



Grade 12 **Active Healthy Lifestyles**

Manitoba Physical Education/Health
Education Curriculum Framework
of Outcomes and A Foundation
for Implementation



GRADE 12
ACTIVE HEALTHY LIFESTYLES

Manitoba Physical Education/Health Education
Curriculum Framework of Outcomes and
A Foundation for Implementation

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This resource is also available on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html>.

Ce document est disponible en français.

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INTRODUCTION

Purpose

Grade 12 Active Healthy Lifestyles: Manitoba Physical Education/Health Education Curriculum Framework of Outcomes and A Foundation for Implementation is a combined Framework and Implementation document. The purpose of this document is to provide Manitoba school administrators and teachers with the basis for curriculum planning, teaching, learning, and assessment.

The print version of *Grade 12 Active Healthy Lifestyles* is accompanied by a CD-ROM, which contains a copy of this curriculum document, as well as other policy and support documents. The curriculum document is also available on the Manitoba Education, Citizenship and Youth website at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

Background

The resources that influenced the direction and content of the Grade 12 Active Healthy Lifestyles curriculum include the documents cited below. Other resources are cited in the Bibliography.

Resources Used in Curriculum Document
Reports
Healthy Kids, Healthy Futures All-Party Task Force. <i>Healthy Kids, Healthy Futures: Task Force Report</i> . Winnipeg, MB: Manitoba Healthy Living, June 2005. Available online at www.gov.mb.ca/healthykids/ .
Proactive Information Services Inc., and Manitoba Education, Citizenship and Youth. <i>Helping Clients Make a Difference: S3 and S4* Physical Education/Health Education Consultation, Final Report</i> . Winnipeg, MB: Proactive Information Services Inc., June 2006. Available online at www.edu.gov.mb.ca/k12/docs/reports/s3_s4_ph/ .
Departmental Resources
Manitoba Education and Training. <i>Kindergarten to Senior 4* Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles</i> . Winnipeg, MB: Manitoba Education and Training, 2000. Referred to as the <i>Framework</i> .
** Manitoba Education, Citizenship and Youth. <i>Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education</i> . Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.
** ---. <i>Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education</i> . Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005.
** ---. <i>Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document</i> . Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. Referred to as the <i>Policy Document</i> .
** ---. <i>OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education</i> . Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008.
** ---. <i>Senior 1 and Senior 2* Physical Education/Health Education: A Foundation for Implementation</i> . Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.
These departmental resources are available online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html .
Safety-Related Resources
Hanna, Glenda, Quest Research and Consulting Inc., and YouthSafe Outdoors (Association). <i>YouthSafe Manitoba: School Field Trip Resource</i> . Edmonton, AB: Quest Research and Consulting, 2004.
** Manitoba Physical Education Teachers Association (MPETA), et al. <i>Safety Guidelines for Physical Activity in Manitoba Schools</i> . Winnipeg, MB: MPETA, 2000. Available online at www.edu.gov.mb.ca/k12/docs/support/pehe_safety/ .

* In June 2006 the terms Grade 9, 10, 11, 12 were reinstated to replace Senior 1, 2, 3, 4 high school designations.

** These resources are available on the CD-ROM that accompanies this document.

Research and Consultations

Healthy Kids, Healthy Futures: Task Force Report identifies 47 recommendations to improve the health and well-being of Manitoba's children and youth, which have been accepted by government. Three of these recommendations address high school physical education/health education (PE/HE). The report recommends that

the provincial government not just recommend, but mandate the current amount of time that [Grades 9 and 10] students spend in [PE/HE] classes. Schools can choose to meet the mandated times within the timetable, or use an out-of-classroom model for up to 20 hours of the mandated 110 hours. This should be implemented before the fall of 2007.

... develop a [PE/HE] curriculum for [Grades 11 and 12] students. This should be implemented before the fall of 2008.

