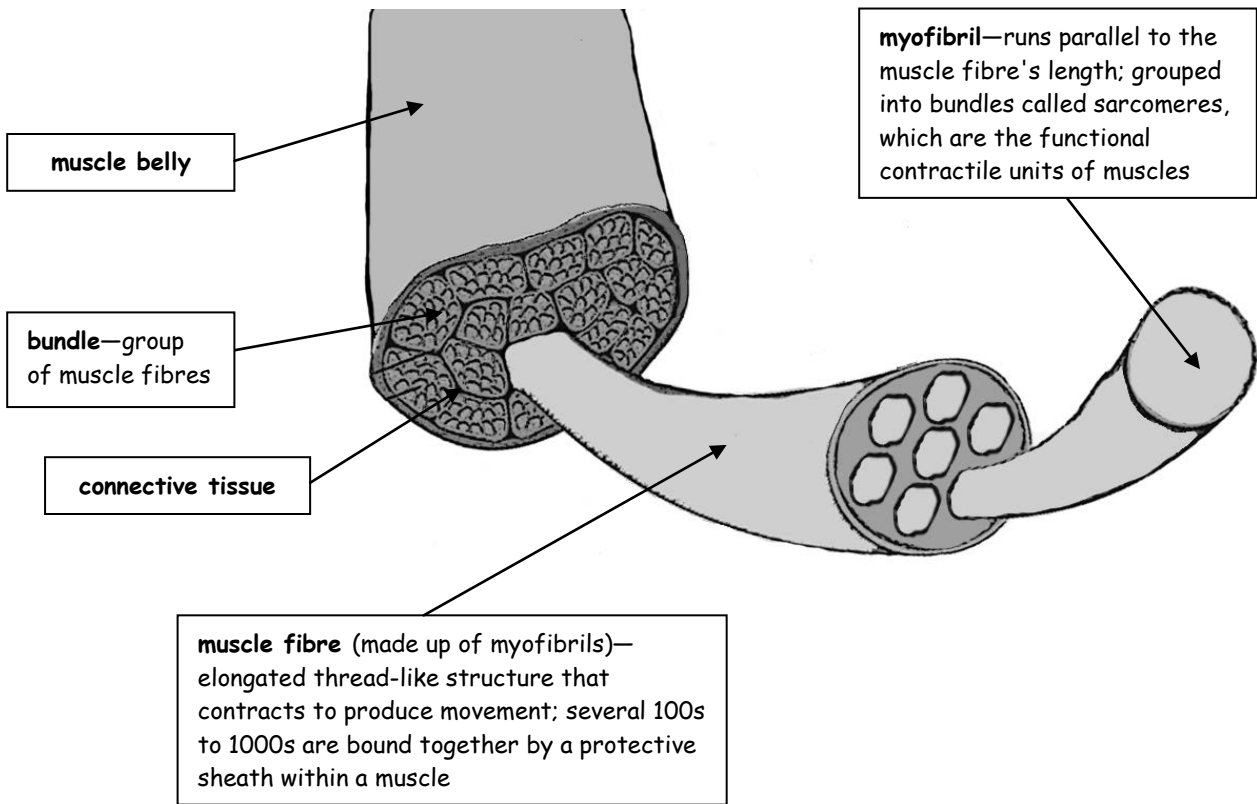
Skeletal Muscle Cross-Section (Labelled)



Tendon (attaches muscle to bone)—white fibrous connective tissue made up of the protein called collagen

bone

muscle belly—fleshy central portion of a muscle between its origin and insertion onto bone





K.3.S1.B.6a

Warning Signs of Abusive Situations

Situation	✓	Form of Abuse/Risk
Have you ever...		
1. felt scared of someone's temper?		
2. needed to justify everything you do, everywhere you go, and everyone you see to avoid someone's anger?		
3. been in situations where someone "puts you down" but then says, "I love you"?		
4. been afraid to end a relationship because he or she has threatened to hurt you?		
5. felt like you had to "walk on eggshells" so he or she wouldn't get mad?		
6. been afraid to say "No" to your friend?		
7. been afraid to say "No" to sex?		
8. been hit, pushed, grabbed, kicked, and/or shoved?		
9. been wrongly accused of flirting with others?		
10. been criticized for how you look, talk, or dress?		
11. been told you can't go out or join a club/team without someone's permission?		
12. been humiliated or "put down" in front of your friends?		
13. felt you couldn't tell anyone because either the person wouldn't believe you or would think you are stupid to stay in the relationship?		
14. threatened your friend to get what you want?		
15. thrown or broken things in anger in front of your friend?		
16. been jealous if someone spends time with others?		
17. needed to know where someone is and with whom?		
18. become abusive or violent when you were drinking or using drugs?		
19. forced someone to perform sexually?		
20. suggested that you might hurt yourself or commit suicide if he or she ends the relationship?		
21. called someone names?		
22. broken or taken something out of spite that someone treasured?		

Adapted from the Speers Society. *Choices for Positive Youth Relationships: Instructional Guide*. www.speerssociety.org



K.4.S1.A.2b

Employability Skills Match

Name _____

Identify the appropriate skill and skill category for each skill-building activity listed in the chart below. To complete the Employability Skills Match, please refer to RM S1-2: *Employability Skills 2000+*. An example is provided for you.

Skill-Building Activity	Skill Used	Skill Category
1. Email co-workers.		
2. Demonstrate good manners.		
3. Present a speech.		
4. Wear safety goggles.		
5. Carry out a task from start to finish.		
6. Read instructions carefully.		
7. Follow timelines.		
8. Assess situations and identify problems.		
9. Understand and work with others.		
10. Learn from mistakes and accept feedback.		
11. Be punctual.		
12. Show interest and effort.		
13. Identify the cause of a problem.		
14. Take care of personal appearance.		
15. Plan and manage time.		
16. Listen and ask questions.		
17. Adapt to changing requirements.		



K.4.S1.A.2b

Employability Skills Match: Answer Key

Identify the appropriate skill and skill category for each skill-building activity listed in the chart below. To complete the Employability Skills Match, please refer to RM S1-2: *Employability Skills 2000+*. An example is provided for you.

Skill-Building Activity	Skill Used	Skill Category
1. Email co-workers.	Communicate	Fundamental
2. Demonstrate good manners.	Demonstrate Positive Attitudes and Behaviours	Personal Management
3. Present a speech.	Communicate	Fundamental
4. Wear safety goggles.	Work Safely	Personal Management
5. Carry out a task from start to finish.	Participate in Projects and Tasks	Teamwork
6. Read instructions carefully.	Think and Solve Problems	Fundamental
7. Follow timelines.	Be Responsible	Personal Management
8. Assess situations and identify problems.	Manage Information	Fundamental
9. Understand and work with others.	Work with Others	Teamwork
10. Learn from mistakes and accept feedback.	Be Adaptable	Personal Management
11. Be punctual.	Be Responsible	Personal Management
12. Show interest and effort.	Demonstrate Positive Attitudes and Behaviours	Personal Management
13. Identify the cause of a problem.	Think and Solve Problems	Fundamental
14. Take care of personal appearance.	Demonstrate Positive Attitudes and Behaviours	Personal Management
15. Plan and manage time.	Be Responsible	Personal Management
16. Listen and ask questions.	Communicate	Fundamental
17. Adapt to changing requirements.	Participate in Projects and Tasks	Teamwork

Action Planning



Name _____

1. My vision statement: _____

2. What is my goal? _____

3. What steps do I need to take to achieve my goal (action plan)?

4. What steps do I need to take to assess my progress in reaching my goal?

5. What is the timeline for completion of my goal? When will I start to reach my goal?

6. What could prevent me from reaching my goal?

7. How will reaching my goal help me?

8. Who will support me in reaching my goal? How will these people offer support?

9. How will I overcome things that might prevent me from reaching my goal?

10. What reward will I give myself for reaching my goal?





Read Trevor's Story and answer the questions on the following page.

STAGE 1: Initial Use

"Always ready for fun" is how Trevor's friends used to describe him. At 14, Trevor was someone whose life seemed pretty well together. A good student, well-liked, and a talented basketball player, Trevor had big dreams for his future. While school wasn't easy for Trevor, he worked hard, and planned on going to college someday. His parents were proud of him, and his little brother, Andy, tried to be with Trevor whenever he could.

Trevor and his best friend Jim were inseparable. They had basketball practice every day after school and worked together at a pizza place on Saturdays. Both of them were saving money for college. They were also starting to drink.

The drinking started at Jim's house. Trevor and Jim had wondered why drinking was such a big deal with some of the older kids at school. It was exciting to sneak a few bottles of beer when no one was home. Trevor disliked the taste, but he liked bragging to his friends at school about what they were doing. It made him feel older. The part he didn't like was lying to his parents.

STAGE 2: Regular Use

The next school year Trevor and Jim got together with friends almost every weekend. When they got bored, somebody would get some beer. Because Trevor knew his parents would disapprove of his drinking, he seldom had friends come to his house. Besides, his brother, Andy, was always hanging around.

One time Trevor got so drunk at Jim's house that he passed out in the yard. When his parents found out, he lied and told them it was the first time it had happened. In truth, he had been drunk many times before. What really bothered him was that he had promised himself "only a few drinks tonight," and then he had gotten drunk anyway.

More and more of Trevor's friends were ones who drank and who used other drugs, too. Sometimes Trevor and his friends had fun, but often they ended up in fights. One time neighbours called the police.

STAGE 3: Preoccupation

Trevor wasn't sure why, but by the time he was 16, some important things in his life were slipping away. He was flunking math and behind in history. The coach, who used to like him so much, always seemed to be mad at him. Sometimes after practice, Trevor felt like he needed a drink.

And then things got worse—fast. Trevor was picked up for drinking and driving. Fortunately, no one was hurt. But the results were still painful. Not only did he have to pay a fine and court costs, he lost his driver's license as well. The next blow came when the coach kicked him off the team for breaking training rules. Even his little brother acted strange. Once when Andy saw Trevor drinking in his room, he yelled angrily, "Stop breaking Mom's heart."

His friend, Jim, wasn't fun to be around anymore. He was always hassling Trevor about drinking too much. More and more Trevor preferred to be alone. He no longer drank to be sociable. Now he did it to avoid the problems in his life. His newest problem was that his savings from his job were gone, and he wasn't even sure how he had spent the money.

STAGE 4: Dependence

Trevor tried to pretend that everything was okay, but without a drink, he felt nauseated and shaky. Often he would have five or six drinks in an hour or two. He had to drink more and more to get the same effect. It seemed to be the only way he could feel "normal."

Because he was always fidgety and restless, he avoided doing anything with his family. No one seemed to know what was wrong. When his parents questioned him, Trevor would storm out of the house. When they grounded him, he would sneak out anyway.

At 17 Trevor quit school and moved out of the house. He promised his family, "Don't worry. I can take care of myself." But, in truth, he couldn't cope with school, family, or anything—especially when he needed a drink just to start the day. He told himself that everything would soon be all right. That is, if he could keep his job at the pizza place.

It was when he got fired from his job that he realized he was in trouble.



1. What are Trevor's priorities in Stage 1?
 - **working hard at school**
 - **playing basketball**
 - **saving money for college**
 - **being popular at school**
 - **being honest with his parents**
 - **spending time with his best friend Jim**
 - **spending time with his little brother Andy**
 - **working at the pizza place**

2. What are Trevor's priorities in Stage 4?
 - **drinking enough so he can feel "normal"**

3. How did Trevor's reasons for drinking change between Stage 1 and Stage 4?
 - **In Stage 1, Trevor drank out of curiosity, to brag to his friends, and to feel older.**
 - **By Stage 4, Trevor drank to avoid feeling nauseated and shaky and to feel "normal."**

4. What are some important ways that Trevor's chemical dependence affected his life?
 - **got in trouble with the law for drinking and driving**
 - **was kicked off the basketball team**
 - **lost his job**
 - **quit school**
 - **disappointed his little brother who used to idolize him**
 - **lost his friendship with his best friend**
 - **destroyed the trust he used to have from his parents**

K.5.S1.D.2

KWL:
Fetal Alcohol Syndrome/Effects



Name _____

K - Know

1. Work independently. List everything you know about fetal alcohol syndrome and fetal alcohol effects.

2. Pair up with another student. Add to your combined lists and put a question mark beside anything that you are unsure about.

W - Want to Know

3. With your partner, list anything that you want or need to know about the topic.

4. Participate in group/class discussion.

L - Learned

5. List what you have learned about the topic.

6. What questions do you have that have not been answered?



Name _____

Identify each statement as **True** or **False** and explain your response.

History of HIV/AIDS

1. HIV is caused by AIDS.
2. AIDS damages the body's immune system.
3. There is a cure for AIDS.
4. Teenagers infected with HIV when they are 14 may not show any AIDS symptoms until their mid-twenties.

Transmission

5. Worldwide, the most common way in which HIV is transmitted is through vaginal intercourse.
6. Sharing needles for injecting drugs can pass infected blood from one person to another.
7. HIV can be spread by casual contact such as hugging, kissing, or holding hands.
8. In Canada, it is very unlikely that someone will become infected with HIV by having a blood transfusion.
9. A mother with HIV can pass the virus to her unborn child during pregnancy.
10. HIV can be transmitted through insect and animal bites.
11. A person can pass on a sexually transmitted infection (STI) even though no symptoms are present.

(continued)



K.5.S1.E.4a

HIV/AIDS/STI Knowledge Test (continued)

Prevention

12. Latex condom use is the most effective way to avoid HIV.
13. The more sexual partners a person has, the greater the chances are that a partner will be infected with HIV.
14. Methods for avoiding HIV usually do not help avoid other STIs.
15. Sharing needles for ear-piercing or tattooing is safe.

Symptoms

16. When someone is infected with HIV, there may be no obvious symptoms.
17. Anyone infected with HIV (whether or not symptoms are present) can transmit the infection to others.
18. A person can have HIV for years without developing AIDS.
19. A person who has had an STI cannot catch it again.

Testing

20. Persons having sex with different partners should have regular STI checkups even if they do not have STI symptoms.

Help Sources

21. The HIV antibody test is available only to persons who have engaged in high-risk behaviour.
22. A person who suspects that he or she has an STI should stop having sex and go to a doctor immediately for an STI checkup.



K.5.S1.E.4a

HIV/AIDS/STI Knowledge Test: Answer Key

History of HIV/AIDS

1. HIV is caused by AIDS. **(False)** AIDS (acquired immune deficiency syndrome) is caused by HIV (human immunodeficiency virus). HIV can attack and, over time, destroy the body's immune system.
2. AIDS damages the body's immune system. **(False)** HIV damages the body's immune system. A person has AIDS when HIV has done enough damage to the immune system to allow infections and diseases to develop.
3. There is a cure for AIDS. **(False)** At the present time, there is no cure for AIDS. Researchers are currently looking for a cure for AIDS as well as a vaccine for HIV. Medication does prolong the lives of those with AIDS.
4. Teenagers infected with HIV when they are 14 may not show any AIDS symptoms until their mid-twenties. **(True)** The time from when a person acquires HIV and develops the infections and diseases that characterize AIDS is a median of 11 years. Therefore, those who acquire HIV as teenagers may not develop the infections and diseases indicative of AIDS until they are in their mid-twenties.

Transmission

5. Worldwide, the most common way in which HIV is transmitted is through vaginal intercourse. **(True)** Worldwide, HIV is transmitted by vaginal intercourse in approximately two-thirds of the cases.
6. Sharing needles for injecting drugs can pass infected blood from one person to another. **(True)** HIV-contaminated needles or syringes that are used for injecting drugs can transmit HIV directly into the bloodstream by passing infected blood from one person to another. HIV can also be transmitted by sharing or using contaminated needles for ear-piercing, tattooing, or ceremonial blood bonding and by sharing or using other contaminated instruments such as razors.
7. HIV can be spread by casual contact such as hugging, kissing, or holding hands. **(False)** HIV cannot be transmitted by casual contact. HIV is not transmitted by hugging, kissing, holding hands, shaking hands, massage, animal or mosquito bites, drinking from a public drinking fountain, swimming in a public pool, or using a public telephone.
8. In Canada, it is very unlikely that someone will become infected with HIV by having a blood transfusion. **(True)** Since 1985, all blood in Canada that is donated and used for blood transfusions has been screened for HIV and hepatitis B. In some regions of the world, blood transfusions are still a means of HIV transmission, as blood and blood products are not always screened for HIV and unsterilized needles or instruments may be used.
9. A mother with HIV can pass it to her unborn child during pregnancy. **(True)** Some research has indicated that approximately 30 percent of mothers infected with HIV pass HIV to their unborn children during pregnancy or at birth. HIV can move from the blood or secretions of the infected mother to the blood of the child during pregnancy, at birth, or by breast-feeding.
10. HIV can be transmitted through insect and animal bites. **(False)** HIV cannot be transmitted through insect or animal bites. HIV is only transmitted from one person to another.
11. A person can pass on a sexually transmitted infection (STI) even though no symptoms are present. **(True)** Many people who have an STI, even HIV infection, do not have any symptoms. Although they look and feel healthy, they have STI-causing organisms in their bodies, which they can transmit to others.

(continued)



K.5.S1.E.4a

HIV/AIDS/STI Knowledge Test: Answer Key (continued)

Prevention

12. Latex condom use is the most effective way to avoid HIV. **(False) The most effective way of avoiding sexual transmission of HIV and other STIs is sexual abstinence. Abstinence means not having vaginal, anal, or oral sex.**
13. The more sexual partners a person has, the greater the chances are that a partner will be infected with HIV. **(True) The more sexual partners a person has, the greater the chances are that one of those partners will be infected with HIV or an STI.**
14. Methods for avoiding HIV usually do not help avoid other STIs. **(False) Methods for preventing the transmission of HIV usually assist in the prevention of other STIs.**
15. Sharing needles for ear-piercing or tattooing is safe. **(False) Contaminated needles used for tattooing, ear-piercing, or ceremonial blood bonding can spread HIV, hepatitis B, and other STI-causing organisms.**

Symptoms

16. When someone is infected with HIV, there may be no obvious symptoms. **(True) Frequently, people who are infected with HIV do not have any symptoms.**
17. Anyone infected with HIV (whether or not symptoms are present) can transmit the infection to others. **(True) Anyone infected with HIV, whether or not he or she has symptoms, can transmit HIV to others. Although they look and feel healthy, they are infected with HIV, which they can transmit to others.**
18. A person can have HIV for years without developing AIDS. **(True) A person can have HIV for years without developing AIDS. As many as half the people with HIV infection still do not have AIDS 11 years after their initial infection.**
19. A person who has had an STI cannot catch it again. **(False) With the exception of HIV and hepatitis B, a person can catch the same STI more than once in his or her life. Therefore, STI-preventive behaviours should always be practised.**

Testing

20. Persons having sex with different partners should have regular STI checkups even if they do not have STI symptoms. **(True) A person who has sexual intercourse with different partners should have regular STI checkups even if he or she does not have STI symptoms. Many people who have an STI do not have any symptoms.**

Help Sources

21. The HIV antibody test is available only to persons who have engaged in high-risk behaviour. **(False) The HIV antibody test is available to anyone free of charge through the public health department or an STI clinic.**
22. A person who suspects that he or she has an STI should stop having sex and go to a doctor immediately for an STI checkup. **(True) A person who suspects that she or he may be infected with HIV/AIDS or other STI and who has been participating in activities associated with STI transmission should stop engaging in such activities immediately. Even if no symptoms are present, he or she should go to a doctor or an STI clinic immediately for an STI checkup.**



K.5.S1.E.4b

STI Quiz

Name _____

True or False?

1. A person can have a sexually transmitted infection (STI) and not know it. _____
2. It is normal for females to have some vaginal discharge. _____
3. Once you have had an STI and have been treated, you can't get it again. _____
4. HIV is mainly present in semen, blood, vaginal secretions, and breast milk. _____
5. Chlamydia and gonorrhea can cause pelvic inflammatory disease. _____
6. A pregnant female who has an STI can pass the disease to her fetus or newborn. _____
7. Most STIs go away without treatment, if people wait long enough. _____
8. STIs that are not treated can cause infertility. _____
9. Birth control pills offer excellent protection from STIs. _____
10. Condoms can help prevent the spread of STIs. _____
11. If you know your partner, you can't get an STI. _____
12. Chlamydia is the most common STI. _____
13. Sexually active individuals should get an annual STI-detection test from their doctor. _____

Short Answer

14. What advice would you give someone who thought he or she might have an STI?

15. How can you avoid contracting an STI?



K.5.S1.E.4b

STI Quiz: Answer Key

True or False?

1. A person can have a sexually transmitted infection (STI) and not know it. **TRUE**
2. It is normal for females to have some vaginal discharge. **TRUE**
3. Once you have had an STI and have been treated, you can't get it again. **FALSE**
4. HIV is mainly present in semen, blood, vaginal secretions, and breast milk. **TRUE**
5. Chlamydia and gonorrhea can cause pelvic inflammatory disease. **TRUE**
6. A pregnant female who has an STI can pass the disease to her fetus or newborn. **TRUE**
7. Most STIs go away without treatment, if people wait long enough. **FALSE**
8. STIs that are not treated can cause infertility. **TRUE**
9. Birth control pills offer excellent protection from STIs. **FALSE**
10. Condoms can help prevent the spread of STIs. **TRUE**
11. If you know your partner, you can't get an STI. **FALSE**
12. Chlamydia is the most common STI. **TRUE**
13. Sexually active individuals should get an annual STI-detection test from their doctor. **TRUE**

Short Answer

14. What advice would you give someone who thought he or she might have an STI?

Go to an STI clinic or physician's office for a checkup.

15. How can you avoid contracting an STI?

Abstain from sexual intercourse, engage in lower risk sexual activities, use condoms every time you have sexual intercourse, get a hepatitis B vaccination, and refuse to share needles.

Sexually Transmitted Infections (STIs) Chart: Answer Key



STI	Viral, Bacterial, or Parasitic	Symptoms	Effects on Body	Treatment
Chlamydia	Bacteria	<p>Female:</p> <ul style="list-style-type: none"> • may not show symptoms • increased vaginal discharge • abnormal vaginal bleeding • pain/bleeding during/after intercourse • pain when passing urine • pain in lower abdomen <p>Male:</p> <ul style="list-style-type: none"> • may not show symptoms • watery/cloudy discharge from penis • increased frequency/pain in passing urine • tingling/itching inside penis • pain in testicles 	<p>Female:</p> <ul style="list-style-type: none"> • pelvic inflammatory disease • infertility • babies born to infected female could have severe eye, ear, or lung infections <p>Male:</p> <ul style="list-style-type: none"> • infertility due to infected testicles/prostate 	<ul style="list-style-type: none"> • antibiotics
<p>Gonorrhea</p> <p>Also called – the “clap” – a “dose” – a “drip”</p>	Bacteria	<p>Female:</p> <ul style="list-style-type: none"> • may not show symptoms • increased vaginal discharge • abnormal vaginal bleeding • pain/bleeding during/after intercourse • pain when passing urine • pain in lower abdomen <p>Male:</p> <ul style="list-style-type: none"> • may not show symptoms • yellowish-green discharge from penis • increased frequency/pain in passing urine • tingling/itching inside penis • pain in testicles 	<p>Female:</p> <ul style="list-style-type: none"> • pelvic inflammatory disease • infertility • babies born to infected female could have severe eye, ear, or lung infections if not treated at birth <p>Male:</p> <ul style="list-style-type: none"> • infertility due to infected testicles/prostate 	<ul style="list-style-type: none"> • antibiotics
Hepatitis B	Virus: hepatitis B virus (HBV)	<ul style="list-style-type: none"> • fatigue • fever • jaundice (yellowing of skin and whites of eyeballs) • dark urine/pale stools • abdominal pain • nausea/vomiting • poor appetite 	<ul style="list-style-type: none"> • liver damage, cirrhosis, liver cancer • some people carry the virus forever 	<ul style="list-style-type: none"> • vaccine as a preventive measure, but not a cure

(continued)

Sexually Transmitted Infections (STIs) Chart: Answer Key (continued)



STI	Viral, Bacterial, or Parasitic	Symptoms	Effects on Body	Treatment
Herpes	Virus: herpes simplex virus (HSV)	<ul style="list-style-type: none"> tingling/itching in genital area tiny painful blisters/sores in genital area cold sores/fever blisters on the lips (type 1) 	<ul style="list-style-type: none"> may be fever/pain in joints flu-like symptoms painful urination does not affect fertility 	<ul style="list-style-type: none"> no cure antiviral medications may heal sores more quickly and reduce multiplication of virus
Human immunodeficiency virus (HIV)	Virus: HIV	<ul style="list-style-type: none"> illnesses, infections, cancers diarrhea shortness of breath fever swollen glands 	<ul style="list-style-type: none"> damages body's immune system to the degree that there is no defence left in the body final stage is acquired immune deficiency syndrome (AIDS) fatal 	<ul style="list-style-type: none"> no cure/no vaccine combinations of anti-retrovirals and drugs to help reduce and prevent symptoms, treat infections, and prolong life
Human papilloma virus (HPV) Also called — genital warts — venereal warts — condyloma	Virus: HPV	<ul style="list-style-type: none"> "cauliflower-like" appearance of warts grouped around anus, vagina, vulva, cervix, and on shaft of penis may not show symptoms 	<ul style="list-style-type: none"> warts may appear years after infection occurs usually harmless and painless linked to increased risk of cervical cancer 	<ul style="list-style-type: none"> special medications applied directly to warts cryotherapy: "freezing" warts with liquid nitrogen
Pubic lice	Tiny insects (crabs)	<ul style="list-style-type: none"> itch around genital area 	<ul style="list-style-type: none"> scratching may cause infection requiring medication not always sexually transmitted 	<ul style="list-style-type: none"> special creams, lotions, shampoos
Syphilis Also called — "bad blood" — the "pox"	Bacteria	<ul style="list-style-type: none"> stage 1: painless shallow sore (chancre) at site of infection stage 2: rash or mucous patches on palms of hands/soles of feet, swollen glands stage 3: heart disease, blindness, paralysis 	<ul style="list-style-type: none"> may be fatal if progressed to stage 3 babies born to infected mothers may have birth defects/die 	<ul style="list-style-type: none"> antibiotics/penicillin injections

References:

Ontario Physical and Health Education Association (OPHEA). *Ontario Health and Physical Education Support: Grades K-10*. Toronto, ON: OPHEA, 2000.
 Ottawa, City of. People Services Department. *Teaching Sexuality Resource Kit*. 2nd ed. Ottawa, ON: City of Ottawa People Services Department, 2002.
 Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

S.5.S1.A.5

Should I Wait to Have Sex?



Name _____

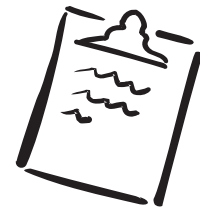
1. Do I want to have a child at this point in my life?
2. If not, what do I want to do about birth control?
3. Can I afford my choice/decision?
4. What could be the consequences of my choice of birth control method(s)?
5. Where can I get the birth control product(s) I have chosen?
6. If pregnancy results, what will I do?
7. How will this affect my reputation?
8. Considering my family's morals/beliefs, how would they react to my being sexually active at this point in my life?
9. What if I contract an STI?
10. What if I contract HIV/AIDS?
11. Is this love?
12. Will my boyfriend/girlfriend stick by me?
13. Am I ready?
14. Should I wait to have sex?





Senior 2

Blackline Masters



-
- BLM S2-1: Golf Scorecards and Answer Key
 - BLM S2-2: Five-Pin Bowling Scoresheet and Answer Key
 - BLM S2-3: Fitness As a Way of Life
 - BLM S2-4: Health Benefits of Physical Activity: Match-Up and Answer Key
 - BLM S2-5a: “Strengthalon”
 - BLM S2-5b: “Strengthalon” Heart-Rate Graph
 - BLM S2-6: Safety Inspection Report
 - BLM S2-7: What Do I Think about Myself?
 - BLM S2-8: GOAL-Setting Process
 - BLM S2-9: Factors That Affect Physical Activity Choice
 - BLM S2-10: Fuel for Performance Questions and Answer Key
 - BLM S2-11: HIV/AIDS Quiz and Answer Key
 - BLM S2-12: My Active Living Inventory
 - BLM S2-13: One-Day Meal Plan
 - BLM S2-14: 48-Hour Menu



K.1.S2.C.2
S.1.S2.B.3

Golf Scorecards

Read the golf scorecards below and answer the questions on the following page.

* If a par shows two numbers, the first number refers to the blue/white markers, and the second refers to the red/yellow markers.

	All yardage to the middle of the green									IN YARDS
blue markers	408	110	188	387	326	164	141	345	118	2187
par	4/5*	3	3	4	4	3	3	4	3	31/32*
JAMIE	5	3	3	3	5	3	4	5	4	
KELLY	5	2	3	5	5	3	4	5	4	
white markers	358	100	173	373	298	148	122	313	109	1992
hole	1	2	3	4	5	6	7	8	9	OUT
red markers	352	90	158	336	282	134	105	286	100	1843
TERRY	3	1	3	4	4	3	2	4	4	
MORGAN	4	2	3	3	4	3	3	3	4	
yellow markers	295	90	158	227	197	134	105	218	100	1524
number of putts										
greens in regulation										
fairways in regulation										

blue markers	367	166	135	340	158	132	366	531	214	2409	4596
par	4	3	3	4	3	3	4	5	3/4*	32/33*	63/65*
JAMIE	4	3	5	4	2	1	5	6	4		
KELLY	4	5	4	4	3	3	4	5	4		
white markers	345	152	116	329	139	110	340	477	187	2195	4187
hole	10	11	12	13	14	15	16	17	18	IN	TOTAL
red markers	293	141	100	319	120	88	324	422	156	1963	3806
TERRY	4	3	4	3	3	2	4	4	4		
MORGAN	4	4	3	3	3	2	3	5	4		
yellow markers	267	141	100	248	120	88	242	387	156	1749	3273
number of putts											
greens in regulation											
fairways in regulation											

(continued)

K.1.S2.C.2
S.1.S2.B.3

Golf Scorecards (continued)



Name _____

Refer to golf scorecards on the previous page.

1. Did any player score an eagle? Name: _____ Hole No.: _____
2. Which player had the most pars? Name: _____ No. of pars: _____
3. Which player had the most bogeys? Name: _____ No. of bogeys: _____
4. How many birdies did Morgan score? No. of birdies: _____
5. What are the total scores for the 18 holes of golf?
Name: _____ Score: _____ Name: _____ Score: _____
Name: _____ Score: _____ Name: _____ Score: _____

Golf Scorecards: Answer Key

1. Did any player score an eagle? Name: Terry Hole No.: 1
2. Which player had the most pars? Name: Terry No. of pars: 10
3. Which player had the most bogeys? Name: Kelly No. of bogeys: 8
4. How many birdies did Morgan score? No. of birdies: 7
5. What are the total scores for the 18 holes of golf?
Name: Jamie Score: 69 Name: Terry Score: 59
Name: Kelly Score: 72 Name: Morgan Score: 60

Five-Pin Bowling Scoresheet



Name _____

Record your score for each frame.

Remember:

- A **strike** gives you 15 points plus next 2 balls.
- A **spare** gives you 15 points plus next ball.

1	2	3	4	5	6	7	8	9	10	Final Score
5	5	X	X	5	10	X	10	8	X	
				\	3	2	\	5	2	



Five-Pin Bowling Scoresheet:

Answer Key

1	2	3	4	5	6	7	8	9	10	Final Score
5	5	X	X	5	10	X	10	8	X	
				\	3	2	\	5	2	
15	60	95	125	150	165	195	218	233	263	263

K.2.S2.A.1

Fitness As a Way of Life



Name _____

Activity or Exercise	Muscle or Muscle Group	Major Fitness Component(s)	Daily Active Living Contribution
<i>Example:</i> <ul style="list-style-type: none"> arm curls (high resistance, low repetition) 	<ul style="list-style-type: none"> biceps 	<ul style="list-style-type: none"> muscular strength 	<ul style="list-style-type: none"> carrying a bag of groceries
<ul style="list-style-type: none"> cross-country skiing 			
<ul style="list-style-type: none"> plank position (prone, elbows bent) 			
<ul style="list-style-type: none"> soccer (70-minute game) 			
<ul style="list-style-type: none"> seated leg extension 			
<ul style="list-style-type: none"> push-ups 			
<ul style="list-style-type: none"> modified hurdler's stretch 			
<ul style="list-style-type: none"> leg press 			
<ul style="list-style-type: none"> Pilates 			
<ul style="list-style-type: none"> latissimus dorsi pull-down (low resistance, high repetition) 			
<ul style="list-style-type: none"> your choice: _____ 	<ul style="list-style-type: none"> deltoids 		



Health Benefits of Physical Activity: Match-Up



Name _____

Benefits of Exercise and Physical Activity	#	Health Benefits
• Active individuals experience a longer life and an improved quality of life.		
• Exercise strengthens the heart, vascular system, and respiratory system to help fight cardiovascular disease.		
• Exercise reduces the daily wear and tear on the heart and the cardiovascular system.		
• Exercise reduces the stress on the walls of veins and arteries and reduces the risk of a coronary event or stroke.		
• Exercise increases the ability to perform at higher intensities with greater ease.		
• Exercise reduces the risk of cardiovascular disease and the occurrence of atherosclerosis (hardening of the arteries).		
• Exercise lowers body fat and increases cellular sensitivity to insulin, which helps regulate blood-sugar levels.		
• Exercise increases the strength of connective tissue, making the individual less susceptible to injury.		
• Exercise helps reduce the risk of osteoporosis and the danger of injury and bone fractures.		
• Exercise promotes a more toned appearance. The toned body burns more calories during exercise.		
• Exercise increases metabolism rate, which helps the body burn more calories both during activity and when at rest.		
• Exercise develops strong abdominal and back muscles, promoting better posture.		
• Exercise reduces the incidence and severity of low back pain.		
• Exercise makes for greater ease, control, and safety in all movements in daily life.		
• Exercise promotes an improved outlook on life and provides a positive outlet for stress.		

Health Benefits:

1. Keeps resting blood pressure normal.
2. Reduces the risk of dying prematurely.
3. Lowers the risk of developing diabetes.
4. Improves heart efficiency.
5. Improves back strength.
6. Promotes joint stability.
7. Reduces the risk of cardiovascular disease.
8. Increases muscle mass and decreases body fat.
9. Increases high-density lipoprotein (HDL) cholesterol and decreases low-density lipoprotein (LDL) cholesterol.
10. Strengthens bones.
11. Decreases resting heart rate.
12. Assists with weight management.
13. Improves balance, coordination, agility, and muscular strength.
14. Improves the body's core strength.
15. Reduces anxiety and assists in stress management.

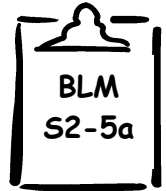
Health Benefits of Physical Activity: Match-Up: Answer Key



Benefits of Exercise and Physical Activity	#	Health Benefits
<ul style="list-style-type: none"> Active individuals experience a longer life and an improved quality of life. 	2	Reduces the risk of dying prematurely.
<ul style="list-style-type: none"> Exercise strengthens the heart, vascular system, and respiratory system to help fight cardiovascular disease. 	7	Reduces the risk of cardiovascular disease.
<ul style="list-style-type: none"> Exercise reduces the daily wear and tear on the heart and the cardiovascular system. 	11	Decreases resting heart rate.
<ul style="list-style-type: none"> Exercise reduces the stress on the walls of veins and arteries and reduces the risk of a coronary event or stroke. 	1	Keeps resting blood pressure normal.
<ul style="list-style-type: none"> Exercise increases the ability to perform at higher intensities with greater ease. 	4	Improves heart efficiency.
<ul style="list-style-type: none"> Exercise reduces the risk of cardiovascular disease and the occurrence of atherosclerosis (hardening of the arteries). 	9	Increases high-density lipoprotein (HDL) cholesterol and decreases low-density lipoprotein (LDL) cholesterol.
<ul style="list-style-type: none"> Exercise lowers body fat and increases cellular sensitivity to insulin, which helps regulate blood-sugar levels. 	3	Lowers the risk of developing diabetes.
<ul style="list-style-type: none"> Exercise increases the strength of connective tissue, making the individual less susceptible to injury. 	6	Promotes joint stability.
<ul style="list-style-type: none"> Exercise helps reduce the risk of osteoporosis and the danger of injury and bone fractures. 	10	Strengthens bones.
<ul style="list-style-type: none"> Exercise promotes a more toned appearance. The toned body burns more calories during exercise. 	8	Increases muscle mass and decreases body fat.
<ul style="list-style-type: none"> Exercise increases metabolism rate, which helps the body burn more calories both during activity and when at rest. 	12	Assists with weight management.
<ul style="list-style-type: none"> Exercise develops strong abdominal and back muscles, promoting better posture. 	14	Improves the body's core strength.
<ul style="list-style-type: none"> Exercise reduces the incidence and severity of low back pain. 	5	Improves back strength.
<ul style="list-style-type: none"> Exercise makes for greater ease, control, and safety in all movements in daily life. 	13	Improves balance, coordination, agility, and muscular strength.
<ul style="list-style-type: none"> Exercise promotes an improved outlook on life and provides a positive outlet for stress. 	15	Reduces anxiety and assists in stress management.

S.2.S2.A.2

"Strengthalon"



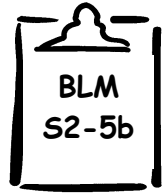
Name _____

- Spend 2 minutes at each of the 10 stations.
- Take 30 seconds to record points and move to the next station.

Station/Event	Scoring System	Points	Heart Rate At Start of Task	Heart Rate At End of Task
1. line touches, 10 metres apart	1 point for every touch			
2. curl-ups	1 point for every curl-up			
3. push-ups	1 point for every push-up from knees OR 2 points for every push-up with knees off ground			
4. step-ups on stair or bench	1 point for every step-up			
5. medicine ball tosses to partner	1 point for every throw			
6. tricep dips on bench	1 point for every dip			
7. jump rope	1 point for every 2 skips, either 1 foot or 2 feet			
8. sideways line hops (both feet parallel to the line)	1 point for one there and back			
9. chin-ups	3 points for each chin-up from bent-arm position OR 5 points for each chin-up from straight-arm position			
10. star jumps	1 point for every 2 jumps			
Total Points				

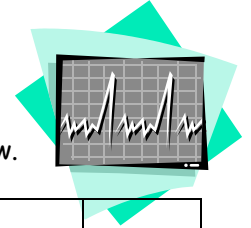
S.2.S2.A.2

"Strengthalon" Heart-Rate Graph



Name _____

After completing the "Strengthalon," analyze your heart-rate monitor computer printout. Using this heart-rate reading, record your heart-rate results in a point-graph format below.



220										
210										
200										
190										
180										
170										
160										
150										
140										
130										
120										
110										
100										
90										
80										
70										
60										
	line touches	curl-ups	push-ups	step-ups	medicine ball tosses	tricep dips	jump rope	sideways line hops	chin-ups	star jumps

Activities

K.3.S2.B.1

Safety Inspection Report



Name _____ Date Inspected _____

Area/Facility _____ Indoor Outdoor

Site Inspected	Yes/ OK	No/ Poor	Not Applicable (N/A)	Comments on Condition	Suggestions for Management and Control of Hazards
<input type="checkbox"/> Is a telephone available?					
<input type="checkbox"/> Are fire exits marked with signage?					
<input type="checkbox"/> Are smoke detectors installed and working?					
<input type="checkbox"/> Is a water sprinkler system installed and working?					
<input type="checkbox"/> Are washrooms accessible for all?					
<input type="checkbox"/> Are first-aid equipment and facilities available?					
<input type="checkbox"/> Are doors unobstructed and working properly?					
<input type="checkbox"/> Is lighting adequate and working?					
<input type="checkbox"/> Are activity signs and/or line markings in place and visible (e.g., bike lanes)?					
<input type="checkbox"/> Are chemicals stored in a safe and secure location?					
<input type="checkbox"/> Are dressing-room floors dry and clear of debris?					
<input type="checkbox"/> Is activity surface in good condition?					
<input type="checkbox"/> Is activity equipment in good working order?					
<input type="checkbox"/> Is the code of conduct for activity participation posted and visible?					
<input type="checkbox"/> Other					
<input type="checkbox"/>					
<input type="checkbox"/>					

K.4.S2.A.1

What Do I Think about Myself?



Check one column for each of the following statements:

	Most of the Time	Sometimes	Almost Never
1. I keep trying.			
2. I am important to family and friends.			
3. I like what I do.			
4. I get along well with others.			
5. I help others to be their best.			
6. I take responsibility for my actions.			
7. I am important.			
8. I know what I do best.			
9. I believe in myself.			
10. People listen to me.			
11. I listen to others.			
12. I use positive self-talk.			
13. The future looks bright.			
14. I plan for the future.			
15. I am a good friend.			
16. I accept compliments with a "thank you."			
17. I can give sincere compliments to others.			
18. I enjoy getting up in the morning.			
19. Other people care about me.			
20. I do my best.			
21. I am a unique person.			
22. I express myself to others.			
23. I deserve the best.			
24. I can forgive myself.			
25. I am an attractive person.			

Give yourself:

3 points for every check in the Most of the Time column

2 points for every check in the Sometimes column

1 point for every check in the Almost Never column

Scores:

60-75 Keep it up!

47-60 You're on the right track toward positive self-esteem.

25-46 You might want to talk to someone you trust, about ways to improve your self-esteem.

GOAL-Setting Process



Name _____

G	State your <i>GOAL</i> clearly.
O	OUTLINE steps to achieve the goal.
A	Indicate how you plan to ASSESS progress in achieving your goal.
L	LOCATE possible problems or barriers you may encounter.
S	Identify SUPPORT SYSTEMS to help you achieve your goal.

Describe how the use of this goal-setting process helped you to change a behaviour and/or achieve your goal.

K.5.S2.B.2

Factors That Affect Physical Activity Choice



Name _____

Name of "Yes" Activity Choice: _____ List Reasons for Choice:	Influencing ← Factors →	Name of "No" Activity Choice: _____ List Reasons for Choice:
	Benefits of ← Physical Activity →	
	← Experiences →	
	← Interests →	
	← Abilities →	
	Financial ← Considerations →	
	Cultural ← Factors →	
	Demographic ← Reasons →	
	Safety ← Issues →	
	Personal ← Circumstances →	
	← Others → _____ _____	



K.5.S2.C.2



Fuel for Performance: Questions



Name _____

Answer the following questions.

1. What is the most important role of fluids during activity?

2. What is a major cause of fatigue and poor performance?

3. List the four food groups.

4. a. What is referred to as the "Fuel of Champions"? Explain why.

b. In what form is the fuel used during exercise?

5. During the week before an athletic competition, what would an individual's diet look like?

6. What should an individual do to maximize the glycogen that muscle stores? Explain.

7. What pre-event meal should an individual eat or consume two to three hours before competition?

(continued)

K.5.S2.C.2



Fuel for Performance: Questions (*continued*)



Name _____

8. List what an individual should eat after an intense workout/exercise. Explain why.

9. What is the role of protein during exercise?

10. a. Individuals should eat food that contains iron. Explain why.

b. List foods that contain iron and help performance.

c. Describe factors that help or hinder iron absorption.

11. Taking iron supplements is not recommended without a physician's advice. Explain why.

12. Why is it so important to have rest days built into your exercise program?

13. How does an individual prepare for "optimal performance"? Explain.

K.5.S2.C.2



Fuel for Performance: Answer Key



1. What is the most important role of fluids during activity?
Fluids regulate body temperature. The evaporation of sweat/perspiration from the skin helps cool the individual's body. Adequate fluid intake helps replace the evaporated sweat/perspiration.
2. What is a major cause of fatigue and poor performance?
Dehydration, associated with not consuming enough fluids, can lead to poor performance, cramps, heat exhaustion, and possible heatstroke.
3. List the four food groups.
Grain Products Vegetables and Fruit
Milk Products Meat and Alternatives
4. a. What is referred to as the "Fuel of Champions"? Explain why.
Carbohydrates (CHOs) are referred to as the "Fuel of Champions." They supply the main source of muscle energy for long, steady, intense activity. Depleted storage of muscle energy leads to reduced endurance, fatigue, and exhaustion. Eating CHO-rich foods is the only way to maintain and refill muscle-energy stores.
b. In what form is the fuel used during exercise?
Blood glucose and muscle glycogen are the fuels used during exercise.
5. During the week before an athletic competition, what would an individual's diet look like?
As the individual's training decreases in volume and intensity leading up to a competition, the emphasis on food intake would be a high CHO diet to maximize muscle-energy storage in the form of glycogen.
6. What should an individual do to maximize the glycogen that muscle stores? Explain.
An athlete/individual should eat nutrient-rich CHOs such as bread, potatoes, rice, fruit, cereal, legumes, and starchy vegetables. This can be achieved by eating at least eight servings of Grain Products and Vegetables and Fruit daily.
7. What pre-event meal should an individual eat or consume two to three hours before competition?
 - Eat a meal that consists mainly of CHO foods and is low in protein and fat.
 - Drink fluids while having the meal.
 - Examples of pre-event meals are:
 - cereal, milk, fruit, toast
 - milk, sandwich with lean meat
 - fruit, yogurt, muffin
 - small portion of pasta with tomato sauce

(continued)

K.5.S2.C.2



Fuel for Performance: Answer Key (continued)



8. List what an individual should eat after an intense workout/exercise. Explain why.
Recent research states that eating a 200- to 400-gram serving of CHO-rich food (e.g., tuna sandwich, chocolate milk, fruit-sweetened yogurt) immediately after exercise, and then small meals spaced evenly throughout the rest of the day, helps to refill the stores of muscle energy.
9. What is the role of protein during exercise?
During exercise, protein plays only a minor role as an energy source. Protein's function is mainly to build, repair, and maintain tissue.
10. a. Individuals should eat food that contains iron. Explain why.
Iron is the component in red blood cells responsible for getting oxygen to working muscles. Eating food that contains iron is important to an individual because an iron deficiency could lead to anemia. Anemia can cause fatigue and poor recovery from hard workouts.
- b. List foods that contain iron and help performance.
Foods containing iron include meat, eggs, legumes, dark green vegetables, dried fruit, and enriched grains.
- c. Describe factors that help or hinder iron absorption.
The iron in meat—from heme (animal) source—is more readily absorbed than iron from other sources. Consuming meat or a vitamin C-containing food (e.g., oranges, strawberries, tomatoes) with a non-meat source of iron (e.g., legumes, grains) enhances iron absorption, whereas consuming coffee or tea with a non-meat iron-containing food decreases iron absorption.
11. Taking iron supplements is not recommended without a physician's advice. Explain why.
Iron supplements can be toxic. Physicians can monitor changes in iron status through comprehensive blood tests.
12. Why is it so important to have rest days built into your exercise program?
Rest days are important because they allow muscle-energy stores to refill and allow muscles to adapt to exercise changes and repair themselves.
13. How does an individual prepare for "optimal performance"? Explain.
An individual can prepare for "optimal performance" by following *Canada's Food Guide to Healthy Eating* (Health Canada), with an emphasis on eating CHO-rich foods, training properly, and getting enough rest.

HIV/AIDS Quiz



Name _____

1. What should you use to minimize mouth-to-mouth contact when performing artificial respiration in order to prevent disease transmission?

2. What should you wear when you might be in touch with someone's blood, body fluids, open wounds, or sores?

3. What are the three unsafe practices that could increase your chances of contracting HIV/AIDS?

4. HIV is present mainly in semen, blood, vaginal secretions, and breast milk.
 True False

5. What does HIV stand for?

6. What kind of condom protects against HIV?

7. What does the word "monogamous" mean?

8. HIV causes a loss of the _____ to function and the subsequent development of opportunistic infections.

9. There is a cure for HIV.
 True False

10. In Canada, when giving blood, all donations are screened for HIV.
 True False

11. What does AIDS stand for?

HIV/AIDS Quiz: Answer Key



1. What should you use to minimize mouth-to-mouth contact when performing artificial respiration in order to prevent disease transmission?
Clean mouth barrier.
2. What should you wear when you might be in touch with someone's blood, body fluids, open wounds, or sores?
Latex gloves, face mask, face shield.
3. What are the three unsafe practices that could increase your chances of contracting HIV/AIDS?
Unprotected sex, sharing of needles, contact with blood.
4. HIV is present mainly in semen, blood, vaginal secretions, and breast milk.
True.
5. What does HIV stand for?
Human immunodeficiency virus.
6. What kind of condom protects against HIV?
Latex condom.
7. What does the word "monogamous" mean?
Having sex with only one partner for the duration of the relationship.
8. HIV causes a loss of the **immune system** to function and the subsequent development of opportunistic infections.
9. There is a cure for HIV.
False (as of 2004).
10. In Canada, when giving blood, all donations are screened for HIV.
True.
11. What does AIDS stand for?
Acquired immune deficiency syndrome.

My Active Living Inventory



Name _____

Read the following statements and check off the appropriate rating for each physical activity. Then assess the factors that affect your choice of physical activities and specify your activity preferences.

My Physical Activity...	Is Satisfactory	Needs Attention
1. My energy level every day...		
2. My ability to perform continuous activity for 30 minutes...		
3. My ability to lift and carry heavy objects...		
4. My ability to move my limbs/joints with minimal pain/limitation...		
5. My body weight...		
6. The amount of body fat versus muscle I have...		
7. My current level of physical fitness...		
8. My overall health/well-being...		

Factors That Affect My Physical Activity Choice
<p>The three most influential factors that affect my active living lifestyle are:</p> <ul style="list-style-type: none"> • _____ • _____ • _____ <p>My three physical activity preferences are:</p> <ul style="list-style-type: none"> • _____ • _____ • _____







One-Day Meal Plan



Name _____

Record the number of servings from each food group for each meal described below. Explain how the fat can be reduced in each meal.

Meals	Number of Servings Per Food Group				Ways to Reduce Fat
	Grain Products	Vegetables and Fruit	Milk Products	Meat and Alternatives	
<p>One glass of orange juice (250 mL/ 8 oz.), a bowl of yogurt (125 mL/ 4 oz.), one banana, four pieces of toasted rye bread with peanut butter.</p> 					
<p>One cheeseburger with the works (mustard, relish, ketchup, fried onions), large helping of french fries, a chocolate milkshake (1000 mL/ 32 oz.).</p> 					
<p>One medium-sized bran muffin, two pats of butter, one cup of black coffee.</p> 					
<p>Steak (280 g/10 oz.), mashed potatoes with gravy, green beans, a serving of 2% milk (500 mL/16 oz.).</p> 					
Total Number of Servings Per Food Group					

48-Hour Menu



Student Names _____

Check (✓) one activity:



Hiking Trip



Canoeing Trip

Plan a menu for one field trip:
 Participants in each field trip depart at 10:00 a.m. on Day 1, camp overnight on Day 1 and Day 2, and return home at 12:00 noon on Day 3.

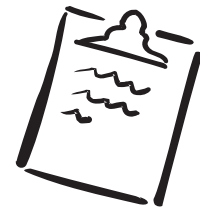
Meal	Day 1	Day 2	Day 3
Breakfast			
Morning Snack			
Lunch			
Afternoon Snack			
Supper			
Evening Snack			



General

(Senior 1 and Senior 2)

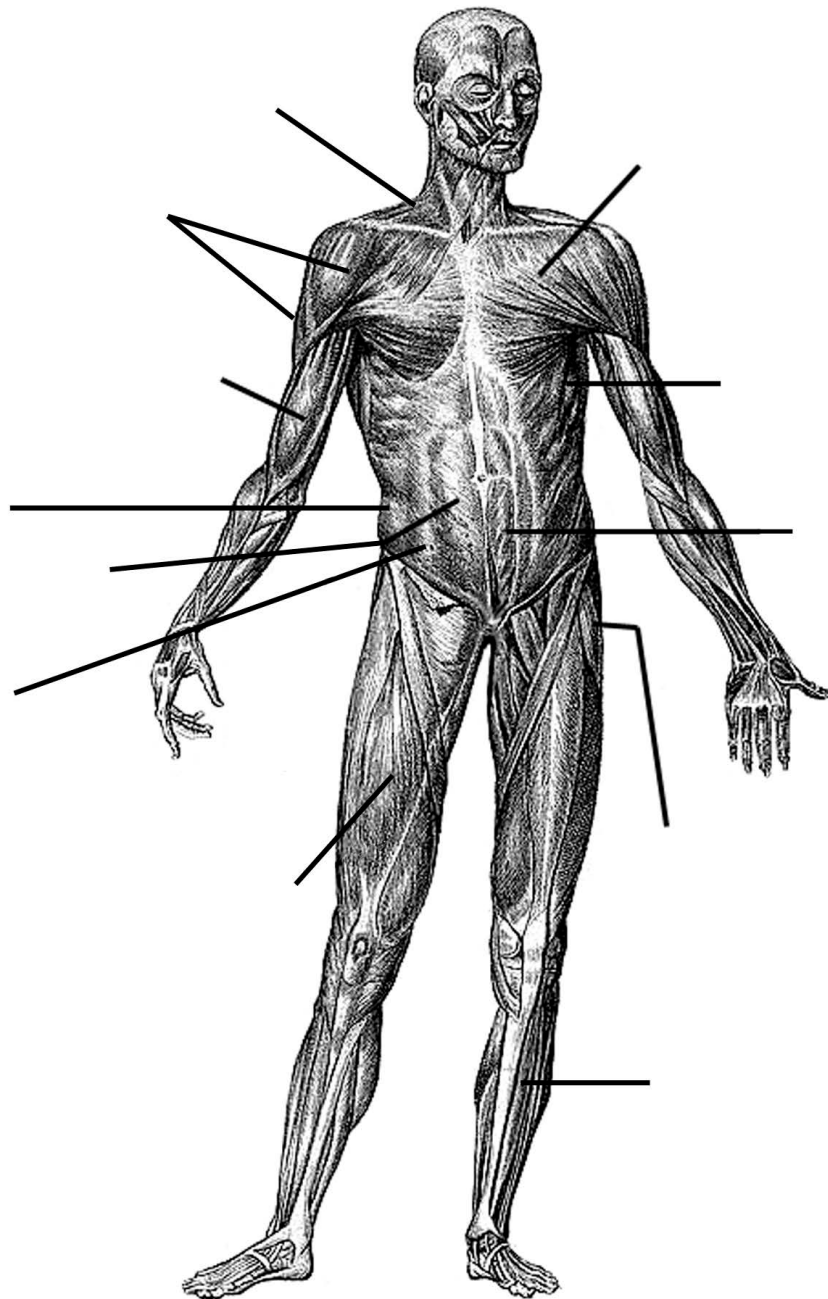
Blackline Masters



-
- BLM G–1a: Skeletal Muscles: Anterior View (Unlabelled and Labelled)
 - BLM G–1b: Skeletal Muscles: Posterior View (Unlabelled and Labelled)
 - BLM G–2: Skill-Related Physical Fitness Components
 - BLM G–3: Major Physical Fitness Components
 - BLM G–4a: Reproductive System Diagram: Female Anatomy—Side View (Unlabelled and Labelled)
 - BLM G–4b: Reproductive System Diagram: Female Anatomy—Front View (Unlabelled and Labelled)
 - BLM G–4c: Reproductive System Diagram: Female Anatomy—Bottom View, with Labia Separated (Unlabelled and Labelled)
 - BLM G–4d: Reproductive System: Female Anatomy—Definitions
 - BLM G–4e: Reproductive System Diagram: Male Anatomy—Side View (Unlabelled and Labelled)
 - BLM G–4f: Reproductive System Diagram: Male Anatomy—Front View (Unlabelled and Labelled)
 - BLM G–4g: Reproductive System: Male Anatomy—Definitions
 - BLM G–5: DECIDE Model

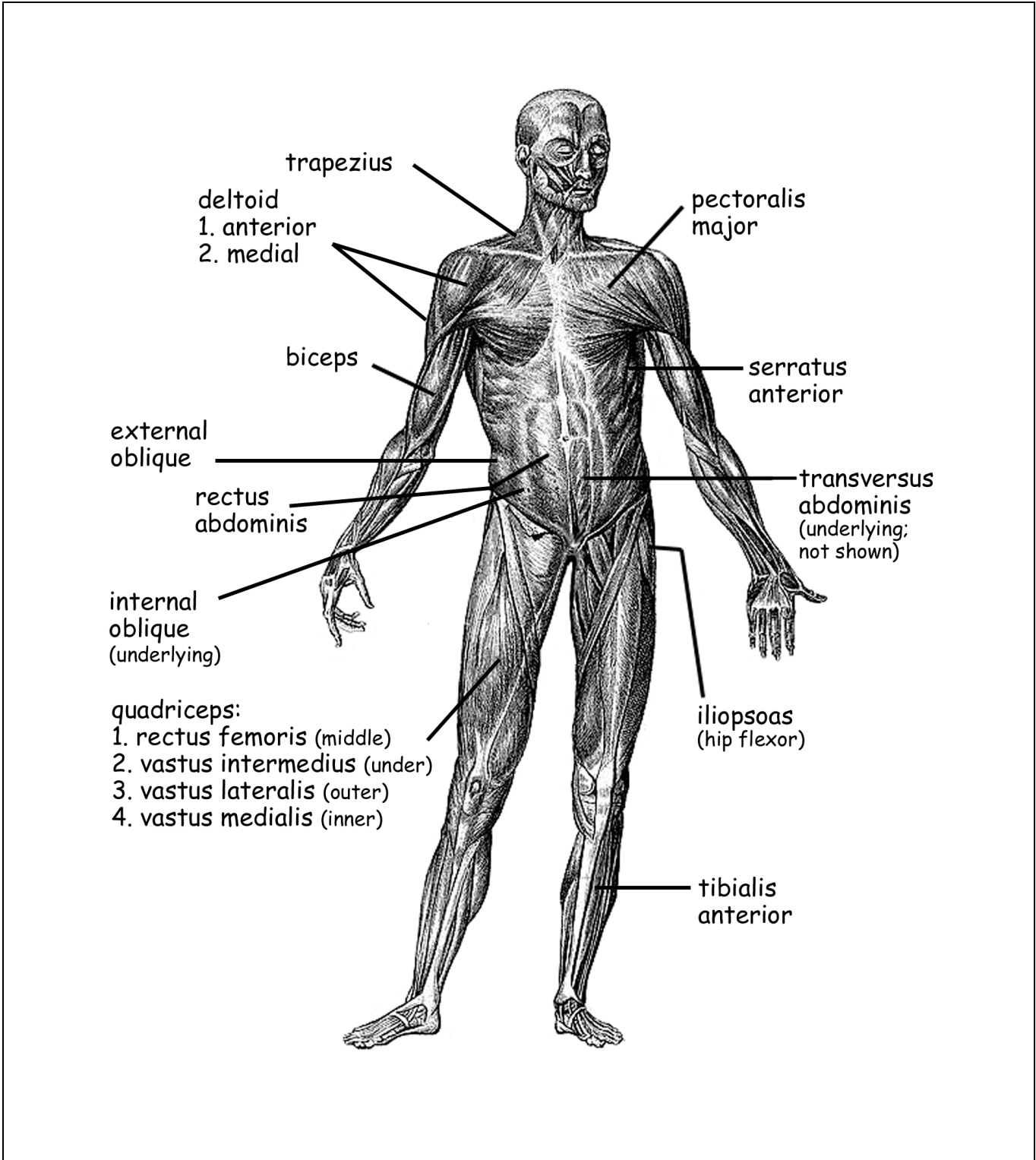
K.2.S1.C.1c
K.2.S2.A.1

Skeletal Muscles: Anterior View



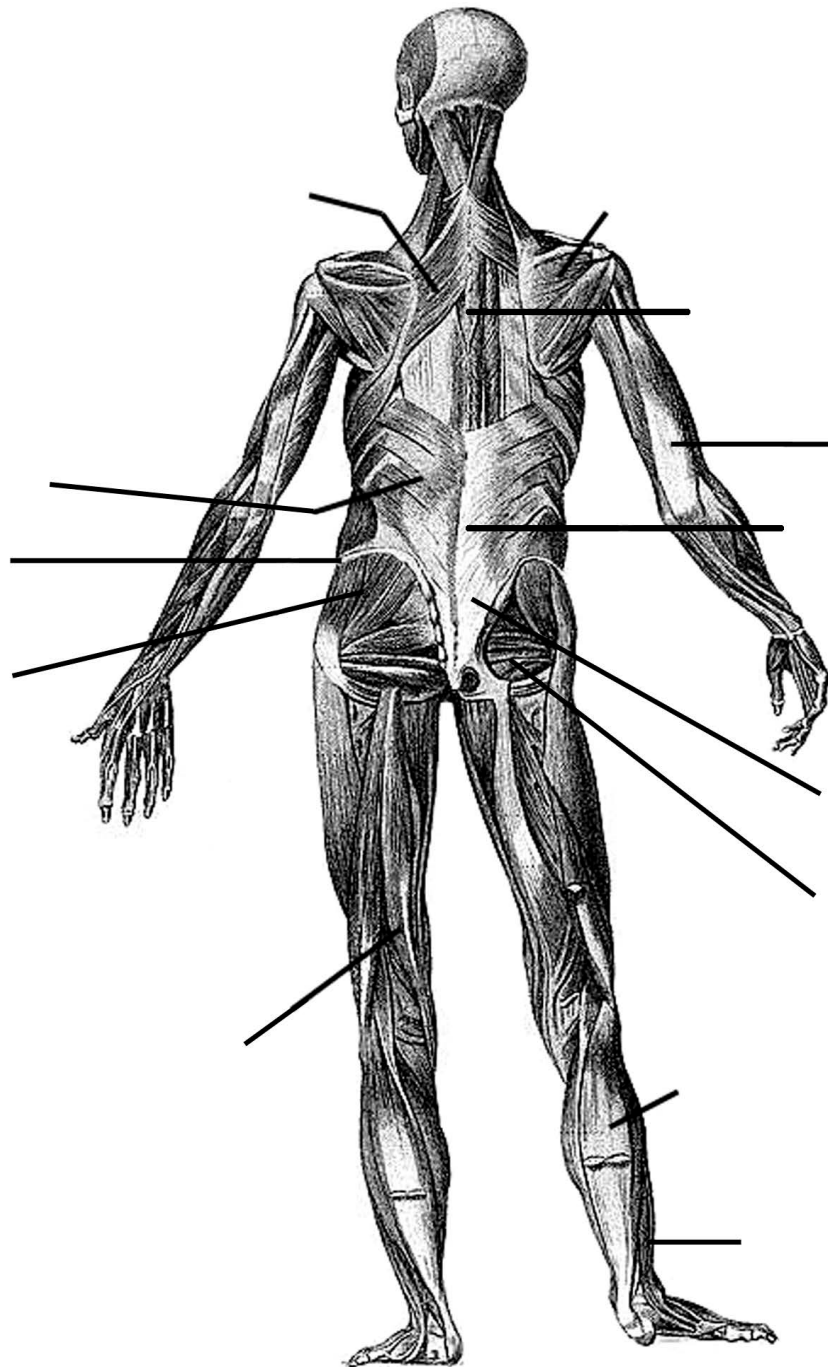
K.2.S1.C.1c
K.2.S2.A.1

Skeletal Muscles: Anterior View (Labelled)



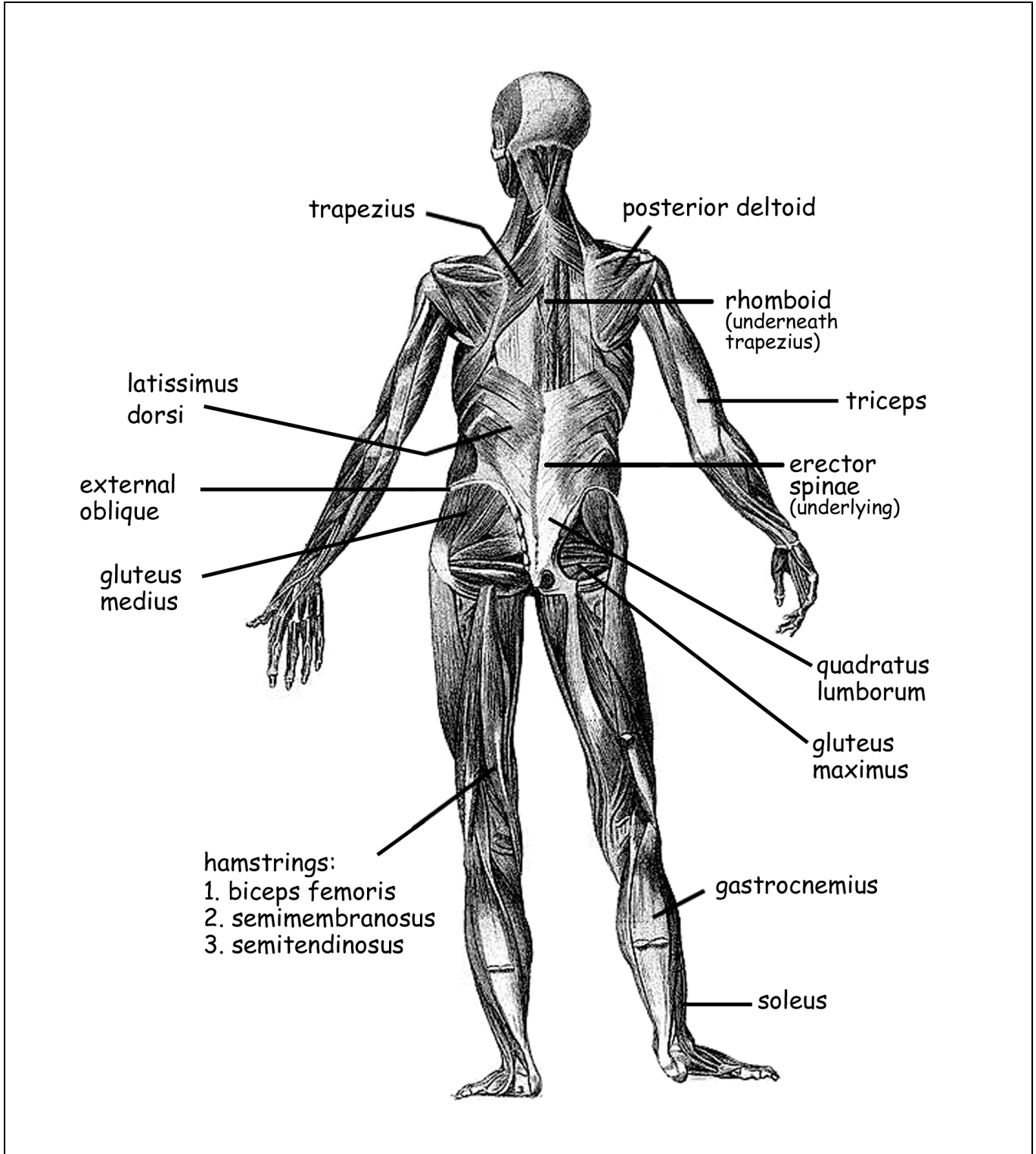
K.2.S1.C.1c
K.2.S2.A.1

Skeletal Muscles: Posterior View



K.2.S1.C.1c
K.2.S2.A.1

Skeletal Muscles: Posterior View (Labelled)



S.2.S1.A.3a
S.2.S2.A.3a

Skill-Related Physical Fitness Components



Name _____

Component	Task	First Assessment Score	Second Assessment Score	Third Assessment Score
Agility				
Balance				
Coordination				
Power				
Reaction Time				
Speed				

After the first assessment, what skill-related components do I feel good about?

After the first assessment, what components do I feel I need to improve?

After the third assessment, do I see an improvement? Explain.

S.2.S1.A.3b
S.2.S2.A.3a

Major Physical Fitness Components



Name _____

Component	Task	First Assessment Score	Second Assessment Score	Third Assessment Score
Cardiovascular Endurance				
Muscular Strength				
Muscular Endurance				
Flexibility				
Body Composition (Optional)				

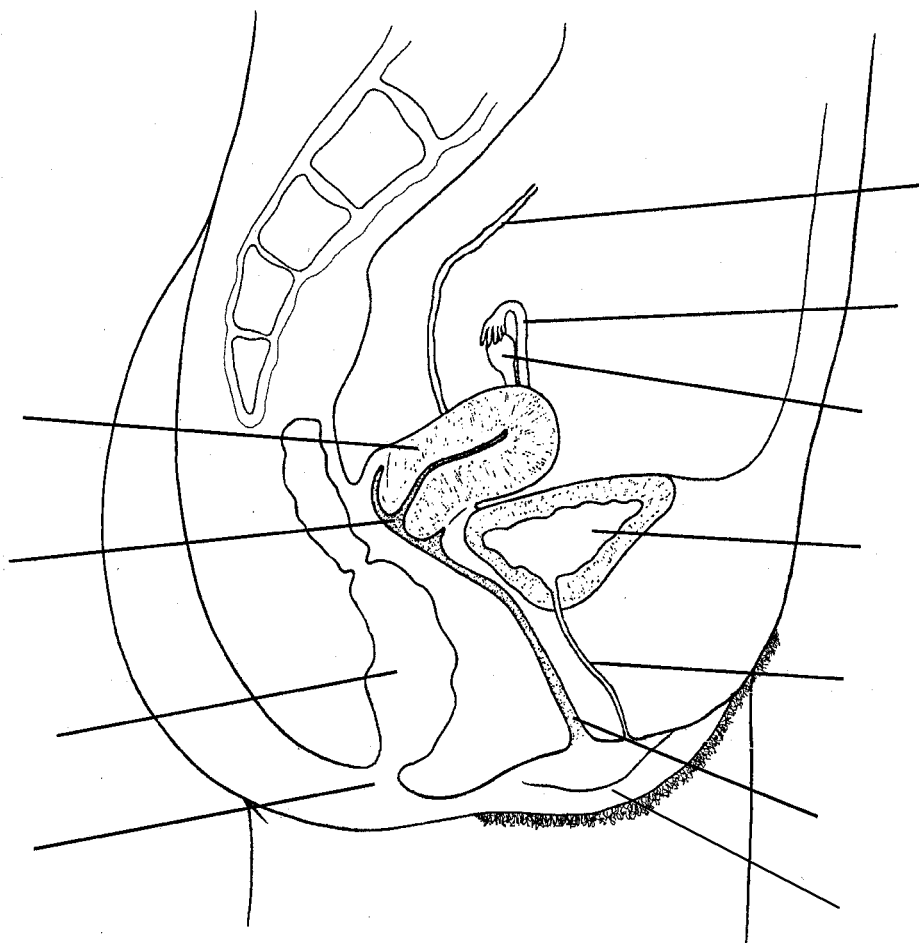
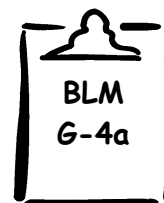
After the first assessment, what components do I feel good about?

After the first assessment, what components do I feel I need to improve?

What would my fitness goal(s) be for these components by the third assessment?