... require all [Grades 11 and 12] students to complete two [PE/HE] credits for graduation, in addition to the two credits required in [Grades 9 and 10]. Schools may choose to include the [PE/HE] credits in the timetable or use an out-of-classroom model. (24–25)

Furthermore, the *Healthy Kids, Healthy Futures: Task Force Report* encourages parents,* students, and schools to “work together to determine what will work best in their community to help youth take greater ownership of their own physical fitness, promote the discovery of activities suited to their own individual interests, and encourage active lifestyles that persist into their futures” (25).

The choice of using an OUT-of-class model was provided to help minimize the time students spend away from academic studies and to give families, students, and schools more options in their efforts to increase physical activity among young people. As well, local recreation and sports-related organizations are encouraged to explore how nearby schools and community facilities could be jointly used.

The development of the Grade 12 Active Healthy Lifestyles curriculum was also guided by research and consultations. As reported in *Helping Clients Make a Difference: S3 and S4 Physical Education/Health Education Consultation, Final Report (4)*, the delivery model most favoured by students and educators was a flexible delivery model that would allow schools and/or students to choose different combinations of IN-class and OUT-of-class time to achieve credits. This flexibility was considered important since resources such as facilities, equipment, staffing, and timetabling challenges vary from school to school.

* 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.

Policy for Grades 11 and 12 PE/HE

In April 2007 Manitoba Education, Citizenship and Youth released *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document*. This *Policy Document* serves as the basis for the development of, and provides direction for the implementation of, the Grades 11 and 12 PE/HE curricula. A development team composed of Manitoba educators was formed to work in collaboration with Manitoba Education, Citizenship and Youth to produce the Grade 12 Active Healthy Lifestyles curriculum.

Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles (the Framework) identifies the five general learning outcomes and provides the basis for teaching, learning, and assessment in PE/HE for all grades. Because the *Framework* identifies the specific learning outcomes only for Kindergarten to Grade 10, this *Grade 12 Active Health Lifestyles* document includes new information related to specific learning outcomes and guidelines for implementation specifically for Grade 12.

Document Content and Organization

Grade 12 Active Healthy Lifestyles contains the following sections:

- **Introduction:** The Introduction outlines the purpose, background, and content and organization of this document.
- **Overview of Grade 12 Active Healthy Lifestyles:** This section gives an overview of the following:
 - **Framework Overview:** This section contains key information from the *Framework* that pertains to Grade 12 Active Healthy Lifestyles. It also contains the new policy information related to mandating Grades 11 and 12 PE/HE, including a discussion of graduation requirements, potentially sensitive content, involvement of parents, families, and communities, students with exceptional learning needs and/or special health care needs, and safety and liability.
 - **Planning for Implementation:** This section outlines the guiding principles, requirements, and guidelines for implementing Grade 12 Active Healthy Lifestyles, based on the *Policy Document*, for the three PE/HE components: Physical Activity Practicum, Core Component, and Flexible Delivery Component.
 - **Specific Learning Outcomes:** The specific learning outcomes identified for Grade 12 Active Healthy Lifestyles are presented by module in this section. Specific learning outcomes drive instruction and assessment for all students.
 - **Implementation Overview:** This section discusses the philosophy for effective programming in Grades 11 and 12 PE/HE and outlines how the Grade 12 Active Healthy Lifestyles curriculum is connected to each of the general learning outcomes identified in the *Framework*.

- **Planning for Instruction:** This section refers to general information on planning for instruction that appears in the Overview of *Senior 1 and Senior 2 [Grades 9 and 10] Physical Education/Health Education: A Foundation for Implementation* but also applies to Grades 11 and 12 PE/HE. More detailed information is provided in Appendix D: Planning Guidelines for Physical Education/Health Education.
- **Assessment and Reporting:** This section identifies how students will be graded for completion of the Grades 11 and 12 PE/HE courses using complete/incomplete designations. It also discusses the purposes of assessment and provides suggestions for teachers to establish criteria for the compulsory personal fitness portfolio, as well as suggestions on how teachers could assess student achievement of the learning outcomes in the Core Component modules.
- **Modules for Physical Activity Practicum and Core Component:** This section contains the modules for the Physical Activity Practicum and the Core Component of this curriculum:
 - Module A: Physical Activity Practicum
 - Module B: Fitness Management
 - Module C: Nutrition
 - Module D: Personal and Social Development
 - Module E: Healthy Relationships