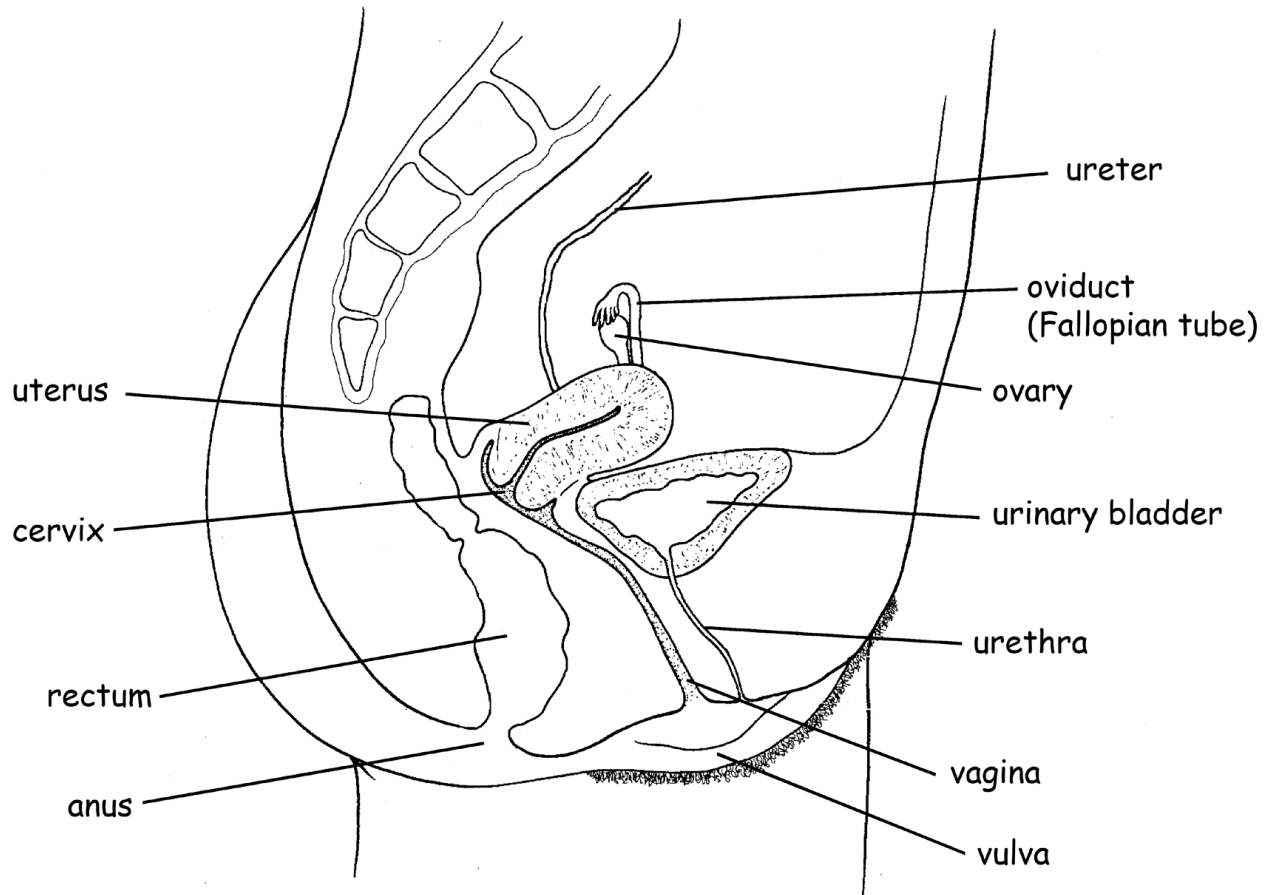
K.5.S1.E.1a
K.5.S2.E.1a

Reproductive System Diagram: Female Anatomy—Side View



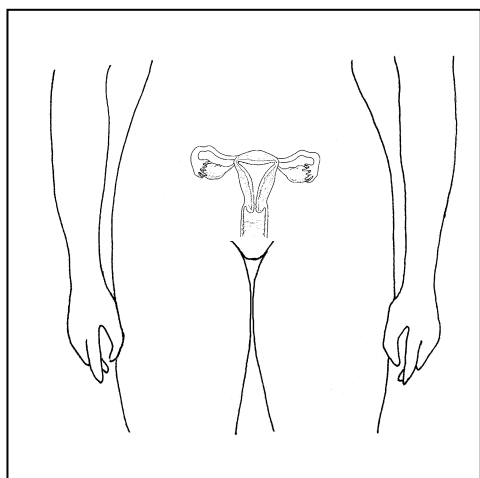
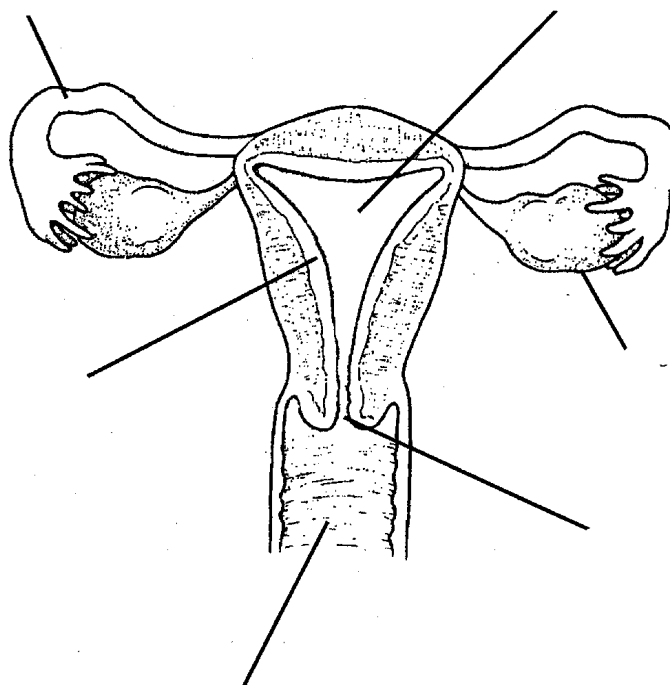
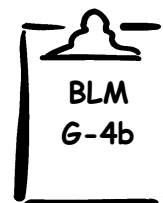
K.5.S1.E.1a
K.5.S2.E.1a

Reproductive System Diagram: Female Anatomy—Side View (Labelled)



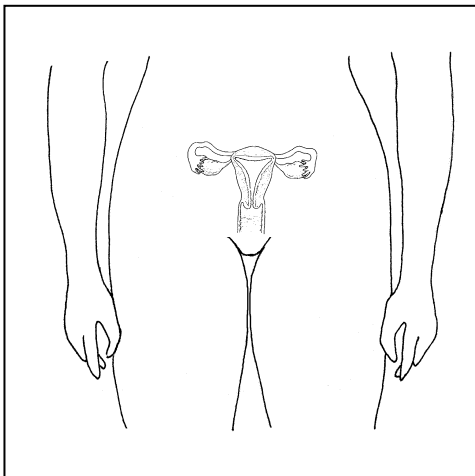
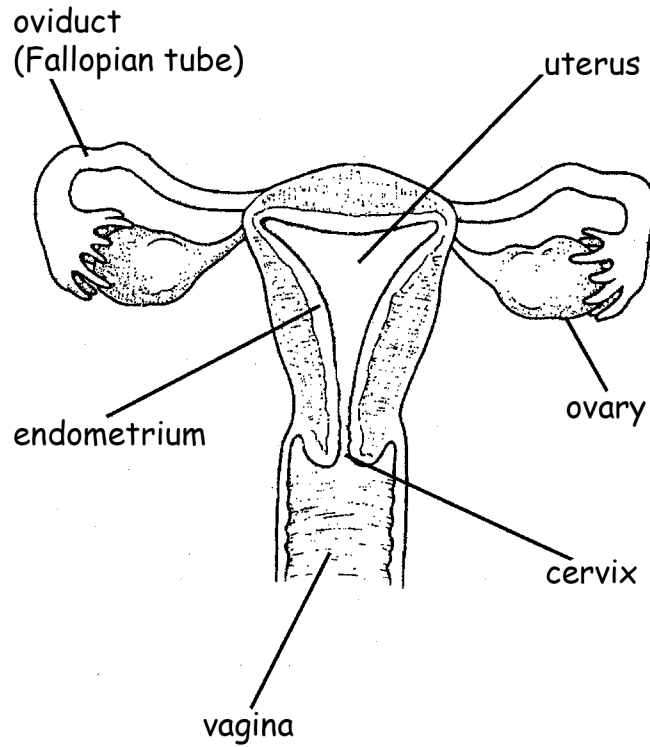
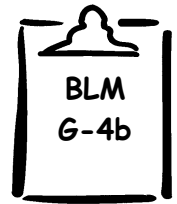
K.5.S1.E.1a
K.5.S2.E.1a

Reproductive System Diagram: Female Anatomy—Front View



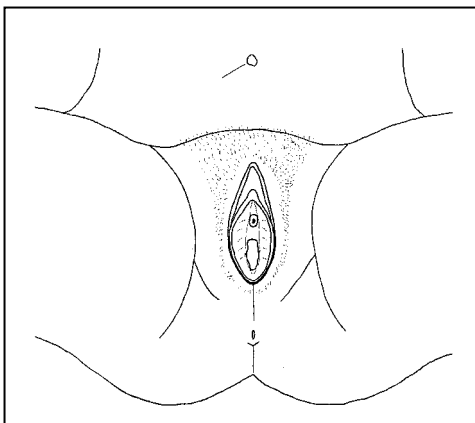
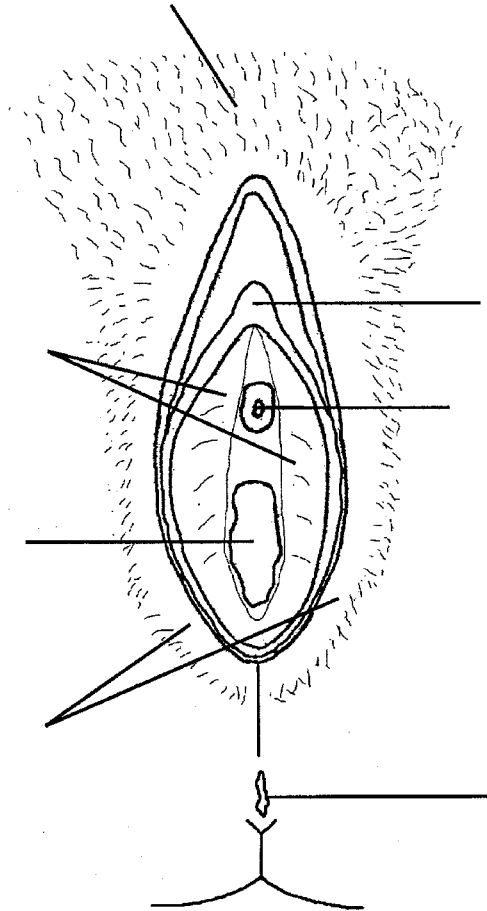
K.5.S1.E.1a
K.5.S2.E.1a

Reproductive System Diagram: Female Anatomy—Front View (Labelled)



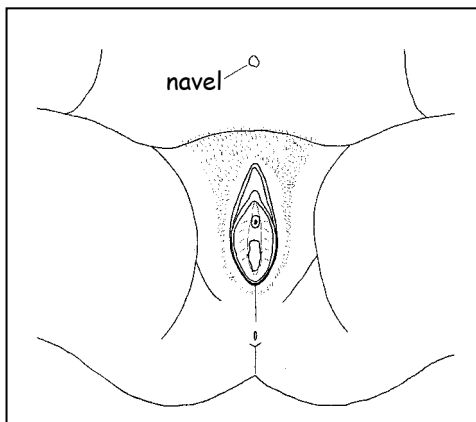
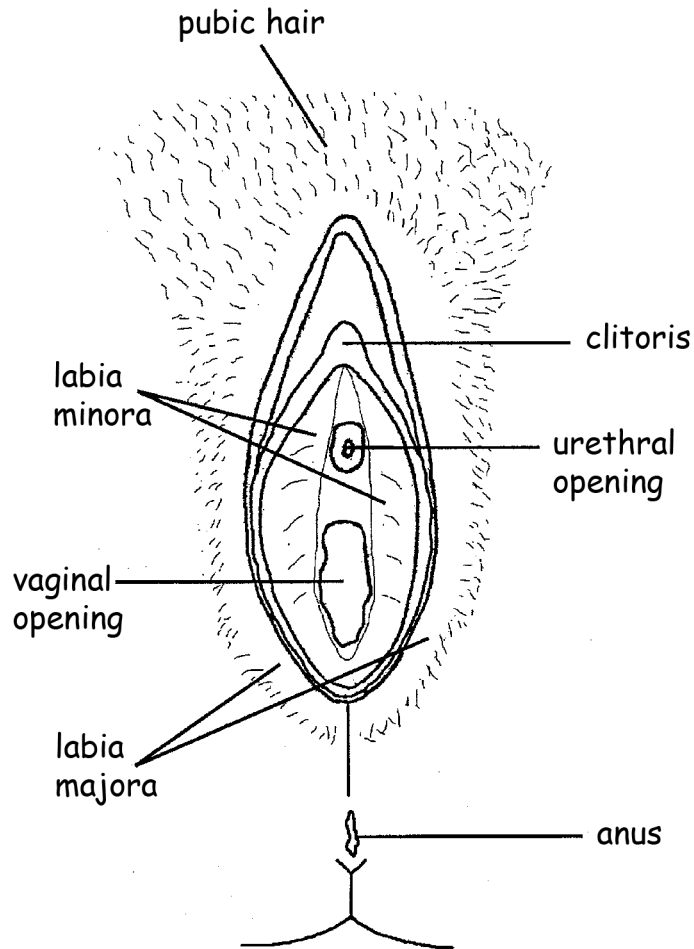
K.5.S1.E.1a
K.5.S2.E.1a

Reproductive System Diagram: Female Anatomy—Bottom View, with Labia Separated



K.5.S1.E.1a
K.5.S2.E.1a

Reproductive System Diagram: Female Anatomy—Bottom View, with Labia Separated (Labelled)



K.5.S1.E.1a
K.5.S2.E.1a

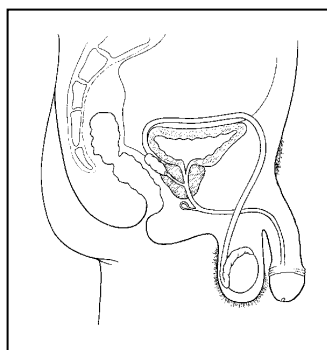
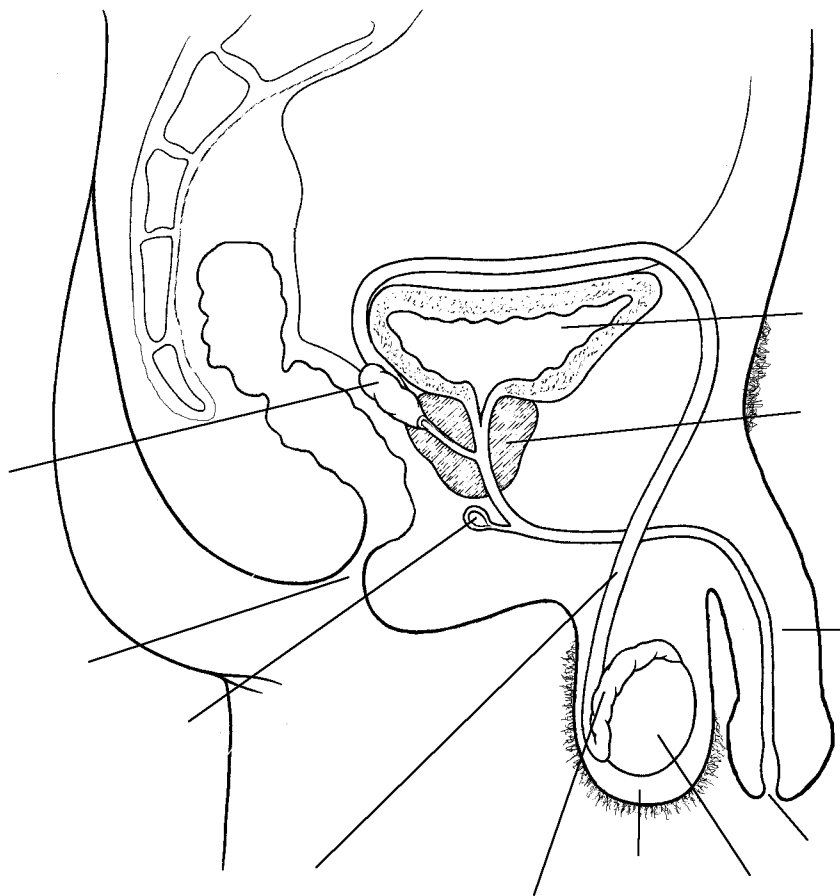
Reproductive System: Female Anatomy—Definitions



anus	the outlet of the rectum lying in the fold between the buttocks. The opening at the end of the anal canal.
cervix	the part of the uterus that protrudes into the cavity of the vagina.
clitoris	a small genital organ whose function is one of sexual pleasure.
endometrium	the inner lining of the uterus, which is partially shed during menstruation.
labia majora	the larger outer pair of skin folds that enclose the vulva.
labia minora	the smaller inner pair of skin folds that enclose the vulva.
ovaries	the pair of organs that store and release egg cells and produce estrogen.
oviduct (Fallopian tube)	one of a pair of ducts opening at one end into the uterus and at the other end into the peritoneal cavity, over the ovary. Each tube serves as a passage through which an ovum is carried to the uterus from the ovary.
rectum	the lower part of the large intestine, between the sigmoid colon and the anal canal.
ureter	one of a pair of tubes that carries urine from the kidneys into the urinary bladder.
urethra	a tube leading from the bladder that carries urine out of the body. Its opening lies in the vulva between the vagina and the clitoris.
urinary bladder	the organ that holds urine excreted by the kidneys.
uterus	a pear-shaped hollow organ with muscular walls where a fertilized egg becomes embedded and the fetus develops.
vagina	a hollow, muscular, tunnel-like structure that forms the passageway between the cervix and vulva.
vulva	the "outside" or external sex organs.

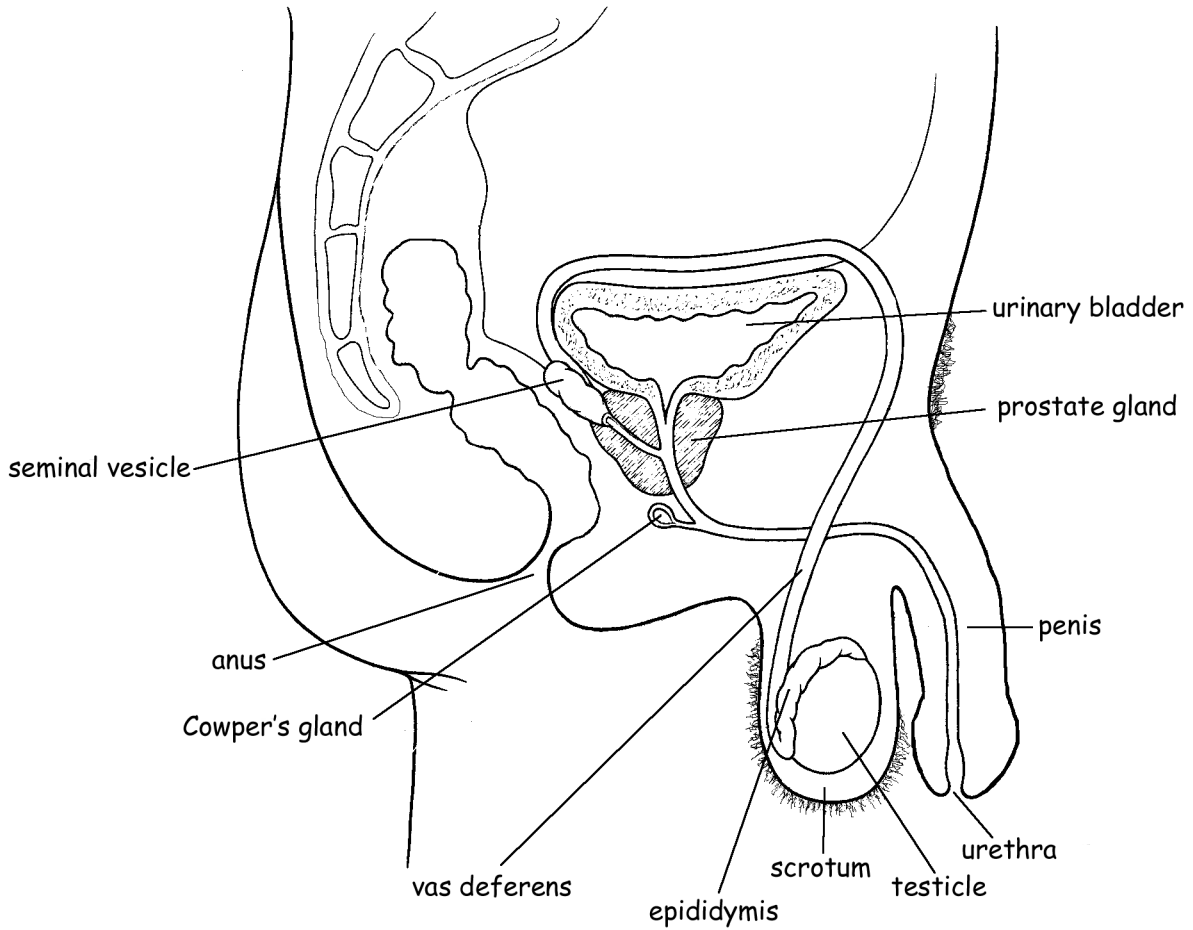
K.5.S1.E.1a
K.5.S2.E.1a

Reproductive System Diagram: Male Anatomy—Side View

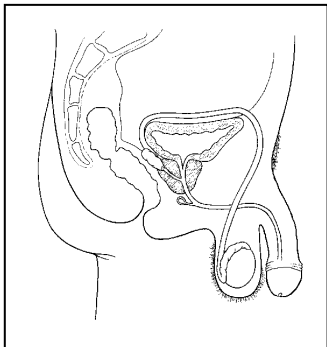


K.5.S1.E.1a
K.5.S2.E.1a

Reproductive System Diagram: Male Anatomy—Side View (Labelled)



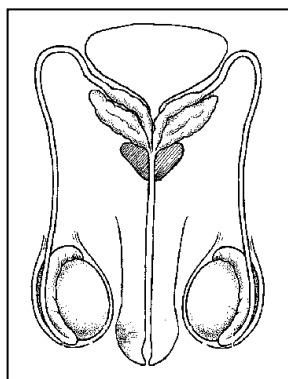
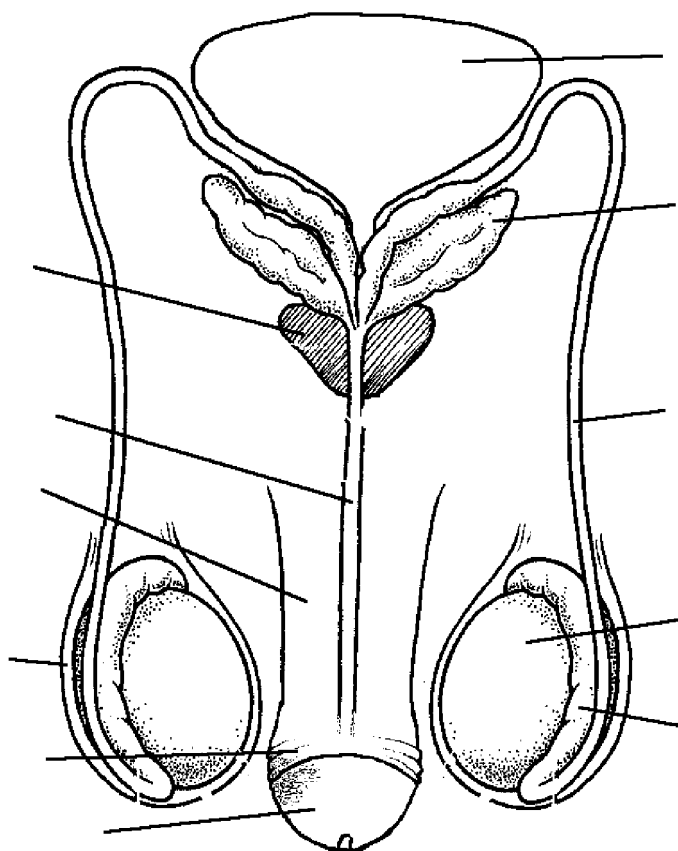
Uncircumcised



Circumcised

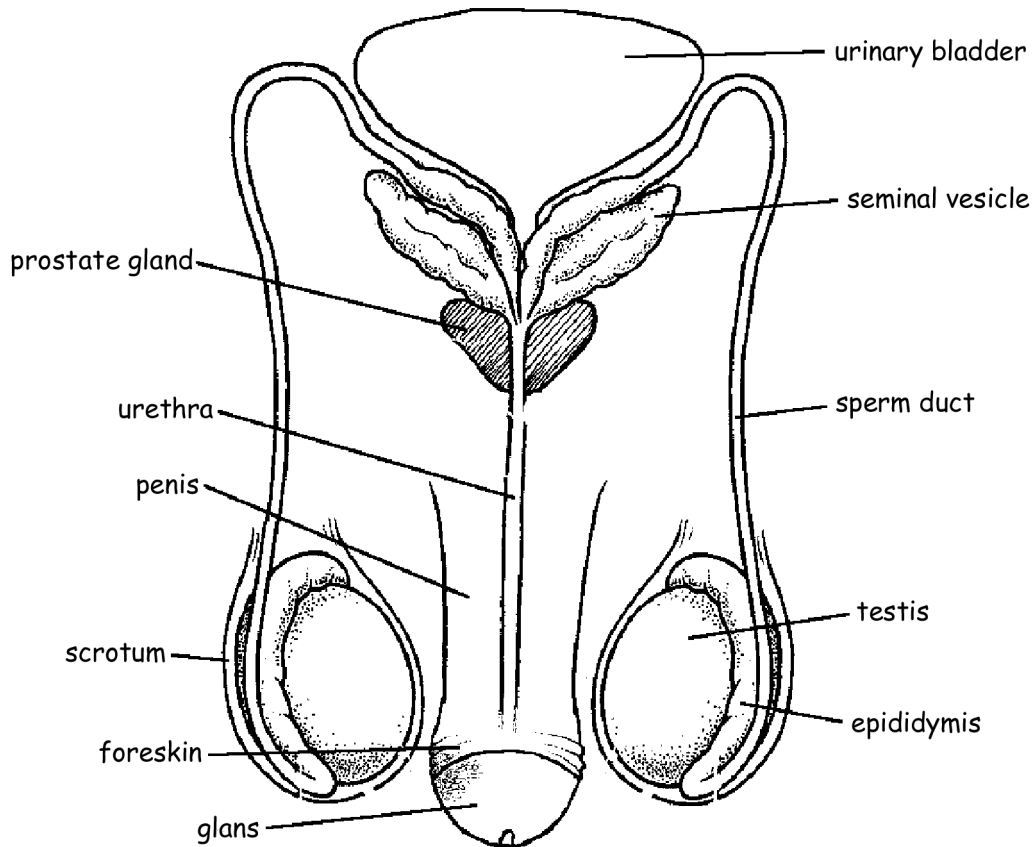
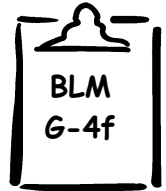
K.5.S1.E.1a
K.5.S2.E.1a

Reproductive System Diagram: Male Anatomy—Front View

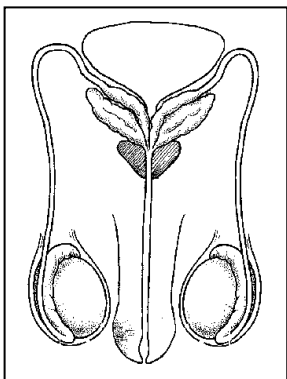


K.5.S1.E.1a
K.5.S2.E.1a

Reproductive System Diagram: Male Anatomy—Front View (Labelled)



Circumcised



Uncircumcised

K.5.S1.E.1a
K.5.S2.E.1a

Reproductive System: Male Anatomy—Definitions



anus	the outlet of the rectum lying in the fold between the buttocks. The opening at the end of the anal canal.
circumcision	the operation to remove the foreskin of the penis.
Cowper's glands	a pair of small glands at the base of the penis that secrete seminal fluid.
epididymis	a long, tightly coiled duct that carries sperm from seminiferous tubules of the testes to the vas deferens.
foreskin	the loose fold of skin that covers the end of the penis. Foreskin is removed during circumcision.
glans	the head of the penis.
penis	the sex organ of generation.
prostate	a walnut-sized gland that surrounds the neck of the bladder and urethra. This gland helps produce the milky semen necessary for carrying sperm.
scrotum	the wrinkly sac of skin, sparsely covered with hair, that holds the testicles.
seminal vesicles	the two sac-like glands at the base of the bladder and connected to the prostate gland that provide nutrients for the semen.
testicle/testis	the organ located behind the penis that produces sperm.
urethra	a tube leading from the bladder that carries urine through the penis to the opening at the tip of the glans. Semen also passes through this tube.
urinary bladder	the organ that holds urine excreted by the kidneys.
vas deferens	the tube that transports sperm from the epididymis from each testicle to the urethra in the prostate gland. (Also referred to as ductus deferens.)

S.5.S1.A.4
S.5.S1.A.5
S.5.S2.A.5

DECIDE Model



1. **D.** Define the topic or problem/issue.

2. **E.** Explore the alternatives or options. (What are your choices?)

3. **C.** Check alternatives. (List pros and cons for **each** alternative/option.)

Pros:

Cons:

4. **I.** Identify possible solutions. (Pick the best choices.)

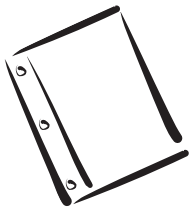
5. **D.** Decide and take action. (Make the best choice.)

6. **E.** Evaluate and revise.

Comments:

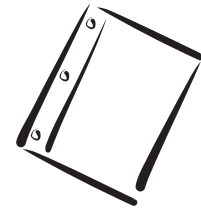


Resource Masters (RMs)



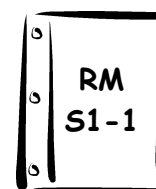
Senior 1

Resource Masters



-
- RM S1-1: Muscle Fibre Types
 - RM S1-2: *Employability Skills 2000*⁺
 - RM S1-3: Relationship Cards
 - RM S1-4: Postponing Intercourse Versus Having Intercourse
 - RM S1-5: The Prevention of HIV/AIDS

Muscle Fibre Types



Type	Slow-Twitch Muscle Fibre Type I (SO—slow oxidative)	Fast-Twitch Muscle Fibre Type IIA (FOG—fast oxidative glycolytic)	Fast-Twitch Muscle Fibre Type IIB (FG—fast glycolytic)
Characteristics			
Colour	red	pale red to white	white
Fatigue resistance	high	moderate	low
Myoglobin concentration (delivery of oxygen to the muscles)	high	moderately high	low
Glycolytic capacity (release of glycogen within the muscles)	low	intermediate to high	high
Contractile speed	slow	fast	very fast
Aerobic capacity	high	moderate	low
Anaerobic capacity	low	high	high
Strength and power	low motor unit strength; low power output	high motor unit strength; high power output	high motor unit strength; high power output
Most active during	long distance running/swimming/ cycling	weight lifting	short sprints; explosive jumping

References:

Temertzoglou, Ted, and Paul Challen. *Exercise Science: An Introduction to Health and Physical Education*. Toronto, ON: Thompson Educational Publishing, Inc., 2003.

Wilmore, Jack H., and David L. Costill. *Physiology of Sport and Exercise*. 3rd ed. Windsor, ON: Human Kinetics, 2004.



Employability Skills 2000⁺

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve



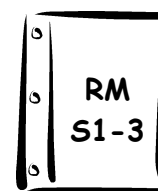
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S.4.S1.A.3

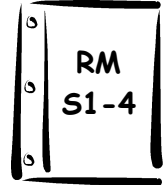
Relationship Cards



likes to party	calls me every day	is really smart	is confident
likes to hug and cuddle	knows how to deal with conflict in a positive way	puts a lot of time and effort into the relationship	holds anger in
tells me what to wear	chooses my friends	remembers important dates	has a good sense of style
puts me down in front of others	doesn't like to talk about feelings	likes to buy me lots of gifts	makes time to see me
doesn't follow through with promises	sometimes hits during arguments	doesn't like to say sorry when responsible for a problem	won't let me go out with friends
criticizes me	complains often	doesn't want a long-term relationship	often wants own way
listens to me	is accepting of others	accepts me as a person	puts up with my mistakes
trusts me	communicates feelings	doesn't try to change me	can be trusted
accepts differences	shares some of my interests	allows for disagreements between us	makes me feel special
talks easily	makes me laugh	is able to discuss sexual limits and safer sex	puts up with my tiredness

Adapted, by permission, from Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. 258.

Postponing Intercourse Versus Having Intercourse



Reasons why young people choose to postpone having intercourse...	Reasons why young people choose to have intercourse...
<p>Religious/cultural beliefs</p> <p>Not ready</p> <p>Not wanting to hide something from parents</p> <p>Avoid guilt, fear, and disappointment</p> <p>No worries about STIs or pregnancy (because abstinence is the only method that is 100% effective in preventing STIs and pregnancy)</p> <p>More time for friends and other activities</p> <p>More time for the relationship to develop</p> <p>Concern about reputation</p> <p>Personal belief that sex belongs only in a certain kind of relationship</p> <p>Belief that sex too soon can hurt a relationship (with a partner, friends, or parents)</p> <p>Had sex once before and decided s/he is not ready for a sexual relationship (for any of the above reasons: just because someone says "yes" to sex once does not mean s/he has to say "yes" again)</p>	<p>"Hormones"/desire/curiosity</p> <p>To demonstrate love for partner</p> <p>Feeling pressured by your partner or others</p> <p>"Social" pressure, feeling that everyone is doing it, and you're not quite normal if you're not</p> <p>Wanting to feel loved/wanted</p> <p>Feels good</p> <p>To get someone to love you, to prevent the relationship from ending</p> <p>Influence of alcohol and/or drugs</p> <p>Not knowing how to say "no," just "going along"</p> <p>Both partners really love each other, and want to express it this way</p> <p>Those questioning their sexual orientation may have sex in an attempt to "figure out" if they are attracted to opposite or same-sex partners</p>

Source: Adapted with permission from resource material produced by the City of Ottawa, People Services Department.

Reference: Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. 277.



How HIV Is Spread

HIV is spread by

- ◆ having sexual intercourse with an infected person
- ◆ sharing contaminated needles/syringes
- ◆ receiving contaminated blood/blood products (low risk in Canada in 2004)
- ◆ infected pregnant female to fetus
- ◆ infected mother to child in breast-feeding

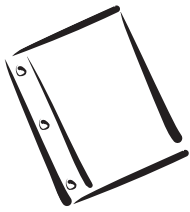
How HIV Transmission May Be Prevented

Most effective methods:

- ◆ Abstain from intercourse.
- ◆ Do not share needles/syringes or other drug-use equipment.
- ◆ Use only clean, new needles/syringes.

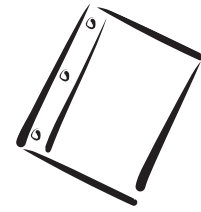
Other methods:

- ◆ Maintain a mutual monogamous relationship with partner who is HIV-negative.
- ◆ Practise safer sex:
 - Use latex condoms.
 - Reduce the number of sex partners.
- ◆ A female infected with HIV should not breast-feed her infant.
- ◆ Use latex gloves if exposed to someone else's blood or body fluids.
- ◆ If pregnancy occurs, seek medical care and request HIV testing. Early treatment can significantly reduce the chances of the fetus being affected.



Senior 2

Resource Masters



-
- RM S2-1: Code of Ethics
 - RM S2-2: Scoring Rubric for Group Presentation
 - RM S2-3: Adult CPR: Skill-Performance Checklist (One Rescuer)
 - RM S2-4: *The Northern Food Guide*
 - RM S2-5: “Nutrivia” Questions and Answer Key
 - RM S2-6: Legal Brainteaser Scenario and Answer Key



Code of Ethics for Participants

The school requires participants to:

- Conduct themselves at all times with honour and dignity
- Treat visiting teams, spectators, and officials as honoured guests
- Faithfully complete school work as practical evidence of loyalty to the school and team
- Show that it is a privilege to represent the school
- Remember that there is no place in school athletics before, during, or after competition for the use of alcohol or drugs of any kind

The game requires participants to:

- Maintain a high level of physical fitness
- Be fair at all times
- Believe in the honesty and integrity of opponents and officials
- Play the game for the game's sake
- Accept peacefully and without question the decisions of the officials

Fair play demands that participants:

- Recognize and applaud honestly and wholeheartedly the efforts of teammates and opponents, regardless of skill, score, colour, creed, or race
- Give opponents full credit when they win
- Learn to work at correcting personal faults
- Play hard and to the limit of personal abilities, regardless of discouragement—a true athlete does not give up, quarrel, cheat, bet, or show off
- Accept both victory and defeat with pride and compassion, never boastful or bitter

Code of Ethics for Spectators

- Believe in the honesty and integrity of participants, coaches, and officials
- Accept peacefully and without question the decisions of the officials
- Recognize and applaud honestly and wholeheartedly the efforts of participants, regardless of skill, score, colour, creed, or race

Be a fan... not a fanatic!

(continued)

Code of Ethics (continued)



Code of Ethics for Coaches

The school expects coaches to:

- Be an integral part of the school system as an educational contribution
- Remember that the athletic arena is a classroom with moral and educational obligations required at all times
- Insist upon high scholarship and enforcement of all rules of eligibility

The participants expect coaches to:

- Take the responsibility of maintaining up-to-date knowledge with sound and current coaching techniques/procedures
- Maintain fair, unprejudiced relationships with all team members
- Pay careful attention to the physical condition of players
- Inspire a love of the game and a desire to compete fairly

Fair play demands that coaches:

- Take a strong stand against profanity, unfair play, and inappropriate behaviour of team members
- Maintain self-control at all times, accepting decisions of officials without outward appearance of vexation
- Teach athletes to win by use of legitimate means only
- Believe in the honesty and integrity of opponents and officials
- Teach that to win is always desirable, but to win at any cost defeats the purpose of the game

Code of Ethics for Officials

Officials are expected to:

- Maintain a professional relationship toward the event, the players, the coaches, and spectators at the venue and away from the venue
- Prepare thoroughly
- Be on time for duty and appear in appropriate uniform and in a professional manner
- Be rested and alert
- Adhere to right decisions despite disapproval of spectators, coaches, and players
- Control temper at all times in dealing with players, coaches, and crowds
- Respect and aid companion officials in making decisions
- Make interpretations and announcements clear to both teams

Fair play demands that officials:

- Maintain a pleasant, impartial attitude toward all players and coaches
- Carry out duties so as not to distract from the players or the game
- Discourage any acts of unfair play

Scoring Rubric for Group Presentation



Skill	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
	The group			
Research Process	<ul style="list-style-type: none"> uses a wide variety of resources uses the research process proficiently 	<ul style="list-style-type: none"> uses several resources uses the research process capably 	<ul style="list-style-type: none"> uses a few resources needs more confidence using the research process 	<ul style="list-style-type: none"> uses limited (if any) resources needs to provide more detailed information
Organization and Sequence	<ul style="list-style-type: none"> introduces the topic effectively arranges information in exceptional sequence concludes report effectively 	<ul style="list-style-type: none"> introduces the topic clearly shows careful sequencing in arranging information concludes report capably 	<ul style="list-style-type: none"> introduces the topic needs to provide more evidence of sequencing in arranging information needs to tie conclusion more directly to topic 	<ul style="list-style-type: none"> needs to introduce the topic more clearly needs to sequence more clearly needs to provide a more specific conclusion
Presentation	<ul style="list-style-type: none"> consistently keeps the audience's attention is interesting and informative presents in a clear and dynamic voice 	<ul style="list-style-type: none"> generally keeps the audience's attention is informative presents in a clear and audible voice 	<ul style="list-style-type: none"> requires more expressiveness to keep the audience's attention needs to provide more information presents in an audible voice 	<ul style="list-style-type: none"> does not hold the audience's attention shows evidence of missing information is difficult to hear
Creativity	<ul style="list-style-type: none"> uses creativity extensively to enhance the project uses pictures, graphs, charts, and diagrams extensively 	<ul style="list-style-type: none"> uses creativity to enhance the project uses pictures, graphs, charts, and diagrams to support the project 	<ul style="list-style-type: none"> attempts to enhance the project with creativity includes some pictures, graphs, charts, and diagrams 	<ul style="list-style-type: none"> makes little attempt to enhance the project with creativity needs to use more pictures, graphs, charts, and diagrams

K.3.S2.B.3
S.3.S2.A.2

Adult CPR: Skill-Performance Checklist (One Rescuer)



Skills/Steps	Check ✓
1. Check scene for safety.	
2. Determine that victim is unresponsive.	
3. Call emergency medical services (EMS).	
4. Open AIRWAY using head-tilt/chin-lift or jaw-thrust manoeuvre.	
5. Check for BREATHING: <ul style="list-style-type: none">• Look• Listen• Feel	
6. If victim is breathing, place in recovery position.	
7. If victim is not breathing, give two slow breaths. Watch for chest rise. Allow for exhalation between breaths.	
8. Check for visible signs of CIRCULATION (carotid pulse). If pulse is present but breathing is absent, provide rescue breathing— 1 breath every 5 seconds.	
9. If there is no carotid pulse, give 15 chest compressions (at rate of 80 to 100 compressions per minute), followed by 2 slow breaths. Repeat 15:2 cycle.	
10. Reassess after 4 of the 15:2 cycles. If there is no carotid pulse, continue 15:2 cycle, beginning with chest compressions.	

K.5.S2.C.1a
S.5.S2.A.3a

The Northern Food Guide

RM
S2-4

EAT FOODS FROM EACH GROUP EVERY DAY FOR HEALTH
POUR ÊTRE EN SANTÉ MANGEZ DES ALIMENTS DE CHAQUE GROUPE

MILK & MILK SUBSTITUTES
LAIT & SES SUBSTITUTS

MEAT & MEAT SUBSTITUTES
VIANDES & SES SUBSTITUTS



BANNOCK, BREADS & CEREALS
BANIQUE, PAIN ET CÉRÉALES

VEGETABLES, FRUITS & BERRIES
FRUITS & LÉGUMES ET FRUITS SAUVAGES

 Northern

Healthy
Living



Vivre en
santé

North **MART**



This entire game may take 25 to 30 minutes to play. Choose 5 to 10 minutes' worth on any given day.

Categories

Questions from six categories (and point values) are suggested on the following pages.

Questions can also be added or substituted, based on a monthly theme (e.g., Thanksgiving).

"NUTRIVIA"					
General	Vitamins/ Minerals	Canada's Food Guide	Fat	Grains	Physical Activity
100	100	100	100	100	100
200	200	200	200	200	200
300	300	300	300	300	300
400	400	400	400	400	400
500	500	500	500	500	500

Procedure

1. Divide the class into teams. Each team chooses a team name representing a type of food (e.g., Red Hot Chili Peppers).
2. Read out questions from a given list of categories, such as those presented on the following pages.
3. The captain of each team needs a "bell" or "buzzer" to indicate when the team has the required answer.
4. The team captain must wait to "buzz in" until the entire question is read—otherwise, answers will not count.

(continued)

**General**

1. What is called the most important meal of the day?
2. What stimulant increases respiration rate, heart rate, blood pressure, and the secretion of hormones?
3. What word describes a person who does not consume any animal products in his or her diet?
4. What is the practice of eating five or six small portions of healthy food throughout the day called?
5. What nutrients provide 4 cal/g, 9 cal/g, and 4 cal/g respectively?

Vitamins/Minerals

1. What mineral is required for developing strong bones?
2. What vitamin controls the way your body uses calcium?
3. What are the water-soluble vitamins?
4. What mineral is part of the hemoglobin in the blood that carries oxygen?
5. The lack of antioxidant vitamins in our diet has been associated with increasing the risk of what disease?

Canada's Food Guide to Healthy Eating

1. According to *Canada's Food Guide to Healthy Eating*, one should eat five to twelve servings daily from what food group?
2. One 100-gram serving of tofu and an egg would meet the lower recommendation for what food group?
3. One cup of juice counts as one serving (out of a possible five to ten servings) from what food group?
4. Gravy, mayonnaise, and potato chips fall into what category?
5. What food group contains the richest natural food source of calcium?

Fat

1. Our daily diet should be composed of what percentage of fat?
2. What can be removed from chicken, making it one of the leanest meats?
3. The fat content in a sandwich can be reduced if you replace butter with what?
4. The diet should be composed of 10% from each of which three fats?
5. What type of fat is most connected with heart disease?

Grains

1. What energy nutrient is the major component of cereals, breads, grains, fruit, and vegetables?
2. What non-energy-yielding component of breads, cereals, fruit, and vegetables is digested by bacteria in the colon and helps increase cholesterol clearance?
3. High-fibre foods may help prevent colon and breast cancer and are generally low in what energy nutrients?
4. The majority of grains in an individual's daily diet should not be simple, but should be what?
5. A slice of whole rye bread, as opposed to a slice of "white" bread, releases its energy into the bloodstream at a slow rate. The index identifying this is called what?

Physical Activity

1. The physically active person's diet should be higher in what energy-yielding nutrient?
2. What non-energy-yielding nutrient should be higher during physical activity to prevent dehydration?
3. What type of exercise helps increase the amount of good cholesterol (high-density lipoprotein [HDL]) in the body?
4. What type of regular physical activity helps prevent osteoporosis?
5. As you exercise, what increases in the body that causes you to burn more calories?

(continued)

**General**

1. What is called the most important meal of the day?
Breakfast (100)
2. What stimulant increases respiration rate, heart rate, blood pressure, and the secretion of hormones?
Caffeine (200)
3. What word describes a person who does not consume any animal products in his or her diet?
Vegetarian (300)
4. What is the practice of eating five or six small portions of healthy food throughout the day called?
Grazing (400)
5. What nutrients provide 4 cal/g, 9 cal/g, and 4 cal/g respectively?
Carbohydrates (CHO), fat, and protein OR protein, fat, and CHO (500)

Vitamins/Minerals

1. What mineral is required for developing strong bones?
Calcium (100)
2. What vitamin controls the way your body uses calcium?
Vitamin D (200)
3. What are the water-soluble vitamins?
Vitamins B and C (300)
4. What mineral is part of the hemoglobin in the blood that carries oxygen?
Iron (400)
5. The lack of antioxidant vitamins in our diet has been associated with increasing the risk of what disease?
Cancer (500)

Canada's Food Guide to Healthy Eating

1. According to *Canada's Food Guide to Healthy Eating*, one should eat five to twelve servings daily from what food group?
Grain products (100)
2. One 100-gram serving of tofu and an egg would meet the lower recommendation for what food group?
Meat and alternatives (200)
3. One cup of juice counts as one serving (out of a possible five to ten servings) from what food group?
Vegetables and fruit (300)
4. Gravy, mayonnaise, and potato chips fall into what category?
"Other" foods or extras (400)
5. What food group contains the richest natural food source of calcium?
Milk products (500)

(continued)

"Nutrivia": Answer Key (continued)



Fat

1. Our daily diet should be composed of what percentage of fat?
25% to 30% (100)
2. What can be removed from chicken, making it one of the leanest meats?
Skin (200)
3. The fat content in a sandwich can be reduced if you replace butter with what?
Lower fat spreads such as mustard or light salad dressing (300)
4. The diet should be composed of 10% from each of which three fats?
Polyunsaturated fat, monounsaturated fat, and saturated fat (400)
5. What type of fat is most connected with heart disease?
Saturated fat (500)

Grains

1. What energy nutrient is the major component of cereals, breads, grains, fruit, and vegetables?
Carbohydrates (100)
2. What non-energy-yielding component of breads, cereals, fruit, and vegetables is digested by bacteria in the colon and helps increase cholesterol clearance?
Fibre (200)
3. High-fibre foods may help prevent colon and breast cancer and are generally low in what energy nutrients?
Fat and protein (300)
4. The majority of grains in an individual's daily diet should not be simple, but should be what?
Complex (400)
5. A slice of whole rye bread, as opposed to a slice of "white" bread, releases its energy into the bloodstream at a slow rate. The index identifying this is called what?
Glycemic index (500)

Physical Activity

1. The physically active person's diet should be higher in what energy-yielding nutrient?
Carbohydrates (CHO) (100)
2. What non-energy-yielding nutrient should be higher during physical activity to prevent dehydration?
Water (200)
3. What type of exercise helps increase the amount of good cholesterol (high-density lipoprotein [HDL]) in the body?
Aerobic exercise (300)
4. What type of regular physical activity helps prevent osteoporosis?
Weight-bearing activity (400)
5. As you exercise, what increases in the body that causes you to burn more calories?
Basal metabolic rate (BMR) (500)



Joel (age 17), his brother Barry (age 16), and two friends (ages 19 and 20) went to Grand Beach to camp for the long weekend. Joel borrowed his mother's van and his brother's tent. His friends purchased three bottles of alcohol and hid them in their camping gear. They arrived at the campground at about 7:30 p.m., unloaded the van, and started a fire. They decided to have a couple of drinks before setting up the tent. At 8:30 p.m., the 20-year-old went to the van to get his stash of marijuana; he rolled some joints and returned the unused portion to the van. At 9:00 p.m., after having consumed four drinks of alcohol, Joel felt sleepy and went to the van to lie down. When he entered the van he felt chilled, so he let it run for about 10 minutes to warm up. Leaving the keys in the ignition, he lay down in the back of the van and fell asleep. The group began to get very boisterous around 10:00 p.m. The Park Rangers came to investigate. They found Joel asleep in the van, and the group drinking around the campfire. Barry and the 19-year-old each had half a joint in their pockets. The Park Rangers searched the van and found two grams of marijuana.



Legal Brainteaser Scenario: Answer Key



The legal consequences given are based on information provided without reading anything more into the scenarios or taking into account any additional investigation that might take place. These are the charges that could arise but may not necessarily be laid.

Person Involved	Legal Consequences
	Note: Laws cited may be subject to change. Consequences were based on law at date of MAAW Kit publication.
Barry (age 16)	<ol style="list-style-type: none"> 1. Minor Consumption—Section 121(5) LCA*—No set fine, would have to go to court. 2. Possession of a substance—(Schedule II) CDSA*—Fine, jail, or both and YCJA*—see NOTE below.
Joel (age 17)	<ol style="list-style-type: none"> 1. Minor Consumption—Section 121(5) LCA*—No set fine, would have to go to court. 2. Impaired (if he exhibited signs) and over .08 (if he blew into breathalyzer) while having care and control of a vehicle—Section 253 (a) & (b) Criminal Code*—Fine, jail, or both and YCJA*—see NOTE below. 3. Prohibit driving 1 year if convicted of (2) not to mention provincial suspension. 4. Vehicle impounded for 30 days—Section 242.1(1.1) HTA*.
19-year-old	<ol style="list-style-type: none"> 1. Possession of a substance (Schedule II) CDSA*—Fine, jail, or both. 2. Supplying liquor to a minor if evidence supports—Section 121(5) LCA*—Fined \$900.
20-year-old	<ol style="list-style-type: none"> 1. Supplying liquor to a minor if evidence supports—Section 121(5) LCA*—Fined \$900.
<p>NOTE: Youth aged 18 and under fall within the jurisdiction of the new <i>Youth Criminal Justice Act</i>. Options for police in the area of CDSA and Criminal Code charges can include: doing nothing (unlikely in the case of impaired driving); issuing a verbal warning; issuing a caution (written warning); referring to an agency that has agreed to take on the client, such as: Addictions Foundation of Manitoba (AFM), Child and Family Services (extra judicial measures); laying a charge and moving to court. Park Rangers would likely evict them as well for rowdy behaviour, and parents of minors would be notified.</p>	

***Canadian and Manitoba Laws Cited:**

LCA—Liquor Control Act

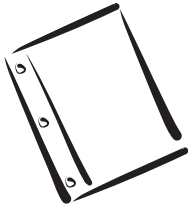
CDSA—Controlled Drugs and Substances Act

Canadian Criminal Code

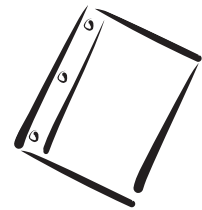
HTA—Highway Traffic Act

YCJA—Youth Criminal Justice Act





General
(Senior 1 and Senior 2)
Resource Masters



-
- RM G–1: Guidelines for Mutual Understanding
 - RM G–2: Active Learning Strategies
 - RM G–3: Exercise Do’s and Don’ts
 - RM G–4: Principles of Training and Conditioning for Physical Activities
 - RM G–5: FITT Principle Guidelines
 - RM G–6: Heart-Rate Zone Levels
 - RM G–7: Heart-Rate Zone Formula
 - RM G–8: Effects of Alcohol and Drugs: Trivia Game and Answer Key
 - RM G–9: Contraceptive Methods and Considerations: Answer Key

Guidelines for Mutual Understanding



Before addressing potentially sensitive learning outcomes, review the following list of "ground rules" with students. This will help develop a climate of trust and understanding among students.

1. Keep in mind that everyone has the right to "pass" on activities/questions that feel uncomfortable. It is all right to feel embarrassed or not to know answers to everything.
2. Be sensitive to the feelings and words of others.
3. Do not laugh or insult anyone who asks a question or makes a comment that seems "odd."
4. Respect everyone's opinion.
5. Remember that all questions are valid, welcome, and worthy of discussion.
6. Be discreet. Make sure that anything discussed in class is not circulated as "gossip" within or outside the school.



Active Learning Strategies



Carousel Brainstorming

Carousel Brainstorming activates students' prior knowledge of a topic or topics through movement and conversation, which provides scaffolding for learning new information and ideas. Students move and rotate around the classroom in small groups, stopping at various stations for a designated amount of time. Students can move in different ways (e.g., walk, run, hop, shuffle-step) and for various time allotments (set amount of time or number of laps). At each station, students generate ideas on different topics or different aspects of a single topic through conversation with peers. Ideas are posted at each station for all groups to read.

Procedure

1. Introduce the topic.
2. Divide the class into small groups.
3. At various locations around the room, place markers and blank posters/sheets, each identified with a category of the topic. (The number of posters/sheets should correspond with the number of groups.)
4. Each group starts at one of the posters and writes down any ideas team members have about a given topic.
5. On a given signal, students move around the room in a predetermined direction to the next poster and write down their ideas.
6. Students continue this process until they have visited all posters.

(continued)



Active Learning Strategies (continued)



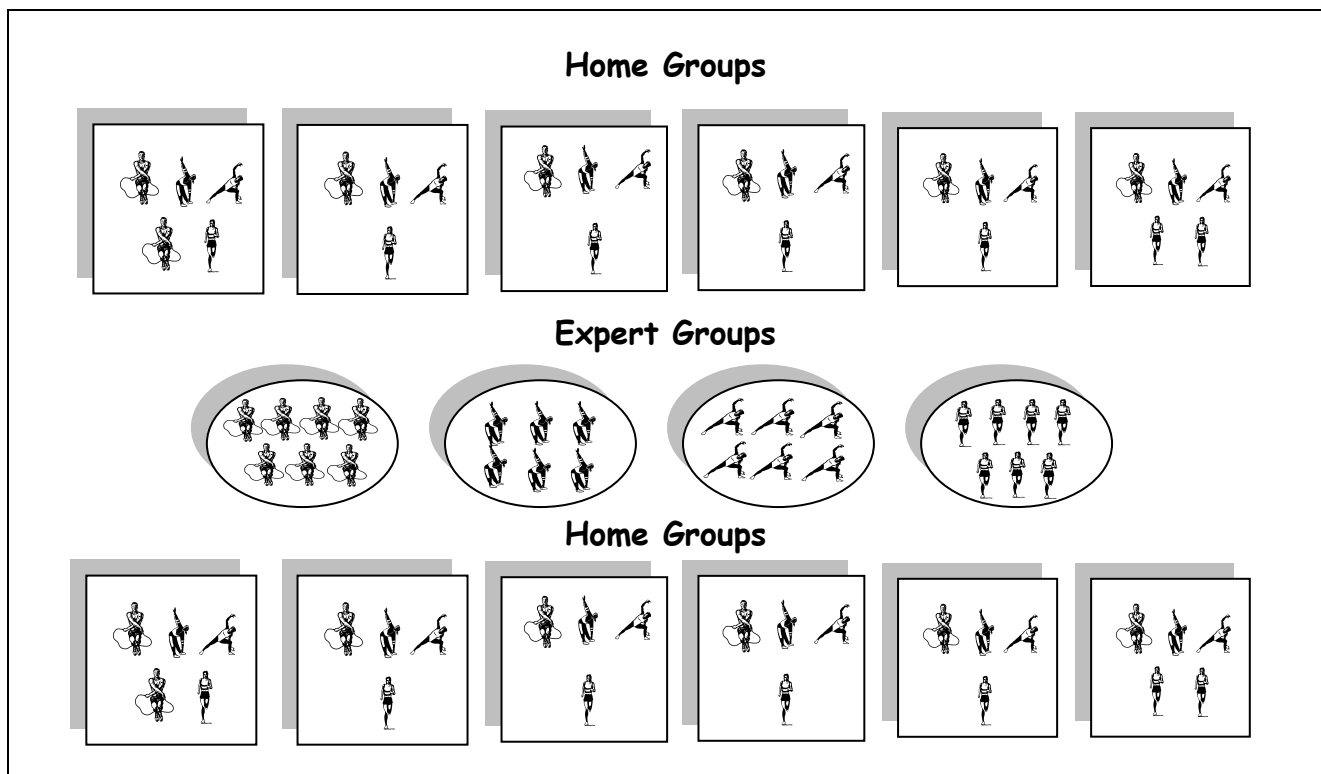
Jigsaw: A Cooperative Learning Strategy

Jigsaw (Aronson *et al.*) is a cooperative learning strategy that enables students to become experts on part of a topic (determined by the teacher), which they share within their group.

Procedure

1. Arrange students in small home groups, with a minimum of three in each group. Provide students with a specific topic or task (e.g., discuss how movement skill patterns transfer from one activity to another).
2. **Home group:** Each student within a group selects and explores a different component of the specified topic/task. (Ensure that the same sub-topics are selected in each group.)
3. **Expert group:** After completing the assigned task, each team member joins students from other teams who have chosen the same sub-topic, forming an expert group. Students share their information, synthesize group discussions, and expand on ideas.
4. **Home group:** Students return to their original home groups and share their "expertise" with each other.

A graphic representation of the Jigsaw strategy follows.



(continued)

Active Learning Strategies

(continued)



Opinion Line

The Opinion Line strategy helps students to recall information and express opinions. It involves movement, decision making, responsible social behaviours, and use of communication skills and styles in a safe environment. Students respond to questions by moving to a designated area.

Procedure

1. Have students line up in the centre of the teaching space (e.g., classroom, gym, blacktop).
2. Have one side of the area represent "Agree," another side "Disagree," and a third side "Neutral" or "Unsure."
3. Ask questions to which students can agree, disagree, or remain neutral/unsure. Students move to the area that represents their opinion, at which time they may be asked to justify their opinion/answer to the class.
4. Students return to centre line after every response.

People Search

People Search involves movement, conversation, and questioning, and activates prior knowledge of a topic. Students find other students who can answer statements on a grid (e.g., Bingo card, questionnaire, chart). The teacher confirms the required responses.

Procedure (for a Bingo Card)

1. Make a list of 25 statements. For example,
Find someone who...
 - eats a minimum of two servings of dairy products daily
 - belongs to a "fitness club"/team
 - ate a minimum of five servings of fruit/vegetables yesterday
 - exercised for a minimum of one hour yesterday
2. Place each statement on one square of a five-by-five-square grid.
3. Provide each student with a grid/card.
4. Students obtain the signatures of other students who can answer the statements on the grid.
5. Play until someone fills one row, forms the letter "T" or "X," or completes the entire grid with signatures.

(continued)

Active Learning Strategies

(continued)

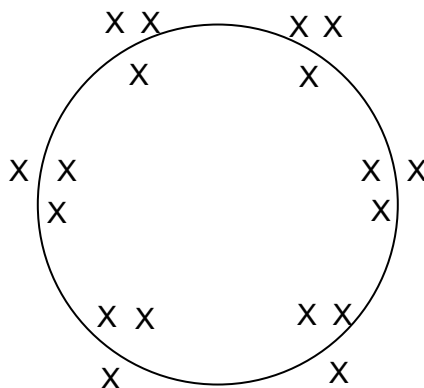


Rotating Reel

Rotating Reel helps students to recall information and discuss it in small- and large-group settings. This strategy involves movement, communication, discussion, and responsible social behaviours. Questions are posed and small-group members rotate in a circular fashion, sharing their answers with the new group.

Procedure

1. Have students form groups of three and assign each person a number (e.g., 1, 2, 3).
2. Have students in each small group distribute themselves evenly on a large circle.
3. Ask the class a question and have each group discuss it to determine a small-group answer.
4. Choose a number and ask the person with that number to move in a specific direction (e.g., clockwise, counter-clockwise, skip a group) to the next group.
5. The moving person shares the answer with the new group, thereby generating discussion.
6. Students present the answer to the large group.
7. Clarify the answer to ensure that all groups have the correct response.
8. Continue the sequence of asking/answering a question, selecting a number to identify the "messenger" who should move in a specified direction to the next group, and sharing the answer.



(continued)

Active Learning Strategies

(continued)



Scavenger Hunt

A Scavenger Hunt activates students' prior knowledge of a topic or topics through movement, critical thinking, problem solving, and conversation (if done in pairs/groups). Students move around to find objects, cards, symbols, and colours, and sort them into categories.

Procedure

1. Make cards containing the information related to a given topic (e.g., food groups, safety symbols, rules of a specific game such as badminton).
2. Spread cards around a designated area indoors or outdoors (e.g., turned over, placed under pylons, posted on a wall).
3. Prepare a recording sheet for students.
4. Have students walk/run to find the cards and record the card information on the sheet.
5. Upon completion, check students' results. Alternatively, have students check their own results.

What's Behind You?

What's Behind You? helps students recall or activate prior knowledge of a topic or topics through conversation, clarification, and encouragement. Students work in pairs, taking turns asking each other questions and assessing each other's answers. Teachers can provide the questions or students may generate their own.



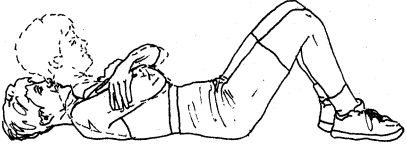

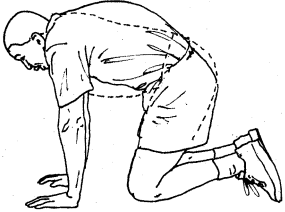
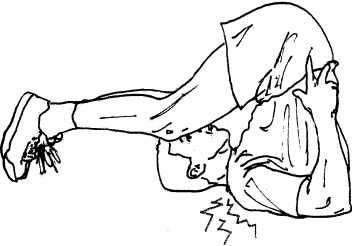

Procedure

1. Place a poster/sign on the wall or display it on an overhead screen.
2. Have pairs of students stand facing each other, with one student having his or her back turned to the poster/screen.
3. Have students take turns asking each other questions based on the information on the poster/screen. The person facing the poster/screen asks the questions, while the other person answers the questions without turning around to look.
4. Students switch roles after each question/answer.

K.2.S1.C.1c
 K.2.S1.C.3
 K.3.S1.A.2
 K.2.S2.C.3
 K.3.S2.A.2

Exercise Do's and Don'ts



Neck	
<p>DO: Neck Lateral Flexion</p> <p>Perform forward and lateral neck flexion and frontal half-rotations.</p> 	<p>DON'T DO: Neck Hyperextension</p> 
<p>DO: Partial Curl-Up</p> 	<p>DON'T DO: Head Throw in a Crunch</p> <p>Avoid straight leg sit-ups and placing hands behind neck area.</p> 
<p>DO: Cat and Camel (Strengthens back and abdominal muscles.)</p> <p>On hands and knees with head parallel to floor, arch the back and then let it slowly sag toward floor. Try to keep arms straight.</p> 	<p>DON'T DO: The Plow</p> 
Chest / Shoulders	
<p style="text-align: center;">DO: Anterior Chest/Shoulder Stretch</p> <p>Clasp hands together behind trunk with elbows extended. Slowly raise arms upward.</p> 	

(continued)

K.2.S1.C.1c
 K.2.S1.C.3
 K.3.S1.A.2
 K.2.S2.C.3
 K.3.S2.A.2

Exercise Do's and Don'ts (continued)

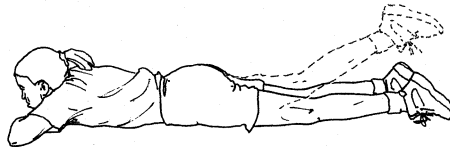


Low Back

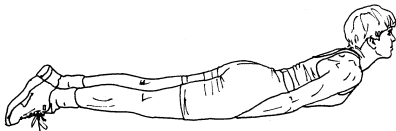
DO: Single Leg Extension

(Strengthens hip and buttock muscles and stretches abdominal and leg muscles.)

Lie on stomach with arms folded under the chin. Slowly lift one leg—not too high—without bending it, while keeping pelvis flat on floor. Slowly lower the leg and repeat with the other leg.



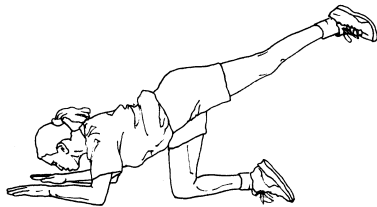
DO: Trunk Extension



DON'T DO: Swan Lift



DO: Leg Lift with Trunk and Leg in Straight Line



DON'T DO: Leg Lift with Trunk Hyperextended

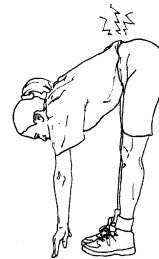


Low Back / Hamstrings

DO: Seated Hip/Trunk Flexion



DON'T DO: Unsupported Hip/Trunk Flexion

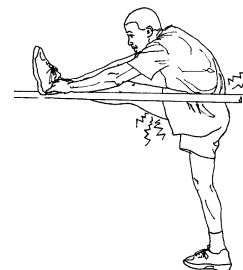


DO: Hamstring Stretch—Knee to Chest

Straighten bent leg upward to ceiling, keeping both hips on ground.



DON'T DO: Hamstring Stretch—Leg on Bar



(continued)

K.2.S1.C.1c
 K.2.S1.C.3
 K.3.S1.A.2
 K.2.S2.C.3
 K.3.S2.A.2

Exercise Do's and Don'ts (continued)

Groin

DO: Groin Stretch

From a tailor-sitting position, with soles of feet together, place hands on inside of knees and push downward slowly.



Quadriceps / Hip Flexors / Glutei Maximi

DO: Quadriceps/ Hip Flexor Stretch



DON'T DO: Hurdler's Stretch



DO: Half Squat

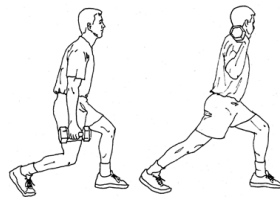


DON'T DO: Full Squat and Deep Knee Bend

Avoid knee flexing past 90° angle.



DO: Lunge (With knee in line with supporting heel.)



DON'T DO: Lunge (With knee forward on supporting foot.)



Posterior Lower Legs (Calves)

DO: Posterior Lower Leg Stretch

Assume front-leaning position against wall with one foot ahead of the other. Flex hip, knee, and ankle to lower the body closer to ground, keeping feet flat on floor.



Standing with balls of feet on stairs, curb, or wood block, lower heels to floor.

Principles of Training and Conditioning for Physical Activities



1. **Principle of Progressive Overload:** The principle of overload suggests that in order to see an improvement in fitness (i.e., response), the dose of physical activity must exceed that to which the individual is already accustomed. The dose of physical activity is controlled by the manipulation of frequency, intensity, time, and type of exercise, otherwise known as the FITT principle. However, for overall/absolute training progress, the individual's muscles or muscle groups must be subjected to greater and greater overloads over time.
2. **Principle of Specificity:** The principle of specificity suggests that improvements in physical fitness are specific to the demands or characteristics (e.g., FITT, speed, angle, acceleration, muscle fibre recruited) imposed by the physical activity. This principle is also known as the SAID principle (specific adaptation to imposed demands).
3. **Principle of Reversibility/Regularity:** The principle of reversibility/regularity suggests that any improvement in physical fitness due to physical activity is entirely reversible. In other words, "use it or lose it." This principle suggests that regularity and consistency of physical activity are important determinants of both maintaining and improving fitness.
4. **Principle of Diminishing Return:** The principle of diminishing return suggests that the rate of fitness improvement diminishes over time as fitness approaches its ultimate genetic potential. Colloquially stated, as fitness improves, "you receive less bang for your buck."
5. **Principle of Stress/Rest:** The principle of stress/rest suggests that, following an exercise session or workout, the body requires adequate rest to recover the energy that was expended and to make repairs to the muscle tissues. The length and kind of rest depend upon the intensity of the exercise session or workout and the fitness level of the individual. If sufficient recovery time is not allowed for adaptation, fitness may decrease, fatigue may set in, and injury may occur. This is commonly referred to as over-training.
6. **Ceiling Principle:** The ceiling principle suggests that as an individual increases his or her physical fitness, the rate of improvement gets smaller to the point of no improvement, referred to as a plateau. Everyone has his or her own ceiling for improvement, which is affected by genetics (e.g., proportion of slow-twitch to fast-twitch muscle fibres). Strategies to minimize the ceiling effect include: a temporary layoff from the workout schedule, a change in routine, a change in the intensity of the workout, and cross-training (i.e., a variety of exercises incorporating cardiovascular, strength, endurance, and flexibility choices).
7. **Maintenance Principle:** The maintenance principle suggests that once an individual reaches a level of fitness that meets his or her needs, it is possible to maintain the results gained through a reduction in training frequency (up to one third); however, the intensity and duration must remain the same.

(continued)

K.2.S1.C.2
K.2.S2.C.2

Principles of Training and Conditioning for Physical Activities (continued)



8. **Principle of Individual Variability:** The principle of individual variability suggests that the individual response (i.e., adaptation) to physical activity is highly heterogeneous. In other words, no two individuals will respond in exactly the same way to a similar dose of physical activity.
9. **Starting Point Principle:** The starting point principle suggests that in order to bring about long-term physical changes/improvements in the way the body functions, the body must be provided with greater stress than it regularly encounters in "everyday life." The lower the baseline or starting point is, the easier it is to see improvements, and the higher the starting point is, the harder it is to see significant gains.
10. **FITT Principle:** The four variables that need to be considered when developing an exercise program are:
 - **Frequency:** the number of training sessions per week; depends on the intensity and duration of the activity to allow for sufficient recovery.
 - **Intensity:** the level of execution on how hard an individual must work to create an overload without injury.
 - **Time:** the length or duration of the workout; depends on the intensity and goals of the program.
 - **Type:** the type of exercise to meet objectives, goals, and needs (e.g., aerobic, anaerobic, resistance programs).

Refer to RM G-5: FITT Principle Guidelines.

References:

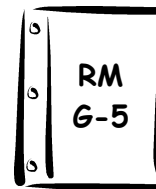
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---. *Resistance Training Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.

Temertzoglou, Ted, and Paul Challen. *Exercise Science: An Introduction to Health and Physical Education*. Toronto, ON: Thompson Educational Publishing, Inc., 2003.

K.2.S1.C2
 S.2.S1.A.1a
 K.2.S2.C.2
 S.5.S2.A.2

FITT Principle Guidelines



Fitness and/or Health Benefit	Variables			
	F Frequency	I Intensity	T Time	T Type
Cardiovascular endurance (aerobic)	<ul style="list-style-type: none"> 3 to 5 times per week 	<ul style="list-style-type: none"> moderate to vigorous intensity (60% to 85% of maximum heart rate) 	<ul style="list-style-type: none"> minimum of 20 minutes 	<ul style="list-style-type: none"> running cycling cross-country skiing (continuous motion of large muscle group[s])
Muscular strength	<ul style="list-style-type: none"> alternate days 3 times per week 	<ul style="list-style-type: none"> high resistance (sets to maximum capability) 	<ul style="list-style-type: none"> 1 to 3 sets of 8 to 12 repetitions 	<ul style="list-style-type: none"> free weights universal gym tubing body weight
Muscular endurance	<ul style="list-style-type: none"> alternate days 3 times per week 	<ul style="list-style-type: none"> low to moderate resistance 	<ul style="list-style-type: none"> 3 sets of 10 to 20 repetitions 	<ul style="list-style-type: none"> free weights universal gym tubing body weight
Flexibility	<ul style="list-style-type: none"> daily 	<ul style="list-style-type: none"> slow and controlled movement 	<ul style="list-style-type: none"> 20 to 30 seconds 	<ul style="list-style-type: none"> static
Body composition	<ul style="list-style-type: none"> 5 to 7 times per week 	<ul style="list-style-type: none"> combination of intensities 	<ul style="list-style-type: none"> dependent on intensity 	<ul style="list-style-type: none"> aerobic anaerobic resistance
Anaerobic	<ul style="list-style-type: none"> alternate days 2 or 3 times per week 	<ul style="list-style-type: none"> 90% of maximum heart rate 	<ul style="list-style-type: none"> 2 to 3 minutes per "bout" 	<ul style="list-style-type: none"> sprinting jumping
Active daily living/ health	<ul style="list-style-type: none"> daily 	<ul style="list-style-type: none"> low to moderate intensity 	<ul style="list-style-type: none"> 30 to 60 minutes 	<ul style="list-style-type: none"> gardening walking bowling

References:

Manitoba Fitness Council. *Active Healthy People: Fitness Theory Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.
 ---. *Resistance Training Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.

S.2.S1.A.1b
 S.2.S1.A.2
 K.2.S2.C.1b
 S.2.S2.A.1b
 S.2.S2.A.2



Heart-Rate Zone Levels

Heart-Rate Zone	Heart-Rate Range* (Age Based)	Rate of Perceived Exertion (RPE) Scale Category-Ratio (CR) Scale	Descriptive Exertion
Zone 1 Sedentary Activity	50% - 60% of maximum heart rate (MHR)	<ul style="list-style-type: none"> • RPE: 6 - 8 • CR 10: 0.0 - 0.5 	<ul style="list-style-type: none"> • No exertion to extremely light. • Very easy to have a conversation.
Zone 2 Mild Activity	60% - 70% of MHR	<ul style="list-style-type: none"> • RPE: 9 - 12 • CR 10: 1.0 - 3.0 	<ul style="list-style-type: none"> • Moderately light exertion. • Breathing becomes somewhat noticeable.
Zone 3 Moderate Activity	70% - 80% of MHR	<ul style="list-style-type: none"> • RPE: 13 - 14 • CR 10: 3.5 - 4.5 	<ul style="list-style-type: none"> • Somewhat hard to strong exertion. • Still able to converse.
Zone 4 Vigorous Activity	80% - 90% of MHR	<ul style="list-style-type: none"> • RPE: 15 - 16 • CR 10: 5.5 - 6.5 	<ul style="list-style-type: none"> • Hard to very strong exertion. • Heavier breathing is evident.
Zone 5 Maximum Activity (e.g., 100-metre sprint)	90% - 100% of MHR	<ul style="list-style-type: none"> • RPE: 17 - 20 • CR 10: 7.5 - 12.0 	<ul style="list-style-type: none"> • Very hard to maximum exertion (extremely strong maximum pain).

* The heart-rate range may vary, depending on the source of reference, age, physical abilities, individual fitness levels, and so on.

Reference:

Borg, Gunnar. *Perceived Exertion and Pain Scales*. Windsor, ON: Human Kinetics, 1998.

S.2.S1.A.1b
S.2.S1.A.2
K.2.S2.C.1b
S.2.S2.A.1b
S.2.S2.A.2

Heart-Rate Zone Formula



Step 1: Finding the age-adjusted maximum heart rate (MHR) (two ways):

a) male $220 \text{ minus age} = \text{MHR}$

female $226 \text{ minus age} = \text{MHR}$

(American College of Sports Medicine and American Heart Association)

b) $208 \text{ minus } 70\% \text{ of age} = \text{MHR}$

(Tanaka 153-56)

Step 2: Determining the zone in which to train (the Karvonen formula, using maximum heart rate [MHR] and resting heart rate [RHR]):

- lower target heart rate = $[(\text{MHR} - \text{RHR}) \times \text{low \%}] + \text{RHR}$

- upper target heart rate = $[(\text{MHR} - \text{RHR}) \times \text{high \%}] + \text{RHR}$

Example: As a 19-year-old female with an RHR of 50 beats per minute, and wanting to train in a moderate activity zone (70% - 80%), my heart-rate training zone would be:

a) $226 \text{ minus } 19 = 207$

$$[(207 - 50) \times 70\%] + 50 =$$

$$[(157) \times 70\%] + 50 =$$

$$[110] + 50 = 160 \text{ beats per minute}$$

$$[(207 - 50) \times 80\%] + 50 =$$

$$[(157) \times 80\%] + 50 =$$

$$[126] + 50 = 176 \text{ beats per minute}$$

My heart-rate training zone is 160 to 176 beats per minute.

b) $208 \text{ minus } (70\% \times 19) = \text{MHR}$

$$208 \text{ minus } 13 = 195$$

$$[(195 - 50) \times 70\%] + 50 =$$

$$[(145) \times 70\%] + 50 =$$

$$[102] + 50 = 152 \text{ beats per minute}$$

$$[(195 - 50) \times 80\%] + 50 =$$

$$[(145) \times 80\%] + 50 =$$

$$[116] + 50 = 166 \text{ beats per minute}$$

My heart-rate training zone is 152 to 166 beats per minute.

K.5.S1.D.2
K.5.S2.D.1

Effects of Alcohol and Drugs: Trivia Game



Point values for questions/statements depend on degree of difficulty (5, 10, 15, and 20 points).
Answers require an explanation to receive points.

5 Points

1. Is alcohol really a drug?
2. What amount of alcohol can you safely consume while pregnant?
3. Alcohol is known to increase sexual ability and performance. True or False? Explain.
4. What is the addictive chemical used in tobacco?

10 Points

5. What do the letters BAC stand for and mean?
6. What two important factors influence a person's BAC level?
7. Marijuana is not a hallucinogen. True or False? Explain.
8. Marijuana can temporarily impair an individual's short-term memory. True or False? Explain.
9. Inhalants can make users sick and even kill. True or False? Explain.
10. Inhalants have an almost immediate effect on users. True or False? Explain.
11. Psilocybin (mushrooms) is the most potent or strongest hallucinogen. True or False? Explain.

15 Points

12. Cocaine and crack can cause heart attacks and strokes. True or False? Explain.
13. Which produces more tar, marijuana or tobacco?
14. Hallucinogens (e.g., LSD, mushrooms) cause people to see, hear, and feel things that are not real. True or False? Explain.

20 Points

15. "Physical tolerance" is drinking so much alcohol over a period of time that it takes an increasing amount of alcohol to get the same effect. True or False? Explain.
16. Regular heavy use of alcohol increases the risk of developing certain cancers of the stomach and intestines. True or False? Explain.
17. Long-term marijuana users experience memory loss and impaired learning ability. True or False? Explain.
18. Cocaine is very addictive. People may become dependent on cocaine and crack with continuous use over a period of a few days. True or False? Explain.
19. The major reason why crack is more dangerous than cocaine is that lung damage occurs when smoke is inhaled into the lungs. True or False? Explain.