The modules are units of instruction developed for a specific strand and/or component of the curriculum. Each module presents lessons that identify the specific learning outcomes, key understandings, and essential questions, provide background information, offer suggestions for instruction/assessment, and present references to assist teachers with planning for instruction. Many references are websites, which are hyperlinked on the CD-ROM and online versions of the document. Most lessons also refer to Resource Masters (RMs), which are provided in the Resource Masters section of the document. Teachers may use the sample lessons and/or adjust them as locally determined. All modules are available in Word format.

- **Resource Masters:** This section consists of RMs, which are intended to provide teachers and/or students with additional information to support and enhance student learning and assessment. The RMs are numbered sequentially to correspond with the order in which they are cited within the respective modules.
- **Appendices:** The following appendices provide additional information and tools for planning, teaching, and assessment:
 - Appendix A: Curriculum Map for Grade 11 and Grade 12 Healthy Active Lifestyles
 - Appendix B: Grade 12 Active Healthy Lifestyles Curriculum Matrix
 - Appendix C: Specific Learning Outcomes for Grade 12 Active Healthy Lifestyles

- Appendix D: Planning Guidelines for Physical Education/Health Education
- Appendix E: Active Learning Strategies
- Appendix F: Sample Assessment Tools and Checklists
- Appendix G: Common Planning Tools and Forms
- **Bibliography:** The print and online resources used in developing this document are cited in the Bibliography.
- **CD-ROM:** The CD-ROM that accompanies this document contains a copy of *Grade 12 Active Healthy Lifestyles*, along with other policy and support documents that apply to this curriculum.

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OVERVIEW OF GRADE 12 ACTIVE HEALTHY LIFESTYLES

Framework Overview

Planning for Implementation

Specific Learning Outcomes

Implementation Overview

Planning for Instruction

Assessment and Reporting

OVERVIEW OF GRADE 12 ACTIVE HEALTHY LIFESTYLES

Framework Overview

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

Key Characteristics from the *Framework* Reinforced in Grade 12

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

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

As highlighted in the *Framework*,

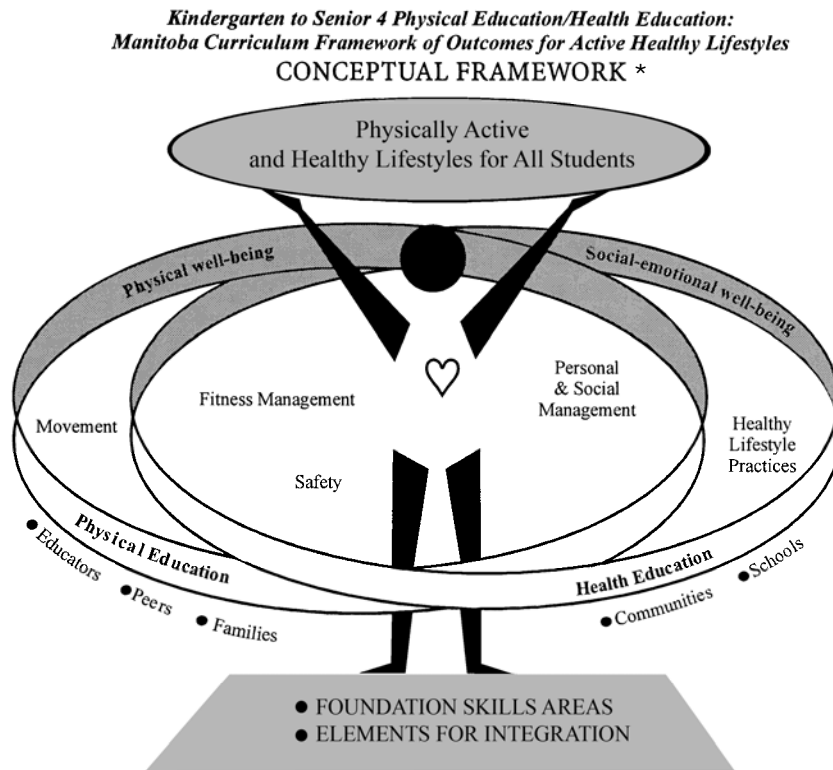
The Centres for Disease Control and Prevention (1997), supported by the Canadian Fitness and Lifestyle Research Institute, identify the significant behaviours that contribute to today's major health issues:

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

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

The Conceptual Framework

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








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

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

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

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

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

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

The Curriculum Map

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

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

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

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

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

These areas are addressed below.

Graduation Requirements

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

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

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

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

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

Potentially Sensitive Content

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

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

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

PARENTAL OPTION

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

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

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

Involvement of Parents, Families, and Communities

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

The *Policy Document* states:

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

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

ROLES AND RESPONSIBILITIES *

Students: Roles and Responsibilities

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

Parents/Guardians: Roles and Responsibilities

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

* Source: Manitoba Education, Citizenship and Youth. *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. 15–16.

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

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

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

STUDENT WITH EXCEPTIONAL LEARNING NEEDS

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

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

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

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

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

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

Safety and Liability

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

IN-Class Delivery

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

I N - C L A S S

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

The *Framework* states:

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

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

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

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

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

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

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

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

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

OUT-of-Class Delivery

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

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

O U T - O F - C L A S S

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

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

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

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

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

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

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

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

Planning for Implementation

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

Guiding Principles

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

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

GUIDING PRINCIPLES *

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

* Source: Manitoba Education, Citizenship and Youth. *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. 4.

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

Guidelines for Implementation

When planning for implementation, consider the following four steps:

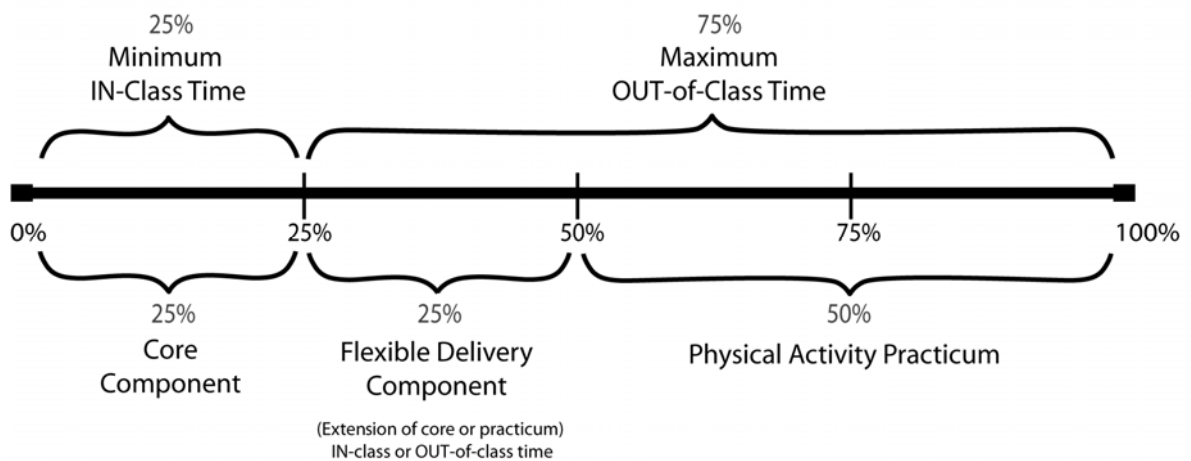
1. Choose an implementation model.
2. Develop an OUT-of-class safety policy.
3. Develop a pre- and post-sign-off process.
4. Establish evaluation and reporting procedures.

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

1. Choose an Implementation Model

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

IMPLEMENTATION MODEL *



* Source: Manitoba Education, Citizenship and Youth. *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. 10.