K.5.S1.D.2
K.5.S2.D.1

Effects of Alcohol and Drugs: Trivia Game: Answer Key



Point values for questions/statements depend on degree of difficulty (5, 10, 15, and 20 points).
Answers require an explanation to receive points.

5 Points

1. Is alcohol really a drug?
Yes, alcohol is a depressant that slows down the body and interferes with reaction time and coordination.
2. What amount of alcohol can you safely consume while pregnant?
None. Abstain from all alcohol. Fetal alcohol syndrome/partial fetal alcohol syndrome (FAS/pFAS) is a 100% preventable birth defect.
3. Alcohol is known to increase sexual ability and performance.
False. All alcohol does is depress a person's inhibitions about sex.
4. What is the addictive chemical used in tobacco?
Nicotine.

10 Points

5. What do the letters BAC stand for and mean?
Blood alcohol concentration—measurement of the level of alcohol in the bloodstream.
6. What two important factors influence a person's BAC level?
 - **Number of drinks consumed.**
 - **How fast the alcohol was consumed.**
7. Marijuana is not a hallucinogen.
False. Marijuana does belong to the hallucinogen drug classification.
8. Marijuana can temporarily impair an individual's short-term memory.
True. Marijuana interferes with the memory process.
9. Inhalants can make users sick and can even kill.
True. Inhalants have poisonous fumes that can damage internal organs, including nerve cells and brain cells.
10. Inhalants have an almost immediate effect on users.
True. Once inhaled, fumes from inhalants move quickly from the nose into the central nervous system and into the bloodstream.
11. Psilocybin (mushrooms) is the most potent or strongest hallucinogen.
False. LSD is by far the most potent hallucinogen.

(continued)



K.5.S1.D.2
K.5.S2.D.1

Effects of Alcohol and Drugs: Trivia Game: Answer Key (*continued*)

15 Points

12. Cocaine and crack can cause heart attacks and strokes.
True. Cocaine is a powerful central nervous system stimulant. It causes heart rate and blood pressure to increase greatly, which could cause a blood vessel in the brain to burst (stroke) or cause heart failure.
13. Which produces more tar, marijuana or tobacco?
Both produce tar, but marijuana produces more.
14. Hallucinogens (e.g., LSD, mushrooms) cause people to see, hear, and feel things that are not real.
True. The more pronounced effects, such as hallucinations, are most likely to occur at higher doses. In low doses, hallucinogens produce a variety of effects, depending largely on which drug is used and the individual's reaction to the drug.

20 Points

15. "Physical tolerance" is drinking so much alcohol over a period of time that it takes an increasing amount of alcohol to get the same effect.
True. Over a period of regular drinking, the body becomes accustomed to the presence of alcohol and adjusts so that it continues to operate normally in this situation. The impact of alcohol on the body's functioning diminishes.
16. Regular heavy use of alcohol increases the risk of developing certain cancers of the stomach and intestines.
True. Research suggests that the irritating properties of alcohol on the gastrointestinal tract over a long period of drinking causes cellular changes that can become cancerous.
17. Long-term marijuana users experience memory loss and impaired learning ability.
True. Research demonstrates that long-term marijuana users are at an increased risk of impaired learning ability and memory loss. Even with short-term use, users can experience memory and attention lapses.
18. Cocaine is very addictive. People may become dependent on cocaine and crack with continuous use over a period of a few days.
True. Cocaine use can result in psychological and physical dependence. Cocaine appears to cause a high level of psychological dependence due to the intense feelings of great mental and physical power that cocaine users experience. Physical dependence occurs among regular users of the drug, as seen by the presence of physical withdrawal symptoms after use of the drug has stopped. Both types of dependence can occur within several days of continued heavy use.
19. The major reason why crack is more dangerous than cocaine is that lung damage occurs when smoke is inhaled into the lungs.
False. Because crack is smoked, large amounts of the drug can reach the brain very quickly—more quickly than when cocaine is snorted through the nose. This sudden rush of cocaine puts the brain, heart, blood vessels, and other organs at serious risk of damage.

K.5.S1.E.1b
K.5.S2.E.1b

Contraceptive Methods and Considerations: Answer Key



Contraceptive Method/Product	Definition (Use/Application)	Considerations For	Considerations Against
Abstinence	<ul style="list-style-type: none"> conscious decision to refrain from vaginal, anal, and oral sexual intercourse; voluntarily not engaging in sexual activity that may result in the exchange of body fluids 	<ul style="list-style-type: none"> prevents pregnancy eliminates risk of sexually transmitted infections (STIs) if body fluids are not exchanged 	
Cervical cap	<ul style="list-style-type: none"> small latex cup that fits over the cervix to prevent sperm from reaching the ovum 	<ul style="list-style-type: none"> can be inserted just before intercourse 	<ul style="list-style-type: none"> can move/shift position during intercourse requires prescription and instruction from physician for proper fit
Condom	<ul style="list-style-type: none"> female condom: soft, thin, polyurethane (plastic) sheath with a flexible ring at each end <ul style="list-style-type: none"> inner ring at closed end inserts condom into vagina and helps keep it in place outer ring remains outside the vagina, protecting the labia (lip) area male condom: thin latex or polyurethane sheath fitting over penis 	<ul style="list-style-type: none"> can provide protection against STIs if used properly (for male, condom must be made of latex) is easily accessible 	<ul style="list-style-type: none"> may cause irritation to genitals if latex allergies are present
Depo-Provera	<ul style="list-style-type: none"> long-acting, synthetic progesterone injection given every 84 days to stop ovaries from releasing an egg each month 	<ul style="list-style-type: none"> is safe and effective may decrease cramping and menstrual bleeding reduces incidence of endometrial and ovarian cancer and pelvic inflammatory disease 	<ul style="list-style-type: none"> does not affect fertility but may take up to two years for normal ovulation to return may decrease bone mineral density (calcium) may cause side effects such as bleeding and weight gain
Diaphragm	<ul style="list-style-type: none"> thin flexible latex disk attached to a circular rim that fits over the cervix to block the opening of the uterus to sperm 	<ul style="list-style-type: none"> is effective immediately after insertion 	<ul style="list-style-type: none"> requires prescription and instruction from physician for proper fit may cause bladder infections due to pressure on urethra from rim may cause toxic shock syndrome (fever, vomiting, diarrhea, rash)
Intrauterine device (IUD)	<ul style="list-style-type: none"> small T-shaped plastic object, with a fine copper wire and a thread attached to the base, inserted into the uterus by a physician changes the lining of the uterus, making it hard for a fertilized egg to attach to its wall 	<ul style="list-style-type: none"> is effective does not require daily compliance 	<ul style="list-style-type: none"> must be inserted by a physician and changed every three to five years, depending on type of coil increases the risk of ectopic (tubal) pregnancy may cause heavy menstrual bleeding and/or cramping

(continued)

K.5.S1.E.1b
K.5.S2.E.1b

Contraceptive Methods and Considerations: Answer Key (continued)



Contraceptive Method/Product	Definition (Use/Application)	Considerations For	Considerations Against
Oral contraceptive or birth control pill	<ul style="list-style-type: none"> pill containing female hormones estrogen and progestin, which prevent ovaries from releasing an egg each month 	<ul style="list-style-type: none"> may decrease cramping and menstrual bleeding may reduce incidence of ovarian and endometrial cancer and pelvic inflammatory disease improves menstrual cycle control 	<ul style="list-style-type: none"> requires prescription and instruction from physician must be taken at the same time every day may cause bloating, headaches, sore breasts, and abdominal pain
Patch	<ul style="list-style-type: none"> small, smooth, beige square patch worn on the skin prevents ovulation 	<ul style="list-style-type: none"> eliminates need to remember to take a daily pill may improve menstrual cycle side effects 	<ul style="list-style-type: none"> may cause irritation if allergic reaction occurs
Spermicide	<ul style="list-style-type: none"> vaginal spermicidal product (in gel, foam, cream, suppository, film, or tablet form) consisting of a chemical agent able to kill sperm applied just before intercourse 	<ul style="list-style-type: none"> is available at pharmacies without prescription is inexpensive provides lubrication 	<ul style="list-style-type: none"> should be used only in combination with another barrier method (e.g., gel/cream with diaphragm/cap) requires use of applicator may cause irritation if allergic reaction occurs

<p>Other Considerations:</p> <ul style="list-style-type: none"> Emergency contraceptive pill (ECP) formerly called "morning-after pill" <ul style="list-style-type: none"> contains high doses of estrogen and progestin is used in emergency/crisis situations within five days of unprotected sex is most effective within 72 hours must be prescribed by a physician or obtained from a clinic will not affect a prior conception Sterilization <ul style="list-style-type: none"> Tubal ligation: surgical division of Fallopian tubes and ligation of cut ends Vasectomy: surgical cutting of vas deferens and ligation of each end Unreliable Methods <ul style="list-style-type: none"> Natural family planning (rhythm): abstaining from intercourse for a specified number of days before/during/after ovulation. Women can ovulate more than once a month, and timing of ovulation may vary from cycle to cycle. Withdrawal: removal of penis from vagina just before ejaculation due to sperm in the pre-ejaculate
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References:

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Ontario Physical and Health Education Association (OPHEA). *Ontario Health and Physical Education Support: Grades K-10*. Toronto, ON: OPHEA, 2000.

Ottawa, City of. People Services Department. *Teaching Sexuality Resource Kit*. 2nd ed. Ottawa, ON: City of Ottawa, People Services Department, 2002.

Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Appendices

APPENDIX A: PHYSICAL ACTIVITY CATEGORIES

The following activities contribute to the development of skills related to the five general learning outcomes. The categories and activities are provided as general suggestions and others may be added where suitable. In some cases, activities/sports are listed twice since they may relate tactically to more than one category. When planning, choose activities that are safe and age/developmentally appropriate.

 Individual/Dual Sports/Games	 Team Sports/Games	 Alternative Pursuits	 Rhythmic/Gymnastic Activities	 Fitness Activities
<p>Basic Movement Activities</p> <ul style="list-style-type: none"> • hoop • beanbag • ball • station • hopscotch • kick-sack • juggling • rope jumping • scooter • scoop • balloon <p>Athletics (Track and Field Activities)</p> <ul style="list-style-type: none"> • running events • jumping events • throwing events <p>Combatives</p> <ul style="list-style-type: none"> • martial arts • self-defence • wrestling • fencing • pulling/pushing activities <p>Innovative</p> <ul style="list-style-type: none"> • creative or novel games • cooperative challenges <p>Net/Wall</p> <ul style="list-style-type: none"> • tennis • badminton • table tennis • paddle tennis • handball • racquetball • squash <p>Target</p> <ul style="list-style-type: none"> • archery • bocce • bowling • golf 	<p>Lead-up Games/Activities</p> <ul style="list-style-type: none"> • tag • dodge-ball-type • station • relays • cooperative • parachute • team building • modified sports/games <p>Striking/Fielding</p> <ul style="list-style-type: none"> • softball • cricket • golf • touch football • ultimate • kinball <p>Territory/Invasion</p> <ul style="list-style-type: none"> • soccer • basketball • touch football • hockey (field, floor, ice) • team handball • lacrosse • rugby • ultimate • bandy <p>Net/Wall</p> <ul style="list-style-type: none"> • volleyball • pickleball • Sepak Takraw <p>Target</p> <ul style="list-style-type: none"> • curling • basketball • soccer • hockey (field, floor, ice) <p>Multicultural Games</p> <ul style="list-style-type: none"> • Aboriginal • African • Asian • Carribean • other cultures 	<p>Aquatics</p> <ul style="list-style-type: none"> • water adjustment • survival techniques • stroke development • skills application • snorkelling • water games • synchronized swimming • underwater games <p>Land-Based</p> <ul style="list-style-type: none"> • hiking • backpacking • wall climbing • camping • orienteering • snowshoeing • skiing (cross-country, downhill) • snowboarding • skating • in-line skating • walking • tobogganing • cycling <p>Water-Based</p> <ul style="list-style-type: none"> • canoeing • rowing • kayaking • sailing • sailboarding • water skiing 	<p>Rhythmics</p> <ul style="list-style-type: none"> • singing and clapping games • aerobic dance • lummi sticks • tinikling <p>Creative Activities</p> <ul style="list-style-type: none"> • interpretive • modern <p>Multicultural Activities</p> <ul style="list-style-type: none"> • folk and square dances • round dance • hoop dance <p>Aboriginal Activities</p> <ul style="list-style-type: none"> • Métis reel • First Nations round dance <p>Contemporary Activities</p> <ul style="list-style-type: none"> • line • jive/swing • partner • jazz • hip hop • funk <p>Ballroom/Social Activities</p> <ul style="list-style-type: none"> • waltz • foxtrot • polka • mambo • cha-cha • jive <p>Rhythmic Gymnastics</p> <ul style="list-style-type: none"> • hoop • ball • ribbon • club • scarf • rope <p>Acrobatic Gymnastics</p> <ul style="list-style-type: none"> • tumbling • pyramids • stilts • trampoline • tightrope <p>Artistic Gymnastics</p> <ul style="list-style-type: none"> • floor exercises • uneven bars • parallel bars • high bar • vault box • pommel horse • rings • balance beam 	<p>Training Programs</p> <ul style="list-style-type: none"> • group fitness (boxercise, boot camp) • rope jumping • jogging • lap swimming • cycling • use of exercise equipment • weight training • bench stepping • interval training • scooter activities • circuits • yoga • cross-country skiing • relaxation exercises <p>Movement Arts</p> <ul style="list-style-type: none"> • Tai Chi • yoga

NOTES



APPENDIX B: SUGGESTIONS FOR PLANNING OVERALL IMPLEMENTATION

The Framework requires schools/divisions to establish a planning process for implementing the combined physical education/health education (PE/HE) curriculum. The following steps are suggested to help teachers, administrators, and school/division teams with the initial planning for overall implementation.

1. Decide on a curriculum delivery model.

- 1.1. Determine staff assignment. Decide who will teach the combined PE/HE curriculum (e.g., responsibility shared or not shared).
- 1.2. Develop a timetable, scheduling one full credit in Senior 1 and one full credit in Senior 2 to meet graduation requirements. Each credit includes 50% of the time spent on physical education-related student learning outcomes and 50% of the time spent on health education-related student learning outcomes (which also include fitness activities). Refer to the Graduation Requirement discussion on page 8 of the Framework Overview (see Framework Excerpts).
- 1.3. Review and assess available facilities, equipment, and resources. Examine ways to use existing space and resources to the fullest, assess future needs, and promote physical activity participation.

2. Conduct a learning outcomes analysis.

- 2.1. Examine how the PE/HE learning outcomes are organized in the Framework. (Refer to The Curriculum Map and to the Summary Chart for each of the five general learning outcomes in the Framework Excerpts. The Grade Lists of Specific Student Learning Outcomes are also available on the Manitoba Education, Citizenship and Youth website: <http://www.edu.gov.mb.ca/ks4/cur/physhlth/k-s4framework.html>.)
- 2.2. If the school/division is using a shared delivery model that supports an integrated approach, decide on a strategy to determine learning outcome distribution related to subject area connection and teacher responsibility. For example, determine which learning outcomes will be addressed in a PE setting, in an HE setting, and/or in both settings, as well as by whom.

3. Perform a curricular connection analysis.

- 3.1. Examine ways to integrate the HE and/or PE content in other subject areas, or vice versa.
- 3.2. Develop a school health-promotion plan to facilitate integration using the appropriate PE/HE strands/topics identified for each grade. Themes or topics may vary from grade to grade, depending on the content related to the specific learning outcomes for that grade. For example, schools may wish to establish a health-theme week in each month of the school year to match the health-promotion calendar, based on the strand or sub-strand titles. Doing this at the beginning of the school year would assist teachers in planning integrated units. An example of a health-promotion calendar follows.

Example of Health-Promotion Calendar		
Month	Event	Health Education Strand/Sub-strand
September	<ol style="list-style-type: none"> 1. Terry Fox Run 2. AIDS Walk Canada 3. Fetal Alcohol Syndrome (FAS) Awareness 	<ul style="list-style-type: none"> – Active Living – Human Sexuality – Active Living – Substance Use and Abuse Prevention
October	<ol style="list-style-type: none"> 1. School Safety Week 2. Brain Injury Awareness Month 	<ul style="list-style-type: none"> – Safety of Self and Others – Safety of Self and Others
November	<ol style="list-style-type: none"> 1. National Addictions Awareness Week 2. CPR Awareness Month 3. Domestic Violence Prevention Month 	<ul style="list-style-type: none"> – Substance Use and Abuse Prevention – Safety of Self and Others – Safety of Self and Others – Social Development
December	<ol style="list-style-type: none"> 1. Safe Driving Week 2. World AIDS Day 	<ul style="list-style-type: none"> – Safety of Self and Others – Human Sexuality
January	<ol style="list-style-type: none"> 1. National Non-Smoking Week 2. Winter Active 	<ul style="list-style-type: none"> – Substance Use and Abuse Prevention – Active Living
February	<ol style="list-style-type: none"> 1. National Heart Month 2. Eating Disorders Awareness Week 3. Winter Active 4. National Sexual and Reproductive Health Day 	<ul style="list-style-type: none"> – Mental-Emotional Development – Active Living – Human Sexuality
March	<ol style="list-style-type: none"> 1. National Nutrition Month 	<ul style="list-style-type: none"> – Nutrition
April	<ol style="list-style-type: none"> 1. World Health Day 2. National Volunteer Week 	<ul style="list-style-type: none"> – Personal Development
May	<ol style="list-style-type: none"> 1. World No-Tobacco Day 2. Mental Health Week 3. Summer Active 4. National Summer Safety Week 5. National Road Safety Week 	<ul style="list-style-type: none"> – Substance Use and Abuse Prevention – Mental-Emotional Development – Active Living – Safety of Self and Others – Safety of Self and Others
June	<ol style="list-style-type: none"> 1. National Water Safety Week 2. Summer Active 	<ul style="list-style-type: none"> – Safety of Self and Others – Active Living

Example of Health-Promotion Calendar: Adapted, by permission, from “Health-Promotion Calendar” compiled by Agencies for School Health (ASH). For a more detailed list, see <<http://www.edu.gov.mb.ca/ks4/cur/physhlth/ash.html>>.

APPENDIX C: PROGRAMMING FOR STUDENTS WITH SPECIAL NEEDS

Planning for Inclusion

The policy of Manitoba Education, Citizenship and Youth is to provide all students with access to learning opportunities commensurate with their needs and abilities.

Strategies for Personalized Instruction

In planning for inclusion, educators need to consider the varying developmental rates and needs of all students by using differentiated instruction. Achievement of learning outcomes necessitates changes and adaptations in teaching strategies, classroom organization, and assessment and evaluation practices. (For additional information on differentiated instruction, see Manitoba Education and Training, *Success for All Learners*. Additional information on terms can be found in the Framework Overview—see Framework Excerpts at the back of this document.)

Beyond using differentiation, teachers can personalize instruction to meet the needs of students who have more diverse needs. First, teachers can personalize their instructional methods by manipulating variables such as instructional time, classroom organization, and assessment and evaluation practices to help meet individual student needs. This strategy is referred to as *adapting* instruction.

If making adaptations to instructional methods is not sufficient, teachers (with student and parental agreement) can personalize instructional content and document the changes in a student’s cumulative file.

- If the alteration to the curriculum for students with a physical disability significantly reduces the number, essence, or content of learning outcomes, the strategy is referred to as *accommodating* instruction.
- If the alteration to the curriculum for students with a significant cognitive disability significantly reduces the number, essence, or content of learning outcomes, the strategy is referred to as *modifying* instruction.

Beyond making modifications, teachers can use the strategy of *individualized* programming, which means using a different framework for developing a student’s curriculum. For instance, rather than following the physical education curriculum, the student’s curriculum might be developed from a recreational perspective. Regardless of whether instructional content is personalized by modifying the provincial curriculum or by designing individualized programming, an individual education plan (IEP) must be written.

References:

- Manitoba Education and Training. *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*. Winnipeg, MB: Manitoba Education and Training, 1998.
- . *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.
- Nova Scotia Education and Culture. *Physical Education Curriculum: Grades Primary-6*. Halifax, NS: Nova Scotia Education and Culture, 1998. 145–160.

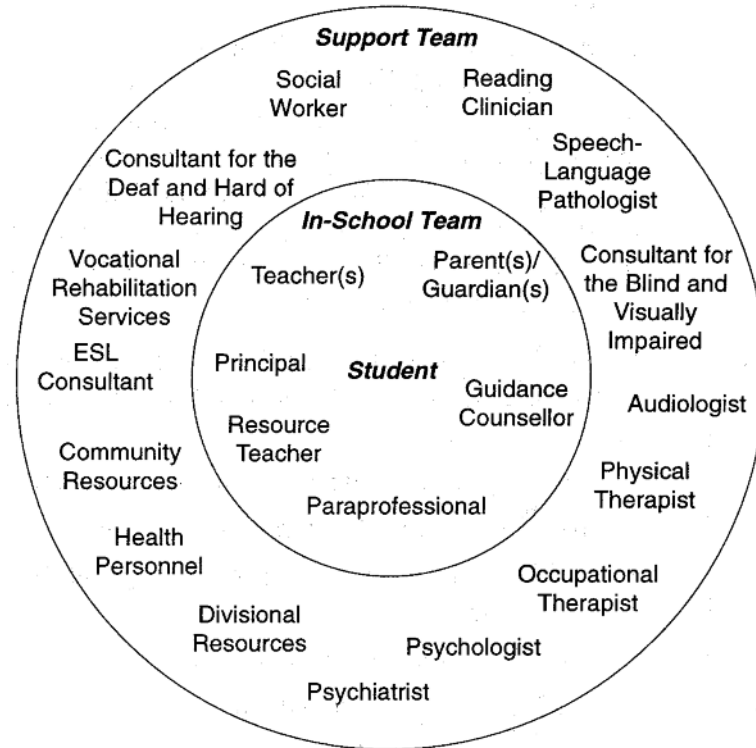
Individual Education Planning

For assistance in developing and implementing an IEP, refer to the process outlined on page 3.3 of *Individual Education Planning* (Manitoba Education and Training). When planning an IEP for a student, include the following essential components:

- student identification and background information
- current levels of performance, which reflect team consensus on the student’s abilities and needs
- specific student learning outcomes
- performance expectations
- instructional methods, resources, and strategies
- the names of team members who will implement the IEP, and the setting(s) where it will be implemented
- plans and timelines for assessment, evaluation, and review

The following personnel may be part of the IEP team:

The Composition of IEP Teams



The Composition of IEP Teams: Reproduced from *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*. Winnipeg, MB: Manitoba Education and Training, 1998. 3.5.

Planning Tools

The educational experience and learning expectations should be the same for all students whenever possible. In addition to considering the suggestions provided in *Individual Education Planning*, teachers may find the following questions useful in determining the extent of change or adaptation required in a classroom or gymnasium.

- What is the student able to do and/or participate in independently within the regular classroom setting?
- What is the student able to do and/or participate in with the assistance of the usual classroom supports?
- What is the student able to do and/or participate in with the assistance of additional classroom supports?
- Which learning outcomes identified in the curriculum is the student unable to meet and which individualized learning outcomes will replace them?
- What level of support is required to assist the student in achieving the individualized learning outcomes, keeping in mind the availability of resources and supports (e.g., usual supports, additional classroom supports)?
- Are any services best provided in a setting other than the classroom? If so, how can they be scheduled to be least disruptive to the student's inclusion in his or her class?

The following pages provide several planning tools (along with completed examples) to assist in planning for inclusion of all students in physical education and/or health education settings:

- Form 1: Planning for Inclusion in Physical Education/Health Education
- Form 2: Learning Outcome Planner (for personalizing student learning in physical education and/or health education)
- Form 3: Visual Planner for Inclusion in Physical Education/Health Education

Planning for Inclusion in Physical Education/Health Education

Form 1

Name _____ Grade _____ Room _____

Process	Notes
Obtain Information Related to Disability	
Identify Supports	
Define Safety Concerns	
Assess Skills	
Provide Suggestions for <ul style="list-style-type: none"> • Adaptations (AD) • Accommodations (AC) • Modifications (M) 	
Set Realistic Learning Outcomes	
Select Learning Activities/Strategies	
Implement and Assess	
Contribute to Individual Education Plan (IEP) Process	

References:

National Education Steering Committee of the Moving to Inclusion Initiative. *Moving to Inclusion: Active Living through Physical Education—Maximizing Opportunities for Students with a Disability (Introduction)*. Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability, 1994.

Nova Scotia Education and Culture. *Physical Education Curriculum: Grades Primary–6*. Halifax, NS: Nova Scotia Education and Culture, 1998.

Planning for Inclusion in Physical Education/Health Education Form 1: Example

Name _____ Grade Senior 1 Room _____

Process	Notes
Obtain Information Related to Asperger Syndrome (Autism)	Background information: <ul style="list-style-type: none"> • need for one-on-one support • high functioning academically • dependent on routine • egocentric view • difficulty putting abstract into action • difficulty attending to social and emotional issues • inappropriate social interaction—laughing, crying, spinning or flapping head and arms • poor basic movement skills
Identify Supports	<ul style="list-style-type: none"> • Recognize the uniqueness of each student. • Maintain a routine. • Assist the student in focusing on a task by using a peer partner or a teacher assistant. • Respond to the student from a close proximity.
Define Safety Concerns	The student may <ul style="list-style-type: none"> • wander during activity and flap or spin (arms and head) while totally unaware of the students and activity around him or her • be unresponsive to simple and general comments • lack the basic movement skills to perform sport-specific skills properly
Assess Skills 1. Defence/Offence 2. Manipulation	<ul style="list-style-type: none"> • 1. Initial—The student cannot understand how to move to an open space on the court to receive a pass. • 2. Initial—The student is able to perform many sport-specific skills (e.g., dribble, shoot, forearm pass, catch, throw) in isolation, but has difficulty combining these skills in a drill or game situation.
Provide Suggestions for • Adaptations (AD) • Accommodations (AC) • Modifications (M)	<ul style="list-style-type: none"> • Have the student perform and/or practise skills with assistance. (AC) • Simplify the game or activity to allow for flexibility for the student. (AC) • Demonstrate all activities with the student. (AD) • Have the student play games or activities with assistance to help focus on the required skill and appropriate space to use. (M)
Set Realistic Learning Outcomes	<ul style="list-style-type: none"> • Have the student demonstrate abstract skills or activities with assistance. • Use cue words for every step of a skill or game.
Select Learning Activities/Strategies	<ul style="list-style-type: none"> • Maintain a routine. • Watch for spinning or flapping of arms and head. • Provide encouragement for participation in all activities. • Have the student talk through each step of skills performed. • Provide one-on-one assistance for games and activities. • Use task analysis and progressions. • Give verbal cues to the student for upcoming changes. • Keep rules simple.
Implement and Assess	<ul style="list-style-type: none"> • Make changes or adjustments as needed.
Contribute to IEP Process	<ul style="list-style-type: none"> • Share adjustments (AD, AC, M) required for physical education with the IEP team.

References:

Abraham, Michael C. *Adapted Phys Ed*. Grand Rapids, MI: LDA, 2000.

Asperger Syndrome Coalition of the U.S.: <<http://www.asperger.org>>.

National Education Steering Committee of the Moving to Inclusion Initiative. *Moving to Inclusion: Active Living through Physical Education—Maximizing Opportunities for Students with a Disability (Introduction)*. Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability, 1994.

Learning Outcome Planner

Form 2

Name _____ Grade _____ Unit _____

Health and Safety Considerations for a student with _____:

- _____
- _____
- _____
- _____
- _____

Specific Learning Outcomes	Individualized Learning Outcomes	Adaptations (AD), Accommodations (AC), or Modifications (M)	Equipment, Materials, and Personnel	Comments	
				Achievement	Progress

Learning Outcome Planner

Form 2: Example

Name _____ Grade Senior 1 Unit Basketball

Health and Safety Considerations for a student with cerebral palsy:

Be aware of potential difficulties related to

- limb movements (“hemiplegia—The arm and leg on the same side are affected.”*)
- muscle tone (“spastic—The movement is restricted by tight muscles.”*)
- basic movement skills, especially balance
- working at heights, especially absorbing the force when landing or falling
- limited speech/language

Establish safe playing areas, especially if objects are being thrown or caught. Check the student’s cumulative file for other information (e.g., medical history, therapists’ reports).

Specific Learning Outcomes	Individualized Learning Outcomes	Adaptations (AD), Accommodations (AC), or Modifications (M)	Equipment, Materials, and Personnel	Comments	
				Achievement	Progress
<input type="checkbox"/> S.1.S1.A.2 Select and refine manipulation skills (e.g., serve, forehand stroke, dribble, receiving a pass...), applying mechanical principles (i.e., force, motion, balance) related to activity-specific physical activity skills.	Perform manipulation skills while applying the mechanical principles.	<ul style="list-style-type: none"> • Change equipment size or weight (e.g., smaller or lighter). (AD) • Change the location or height of the target or hoop (e.g., lower, larger, on the ground). (M) • Create a “no challenge zone” during game play. (AC) • Provide a “buddy” to receive passes and hand off the ball, versus throwing. (AC) 	<ul style="list-style-type: none"> • buddy • trained personnel (e.g., physical education teacher, educational assistants) • variety of balls (e.g., basketballs, foam, utility) • hoops or garbage cans to use as targets • other students may also use the modified equipment and/or participate in the modified game 		

Reference:

* National Education Steering Committee of the Moving to Inclusion Initiative. *Moving to Inclusion: Active Living through Physical Education—Maximizing Opportunities for Students with Cerebral Palsy*. Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability, 1994. 3–4.

Visual Planner for Inclusion in Physical Education/Health Education

Form 3

Name _____ Grade _____ Unit _____



What is everybody doing?



Can _____
 participate just like everyone else?



No?
 What can we
 do to include
 _____?



Can we give _____
 some help from friends?
 From whom?

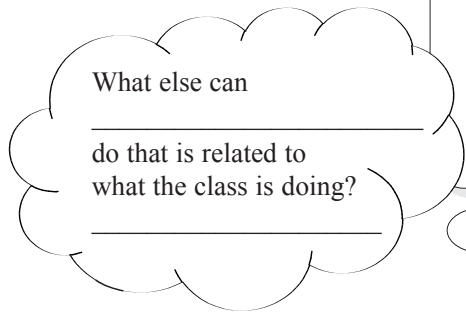
Can an adult help?

 Who? _____



Can _____ use different materials (adaptation)?
 What materials? _____
 How will they be used? _____

 Does the learning outcome need to be changed (modification)
 or adjusted (accommodation) for
 _____?



APPENDIX D: SUGGESTIONS FOR YEARLY/SEMESTER PLANNING

Examples of Yearly/Semester Plans

The following examples model ways of organizing a plan for implementing the physical education/health education curriculum, using an integrated approach.

Example 1: Yearly/Semester Planning by General Learning Outcomes (GLOs)

If teachers are organizing a yearly/semester plan by GLOs, they could prepare a chart such as the following, outlining the GLOs, physical activity categories, and health strands/sub-strands/topics. Teachers would

- focus on addressing/assessing particular GLOs and the corresponding specific learning outcomes for a certain period of time (e.g., a week, a cycle, “x” number of classes) on a rotating basis
- choose physical activities to help students achieve the selected learning outcomes
- decide on the health strand(s)/sub-strand(s)/topic(s) that would best connect with the content addressed in a particular period of time
- use the selected period of time as a guideline while monitoring student progress and achievement

Example:

Organizing the Year/Semester by General Learning Outcomes		
GLO Focus for Instruction and Assessment	Physical Education Focus	Health Education Focus
	Physical Activity Category	Health Strand/Sub-strand/Topic
<ul style="list-style-type: none"> • GLO 1—Movement • GLO 2—Fitness Management • GLO 3—Safety • GLO 4—Personal and Social Management • GLO 5—Healthy Lifestyle Practices 	<ul style="list-style-type: none"> • Individual/Dual Sports/Games • Team Sports/Games • Alternative Pursuits • Rhythmic/Gymnastic Activities • Fitness Activities 	<ul style="list-style-type: none"> • Safety of Self and Others • Personal Development • Social Development • Mental-Emotional Development • Personal Health Practices • Active Living • Nutrition • Substance Use and Abuse Prevention • Human Sexuality

Note that this organizational chart identifies the GLOs and related specific learning outcomes that teachers would *emphasize* and *assess* during a particular time. It is intended that all lessons or classes will address or reinforce each general learning outcome throughout the year/semester.

A more detailed example of organizing the non-semestered year by GLOs follows.

Organizing the Non-Semestered Year by General Learning Outcomes					
Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme Refer to Appendix A: Physical Activity Categories for activity suggestions.	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme Refer to list of sub- strands in GLO Summary Charts—see Framework Excerpts.
1	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Team Sports/Games <i>Game/Skill Theme(s):</i> — lead-up games/activities	September	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	A.1 Self-Awareness/ Self-Esteem A.2 Goal Setting A.3 Decision-Making/ Problem-Solving Process <i>Skill Sub-strand(s):</i> — goal setting/ planning — decision making/ problem solving
2	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Alternative Pursuits <i>Game/Skill Theme(s):</i> — land-based			
3 & 4	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> — training programs			
5 & 6	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> D. Rhythmic/Gymnastic Activities	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> — acrobatic gymnastics	October	GLO 3—Safety <i>Knowledge Strand(s):</i> B. Safety of Self and Others <i>Skill Strand(s):</i> A. Safe Practices	B.1 Community Safety Awareness B.4 Community Support and Services <i>Skill Sub-strand(s):</i> — physical activity — first aid
7 & 8	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> C. Sports/Games	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> — target			
9 & 10	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Team Sports/Games <i>Game/Skill Theme(s):</i> — net/wall	November	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> B. Active Living (S2)* D. Substance Use and Abuse Prevention <i>Skill Strand(s):</i> A. Decision-Making/ Problem-Solving Skills	B.1 Benefits of Physical Activity (S2) B.2 Physical Activity Choices (S2) B.3 Influence of Technology on Physical Activity (S2) D.1 Helpful and Harmful Substances D.2 Effects of Substance Use D.3 Factors Affecting Substance Use <i>Skill Sub-strand(s):</i> — active living (S2) — substance use and abuse
11 & 12	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> — innovative			
First Reporting Period					

* Note: Strands and sub-strands apply to both Senior 1 (S1) and Senior 2 (S2) unless only one grade is specified.

(continued)

Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme
13	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> D. Rhythmic/Gymnastic Activities	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> — multicultural activities — Aboriginal activities	December	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development C. Mental-Emotional Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.1 Social Responsibility B.2 Relationships B.3 Conflict-Resolution Process (S1) B.4 Avoidance and Refusal Strategies (S1) C.1 Feelings and Emotions (S2) C.2 Elements of Stress (S2) C.3 Effects of Stress (S2) C.4 Stress-Management Strategies (S2) <i>Skill Sub-strand(s):</i> — interpersonal skills — conflict-resolution skills (S1) — stress-management skills (S2)
14	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> — contemporary activities			
Winter Break					
15	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> — training programs	January	GLO 3—Safety <i>Knowledge Strand(s):</i> B. Safety of Self and Others <i>Skill Strand(s):</i> A. Safe Practices	B.3 Prevention and Care of Injuries B.5 Violence Prevention (S1) B.6 Personal Safety (S1) <i>Skill Sub-strand(s):</i> — physical activity — first aid
16	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Team Sports/Games <i>Game/Skill Theme(s):</i> — territory/invasion			
17	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Team Sports/Games <i>Game/Skill Theme(s):</i> — net/wall			
18	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> C. Alternative Pursuits	Alternative Pursuits <i>Game/Skill Theme(s):</i> — land-based	February	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.1 Social Responsibility <i>Skill Sub-strand(s):</i> — decision making/ problem solving — interpersonal skills — conflict resolution (S1)
19	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Alternative Pursuits <i>Game/Skill Theme(s):</i> — land-based			

(continued)

Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme
20 & 21	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> — training programs	March	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> A. Personal Health Practices (S2) C. Nutrition (S2) D. Substance Use and Abuse Prevention <i>Skill Strand(s)</i> A. Decision-Making/ Problem-Solving Skills	A.2 Illness/Disease Prevention (S2) C.1 Healthy Eating (S2) C.2 Food and Fluid for Active Bodies (S2) D.1 Helpful and Harmful Substances D.2 Effects of Substance Use D.3 Factors Affecting Substance Use <i>Skill Sub-strand(s):</i> — personal health practices (S2) — healthy food choices (S2) — substance use and abuse
22	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Sports/Games (individual/dual and team) <i>Game/Skill Theme(s):</i> — innovative — target			
23	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Sports/Games (individual/dual and team) <i>Game/Skill Theme(s):</i> — combative — target			
Second Reporting Period: Spring Break					
24	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> — net/wall	April	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> A. Personal Health Practices (S2) <i>Skill Strand(s):</i> A. Decision-Making/ Problem-Solving	A.2 Illness/Disease Prevention (S2) <i>Skill Sub-strand(s):</i> — personal health practices (S2)
25	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> — athletics			
26 & 27	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> D. Rhythmic/Gymnastic Activities	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> — ballroom/social			

(continued)

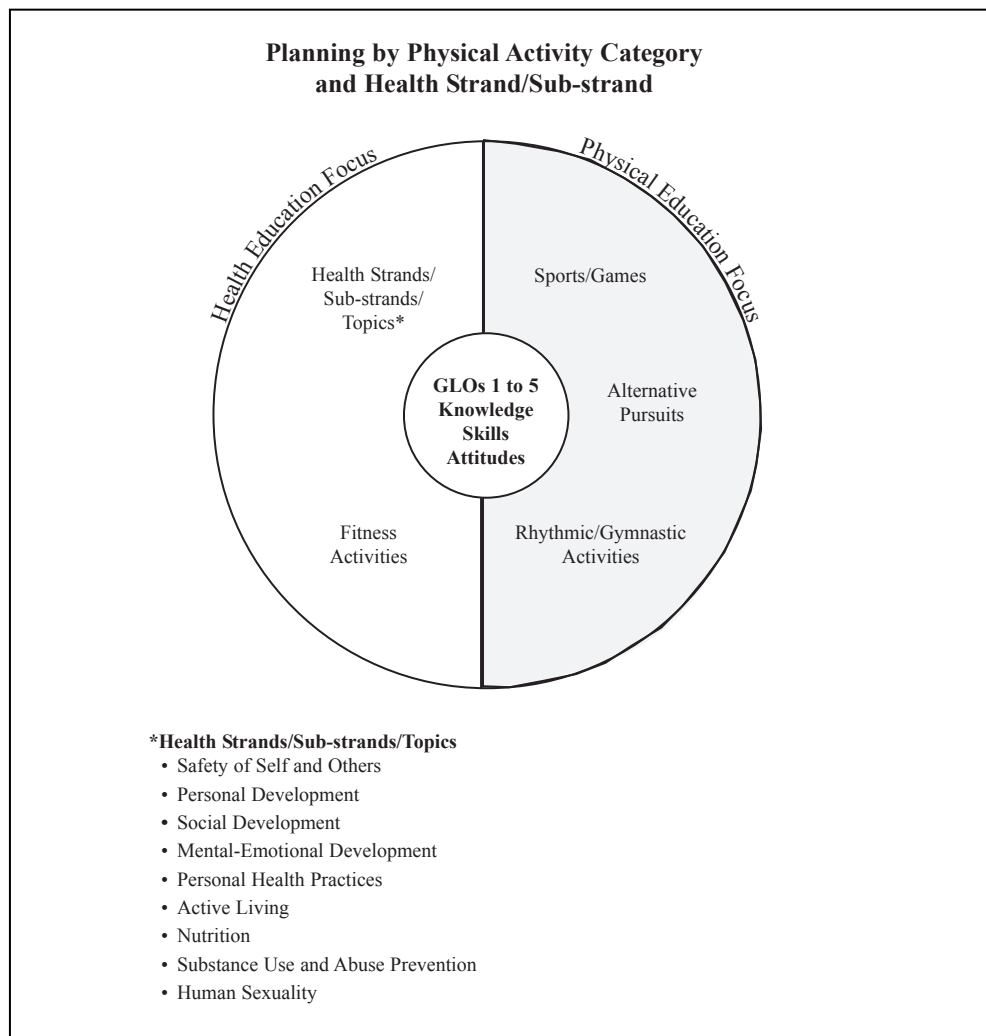
Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme
28 & 29	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> — athletics	May	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> B. Active Living (S2) E. Human Sexuality <i>Skill Strand(s):</i> A. Decision-Making/ Problem-Solving Skills	B.1 Benefits of Physical Activity (S2) B.2 Physical Activity Choices (S2) B.3 Influence of Technology on Physical Activity (S2) E.1 Biological Growth and Development E.2 Psychological Factors E.3 Sociological Factors E.4 Health Issues <i>Skill Sub-strand(s):</i> — active living (S2) — human sexuality
30	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness-Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> — movement arts			
31	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Alternative Pursuits <i>Game/Skill Theme(s):</i> — aquatics — water-based	June	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	A.5 Alternative Pursuits <i>Skill Sub-strand(s):</i> — physical activity — first aid
32 & 33	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Team Sports/Games <i>Game/Skill Theme(s):</i> — striking/fielding			

Example 2: Semester Planning by Physical Activity Category and Health Strands/Sub-strands

In organizing a semester plan by activity category and health strands/sub-strands, teachers would

- choose physical activities related to a category
- determine how much time is to be spent on these learning activities
- identify the specific learning outcomes that will be achieved through these learning activities
- decide on a health strand/sub-strand/topic that would best connect with the content addressed in the particular period of time

The following chart outlines the physical activity categories and the health strands/sub-strands/topics that contribute to the development of the five GLOs.



A detailed example of organizing a Senior 2 semester by physical activity category and health strand/sub-strand follows.

Organizing a Senior 2 Semester By Physical Activity Category and Health Strand/Sub-strand				
Month	Physical Activity		Health	
	Category	Topic	Strand/Sub-strand	Topic
September	1. Sports/Games— Individual/Team 2. Alternative Pursuits	– tennis – golf – softball	1. Safety of Self and Others 2. Personal Development 6. Active Living	– wellness – safety
October	1. Sports/Games—Team 2. Alternative Pursuits 4. Physical Fitness Activities	– ultimate – flag football – fitness walking – orienteering	4. Mental-Emotional Development 5. Personal Health Practices 7. Nutrition	– anger management – stress – self-esteem – illness/disease prevention – nutrition
November	1. Sports/Games—Team	– lacrosse – volleyball – team handball – basketball	3. Social Development 9. Human Sexuality	– relationships – STIs – HIV/AIDS – birth control
December	1. Sports/Games— Individual/Team 2. Alternative Pursuits 4. Physical Fitness Activities	– badminton – fitness management – low organized games – archery	8. Substance Use and Abuse Prevention	– drug use/abuse
January	1. Sports/Games— Individual/Team 2. Alternative Pursuits 3. Rhythmic Activities 4. Physical Fitness Activities	– curling – broomball – cross-country skiing – dance		

Physical Activity Categories	Health Strands/Sub-strands
1. Sports/Games—Individual/Dual/Team 2. Alternative Pursuits 3. Rhythmic/Gymnastic Activities 4. Physical Fitness Activities	1. Safety of Self and Others 2. Personal Development 3. Social Development 4. Mental-Emotional Development (Senior 2 only) 5. Personal Health Practices (Senior 2 only) 6. Active Living (Senior 2 only) 7. Nutrition (Senior 2 only) 8. Substance Use and Abuse Prevention 9. Human Sexuality

NOTES



APPENDIX E: UNIT PLANNER

Unit Planner

Grade: Essential Question: Physical Education Focus: Health Education Focus:		GLO Focus: Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):				
General Learning Outcome What is the student expected to know and/or be able to do?	Specific Learning Outcome	Learning/Teaching Strategy How is the student going to learn it?	Assessment Strategy/Tool How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	Learning Resource What learning resources will be used?	Curricular Connection 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						

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

Unit Planner: Example 1

<p>Grade: Senior 1</p> <p>Essential Question: Do students have the knowledge to create resistance training fitness plans with safety and personal health in mind?</p> <p>Physical Education Focus: Fitness Activities</p> <p>Health Education Focus: Safety of Self and Others, Substance Use and Abuse Prevention</p>		<p>GLO Focus: Fitness Management, Safety, Healthy Lifestyle Practices</p> <p>Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):</p> <ul style="list-style-type: none"> • Fitness Development – Exercise Physiology <ul style="list-style-type: none"> — Training Principles — Warm-up/Cool-down • Motivational Factors • Physical Activity Risk Management – Physical Activity Safety • Exercise Safety • Substance Use and Abuse Prevention — Effects of Substance Use 			
General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
<p>What is the student expected to know and/or be able to do?</p> <p>1 2 3 4 5</p>	<p><input type="checkbox"/> K.2.S1.C.1a Explain the structure of skeletal muscle (i.e., belly, bundle, fibre, myofibril) as it relates to muscular development.</p>	<p>How is the student going to learn it?</p> <p>Structure of Skeletal Muscle</p> <ul style="list-style-type: none"> • identify the structure of the skeletal muscle using BLM 	<p>How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?</p> <p>Paper and Pencil Task Peer Assessment Inventory</p>	<p>What learning resources will be used?</p> <ul style="list-style-type: none"> • BLM S1-1: Skeletal Muscle Cross-Section (Unlabelled and Labelled) 	<p>To what subject area(s) can a connection be made? (within, between, beyond)</p>
<p>1 2 3 4 5</p>	<p><input type="checkbox"/> K.2.S1.C.1b Explain the structure of fibre types (i.e., slow-twitch, fast-twitch) as they relate to muscular development.</p>	<p>The Way I Move</p> <ul style="list-style-type: none"> • review fibre type characteristics using RM • complete activity chart checklist 	<p>Paper and Pencil Task Teacher Assessment Checklist</p>	<ul style="list-style-type: none"> • Exercise Science (Temertzoglou and Chalkin) • Physiology of Sport and Exercise (Wilmore and Costill) • RM S1-1: Muscle Fibre Types 	
<p>1 2 3 4 5</p>	<p><input type="checkbox"/> K.2.S1.C.1c Identify types of strength exercises (i.e., isometric, dynamic) and stretching exercises (i.e., static, ballistic, passive) for personal fitness development (i.e., strength, endurance, range of motion).</p>	<p>Strength and Stretching Exercises</p> <ul style="list-style-type: none"> • transform strength and stretching exercises • identify and demonstrate specific exercises relative to selected muscle/muscle group(s) 	<p>Performance Task Teacher/Peer Assessment Checklist</p>	<ul style="list-style-type: none"> • Stretching (Anderson) • The Stark Reality of Stretching (Stark) • BLM G1a and G1b: Skeletal Muscles: Anterior View and Posterior View (Unlabelled and Labelled) • RM G-3: Exercise Do's and Don'ts 	
<p>1 2 3 4 5</p>	<p><input type="checkbox"/> K.2.S1.C.2 Describe the principles of training and conditioning for physical activities (i.e., progressive overload, specificity, reversibility, regularity, individual variability, starting point).</p>	<p>Discovering What We Know</p> <ul style="list-style-type: none"> • identify specific principles of training and conditioning using match-up chart <p>Rotating Real</p> <ul style="list-style-type: none"> • class discussion regarding principles of training and conditioning <p>Designing a Fitness Program</p> <ul style="list-style-type: none"> • small groups create program incorporating principles of training and conditioning for selected athlete 	<p>Paper and Pencil Task Self Assessment Inventory</p> <p>Observation Peer Assessment Inventory</p>	<ul style="list-style-type: none"> • Guidelines for Fitness Assessment in Manitoba Schools (Manitoba Education, Citizenship and Youth) • Active Healthy People: Fitness Theory Manual and Resistance Training Manual (Manitoba Fitness Council) • Exercise Science (Temertzoglou and Chalkin) • RM G-2: Active Learning Strategies • RM G-4: Principles of Training and Conditioning for Physical Activities • RM G-5: FITT Principle Guidelines 	

(continued)

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

Unit Planner: Example 1 (continued)

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	<p><input type="checkbox"/> K.3.S1.A.1 Review safety rules, routines, and procedures prior to participating in physical activity (e.g., allow space for full backswing and follow-through in golf...)</p>	<p>Safety Summary</p> <ul style="list-style-type: none"> identify safety rules/procedures for specific activity 	<p>Performance Task Teacher/Peer/Self-Assessment: Checklist</p>	<ul style="list-style-type: none"> <i>YouthSafe Outdoors Manitoba</i> (Hanna and Hanna) <i>Safety Guidelines for Physical Activity in Manitoba Schools</i> (MPETA) 	
1 2 3 4 5	<p><input type="checkbox"/> K.3.S1.A.2 Identify the common injuries (e.g. back injuries, knee injuries...) that may occur in personal fitness programming and how they can be prevented (e.g., using proper stretching techniques...)</p>	<p>Injury Prediction and Prevention</p> <ul style="list-style-type: none"> brainstorm list of common injuries and discuss preventive measures <p>Identifying Correct Techniques</p> <ul style="list-style-type: none"> groups demonstrate and explain correct techniques to help prevent injuries, using RM 	<p>Journal/Reflection Self-Assessment Anecdotal Notes</p> <p>Performance Task Teacher/Peer Assessment: Rating Scale</p>	<ul style="list-style-type: none"> <i>Advanced Fitness Assessment and Exercise Prescription</i> (Heyward) RM G-3: Exercise Do's and Don'ts 	
1 2 3 4 5	<p><input type="checkbox"/> K.5.S1.D.2 Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., cause behavioural changes, create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...)</p>	<p>Substance Risks</p> <ul style="list-style-type: none"> groups research and share information <p>Trivia Game</p> <ul style="list-style-type: none"> create and play trivia game related to knowledge/facts regarding substance use and abuse <p>One Drink Is Too Much</p> <ul style="list-style-type: none"> participate in KWL strategy to develop knowledge of FAS/E 	<p>Observation Peer Assessment: Checklist</p> <p>Paper and Pencil Task Teacher Assessment: Inventory</p>	<ul style="list-style-type: none"> <i>Gambit: Drugs and Travel—A Dangerous Mix</i> (Foreign Affairs and International Trade: Canada) <i>Wrecked: High School Anti-Impaired Driving Kit</i> (Manitoba Public Insurance Corporation) <i>Manitoba Addictions Awareness Week: Resource Kit</i> (MAAW Committee) BLM S1-6: KWL: Fetal Alcohol Syndrome/Effects RM G-8: Effects of Alcohol and Drugs: Trivia Game and Answer Key 	<p>FS: S1.5.2.3 Identify and evaluate adolescent mental and physical health issues, e.g., alcohol and drug abuse. . .</p>

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

Unit Planner: Example 2

<p>Grade: Senior 1</p> <p>Essential Question: Can students develop and participate in a personal fitness plan that includes heart-rate monitoring and fitness testing results to increase personal fitness level (especially aerobic fitness)?</p> <p>Physical Education Focus: Fitness Activities</p> <p>Health Education Focus: Personal Development, Fitness Development and Benefits</p>		<p>GLO Focus: Fitness Management, Personal and Social Management</p> <p>Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):</p> <ul style="list-style-type: none"> • Acquisition/Application of Fitness Management Skills to Physical Activity and Healthy Lifestyle Practices <ul style="list-style-type: none"> — Heart-Rate Monitoring — Fitness Assessment and Analysis • Fitness Benefits • Personal Development <ul style="list-style-type: none"> — Self-Awareness/Self-Esteem — Goal Setting 			
General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>What is the student expected to know and/or be able to do?</p> <p>□ S.2.S1.A.1a Participate in physical activities at a level that contributes to the goals of an individualized fitness plan.</p>	<p>How is the student going to learn it?</p> <p>Personal Fitness Plan</p> <ul style="list-style-type: none"> • identify personal fitness goals, participate in physical activities, and record participation levels in chart 	<p>How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?</p> <p>Performance Task Self-Assessment: Rating Scale</p>	<p>What learning resources will be used?</p> <ul style="list-style-type: none"> • RM G-5: FITT Principle Guidelines 	<p>To what subject area(s) can a connection be made? (within, between, beyond)</p> <p>ELA: GLO 3—Manage ideas and information.</p>
<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>□ S.2.S1.A.1b Participate in planned and self-directed activities that maintain heart-rate levels in various zones (e.g., general health, basic fitness, healthy heart...)</p>	<p>Personal Fitness Journal</p> <ul style="list-style-type: none"> • participate in activities that maintain heart rates in the five target heart-rate zones • use heart-rate monitors or perceived exertion method • record in journal using chart 	<p>Performance Task Self-Assessment: Inventory</p>	<ul style="list-style-type: none"> • <i>Perceived Exertion and Pain Scales</i> (Borg) • <i>Lessons from the Heart</i> (Kirpatrick and Bimbaum) • <i>Guidelines for Fitness Assessment in Manitoba Schools</i> (Manitoba Education, Citizenship and Youth) • RM G-6: Heart-Rate Zone Levels • RM G-7: Heart-Rate Zone Formula 	
<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>□ S.2.S1.A.2 Demonstrate use of heart-rate monitoring (e.g., pulse points, heart monitors, software programs...) to compare exertion level in a variety of activities.</p>	<p>The Fartlek Training Method</p> <ul style="list-style-type: none"> • participate in walk/jog/run demonstrating intensities of zones 2, 3, and 4 in the heart-rate zone levels identified by heart-rate monitor <p>In the Zone</p> <ul style="list-style-type: none"> • participate in individual choice of activity and heart-rate zone level 	<p>Performance Task Self-Assessment: Checklist/Inventory</p>	<ul style="list-style-type: none"> • <i>Perceived Exertion and Pain Scales</i> (Borg) • <i>Lessons from the Heart</i> (Kirpatrick and Bimbaum) • RM G-6: Heart-Rate Zone Levels • RM G-7: Heart-Rate Zone Formula 	
<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>□ S.2.S1.A.3b Analyze own fitness test results (e.g., using information technology...) to establish personal fitness goals.</p>	<p>How Fit Am I?</p> <ul style="list-style-type: none"> • fitness testing in the major physical fitness components • record results using BLM 	<p>Journal/Reflection Self-Assessment: Inventory</p>	<ul style="list-style-type: none"> • <i>Lessons from the Heart</i> (Kirpatrick and Bimbaum) • <i>Guidelines for Fitness Assessment in Manitoba Schools</i> (Manitoba Education, Citizenship and Youth) • BLM G-3: Major Physical Fitness Components 	

(continued)

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

Unit Planner: Example 2 (continued)

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"/> K.2.S1.B.1 Differentiate between the benefits of active living and physical fitness development, based on a health and fitness continuum (e.g., mild activity for health benefits, moderate to vigorous activity for fitness benefits...) <input type="checkbox"/> S.4.S1.A.1 Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...)	Health and Fitness Benefits <ul style="list-style-type: none"> brainstorm master list Knowing the Difference: Health Versus Fitness <ul style="list-style-type: none"> Opinion Line 	Journal/Reflection Teacher Assessment: Anecdotal Notes		ELA: GLO 5— Celebrate and build community.
1 2 3 4 5	<input type="checkbox"/> S.4.S1.A.1 Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...)	Making a Short-Term Plan <ul style="list-style-type: none"> individual selection of personal goal and development of short-term plan 	Performance Task Peer Assessment: Checklist		

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

Unit Planner: Example 3

<p>Grade: Senior 1</p> <p>Essential Question: What are the effects of substance abuse and how can we solve problems?</p> <p>Physical Education Focus: N/A</p> <p>Health Education Focus: Substance Use and Abuse Prevention</p>	<p>GLO Focus: Healthy Lifestyle Practices</p> <p>Strand(s)/Sub-strand(s)/Topic(s)/Theme(s):</p> <ul style="list-style-type: none"> Substance Use and Abuse Prevention Helpful and Harmful Substances Effects of Substance Use Factors Affecting Substance Use Application of Decision-Making/Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices 				
<p>General Learning Outcome</p>	<p>Specific Learning Outcome</p>	<p>Learning/Teaching Strategy</p>	<p>Assessment Strategy/Tool</p>	<p>Learning Resource</p>	<p>Curricular Connection</p>
<p>1 2 3 4 ⑤</p>	<p>□ K.5.S1.D.1 Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine, street drugs...), and the possible effects on self and/or others.</p>	<p>Be Knowledgeable</p> <ul style="list-style-type: none"> Think-Pair-Share definition and examples group brainstorming on effects of substance use/abuse <p>Substance Dependence</p> <ul style="list-style-type: none"> small-group discussion on choice of statement to share with class <p>Trevor's Story</p> <ul style="list-style-type: none"> individual work on case scenario using BLM 	<p>Questioning/Interview Teacher Assessment Inventory</p> <p>Questioning/Interview Peer Assessment Inventory</p>	<p>What learning resources will be used?</p> <ul style="list-style-type: none"> Manitoba Addictions Awareness Week: Resource Kit (MAAW Committee) Gambling Involvement and Problem Brown Substance Use among Manitoba High School Students (Patton, et al.) Health Canada BLM S1-5: Trevor's Story, Questions, and Answer Key 	<p>To what subject area(s) can a connection be made? (within, between, beyond)</p> <p>SC: SC-S1-1-15 Investigate and describe environmental factors and personal choices that may lead to a genetic mutation or changes in an organism's development.</p>
<p>1 2 3 4 ⑤</p>	<p>□ K.5.S1.D.2 Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...)</p>	<p>Substance Risks</p> <ul style="list-style-type: none"> small-group research and class sharing <p>Trivia Game</p> <ul style="list-style-type: none"> create and play trivia game related to knowledge/facts regarding substance use/abuse <p>One Drink Is Too Much</p> <ul style="list-style-type: none"> use KWL strategy to develop knowledge of FASE <p>I Could Use a Friend</p> <ul style="list-style-type: none"> small-group discussion of case scenario 	<p>Observation Peer Assessment Checklist</p> <p>Paper and Pencil Task Teacher Assessment Inventory</p> <p>Journal/Reflection Teacher Assessment Anecdotal Notes</p>	<ul style="list-style-type: none"> Gambit: Drugs and Travel—A Dangerous Mix (Foreign Affairs and International Trade Canada) Wrecked: High School Anti-Impaired Driving Kit (Manitoba Public Insurance Corporation) Manitoba Addictions Awareness Week: Resource Kit (MAAW Committee) BLM S1-6: KWL: Fetal Alcohol Syndrome/Effects RM G-8: Effects of Alcohol and Drugs: Trivia Game and Answer Key 	<p>FS: S1.5.2.3 Identify and evaluate adolescent mental and physical health issues, e.g., alcohol and drug abuse....</p>

(continued)

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

Unit Planner: Example 3 (continued)

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 show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	How is the student going to learn it?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)	
1 2 3 4 ⑤	<p><input type="checkbox"/> K.5.S1.D.3 Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse.</p>	<p>Resources and Agencies</p> <ul style="list-style-type: none"> small groups brainstorm, research community resources, and present findings to class 	<p>Observation Peer Assessment Checklist</p>	<ul style="list-style-type: none"> Wrecked: High School Anti-Impaired Driving Kit (Manitoba Public Insurance Corporation) Sharing Our Adolescent Resources (Child Find Manitoba) Manitoba Addictions Awareness Week: Resource Kit (MAAW Committee) Road Safety Learning Resources for Schools: Senior 1 (Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth) 	<p>ELA: GLO 3—Manage ideas and information.</p>
1 2 3 4 ⑤	<p><input type="checkbox"/> S.5.S1.A.4 Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse (e.g., over-the-counter drugs, tobacco, alcohol, street drugs, hallucinogens, inhalants...)</p>	<p>You Decide</p> <ul style="list-style-type: none"> small groups discuss/apply problem-solving strategy to chosen scenario and present information to class 	<p>Performance Task Peer Assessment Rating Scale</p>	<ul style="list-style-type: none"> Wrecked: High School Anti-Impaired Driving Kit (Manitoba Public Insurance Corporation) Tough Kids and Substance Abuse (Cook, et al.) Manitoba Addictions Awareness Week: Resource Kit (MAAW Committee) Champions Program (Manitoba High Schools Athletic Association) Beyond the Basics (Planned Parenthood Federation of Canada) BLM G-5: DECIDE Model 	<p>SC (Biology): S3B-0-G3 Evaluate individual and group processes used.</p>

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






NOTES



APPENDIX F: LESSON PLANNER

Date _____ Lesson _____ Grade _____ Class _____

Student Learning Outcomes

<input type="checkbox"/> Movement 	<input type="checkbox"/> Fitness Management 	<input type="checkbox"/> Safety 	<input type="checkbox"/> Personal and Social Management 	<input type="checkbox"/> Healthy Lifestyle Practices 

Lesson Components	Learning/Teaching Strategies	Teacher Notes (e.g., equipment, safety rules, organization, key points, curricular connections)
Activating Activities • Entry Activity • Warm-up Time: _____		
Acquiring Activity Time: _____		
Applying Activity Time: _____		
Closure Time: _____		
Assessment Strategies		
Challenges/ Modifications/ Adaptations/ Accommodations		

NOTES



APPENDIX G: INFORMATION RELATED TO PLANNING FOR ASSESSMENT OF LEARNING OUTCOMES

Planning for Assessment of Learning Outcomes

The following information explains each column of the chart Planning for Assessment of Learning Outcomes provided in the Overview of this document. Teachers may find it useful when planning their learning, teaching, and assessment strategies.

Column 1. Start with the Student Learning Outcome(s)

The Framework identifies specific student learning outcomes for each grade, organized within the five general learning outcomes (GLOs). The learning outcomes identify what students are expected to know and be able to do by the end of each grade. Starting with the end result in mind (the outcome) helps keep programming focused and consistent.

Column 2. Learning/Teaching Strategies

These are the learning activities in which students will participate to achieve the physical education/health education learning outcomes. The chart lists examples of various types of learning/teaching strategies that reflect different learning approaches, multiple intelligences, and links to assessment strategies. The list is not exhaustive. (For additional information, see Manitoba Education and Training, *Success for All Learners*, Chapter 4.)

Column 3. Assessment Purpose(s)

The purpose can be formative, summative, and/or diagnostic.

A. Formative Assessment

- Formative assessment occurs before an instructional unit is completed to provide students and teachers with feedback about student progress in accomplishing learning outcomes and about the effectiveness of instructional programming content, methods, sequence, and pace. Fair practice ensures a connection between method of instruction and method of assessment/evaluation.
- The information should not be used for assigning marks as the assessment often occurs before students have had full opportunities to learn content or to develop skills.

B. Summative Assessment (Evaluation)

- Summative assessment is used primarily for assigning marks and is based on an interpretation of the assessment information collected at the end of a block of instruction to determine the extent to which students have attained learning outcomes.
- A variety of assessment information is to be used for reporting and determining the effectiveness of instructional programming. (See Manitoba Education and Training, *Reporting on Student Progress and Achievement*.)

C. Diagnostic Assessment

- Diagnostic assessment is a more analytical type of assessment used in situations when a student may need special help or support.

Column 4. Assessor(s)

This column identifies who will do the assessing (e.g., the teacher, the student doing self-assessment, or the student[s] assessing a peer or group).

A. Teacher Assessment

- The teacher assesses individual students or groups of students using a variety of assessment tools to implement the various assessment strategies.

B. Self-Assessment

- Students apply established criteria to reflect upon and/or assess their own progress and achievement. Through the development of self-assessment skills, students can learn accuracy and accountability.
- The ability to perform self-assessment is a critical programming goal that has implications for lifelong learning.
- Self-assessment helps students develop understanding of the established criteria. This is particularly true with respect to movement skills for which a cognitive understanding is a necessary step to good performance.
- Self-reflection is a part of self-assessment and includes personal responses and reflections about oneself or the learning process (e.g., using questionnaires, surveys, interest inventories, descriptions of likes/dislikes, responses to performance results). These reflections and responses can be recorded and included in student learning logs, journals, and portfolios.

C. Peer Assessment

- Having students make systematic judgements about each other's performance relative to stated criteria for the student learning outcomes extends the teacher's knowledge about an individual or group.
- Peer assessment is an efficient way to collect a great deal of reliable information in a short amount of time. Evaluating the work of others is a valuable learning experience for the student who is doing the assessment.
- Peers must be knowledgeable about the criteria for assessment, willing to take their responsibility seriously, and treat others with respect.
- In assessing their peers, students need to start with a limited role (e.g., count the number of skips the partner performs in one minute) and use simple checklists, rating scales, and frequency indexes.

D. Group Assessment

- Group assessment is similar to peer assessment; however, group assessment involves using groups of students to assess other groups or using one student to assess a group.

Column 5. Assessment Strategies

Assessment strategies are ways of gathering information about what a student knows, is able to do, and is learning to do. Strategies should be authentic, meaningful, and active (where applicable), as well as developmentally, culturally, and age appropriate. Assessment strategies include observation, performance tasks, questioning/interviews, journals/learning logs/reflections, and paper and pencil tasks.

A. Observation

- Observing students participating in a variety of physical activities provides daily opportunities for informal assessment of skill growth and development.
- It is important to document observations by keeping records.
- Assessment tools that assist with recording information and maintaining records include checklists, rating scales, scoring rubrics, frequency index scales, inventories, anecdotal notes, codes, and self-adhesive notes or grids.
- Observation Tips:
 - Observe a certain number of students per class rather than all students.
 - Focus on one skill at a time.
 - Stay at one station to assess students. Have students change stations.
 - Display scoring rubrics, rating scales, and checklist criteria.
 - Use computer/information technology to assist in recording observations.

B. Performance Tasks

- Performance tasks (e.g., skill demonstrations, games, routines, drawings, projects, presentations) are activity-based tasks used to observe student acquisition and/or application of knowledge, skills, and/or attitudes.
- Some activities (e.g., games, folk dances, routines, cycling a specific route, presentations) allow for more *authentic* assessment than other activities.
- Prior to assessing task performance, teachers (with or without students) develop descriptors/criteria based on the student learning outcomes.
- Assessment tools such as scoring rubrics and rating scales include performance descriptors/criteria.
- These tools, as well as anecdotal notes and checklists completed by the individual student, peers, groups, and/or the teacher, help measure the level of student performance, progress, and achievement, and help organize and interpret evidence.

C. Questioning/Interviews

- Effective questioning (e.g., open-ended, divergent, convergent) promotes critical thinking and allows teachers to identify what the student knows and what the student needs to learn.
- Questions can be delivered formally or informally through interviewing carried out as a station activity or through whole-class questioning.
- Student responses can be given in writing or through a variety of methods (e.g., human opinion lines, thumbs-up/down/sideways signals, stand-up/sit-down indicators).
- Responses should be recorded using class checklists or other record-keeping methods.

D. Journals/Learning Logs/Reflections

- Journal writing and learning log entries in physical education/health education provide opportunities for students to record their personal thoughts, reflections, choices, feelings, progress, and/or participation, patterns, and changes related to active, healthy living.
- This type of strategy also allows for formative assessments and the development of portfolio products.
- Students can demonstrate their understanding using words, pictures, and labelled drawings. Entries could include active living participation charts/records, personal goal-setting plans, and so on.
- Suggested sentence stems for personal journal entries:
 - I think... I feel... I know... I wonder...
 - What I like most about physical education is....
 - The most important thing I learned in physical education/health education this week was...
 - I used to think... but now I know...
 - I was surprised to learn that...
 - Three words that best describe my performance are...
 - Physical education is frustrating when... perfect when...
 - I found it easy to...
 - Next time I would...

E. Paper and Pencil Tasks

- Paper and pencil tasks may involve answering multiple-choice, true or false, open-ended, or matching questions, completing a drawing, or labelling a diagram.
- Test items tend to assess knowledge of factual information and application of basic skills in isolated, decontextualized ways rather than assessing the application of the knowledge and skills in meaningful, everyday situations.
- Because formal written tests have limitations in measuring movement-based learning outcomes, the use of paper and pencil tasks should be limited.

Column 6. Assessment Tools

Assessment tools are instruments for measurement or making judgements, based on the interpretation of evidence, to determine how well the student is performing or learning. They include the criteria or performance descriptors to determine the level of student progress and achievement. Examples of assessment tools are checklists, rating scales, scoring rubrics, frequency indexes, inventories, and anecdotal notes.

A. Checklists

- A checklist is an assessment instrument used to record the presence or absence of specific, pre-selected concepts, skills, processes, or behaviours and attitudes (see Manitoba Education and Training, *Reporting on Student Progress and Achievement*, 38).
- It includes a list of specific criteria and/or descriptors for behaviours and/or performance related to student learning outcomes and attitude indicators.
- The criteria and descriptors used in checklists should be clear, specific, easily observable, and understood by students. Students are encouraged to assist in the development of criteria and descriptors. New items can readily be added to generic forms for various assessments by the teacher or students.

B. Rating Scales

- Rating scales include clear and concise lists of criteria that allow student performance to be judged along a continuum. Rating scales can be descriptive (e.g., always, frequently, rarely), graphic, and/or numeric (e.g., 5, 4, 3, 2, 1, with 5 being high and 1 low).

C. Scoring Rubrics

- Separate sets of descriptors/criteria for each performance level reflect learning outcome components and distinguish the quality of a performance or product. Rubrics usually have three to five levels.
- Students assist with the development of criteria for each performance level where possible so that there are clear expectations for students at the outset of a project/assignment, performance, or demonstration.
- Rubrics provide more detail than do rating scales or checklists and are time-consuming to construct. They should be created for large products and processes.
- Scoring rubrics may range from two to five points:
 - two-point rubric (e.g., yes, no; developing, developed; okay, improvement desired)
 - three-point rubric (e.g., proficient, competent, improvement desired; powerful, capable, developing; mature, formative, initial; outstanding, acceptable, progressing)
 - four-point rubric (e.g., outstanding, good, okay, novice; exemplary, competent, developing, emerging)

- five-point rubric (e.g., consistently, frequently, sometimes, with direction, rarely; awesome, very good, satisfactory, minimal, non-existent; all, almost all, some, few, none; maintenance, action, preparation, contemplation, pre-contemplation)
- There are two types of scoring rubrics:
 - **Holistic rubrics** score the student's performance as a whole and combine a variety of essential performance elements in order to determine the overall level of competency (e.g., one rubric is used to assess several elements such as cooperation, participation, fair play, and communication skills).
 - **Analytical rubrics** outline specific essential elements so that the student receives feedback on the level of performance for each essential element (e.g., a separate rubric is used for elements of fair play that includes respect for opponents, rules, and officials, self-control, and equitable playing).

D. Frequency Indexes

- A frequency index indicates how often various skills, behaviours, and/or attitudes occur.
- Teachers may use a class list to add check marks each time a student performs or demonstrates a certain characteristic. For example, the student
 - properly performs an overhand throw in a game situation
 - assists other players
 - demonstrates fair or unfair play
 - works well with others
 - is active or inactive
 - follows safety procedures and game rules

E. Inventories

- An inventory is given to students in order to find out prior knowledge, past experience, abilities, and/or current interest in an activity/area.
- An inventory can be either verbal (informal inventory) or written, and can consist of a series of questions or statements requiring responses. For example, teachers may use questionnaires, surveys, and/or a show of hands on specific topic areas (e.g., sports interests, food intake, physical activity participation in leisure time).

F. Anecdotal Notes

- An anecdotal note is a brief, narrative description of observations that provide information regarding a student's learning/development/behaviours/needs. It captures observations that might otherwise be lost.

- Anecdotal recording can be time-consuming and, therefore, requires an organized, efficient approach. Teachers may find it helpful to use
 - a list of students for each class, divided into three columns: Date, Observation, Planned Action
 - brief, focused, and objective notes
 - codes for quick recording (e.g., C–cooperation, FP–fair play, IA–inattentive)
 - self-adhesive notes or comment forms that students fill out, including date, name, and description of behaviour (positive or negative). Notes can be placed on a class record-keeping sheet.
 - computer technology (e.g., software programs for creating class recording lists, hand-held computers)

Column 7. Implications for Future Planning and Communicating Student Progress and Achievement

Learning, teaching, assessing, evaluating, and reporting is an ongoing, cyclic process. Teachers constantly collect data or feedback to make adjustments for future planning and enhancement of student learning in light of the vision of the Framework: *physically active and healthy lifestyles for all students.*



NOTES



Glossary

GLOSSARY

ABCs—the abbreviation for the steps followed when administering first aid to an unresponsive person:

- airway—open the airway.
- breathing—check for breathing and begin rescue breathing if necessary.
- circulation—check for a pulse and begin chest compressions if necessary.

Also see cardiopulmonary resuscitation (CPR).

acquired immune deficiency syndrome (AIDS)—a collective term describing the presence of infections, malignancies, and illnesses caused by the human immunodeficiency virus (HIV), which attacks and destroys the immune system and central nervous system.

active living—a way of life in which physical activity is valued and integrated into daily life and in which the intensity and type of physical activity are relative to individual needs, choices, abilities, and environment (Canadian Association for Health, Physical Education and Recreation 8).

addiction—a physiological and/or psychological dependence on a substance (e.g., nicotine, alcohol) or activity (e.g., marathon running, gambling) upon which an individual relies to function from day to day, despite the knowledge that there may be harmful consequences to self and others.

adjudication—to give sentence to; to make a formal judgement on a disputed matter.

aerobic—the process of using oxygen to produce energy.

aerobic activities—physical activities (e.g., jogging, cycling, cross-country skiing) that use large muscle groups of the body (e.g., quadriceps, hamstrings) in a continuous rhythmic nature and that produce and sustain an elevated heart rate for an extended period of time (e.g., 20 minutes).

agility—the ability to move the body in different directions (e.g., forwards, backwards, sideways) quickly and efficiently; the ability to change the direction of one's movement rapidly and accurately.

alcoholism—a physical and psychological dependence (addiction) on alcohol characterized by compulsive, uncontrollable drinking.

anaerobic—the production of energy in the absence of oxygen.

angina—temporary pain and/or tightness in the chest (that may radiate to other parts of the body) due to the heart beating faster than normal, caused by reduced flow of blood to the heart (therefore, shortage of oxygen and other nutrients reaching the heart muscle); often a result of the coronary arteries that nourish the heart becoming narrowed and/or clogged with fatty plaque (atherosclerosis); does not damage the heart muscle, but is one of the initial signs of heart disease.

antioxidants—nutrients, vitamins (e.g., vitamins A, C, E), and minerals (e.g., selenium, zinc) that help prevent and/or inhibit oxidative damage within the body caused by the highly reactive, unstable molecular fragments called free radicals (free radicals are unleashed by strenuous exercise, chemicals, and polluted air, and cause extensive damage to the body’s protein bonds and a host of ailments and diseases normally associated with aging).

arbitration—the use of an arbitrator, chosen and agreed upon by all disputants, to hear and come to a decision or resolution regarding a controversy between the parties involved.

balance—the ability to control or stabilize one’s equilibrium while moving (dynamic balance) or remaining stationary (static balance).

ballistic stretching—sudden, jerking, or bouncing contractions of the agonist muscle to produce a stretch in the antagonist muscle. Muscles are stretched by force of momentum; however, this type of stretching could cause tearing of the muscle fibres because the actin and myosin filaments within the muscle’s functional unit (called sarcomere) are not allowed to elongate past the current resting length in a held position but must continually contract to maintain the position.

blister—a collection of fluid below or within the first layer of skin (epidermis) caused by friction (e.g., a toe rubbing against the inner shoe surface).

blood pressure—the force that blood exerts on the walls of blood vessels as blood flows through them; the blood pressure reading is recorded as systolic pressure over diastolic pressure in mm/hg:

- systolic pressure—represents the pressure as the heart is contracting and pushing blood throughout the body
- diastolic pressure—represents the pressure against the blood vessel walls as the heart is relaxing between beats

An example of a “healthy” blood pressure reading is: 120 mm/hg over 80 mm/hg.

body awareness—includes awareness of

- body parts (e.g., arms, legs, elbows, knees, head)
- body shapes (e.g., curled, stretched, narrow, wide, twisted, symmetrical, asymmetrical)
- body actions (e.g., flex, extend, rotate, swing, push, pull)

body composition—refers to the individual’s body fat and lean (non-fat) body mass, which includes muscle, bone, and other tissues.

calorie—the unit used to measure the energy in food and the energy one burns; also referred to as kilocalorie (kcal); the amount of heat energy necessary to raise the temperature of a kilogram (a litre) of water one degree Celsius.

carbohydrate (CHO)—one of the three basic foods (the other two being protein and fat) that are the body's source of energy; CHO is stored in the body as glycogen; carbohydrates are classified according to the number of sugar units they are composed of

- monosaccharide—single sugar units (e.g., glucose)
- disaccharides—a pair of single sugar units linked together
- polysaccharides (also referred to as complex carbohydrates)—many long strands of sugar units, forming starch or fibre

cardiac arrest—the sudden cessation of heart contractions resulting in circulatory failure of the blood and oxygen to the rest of the body; is caused by a heart attack or by another type of emergency such as electrocution; may result in respiratory arrest and death.

cardiopulmonary resuscitation (CPR)—a life-saving procedure designed to revive an individual in cardiovascular failure; it involves opening the airway, providing artificial breathing by forcing the victim's heart to pump blood, and applying pressure or chest compressions to restart blood circulation.

cardiovascular disease—a group of medical conditions that affect the heart and/or blood vessels; heart attacks and strokes are the most dramatic signs of cardiovascular disease. This disease begins with a buildup of blood cells and fatty deposits upon the inside walls of the arteries (atherosclerosis) that supply blood and oxygen to the brain and heart.

cardiovascular endurance—represents the combined ability of

- the pulmonary system to exchange oxygen between the outside air and the blood circulating through capillaries in the lung
- the cardiovascular system to transport oxygen to the working muscles
- the muscular system to use oxygen

Other terms used to describe cardiovascular endurance include cardiorespiratory endurance/fitness, cardiovascular/aerobic fitness, aerobic power/capacity, and physical work capacity.

cholesterol—a fat-soluble sterol that is a member of the group of organic substances called lipids (along with triglycerides and phospholipids); it is a soft, waxy substance found in animal-derived foods and made in the body to synthesize vitamin D at the skin surface, to facilitate the synthesis of various steroid hormones (e.g., sex hormones and adrenal corticoids) and to facilitate the absorption and transport of fatty acids. The two classifications of cholesterol are:

- **HDL**—high density lipoprotein transports cholesterol from the blood to the liver for degradation and removal.
- **LDL**—low density lipoprotein transports cholesterol from the liver to tissues such as the muscle.

community health/global health—public health efforts to reduce the incidence of disease and its impact on people, communities, and populations (e.g., improving the early treatment of strokes; decreasing cardiovascular risk factors related to inappropriate diet, obesity, and tobacco use; and reducing the high-risk behaviours).

concussion—associated with injuries sustained by the brain as a result of a violent shaking or jarring from a blow or collision.

coordination—the integration of an individual’s body parts (e.g., arms, legs, hands, feet, head, torso) to produce a smooth, fluid motion; the ability to use the body’s senses to perform motor tasks smoothly and accurately.

cross-training—a physical workout program that incorporates a variety of exercises to develop and/or maintain one or more of the physical fitness components (e.g., participating in cycling, swimming, and running to develop cardiovascular fitness).

cultural diversity—the varied characteristics that identify the customs, institutions, and achievements of a particular group of people.

dehydration—an excess loss of water from the body that may be a result of hot, humid weather, diarrhea, vomiting, too much alcohol, caffeine, and/or intensive exercise; a water loss of as little as 1 to 4 percent of one’s body weight may result in an increase of core body temperature, interference with metabolic and cardiovascular functioning, and/or reduced physical work capacity.

dietary fibre—the indigestible polysaccharides in food that do not provide energy (calories); insoluble fibre (also called roughage) helps move undigested food through the digestive tract; soluble fibre helps lower blood cholesterol.

dynamic contraction—a muscular movement in which the ends of a muscle are drawn closer together as the muscle shortens in length (referred to as a concentric contraction), or in which the ends of a muscle are drawn further apart as the muscle increases in length (referred to as an eccentric contraction).

electrolytes—minerals that provide conductivity functions for fluid passage through cellular membranes that keeps the body’s internal environment stable; examples of electrolytes include sodium, potassium, and chloride.

emergency medical services (EMS)—a system for responding to an individual’s sudden illness or injury; this system may include the local police, ambulance services, 911 rescue vehicles, and fire trucks.

ergogenic aids—substances (e.g., energy bars, protein drinks) that are meant to enhance physical performance by increasing energy production and/or decreasing recovery time for the individual who uses them.

ethical—based on the perceptions of moral obligation or duty of humans and the reasons for that moral obligation.

fast-twitch muscle fibre—a type of muscle fibre that has a low oxidative capacity and a high glycolytic capacity; associated with speed and/or power activities such as a 100-metre sprint.

fat—one of the three basic foods (the other two being carbohydrate and protein); it is the most concentrated source of energy in the diet, furnishing more than twice the calories of carbohydrate or protein; the chief form of fat in food is triglycerides (one of the three main classes of lipids) and is either saturated fat (from an animal food source) or unsaturated fat (from a plant food source).

first aid—the immediate assistance provided for an individual who has incurred physical distress or injury for the purpose of maintaining the body's vital functions until further medical aid can be obtained.

flexibility—the capacity of a joint to move through a full range of motion (limited by bones, muscles, ligaments, tendons, and the bone-joint capsule).

force—an external push or pull exerted on an object that causes movement.

frostbite—an injury to body tissues due to exposure to extremely cold temperature, strong wind, and precipitation; as a result, there may be an excessive decline in body temperature, cell damage, and blockage of blood supply to exposed body parts (e.g., ears, cheeks, nose, fingers, toes).

glycemic index—a ranked measure or rating system that indicates the extent to which a food raises the blood glucose concentration and elicits an insulin response; glucose at a dose of 50 grams is used as a benchmark and is given the rating of 100 (raises blood sugar immediately); other foods are ranked in relation to dose of glucose. Examples of high-glycemic-index foods include potatoes, cornflakes, and honey; examples of low- to moderate-glycemic-index foods include rice, pasta, and bananas.

heart attack—a blood clot in the coronary artery that carries blood to the heart, thereby reducing or stopping the heart's blood supply; a heart attack could cause mild symptoms such as mild pain, a feeling of breathlessness, and upset stomach, or severe symptoms such as crushing pain in the chest that spreads into the shoulders and down the arms; a heart attack can cause cardiac arrest.

heat exhaustion—a condition in which the body cannot maintain its internal temperature as a result of a warm/hot environment with high humidity; it is characterized by symptoms such as profuse sweating, dizziness, headache, shortness of breath, weak/rapid pulse, lack of saliva, and extreme fatigue (Williams *et al.* 51).

heatstroke—a condition in which the body cannot maintain its internal temperature as a result of a warm/hot environment with high humidity; it is characterized by symptoms such as lack of sweat, hot, dry skin, lack of urine, hallucinations, swollen tongue, visual disturbances, excessively high body temperature, and possibly unconsciousness (Williams *et al.* 51).

human immunodeficiency virus (HIV)—attacks and destroys the body’s immune system (white blood cells), which protects against infection and disease; eventually, AIDS and death may result; the virus is transmitted through transfer of body fluids (i.e., blood, semen, and vaginal secretions).

human sexuality—the way people choose to experience and express themselves as sexual creatures and involves biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious, and spiritual factors; it encompasses the sexual knowledge, attitudes, values, beliefs, and behaviours of a culture (World Health Organization; Health Canada, *Canadian Guidelines for Sexual Health Education* 4).

hyperthermia—the elevation of the body temperature above the normal range (i.e., over 37.3°C).

hypothermia—the dropping of the body temperature to 35°C or lower, often caused by the body’s reaction to wet and cold weather conditions.

intercourse—an intimate sexual act that involves vaginal, anal, or oral penetration by the penis.

isometric contraction (also referred to as static contraction)—a muscular contraction in which the muscle increases tension and produces force against an immovable object without observable shortening or lengthening of the muscle.

layer principle—the wearing of layers of clothing (to be added or removed as deemed necessary by environmental conditions) to prevent hyperthermia and/or hypothermia; the three layers are: undergarment warmth layer, middle insulation layer, and outer protection layer from wind, rain, and snow.

mediation—negotiation between parties at variance in the hopes of reconciling the disagreement with the aid of a neutral third person (mediator).

minerals—naturally occurring, inorganic substances found in food and water that play a vital role in regulating many bodily functions; minerals do not supply energy (i.e., calories); examples of minerals are potassium and iron.

moral—relating to conduct as right or wrong, as determined by duty, and as governed by laws.

movement relationships—include

- lead—move in front of a partner or group.
- follow—move behind a partner or group.
- chase—move quickly to reach or overtake a person or object.
- flee—move quickly to avoid a chaser.
- dodge—move quickly to change direction, pathway, and/or speed to evade a player or an object.

muscular endurance—the ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue.

muscular strength—the maximum amount of force that can be exerted by a muscle or group of muscles in a single effort.

negotiation—to bring about a solution to a dispute, disagreement, or difference of opinion between individuals; the three styles of negotiation are:

- win/win (i.e., mutual satisfaction)
- win/lose (i.e., one individual wins at the cost of the other's goals)
- lose/lose (i.e., a compromise in which both individuals give up something)

Newton's laws of motion—

- Newton's first law of motion: "Every body will remain in a state of constant motion or rest unless acted upon by an outside force."
- Newton's second law of motion: "The applied force is proportional to the resulting acceleration; that is, the greater the applied force, the greater the resulting acceleration—providing mass is constant."
- Newton's third law of motion: "For every action force, there is an equal and opposite reaction force." (Coaching Association of Canada 5-11)

osteoporosis—"porous bones," a degenerative disease in which there is a reduction of bone density and its innate ability to regenerate and heal itself; the result is a thinning of the bones due to a slow progressive loss of bone minerals, especially phosphorus and calcium; this condition leads to brittle and easily fractured bones, especially in the wrists, hips, and spinal cord.

passive stretching—occurs when the load or movement motion is performed by an independent agent, such as another person or appropriate equipment.

power—the ability to apply maximum strength (i.e., a muscular contraction) with the quickest possible speed (e.g., putting the shot); the transfer of energy into force at a fast rate.

protein—one of the three basic foods (the other two being carbohydrate and fat); it is composed of amino acids, either essential (which must be obtained from food) or non-essential (which can be obtained from food but are also manufactured internally in the quantities the body requires); amino acids are a source of energy in the body, provide the connective and structural building blocks of tissue, repair injured tissue, and serve as enzymes that control the metabolic functions within the body cells.

qualities of effort in movement—refers to

- time—fast (e.g., quick, explosive); slow (e.g., careful, drawn out, sustained)
- force—strong (e.g., intense, heavy, forceful, loud); light (e.g., easy, weak, gentle, soft)
- flow—free (e.g., smooth, large, continuous movement that is flowing and ongoing and cannot be readily stopped); bound (e.g., small, controlled, restricted movement that can be readily stopped)

rate of perceived exertion and category-ratio pain scales (Borg)—a tool for estimating effort and exertion, breathlessness, and fatigue during physical work; it is the degree of heaviness and strain experienced in physical work as estimated by a specific rating method of a six (i.e., no exertion at all) to a 20 (i.e., maximal exertion). The category-ratio scale can be used to measure exertion and pain; it is a general intensity scale for most subjective magnitudes with special anchors of 0.5 and 10. Therefore, the worst pain experienced at 10 (i.e., “max P”) may not be the highest possible level—there may be pain still worse. Refer to RM G–6: Heart-Rate Zone Levels.

reaction time—the time it takes to react or respond to stimuli that one hears, sees, or feels; the time elapsed between stimulation and start of reaction to stimuli (e.g., a 100-metre sprinter reacting to the signal to push off out of the blocks).

recommended daily dietary allowance (RDA)—the nutritional needs recommended for prevention of nutritional depletion in healthy people; the RDAs do not take into account, for example, altered requirements due to sickness, injury, daily exercise, and athletic competition preparation.

risk management—developing a thorough understanding of specific physical activities to eliminate or significantly reduce foreseeable risks.

self-esteem—the individual’s personal view of self; how one “sees” oneself and “feels” about oneself, either positively or negatively.

sexually transmitted infections (STIs) (also referred to as sexually transmitted disease)—a wide range of infections, bacterial or viral, that are spread mainly but not exclusively through sexual intimacy; an individual can become repeatedly infected and can be host to more than one STI at a time.

slow-twitch muscle fibre—a type of muscle fibre that has a high oxidative capacity and a low glycolytic capacity; associated with endurance-type activities such as marathon running.

space awareness—refers to where the body moves with respect to

- locations (e.g., personal and general space)
- directions (e.g., forwards, backwards, sideways, up, down)
- levels (e.g., low, middle, high)
- pathways (e.g., curved, straight, zigzag)
- planes (e.g., frontal, horizontal, sagittal)

speed—the ability to move one’s body and/or body parts as quickly as possible, in the shortest amount of time.

sprain—trauma to the ligaments (tearing of ligament fibres) of a joint, causing pain and disability; it is not a dislocation.

static stretching—loading of the muscle(s) and allowing the actin and myosin filaments within the functional unit (called sarcomere) to elongate slowly by sliding apart and past the current resting length, in a position held for 20 to 30 seconds; proprioceptive neuromuscular facilitation is a type of static stretch where there is pre-contraction of the muscle to be stretched against the resistance of a partner, and contraction of the antagonist muscle during the stretch.

strain—trauma to the muscle or tendon due to a violent contraction or excessive forcible stretch of the muscle.

stress—the body's non-specific physical or psychological response to any demands made upon it by physical, emotional, or psychological forces that change or disrupt the individual's equilibrium; stress accompanying pleasant events is called eustress, whereas stress accompanying negative events is called distress; some of the responses to stress may include muscle tension, anxiety, increased heart rate and/or blood pressure, silliness, and joy.

stroke—a blood clot in a blood vessel that leads to the brain; the brain cells served by that blood vessel gradually die due lack of oxygen and other nutrients; strokes may cause paralysis, loss of ability to speak, and death.

stroke volume—the amount of blood, measured in millilitres (mL), that is ejected from the heart's left ventricle in a single heartbeat.

substance dependence—the body's physical and psychological reliance on a substance (e.g., alcohol, heroin, cocaine); if substance use is discontinued, the body experiences withdrawal symptoms.

type II diabetes—a chronic disease characterized by elevated blood glucose and inadequate or ineffective insulin, which is the hormone responsible for the transfer of sugar in the blood to enter cells for fuel or to be stored for later use; elevated blood glucose levels can lead to blindness, kidney disease, and nerve damage; a major contributor to the development of type II diabetes is a lifestyle that includes lack of physical activity and over-consumption of refined carbohydrates.

vitamins—organic food substances in plants and animals that serve as co-enzymes or co-factors in essential metabolic processes of the human body; vitamins do not supply energy but do act as agents to facilitate the biochemical processes of every organ in the body; vitamins are classified as fat-soluble (vitamins A, D, E, and K) or water-soluble (vitamins B-complex and C).

Notes



Framework Excerpts

FRAMEWORK EXCERPTS

This section contains the following excerpts reproduced from *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Manitoba Education and Training). Page references within these excerpts apply to the Framework.

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Overview

Nature of the Discipline

Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles (the Framework) builds on a foundation that unites the two subject areas, physical education and health education. The combined curriculum provides a connected approach to learning about the mind and body that promotes healthy and active living. Student learning outcomes have been designed to support an integrated and holistic approach to using highly active and interactive learning experiences to promote lifelong physical activity and well-being.

Vision

The vision of the Framework is:

physically active and healthy lifestyles for all students.

This Framework adopts a unified vision of physical education/health education for the future. Programming for physical education and health education together heightens the importance of both subject areas and supports a stronger message to students about making safe and healthy lifestyle choices. For example, within the delivery of integrated physical education/health education curriculum, components such as fitness management and interpersonal skills become more meaningful as students experience the health and social benefits of participation in physical activity.

Aim

The aim of the Framework is:

to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles.

Purpose of the Framework

It is the intent of the Framework to ensure that all students acquire the knowledge, skills, and attitudes to become physically active, and to make health-enhancing decisions designed to improve their personal quality of life. The Framework provides the basis for teaching, learning, and assessment in physical education/health education. It also provides the foundation for the development of physical education/health education implementation documents, and assists administrators and other educational partners with their initial implementation planning processes.

The Framework identifies general student learning outcomes for Kindergarten to Senior 4. Specific student learning outcomes have been identified for Kindergarten to Senior 2, where physical education/health education is a compulsory subject area. Physical education/health education is an optional subject area at Senior 3 and Senior 4.

The design of the Framework encourages educators to make curricular connections with other subject areas, where applicable, to support an integrated approach. Some health-related topics will appear in other subject areas. For example, body systems and nutrition appear in science. It is expected that the inclusion of health components within other subject areas will help to make student learning more relevant and personally meaningful. (Refer to Appendix B: *Curricular Connections* for more details.)

As well, some areas, such as career/life management, human diversity, use of information technology, and sustainable development will appear in all subject areas in support of the broad outcomes of education for Kindergarten to Senior 4.

Background

Both physical education and health education contribute to the development of physical and social-emotional well-being. Previously in Manitoba, there were separate curricula for health education and physical education. The health education curriculum addressed environmental influences and lifestyle as the two most important determinants of well-being. The physical education curriculum used a physical activity and sport model for the promotion of sport participation and performance.

Within this Framework, an integrated approach has been established for health education and physical education programming to provide a stronger message to students related to active and healthy living. The focus is to promote the development of movement and personal management skills for lifelong physical activity and fitness and to reduce health risks

by developing skills and processes for making health-enhancing decisions for active healthy lifestyles.

The shift in emphasis in the integrated physical education/health education is not intended to be critical of former approaches, but, rather, to emphasize the importance of moving towards health promotion and of addressing risk factors facing our children and youth.

The following statement guided curriculum change for physical education/health education:

The physical education curricula and classroom instruction will undergo significant changes in order to shift the emphasis from physical fitness and exercise to an emphasis on physical well-being. The emphasis will mean that aspects such as knowledge about health and fitness, including nutrition and stress management, prevention of health problems and issues and safety and violence prevention, as well as exercise and fitness will be the focus of an integrated physical education curriculum. Physical education will be designed to lead students to lifelong fitness and to emotional and mental well-being through healthy lifestyles.

The process of developing the Framework has also been guided by current research in physical education and health education. The current literature supports a positive and preventative approach to help students make health-enhancing decisions that will result in active, healthy lifestyles and disease prevention. The research data also indicate that a skill-based approach, rather than a cognitive-based approach, is essential so that students are able to use and apply their learning effectively. Just knowing about being active and healthy is not sufficient.

Students need opportunities to acquire and apply skills to enhance physical and mental-emotional well-being.

Research indicates that traditional knowledge-based programming in health has not been shown to effect significant changes and improvements in skills and behaviours. Effective programming was defined as strategies that result in behavioural change and develop personal-social management skills to prevent a variety of health and social issues.

The research underpinning this Framework emphasizes the importance of decision-making/problem-solving and resistance skill training as part of a broader approach stressing self-efficacy, interpersonal skills, and concrete knowledge. Berliner and Bernard (1995), for example, argue for the development of policies and programming that aim to foster resilience in children and youth. Stemming from biomedical, psychological, and sociological fields, resilience research focusses attention on the variety of complex factors and processes that contribute to how well an individual responds to risk. Resiliency models propose that a variety of predictor variables or personal factors may predispose young people to unhealthy risk-taking, and, dependent upon the interaction of protective processes in their lives, individuals may develop varying levels of resilience to adversity.

Rationale

In today's society, an entire generation of children is provided with increased opportunities to live completely sedentary lifestyles with reduced social interactivity. An increase in stimulating opportunities offered through television and multimedia technology progressively consumes the leisure time of our children and youth, and leads to physical inactivity. Furthermore, physical inactivity has an impact on development of movement skills, fitness management, personal-social well-

being, and associated health problems. It is necessary for educators to examine approaches for putting physical activity back into the daily lives of our children and youth. It is a shared responsibility of the home, school, and community to ensure that students are active on a daily basis and to enable them to make active and healthy lifestyle choices.

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

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

Despite the warnings of educators, scientists, health specialists, and medical professionals, negative health behaviours continue to be major factors in chronic disease. These behaviours are learned by children and youth, and are carried into adulthood.

For all of the above reasons, this Framework is not only critically important to the health and well-being of every school-age child, it is also a viable means of addressing the escalating costs of health care.

Research shows that the development of positive personal attributes is fostered or reinforced by the following characteristics within a child's or youth's family, community, and/or school environment:

Overview

- caring relationships that are trusting, compassionate, and respectful
- positive, high expectations, which are explicitly communicated, with students receiving adequate support in their efforts to achieve them
- meaningful opportunities to participate in valued family, school, and community activities
- supportive caring community that ensure the safety and well being of children

Each of these characteristics has an impact on how children and youth make health-enhancing decisions related to an array of health-compromising situations to which they may be exposed. Throughout the Framework, the emphasis is to develop the physical and social behaviour skills to prevent health and social difficulties. The family, school, and community can all work together to help children and youth develop the resiliency and resistance skills necessary to avoid health problems, and to deal effectively with controversial and sensitive health issues.

The school plays a partnership role in the development of physically active and healthy lifestyles. Movement skills and healthy lifestyle practices are learned throughout the school years, through quality physical education programming, quality health programming, and the integration of health content within other subject areas. Active, meaningful parental, family, and community involvement in the educational process promotes the strongest possible academic, physical, social, and emotional development of children.

Guiding Principles

Based on current research and guided by *A Foundation for Excellence* (1995), the *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum*

Physical Education/Health Education

Framework of Outcomes for Active Healthy Lifestyles (1999) reflects the following guiding principles:

1. *Movement skill based* — Students should have the opportunity to have sufficient practice for acquisition and application of the basic movement skills to a variety of physical activities/sports.
2. *Social behaviour skill based* — Students should have the opportunity to have sufficient practice for acquisition and application of personal and social management skills for building positive human relationships, resisting negative social pressures, and making health-enhancing decisions.
3. *Active participation and active learning* — Students should be physically active on a regular basis to develop personal health and fitness. Student participation in active, hands-on, and meaningful experiences is an essential part of the learning process.
4. *Learner centred* — The needs of all learners should be addressed through instruction that is relevant, current, meaningful, and balanced, and offers a variety of choices in learning experiences.
5. *Enjoyable* — Learning experiences should foster maximum participation, social acceptance, safe environments, and personal success.
6. *Developmentally and age-appropriate* — Students' learning should be achieved through appropriate, relevant, and sequential learning experiences that meet the developmental and age-appropriate needs of students.

7. *Involvement of parents¹, families, and communities* — A shared responsibility among the home, school, and community should be adopted for the development and reinforcement of healthy lifestyle behaviours.
8. *Positive and preventative* — The focus in teaching and learning should be on identifying the positive behaviours for active, healthy living that will prevent unhealthy and unsafe situations.
9. *Holistic* — Children should encounter meaningful, experiential activities and materials in purposeful and authentic contexts.
10. *Quality* — Programming should provide a climate that fosters excellence through dedication, determination, creativity, initiative, and high achievement.
11. *Accountability* — Programming should ensure that students achieve the expected general and specific student learning outcomes through effective and efficient use of resources. Each student learning outcome is observable, measurable, and/or reportable to enable connections to be made relative to teaching, learning, and assessment.
12. *Addresses foundation skill areas — Programming should address:*
 - literacy and communication
 - problem-solving
 - human relations
 - technology
13. *Addresses elements of integration — Programming should address:*
 - curriculum integration
 - human diversity

¹ In this document 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.

- sustainable development
- anti-racist/anti-bias education
- resource-based learning
- differentiated instruction
- Aboriginal perspectives
- gender fairness
- appropriate age portrayals

Key Characteristics

The key characteristics of the Framework are as follows:

1. Student learning outcomes for physical education and health education focus on the development of physically active and healthy lifestyles.
2. Student learning outcomes related to physical education and health education are represented in one document and appear as part of each of the five interrelated general student learning outcomes.
3. The Framework emphasizes a skills-based approach, focussing on skills and behaviours, and their functional application.
4. Health components appear as part of the Framework and as part of other subject area curricula. (Refer to Appendix B: *Curricular Connections* for more details.)
5. Implementation must support a holistic, integrated approach to health that includes a high level of physically active and interactive learning experiences.
6. Student learning outcomes can be achieved using different delivery models best determined by schools

and/or school divisions/districts² through a collaborative school-based planning process. (Refer to Appendix C: *School Division/District Planning Process*)

7. A school division/district planning process must be used to determine local policy related to potentially sensitive content. This content appears in the *Human Sexuality* and *Substance Use and Abuse Prevention* strands in General Learning Outcome 5 (*Healthy Lifestyle Practices*), and in the *Personal Safety* sub-strand of the *Safety of Self and Others* in General Learning Outcome 3 (*Safety*).

Time Allotments (Kindergarten to Grade 8)

Physical education/health education is a compulsory subject area for Kindergarten to Grade 8. The following minimum time allotments for physical education/health education are recommended. Schools are encouraged to timetable in a manner that suits the composition and specific needs of their school.

- Kindergarten to Grade 6
 - 11% of instructional time (75% of the time spent on physical education-related student learning outcomes/25% of the time spent on health education-related student learning outcomes)
- Grades 7 and 8
 - 9% of instructional time (75% of the time spent on physical education-related student learning

² For the purposes of this document, references to school divisions/districts refer to the governing bodies of schools, including school divisions, school districts, Band-operated schools, and funded independent schools and school authorities.

outcomes/25% of the time spent on health education-related student learning outcomes)

Graduation Requirement (Senior 1 to 4)

Physical education/health education is a compulsory subject area at Senior 1 and Senior 2. The following two credits are required to meet graduation requirements:

- Senior 1 - one credit that includes 50% of the time spent on physical education-related student learning outcomes and 50% of the time spent on health education-related student learning outcomes
- Senior 2 - one credit that includes 50% of the time spent on physical education-related student learning outcomes and 50% of the time spent on health education-related student learning outcomes

Credits at each of Senior 1 and 2 can be reported as full credits or as half credits. However, school divisions/districts are encouraged to offer physical education/health education as an integrated full credit to align with the vision of the Framework and to support the interrelatedness of the general student learning outcomes. As well, at Senior 3 and Senior 4, school divisions/districts may offer additional local integrated physical education/health education curricula or other curricula related to physical education/health education such as Physical Education Leadership, Health and Fitness Leadership, Outdoor Education, and Recreational Leadership as compulsory or optional credits. These additional local curricula are expected to have connections to one or more of the five general student learning outcomes in the Framework. Local curricula must be developed/acquired based on Manitoba Education and Training requirements.

Potentially Sensitive Content

Student learning outcomes in the Framework have been developed to address the five major health-risk issues listed in the *Rationale*, and to provide students with the knowledge and skills to make healthy lifestyle choices. Some of the content and issues pertaining to the student learning outcomes may be potentially sensitive for some students and their parents/families and/or communities. This sensitivity may be based on family, religious, and/or cultural values.

The three strands that may contain potentially sensitive specific student learning outcomes are: *Human Sexuality*, *Substance Use and Abuse Prevention*, and the *Personal Safety* sub-strand within *Safety of Self and Others*. For student learning outcomes related to potentially sensitive issues, schools must seek parental involvement and provide a parental option³ prior to implementation. (Refer to Appendix C: *School Division/District Planning Process* for details.)

There also are student learning outcomes in the Framework that are not considered sensitive but should be treated with sensitivity. These specific student learning outcomes relate to topics such as loss and grief, diversity related to individuals, families, and cultures; healthy weight; body image; dress; and personal hygiene. Teachers are required to follow guidelines as developed through the school division/district planning process

³ A parental option means that parents may choose a school-based or alternative delivery of potentially sensitive content that may appear in strands Substance Use and Abuse Prevention and Human Sexuality, as well as in the personal safety sub-strand. Parents have the right to opt for alternative delivery (e.g., home, professional counselling...) for their child where the content is in conflict with family, religious, and/or cultural values.

on content that requires sensitive treatment. (Refer to Appendix C: *School Division/District Planning Process* for details.)

While the home, peers, church, school, and community are primary sources of values, the media, including the World Wide Web, movies, and videos, provide a mixed and confusing array of values, beliefs, and choices for children, youth, and adults. The communication age has brought new challenges to schools, parents, families, and communities as they help students to deal with contentious issues locally and/or globally. As well, a number of significant and disturbing social trends concern parents and educators, including increased teenage sexual activity, increases in teenage pregnancy, use and abuse of substances, and other health-compromising behaviours. It is important for schools, parents, families, and communities to work together to ensure students have the knowledge and skills to make informed and responsible choices now and for the future.

Involvement of Parents, Families, and Communities

Educators are encouraged to involve parents/guardians and the community in different aspects of the school division/district and school planning processes. The Framework encourages parents, families, and communities to work more closely with educators in areas such as promotion of health, safety, and physical activity.

As in all areas of education, the home, the school, and the community have a shared responsibility to ensure that the environment, programming, and services provide opportunities for students to practise and participate safely in physical activity and healthy living.

Students with Special Needs

School divisions/districts are responsible for establishing local policy and procedures within the context of the provincial policies related to students with special needs⁴. Consideration for students with special needs is an essential component of an inclusionary, learner-centred approach. Physical education/health education programming may necessitate various changes in the form of modifications, adaptations, and/or accommodations to assist a student with limited ability to participate in physical activity.

Modifications or changes to the content of student learning outcomes in the Framework may be necessary for students identified as having significant cognitive disabilities. “Modification” refers to the altering of the number, essence, and content of the curricular outcomes that the student is expected to meet. Refer to the documents *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4* (1995) and *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* (1998) for guidelines on reporting of student achievement related to specific student learning outcomes that have been modified.

Adaptations may be necessary to facilitate success for some learners. Adaptations are the act of making changes in the teaching process, materials, or student products to help students

⁴ The literature frequently refers to Special Needs to include students who have long-term cognitive and/or physical disabilities, including sensory impairments that will affect their ability to perform and achieve expected student learning outcomes. Some examples of disabilities may include spina bifida, muscular dystrophy, muscular atrophy, multiple sclerosis, paraplegia, quadriplegia, cerebral palsy, osteomyelitis, amputations and sensory impairments (e.g., visual impairment, hearing impairments).

achieve the expected learning outcomes. They do not involve changes to the content of the student learning outcomes. The adaptations may occur in the following ways:

- in choosing facilities, equipment, and resources that are safe and appropriate
- in collaborating with available support services
- in planning, teaching, and assessment/evaluation strategies that incorporate a variety of learning approaches considering the student’s needs and disabilities
- in engaging students in planning, learning, and assessment
- in designing the frequency, intensity, and duration of physical activity where student learning outcomes require the acquisition and/or application of physical skills

When students are expected to achieve the student learning outcomes, with or without adaptations, teachers should follow regular grading practices and reporting procedures. Refer to the document *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* (1998) for guidelines on reporting of student achievement related to specific student learning outcomes that have been adapted.

Special considerations may be necessary for students with physical disabilities who do not have a significant cognitive disability that prevents achievement of skill-related specific student learning outcomes. A physical disability may make it impossible for the student to achieve specific physical education/health education student learning outcomes even with the use of adaptations, especially in situations related to movement. For example, it would be impossible for a student who uses a wheelchair or walker to demonstrate competency in the transport skills identified in the Framework, which include running, hopping, galloping, jumping, and skipping. Teachers are responsible for the identification and adjustment of specific

learning outcomes, where necessary, to address programming needs for each student with a particular physical disability. In the case of a student who uses a wheelchair or walker, the specific learning outcome could be changed to emphasize competency in transport skills specific to moving in a wheelchair or walker through the use of accommodations.

Accommodations consist of adjustment to physical skill-based specific student learning outcomes or substitution of other student learning outcomes in order to make them achievable by students with identified physical limitations, including sensory impairments. Other considerations related to accommodations include:

- decisions on whether a physical limitation warrants accommodations are to be made at the school level
- identification of the skill-based specific student learning outcomes needing accommodation depends on the type and severity of the physical limitation
- accommodations should be closely related to the specific student learning outcomes and be developmentally appropriate
- information provided by a medical practitioner and allied health professionals (i.e., physical therapist, occupational therapist) should be considered when planning for accommodations
- where accommodations occur, the information related to these should be included as part of the anecdotal report. Accommodations can be reported anecdotally related to each general learning outcome where applicable
- at Senior Years, the student can complete the regular physical education/health education credit when accommodations are applied

Table 1 outlines two examples for how specific student learning outcomes could be accommodated. The first is for a *Movement* student learning outcome in the case of a Grade 3 student with a mobility impairment. The second is for a *Safety* student learning outcome for a Senior 1 student with a severe visual impairment.

Table I Examples of Accommodation

<i>Type of Limitation</i>	<i>General Student Learning Outcome</i>	<i>Specific Student Learning Outcome</i>	<i>Accommodation</i>	<i>Teacher's Comments on Student's Progress and Achievement</i>
Physical Disability (mobility impairment - wheelchair)	Movement	Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, and skipping) (S.1.3.A.1) (Grade 3)	Demonstrate proficiency in <i>wheeling techniques</i> (e.g., <i>stopping with control, turning to the right, turning to the left, turning quickly, backing up, weaving around obstacles...</i>)	The student has demonstrated mastery of the given skills in a specific circuit and in cooperative activities.
Sensory Impairment (visual impairment)	Safety	Demonstrate the skills required to administer basic first aid (e.g., scene management, seeking help, treating minor injuries, applying precautions for handling of body fluids...) (S.3.S1.A.2) (Senior 1)	Demonstrate the skills required to administer basic first aid <i>with assistance</i> (e.g., scene management, seeking help, treating minor injuries, and applying precautions for handling of body fluids...)	The student demonstrated the first aid skills with assistance and responded to the voice cues in a tentative manner.

Students with Medical Problems

School divisions/districts are responsible for establishing local policy and procedures related to students with medical problems⁵ and their ability to participate in physical activity. The school principal bears the responsibility for determining whether a student has met the learning outcomes of the course, and for granting/denying credit (Senior 1 to Senior 4) or passing/failing from Kindergarten to Grade 8 where there are absences due to extenuating circumstances.

School divisions/districts should include the following when establishing local policy and procedures for students with medical problems that limit participation in physical education/health education:

- establish definition for short-term and long-term absence considering scheduling implications (e.g., may depend on number of physical education classes per week or cycle)
- require notification from parents/guardians for short-term injuries/medical problems
- require a medical certificate for students with medical problems that limit or prohibit participation in physical activity for a longer term (e.g., more than two weeks)
- seek out medical information to include in the child's specific health care plan, where appropriate

⁵ Medical Problems refers to physical illnesses, conditions, injury, or treatment that are generally of a temporary and/or recurring nature, and, that limit participation in physical activity, such as mononucleosis, diabetes type I and type II, cystic fibrosis, severe allergies, respiratory problems, broken bones, sprains/strains, surgery, and cancer treatment.

- establish a means of communication for seeking further information or direction related to policy and supports for children with special health care needs (e.g., contact divisional student service administrator)
- provide adaptations where possible
- refer to any available medical information when planning appropriate adaptations
- follow regular grading practices and reporting procedures when students with medical problems are expected to achieve the student learning outcomes, with or without adaptations

Where none of the above options is possible, and the physical education/health education credit cannot be obtained, the credit must be **substituted** from an other subject area. In such a case, medical documentation is necessary to explain the substitution when recording student marks and credits locally.

Table II outlines the options schools may provide based on local school division/district procedures and policy.

At Senior Years, two credits of physical education/health education are compulsory. Where a student's temporary physical limitations and/or medical problem prohibits him/her from participating in physical activity, it may be possible, depending on timetabling and scheduling, to **reschedule** the credit to another semester or year. In certain cases, it may be possible to apply **accommodation** procedures for students with medical problems. For example, during the last semester of Senior 4, student learning outcomes could be adjusted to accommodate a student who has sustained an injury that limits the achievement of some physical skill-based outcomes.

Table II Summary of Options for Students With Special Needs and/or Medical Problems

<i>Options</i>	<i>Definition</i>	<i>Application</i>	<i>Reporting Requirements</i>
<i>Modifications</i>	The altering of the number, essence, and content of the student learning outcomes that the student is expected to meet.	For a student identified as having significant cognitive disabilities.	Refer to <i>Toward Inclusion: A Handbook for Modified Course Designation, Senior 1-4</i> (1995) and <i>Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years</i> (1998).
<i>Adaptations</i>	The act of making changes in the teaching process, materials, or student products to help students achieve the expected student learning outcomes.	To facilitate success for all learners without making changes to the student learning outcomes.	Follow regular grading practices and reporting procedures. Refer to <i>Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years</i> (1998).
<i>Accommodations</i>	The adjustment of physical skill-based specific student learning outcomes or the substitution of other student learning outcomes in order to make them achievable by students with identified physical limitations including sensory impairments.	For student learning outcomes which the student can not achieve due to a physical disability or, in exceptional cases, for students with physical limitations and/or medical problems.	Follow regular grading practices and reporting procedures. Information about accommodations is included as part of the anecdotal reporting and the student completes a regular credit.
<i>Rescheduling</i>	The process of completing the requirements for credit in an alternate semester, trimester, or year.	For Senior Years students who can not achieve the required credit due to a temporary physical limitation.	Follow regular grading practices and reporting procedures.
<i>Substitution</i>	The process of replacing part or all of the physical education/health education credit with another credit.	For Senior Years students who, because of exceptional circumstances, can not achieve the required credit due to a physical limitation.	Documentation is required to explain the medical reason for the substitutions when recording student marks and credits at the local level.

Safety and Liability

Safety is of particular concern in planning and implementing physical education/health education. The primary responsibility and legal liability for ensuring safe practices rest with the school division/district and its employees.

Schools must develop safe routines and procedures, and teachers need to be knowledgeable of the best safety practices, whether teaching, learning, and assessment take place in the classroom, gymnasium, playground, or alternative environments. Teachers responsible for providing a wide variety of challenging movement experiences in physically active settings must anticipate hazards and minimize the risk inherent

in physical activity. Expertise in physical activity management is essential. For some specific physical activities/programming, such as aquatics and Cardiopulmonary Resuscitation (CPR), it is recommended that certified training be required.

As a general rule, teachers will be held to the standard of care of a careful parent of a large family, considering such factors as the number of students being supervised, the age, maturity, level of skill and knowledge, and behavioural propensities of the students, the nature of the activity, the type of equipment being used, and the location of the activity. Staff members responsible for a subject area requiring expertise may be held to a higher professional standard of care. For example, a physical education teacher may be presumed to know more about the dangers inherent in artistic gymnastics than would the average parent. Accordingly, he or she may be held to the standard of physical education specialists with training and experience in artistic gymnastics.

Sections 86, 87, and 89 of The Public Schools Act address exemption from liability in areas of physical education, and may provide some degree of exemption from liability and negligence.

However, it is important that school divisions/districts be aware that it is their primary responsibility for ensuring safe practices when planning and implementing physical education/health education.

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

Trial courts, therefore, have concluded that the standard of care to be exercised in the context of instruction in a physical education class can frequently exceed the "careful parent of a large family" test, since many physical education activities require specialized knowledge, training, and experience of the teacher. For example, where students are engaging in artistic gymnastics activities, the teacher and school authorities will be required to act as a careful and prudent person having the specialized expertise demanded of an artistic gymnastic instructor.

The Supreme Court of Canada has established four criteria to determine the necessary and appropriate standard of care within the context of physical education:

- Is the activity suitable to the age, mental, and physical condition of participating students?
- Have the students been progressively taught and coached to perform the activity(ies) properly and to avoid the dangers inherent in the activity(ies)?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly in light of the inherent danger involved?

Organizational Structure

The purpose of this section is to provide information on the organizational structure of the Framework. Pertinent conceptual and technical details are also explained for ease in reading the Framework.

Student Learning Outcomes

Student learning outcomes are concise descriptions of the knowledge and skills that students are expected to learn in a course or grade in a subject area (*A Foundation for Excellence*, 1995). Learning outcomes are expressed as general student learning outcomes and specific student learning outcomes.

General Student Learning Outcomes

General student learning outcomes are broad statements identifying the knowledge, skills, and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Senior 4. The general student learning outcomes are interrelated, cumulative, and interdependent. It is expected that each outcome will be achieved through a variety of learning experiences contributing to physically active and healthy lifestyles.

The five general student learning outcomes, as well as the icons that represent each in the Framework, are as follows:



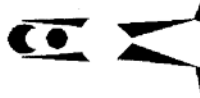
1. Movement

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



2. Fitness Management

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



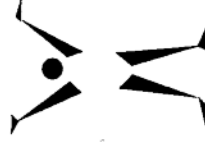
3. Safety

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



4. Personal and Social Management

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



5. Healthy Lifestyle Practices

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

Specific Student Learning Outcomes

Each general student learning outcome is further developed by specific student learning outcomes, which are categorized under strands, sub-strands, and sub-themes within this Framework.

Strand

A “strand” is a cluster of specific student learning outcomes within a general student learning outcome. It is an organizer for general topic areas.

Sub-Strand

A “sub-strand” organizes specific student learning outcomes within strands. Sub-strands represent specific topics within a strand.

Sub-Themes

A “sub-theme” organizes specific student learning outcomes within sub-strands. Sub-themes identify more specific content related to the sub-strand.

A *Guide to Reading the Outcomes* using the code is found on page 19. From left to right, the five- to six-digit code that precedes each specific student learning outcome (e.g., K.1.5.B.1.a) refers to the following:

K	Knowledge (K.) or Skill (S.)
1	General Student Learning Outcome number
5	Grade
B	Strand
1	Sub-strand
a	Sub-theme within a sub-strand (when appropriate)

Abbreviations

PE/HE - physical education/health education

PE - physical education

HE- health education

“GLO” - General Student Learning Outcome

“SLO” - Specific Student Learning Outcome

The “i.e.” refers to content that is expected to be taught, learned, and assessed in relation to the specific student learning outcome.

The “e.g.” refers to examples that could be addressed in the context of the specific student learning outcome.

Attitude Indicators

Attitude indicators represent the desired beliefs, feelings, or values for leading physically active and healthy lifestyles. However, developing positive attitudes toward active and healthy living goes beyond what is learned in physical education/health education. Attitude development is a lifelong process that involves the schools, parents, families, communities, and society at large.


Attitudes are a function of one’s beliefs about the perceived consequences of carrying out a particular action, and a personal evaluation of those consequences. Attitude formation is considered to be a product of personal experiences, emotional reactions (to experiences), and the influence of others, all of which contribute to a larger belief system that has an impact upon behavioural intention.

Students are to be always encouraged to develop positive attitudes for making responsible and health-enhancing decisions for physical and social-emotional well-being. In order for positive attitudes to be developed, the creation of emotionally safe, enjoyable, personally meaningful, and challenging learning environments must be a priority in every school.


While attitudes are difficult to measure, the Framework provides attitude indicators as part of each general student learning outcome. The purpose of the attitude indicators is to define the desired attitudes and to guide teachers in anecdotal reporting. Attitude indicators are listed on the summary pages preceding each general student learning outcome section.

Icons

In the scope and sequence charts and specific student learning outcome charts for each GLO, icons are used to indicate three stages; introductory, acquisition, and maintenance. Where an icon doesn't appear in a column for a certain sub-strand and grade, this means that it is not expected that teaching and assessing will occur in that particular year. As well, it may indicate that the content is embedded in another strand area.

 **Introductory Stage:** Students are to begin learning experiences leading to the specific student learning outcomes (concepts, procedures, knowledge, skills) in the succeeding grade(s). This stage can include teacher modelling and direction for students. Initial teaching occurs but the knowledge or skill relative to the strand is not stated as an independent specific learning outcome. Related skills and knowledge may be addressed, but student achievement relative to the specific student learning outcomes is not expected to be measured or reported formally.

Acquisition Stage: Students are expected to achieve the specific student learning outcome in the designated grade. Student achievement relative to the specific student learning outcome is expected to be observed, measured, and/or reported formally.

 **Maintenance Stage:** Learning experiences must be planned and provided to students to review, reinforce, and maintain the specific student learning outcome acquired in previous years. Achievement relative to the specific student learning outcome may be measured and/or reported occasionally.

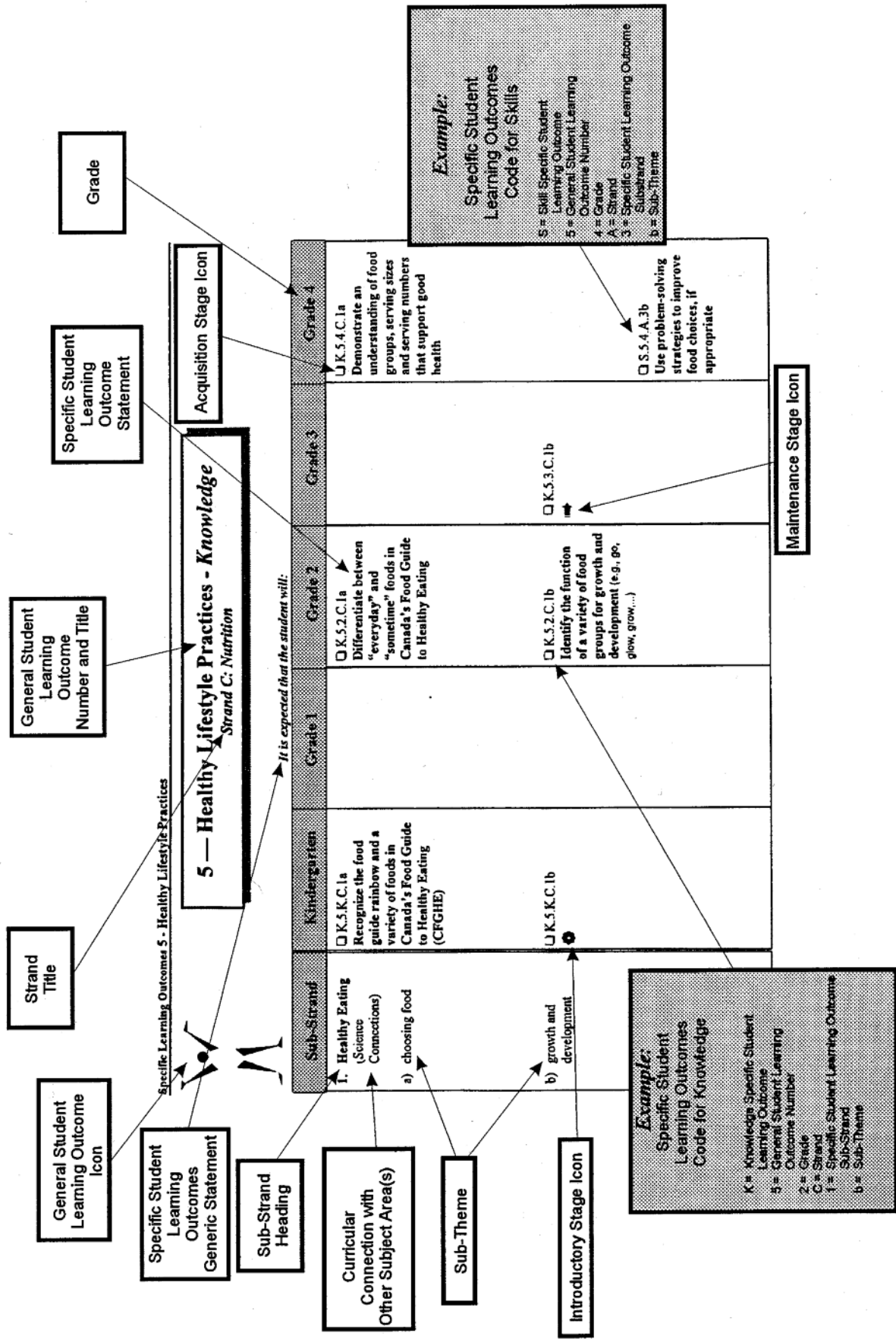
Curriculum Map

The Curriculum Map outlines the organizational structure of the general and specific student learning outcomes. The map also makes curricular connections by indicating other subject areas with specific student learning outcomes that address the physical education/health education strands. (Refer to page 20)



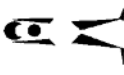


Conceptual Framework

The Conceptual Framework illustrates the key components upon which Manitoba physical education/health education curriculum is based. The design of the Framework supports the vision: “physically active and healthy lifestyles for all.” (Refer to Page 21)

A Guide to Reading the Outcomes

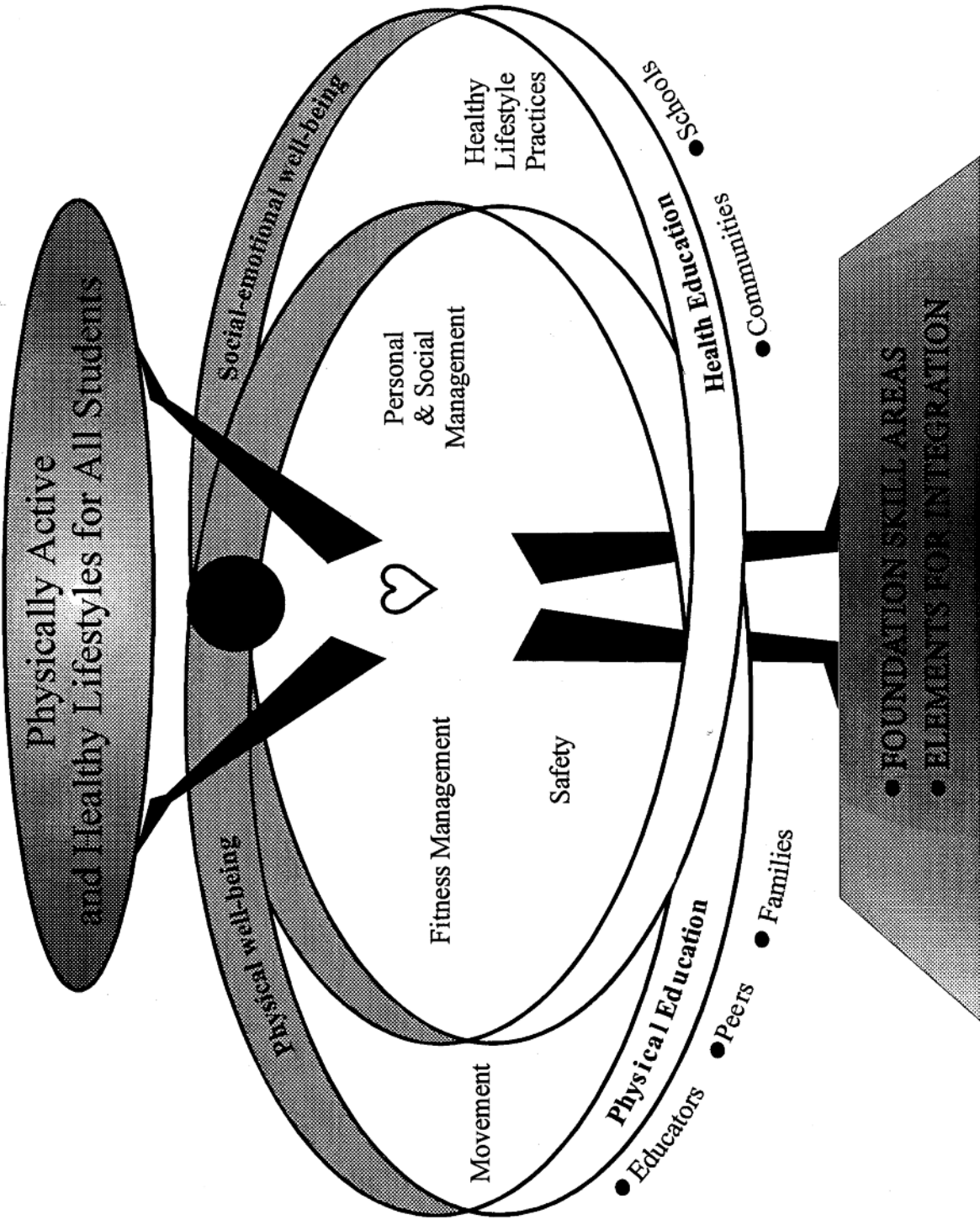


The Curriculum Map for Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles

General Student Learning Outcomes	1. Movement 	2. Fitness Management 	3. Safety 	4. Personal and Social Management 	5. Healthy Lifestyle Practices 
Description	The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.	The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.	The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity and in daily living.	The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.	The student will demonstrate an ability to make informed decisions for healthy living practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.
Knowledge Strands (Acquiring knowledge/ understanding)	<ul style="list-style-type: none"> A. Basic Movement (SC, MA, The Arts)* B. Movement Development C. Activity-Specific Movement 	<ul style="list-style-type: none"> A. Fitness Components (SC, MA)* B. Fitness Benefits C. Fitness Development 	<ul style="list-style-type: none"> A. Physical Activity Risk Management (SC)* B. Safety of Self and Others (SC, SS)* 	<ul style="list-style-type: none"> A. Personal Development (All)* B. Social Development (All)* C. Mental-Emotional Development (All)* 	<ul style="list-style-type: none"> A. Personal Health Practices (SC) B. Active Living (SC, MA)* C. Nutrition (SC, MA)* D. Substance Use and Abuse Prevention (SC)* E. Human Sexuality (SC, SS)*
Skill Strands (Acquiring and applying skills)	<ul style="list-style-type: none"> A. Acquisition of Movement Skills (The Arts, SS)* B. Application of Movement Skills to Sport/Games C. Application of Movement Skills to Alternative Pursuits D. Application of Movement Skills to Rhythmic/Gymnastic Activities 	<ul style="list-style-type: none"> A. Acquisition/ Application of Fitness Management Skills to Physical Activity and Healthy Lifestyle Practices (SC, MA)* 	<ul style="list-style-type: none"> A. Acquisition/ Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices 	<ul style="list-style-type: none"> A. Acquisition of Personal and Social Management Skills to Physical Activity and Healthy Lifestyle Practices 	<ul style="list-style-type: none"> A. Application of Decision-making/ Problem-solving Skills to Physical Activity and Healthy Lifestyle Practices

* Curricular connections: SC-Science; SS-Social Studies; LA-Language Arts; MA-Mathematics; The Arts-Music, Visual Arts, Drama, Dance; All-All Subject Areas.

*Kindergarten to Senior 4 Physical Education/Health Education:
Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*
CONCEPTUAL FRAMEWORK



Basic Movement Skills Developmental Process

Movement Category	BASIC MOVEMENT SKILL	BIOMECHANICAL PRINCIPLES	EXTENSION → as applied to various sports, games, alternative environments, rhythmic activities
Transport Skills	1. Running 2. Jumping 3. Hopping 4. Galloping 5. Skipping	<ul style="list-style-type: none"> Centre of gravity and laws of motion as they apply to locomotion 	<p>Skills: leaping, sliding, step-hopping, rotating, dodging</p> <p>Suggested Activities: tag games, track and field, folk dance, hopsotch, jump rope, gymnastics, expressive movement</p>
	6. Rolling 7. Underhand throwing 8. Overhand throwing 9. Striking 10. Kicking	<ul style="list-style-type: none"> Law of force and motion as it applies to sending skills 	<p>Skills: side arm throwing, passing, heading, tossing, dribbling with feet</p> <p>Suggested Activities: baseball, volleyball, tennis, football, bowling, badminton, floor hockey, soccer</p>
Manipulation Skills	11. Catching	<ul style="list-style-type: none"> Absorption of force for receiving skills 	<p>Skills: trapping</p> <p>Suggested Activities: baseball, ball games, frisbee, juggling</p>
	12. Bouncing	<ul style="list-style-type: none"> Laws of force in accompanying skills 	<p>Skills: dribbling using hands, controlling the ball or object</p> <p>Suggested Activities: basketball, rhythmic sportive gymnastics, team handball</p>
Balance Skills	13. Static 14. Dynamic	<ul style="list-style-type: none"> Laws of motion and balance for body-management skills 	<p>Skills: static balances, landings, springs, swings</p> <p>Suggested Activities: gymnastics, station activities, dance, cross-country skiing, cycling</p>

Movement Concepts

- Body Awareness**
 - body parts (e.g., arms, legs, elbows, knees, head)
 - body shape (e.g., stretched, curled, wide, narrow, twisted, symmetrical, asymmetrical)
 - body action (e.g., flexion, extension, rotation, swing, push, pull)
- Space Awareness**
 - location (e.g., personal and general space)
 - directions (e.g., forward, backward, sideways, up, down)
 - levels (e.g., high, middle, low)
 - pathways (e.g., curved, straight, zigzag)
 - planes (e.g., frontal, horizontal, sagittal)
- Qualities of Effort**
 - time (e.g., fast, slow)
 - force (e.g., strong, light)
 - flow (e.g., free, bound)
- Relationships**
 - person (e.g., alone, with partner, with group, meet, part, match, mirror, follow, lead)
 - apparatus (e.g., near, far, in, out, over, under, around, through, on, off, above, below)
 - other (e.g., moving in relation to music, to the environment)



Summary Chart for Movement

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

Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Basic Movement	1. Basic Movement Skills	Students will: 1.1 Show a willingness to participate in a variety of physical activities 1.2 Express enjoyment in a variety of movement experiences 1.3 Appreciate that time, commitment, and practise are required for skill development 1.4 Appreciate the aesthetic and athletic values of movement 1.5 Appreciate and respect diversity while participating in physical activity 1.6 Appreciate and respect the natural environment while participating in physical activity
	Movement Development	1. Skill Development Process 2. Mechanical Principles of Human Movement 3. Movement Concepts	
	Activity-Specific Movement	1. Rules 2. Terminology 3. Game Strategies 4. Teamwork and Fair Play	
B	Acquisition of Movement Skills	1. Transport 2. Manipulation 3. Balance	
	Application of Movement Skills to Sport/Games	1. Individual/Dual Activities 2. Group/Team Activities 3. Officiating Skills	
	Application of Movement Skills to Alternative Pursuits	1. Alternative Pursuits	
C	Application of Movement Skills to Rhythmic/Gymnastic Activities	1. Rhythmic Activities 2. Gymnastic-type Activities	
D			



Scope and Sequence Chart for Movement

		<i>Sub-stands</i>										K	1	2	3	4	5	6	7	8	S1	S2		
<i>Knowledge</i>	<i>Strand A</i>	1. Basic Movement																						
	<i>Strand B</i>	1. Skill Development Process																						
		2. Mechanical Principles of Human Movement																						
		3. Movement Concepts																						
	<i>Strand C</i>	1. Rules																						
		2. Terminology																						
		3. Game Strategies																						
		4. Teamwork and Fair Play																						
		<i>Sub-stands</i>	K	1	2	3	4	5	6	7	8	S1	S2											
<i>Skills</i>	<i>Strand A</i>	1. Transport																						
		2. Manipulation																						
		3. Balance																						
	<i>Strand B</i>	1. Individual/Dual Activities																						
		2. Group/Team Activities																						
		3. Officiating Skills																						
	<i>Strand C</i>	1. Alternative Pursuits																						
	<i>Strand D</i>	1. Rhythmic Activities																						
		2. Gymnastic-type Activities																						

See page 18 for definitions related to Introductory stage, Acquisition stage, Maintenance stage



Summary Chart for Fitness Management

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

Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Fitness Components	1. Fitness Components	Students will: 2.1 Show an interest in and responsibility for personal fitness 2.2 Appreciate the role and contribution of regular participation in physical activity for health and fitness 2.3 Show respect and acceptance for physical and performance limitations of self and others
	Fitness Benefits	1. Fitness Benefits	
	Fitness Development	1. Exercise Physiology 2. Training Principles 3. Warm-Up/Cool-Down 4. Motivational Factors	
A	Acquisition/Application of Fitness Management Skills to Physical Activity and Healthy Lifestyle Practices	1. Active Participation 2. Heart-Rate Monitoring 3. Fitness Assessment and Analysis	



Scope and Sequence Chart for Fitness Management

		<i>Sub-strings</i>								K	1	2	3	4	5	6	7	8	S1	S2
Knowledge	<i>Strand A</i>	1. Fitness Components	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼
	<i>Strand B</i>	1. Fitness Benefits	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	<i>Strand C</i>	1. Exercise Physiology	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		2. Training Principles	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼
	3. Warm-Up/Cool-Down	☼	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	4. Motivational Factors	☼	☼	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Skills	<i>Strand A</i>	1. Active Participation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		2. Heart-Rate Monitoring	☼	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		3. Fitness Assessment and Analysis				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

See page 18 for definitions related to ☼ Introductory stage, ☐ Acquisition stage, ☐ Maintenance stage



Summary Chart for Safety

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

Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Physical Activity Risk Management	<ol style="list-style-type: none"> Physical Activity Safety Exercise Safety Dress/Footwear Equipment and Facilities Alternative Pursuits 	Students will: 3.1 Show respect for safety of self and others 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others
	Safety of Self and Others	<ol style="list-style-type: none"> Community Safety Awareness Environmental Safety Awareness Prevention and Care of Injuries Community Support and Services Violence Prevention Personal Safety 	
A	Acquisition/Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices	<ol style="list-style-type: none"> Physical Activity First Aid 	



Scope and Sequence Chart for Safety

		<i>Sub-strands</i>										
		K	1	2	3	4	5	6	7	8	S1	S2
<i>Strand A</i>	1. Physical Activity Safety	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞
	2. Exercise Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Dress/Footwear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞
	4. Equipment and Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞
	5. Alternative Pursuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Strand B</i>	1. Community Safety Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>
	2. Environmental Safety Awareness	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Prevention and Care of Injuries	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Community Supports and Services	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Violence Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Personal Safety	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<i>Sub-strands</i>										
		K	1	2	3	4	5	6	7	8	S1	S2
<i>Strand A</i>	1. Physical Activity	<input type="checkbox"/>	☞	☞	☞	<input type="checkbox"/>	☞	☞	☞	<input type="checkbox"/>	<input type="checkbox"/>	☞
	2. First Aid	<input type="checkbox"/>	<input type="checkbox"/>	☼	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See page 18 for definitions related to ☼ Introductory stage, ☐ Acquisition stage, ☞ Maintenance stage



Summary Chart for Personal and Social Management

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

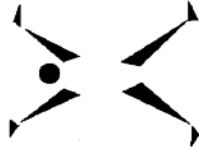
Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Personal Development	<ol style="list-style-type: none"> 1. Self-Awareness/Self-Esteem 2. Goal-Setting 3. Decision-Making/Problem-Solving Process 	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 4.1 Show a positive attitude toward learning, growth, and personal health 4.2 Be sensitive to the needs and abilities of others 4.3 Demonstrate personal responsibility in daily work and play 4.4 Show a willingness to play fairly and work cooperatively/ collaboratively with others 4.5 Show a positive attitude toward change 4.6 Enjoy participation and learning
	Social Development	<ol style="list-style-type: none"> 1. Social Responsibility 2. Relationships 3. Conflict Resolution Process 4. Avoidance and Refusal Strategies 	
	Mental-Emotional Development	<ol style="list-style-type: none"> 1. Feelings and Emotions 2. Elements of Stress 3. Effects of Stress 4. Stress Management Strategies 	
C	Acquisition of Personal and Social Management Skills related to Physical Activity and Healthy Lifestyle Practices	<ol style="list-style-type: none"> 1. Goal-Setting/Planning 2. Decision-Making/Problem-Solving 3. Interpersonal Skills 4. Conflict Resolution Skills 5. Stress-Management Skills 	
Knowledge			
Skills			



Scope and Sequence Chart for Personal and Social Management

		<i>Sub-strings</i>											
		K	1	2	3	4	5	6	7	8	S1	S2	
Knowledge	<i>Strand A</i>	1. Self-Awareness/Self-Esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Goal-Setting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Decision-Making/Problem-Solving Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Stress Management Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strand B</i>	1. Social Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Conflict Resolution Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Avoidance and Refusal Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strand C</i>	1. Feelings and Emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Elements of Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Effects of Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Stress Management Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<i>Sub-strings</i>											
		K	1	2	3	4	5	6	7	8	S1	S2	
Skills	<i>Strand A</i>	1. Goal-Setting/Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Decision-Making/Problem-Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Conflict Resolution Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. Stress-Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See page 18 for definitions related to Introductory stage, Acquisition stage, Maintenance stage



Summary Chart for Healthy Lifestyle Practices

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

Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Personal Health Practices	<ol style="list-style-type: none"> Personal Health Practices Illness/Disease Prevention Dental Health 	Students will: <ol style="list-style-type: none"> 5.1 Appreciate and value the benefits of healthy lifestyles practices for a healthy body 5.2 Appreciate the importance of making health-enhancing decisions in daily living 5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships
	Active Living	<ol style="list-style-type: none"> Benefits of Physical Activity Physical Activity Choices Influence of Technology on Physical Activity 	
	Nutrition	<ol style="list-style-type: none"> Healthy Eating Food and Fluid for Active Bodies 	
	Substance Use and Abuse Prevention	<ol style="list-style-type: none"> Helpful and Harmful Substances Effects of Substance Use Factors Affecting Substance Use 	
	Human Sexuality	<ol style="list-style-type: none"> Biological Growth and Development Psychological Factors Sociological Factors Health Issues 	
B	Application of Decision-Making / Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices	<ol style="list-style-type: none"> Personal Health Practices Active Living Healthy Food Choices Substance Use and Abuse Human Sexuality 	

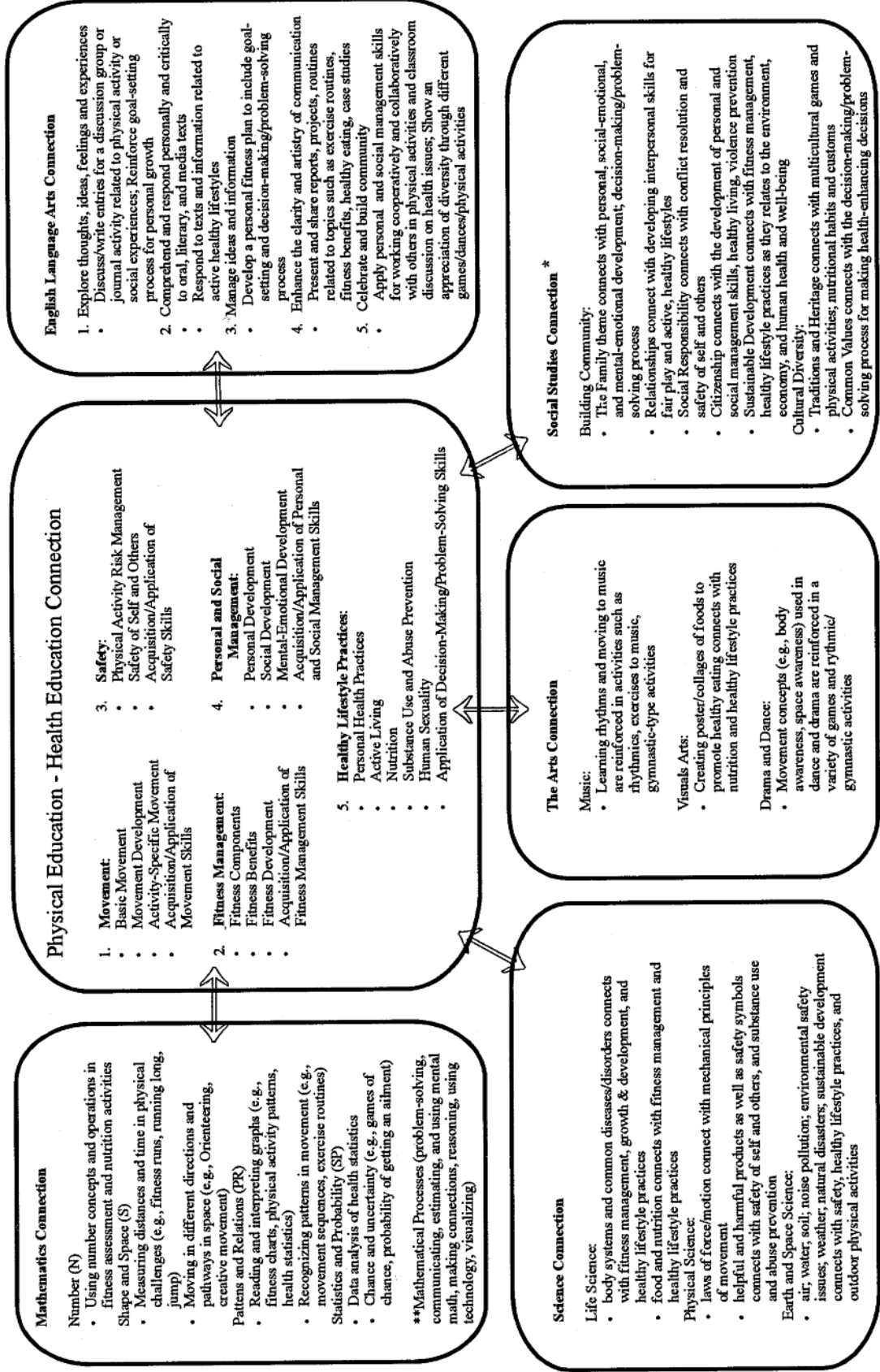


Scope and Sequence Chart for Healthy Lifestyle Practices

		Sub-strands											
		K	1	2	3	4	5	6	7	8	S1	S2	
Knowledge	Strand A	1. Personal Health Practices	<input type="checkbox"/>	➡	<input type="checkbox"/>	➡➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Illness/Disease Prevention	☼	☼	<input type="checkbox"/>	➡➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Dental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	➡➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand B	1. Benefits of Physical Activity	☼	☼	<input type="checkbox"/>	➡➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Physical Activity Choices	<input type="checkbox"/>	➡	<input type="checkbox"/>	➡➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Influence of Technology on Physical Activity	<input type="checkbox"/>	➡	<input type="checkbox"/>	➡➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand C	1. Healthy Eating	<input type="checkbox"/>	➡	<input type="checkbox"/>	➡➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Food and Fluid for Active Bodies	☼	☼	<input type="checkbox"/>	➡➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand D	1. Helpful and Harmful Substances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Effects of Substance Use	☼	☼	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Factors Affecting Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand E	1. Biological Growth and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Psychological Factors		☼	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Sociological Factors		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Health Issues		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Sub-strands											
		K	1	2	3	4	5	6	7	8	S1	S2	
Skills	Strand A	1. Personal Health Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Active Living	☼	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Healthy Food Choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Substance Use and Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. Human Sexuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See page 18 for definitions related to ☼ Introductory stage, Acquisition stage, ➡ Maintenance stage

Some Suggested Curricular Connections with Other Subject Areas
The purpose of this chart is to show examples of “interconnectiveness” between subject areas that support the integration of physical education and health education content.



* Note: A new social studies curriculum framework for Senior 1 and Senior 2 will be complete by 2005.

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- Canadian Mental Health Association, Manitoba Division:
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- Canadian Olympic Committee: <<http://www.coa.ca/default.htm>>
- Canadian Red Cross Society: <<http://www.redcross.ca/>>
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- Manitoba Physical Education Teachers Association (MPETA):
<<http://www.mpeta.ca/>>
- Manitoba Product Stewardship Corporation: <<http://www.mpesc.com/>>
- Manitoba Public Insurance Corporation (MPIC): <<http://www.mpi.mb.ca/>>
- Manitoba Text Book Bureau: <<http://www.mtbb.ca>>
- Manitoba Workplace Safety and Health: <<http://www.gov.mb.ca/labour/safety/>>
- National Film Board of Canada: <<http://www.nfb.ca/>>
- Olympic Movement: <<http://www.olympic.org>>
- Physicians for a Smoke-Free Canada: <<http://www.smoke-free.ca/>>
- Planned Parenthood Federation of Canada: <<http://www.ppfca.ca>>
- Royal Canadian Mounted Police: <<http://www.rcmp-grc.gc.ca/>>
- Scarleteen: Sex Education for the Real World: <<http://www.scarleteen.com/>>

- Sexuality Education Resource Centre (SERC): <<http://www.serc.mb.ca>>
- Speers Society: <<http://www.speerssociety.org/>>
- Sport Information Resource Centre: <<http://www.sirc.ca>>
- Sport Manitoba: <<http://www.sportmanitoba.ca/>>
- Sport Medicine Council of Manitoba: <<http://www.sport.mb.ca/medcouncil/>>
- St. John Ambulance, Canada: <<http://www.sja.ca/>>
- St. John Ambulance, Canada—Manitoba:
<<http://www.sja.ca/english/offices/man/index.asp>>
- Statistics Canada: <<http://www.statcan.ca/>>
- Traffic Injury Research Foundation (TIRF):
<<http://www.trafficinjuryresearch.com/index.cfm>>

Aboriginal Websites

2002 North American Indigenous Games: <<http://www.2002naig.com>>

The Aboriginal Multi-Media Society (AMMSA)—Buffalo Spirit:
<<http://www.ammsa.com/buffalospirit/June-2000/medicinewheel.html>>

Gathering of Nations: <<http://www.gatheringofnations.com>>

Manitoba Aboriginal and Northern Affairs—Aboriginal People in Manitoba 2000:
<<http://www.gov.mb.ca/ana/apm2000/>>

Manitoba Aboriginal Sport and Recreation Council (MASRC) Inc.:
<<http://www.masrc.com>>

Manitoba Aboriginal Youth Career Awareness Committee (MAYCAC):
<<http://www.maycac.com>>

Métis Culture and Heritage Resource Centre:
<<http://www.metisresourcecentre.mb.ca>>

Native American Diabetes Project:
<<http://www.laplaza.org/health/dwc/prof/nadp/index.htm>>

Nativehockey.com: <<http://www.nativehockey.com>>

NativeTech: <<http://www.nativetech.org/food/>>

NDNSPORTS (Source for Native American Sports News and Profiles):
<<http://www.ndnsports.com>>

The North West Company: <<http://www.northwest.ca>>

PowWow.com: <<http://www.powwows.com/powwowinfo/>>

Quesnel Tillicum Society Native Friendship Centre—Quesnel Aboriginal Diabetes
Prevention and Awareness Program: <<http://www.quesnel-friendship.org>>

Turtle Island Native Network—Culture:
<<http://www.turtleisland.org/culture/culture-food.htm>>

Urban Aboriginal and Métis Diabetes Prevention and Control—The Healing Trail:
<<http://www.diabeteshealingtrail.ca>>

Winnipeg Aboriginal Sport Achievement Centre (WASAC):
<<http://www.wasac.com>>

Notes





Printed in Canada
Imprimé au Canada