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

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

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

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

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

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

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

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

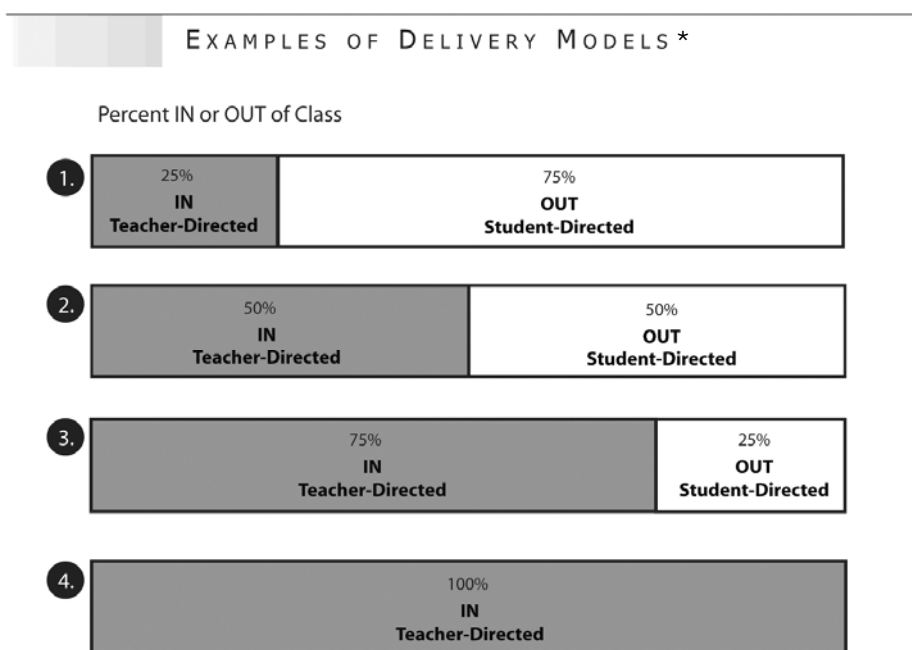
Examples of Delivery Models

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

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

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

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



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

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

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

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

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

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

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

2. Develop an OUT-of-Class Safety Policy

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

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

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

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

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

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

PRE - AND POST - SIGN - OFF

Pre- and post-sign-off refers to the sign-off process required for the student-directed option prior to implementing the physical activity practicum and upon its completion. This process involves teachers, students, parents/guardians, and/or supervising adult(s). The purpose of the Pre-Sign-off Form is to ensure the student/parent/guardian has chosen physical activity that is safe and appropriate to meet the learning outcomes. The purpose of the Post-Sign-off Form is to provide the documentation or evidence that the student met the requirements of the physical activity practicum. (*Policy Document 6*)

Sign-off Process for OUT-of-Class Activities

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

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

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

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

Pre-Sign-off Process

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

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

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

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

Post-Sign-off Process

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

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

4. Establish Evaluation and Reporting Procedures

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

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

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

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

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

Specific Learning Outcomes

Grade 12 Active Healthy Lifestyles—Specific Learning Outcomes

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

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

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

Module Codes

The following codes are used for the respective modules:

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

Specific Learning Outcome Codes

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

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

Physical Activity Practicum

Module A: Physical Activity Practicum (PA)

GLO 3—Safety	<i>The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.</i>
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12.PA.1 Demonstrate appropriate critical thinking, planning, and decision-making skills in the development and implementation of a personal physical activity plan that is safe and ethical and contributes to personal health and fitness goals.

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

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

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

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

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

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

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

Core Component

Module B: Fitness Management (FM)

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

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

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

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

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

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

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

Module C: Nutrition (NU)

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

Module D: Personal and Social Development (PS)

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

Module E: Healthy Relationships (HR)

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

Implementation Overview

Grades 11 and 12 Philosophy for Effective Programming

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

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

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

Connections between the General Learning Outcomes and the Modules

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

GLO 1—Movement



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

Connections to Grade 12 Modules

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

GLO 2—Fitness Management



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

Connections to Grade 12 Modules

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

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

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

For more information about fitness assessment, refer to *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education* (Manitoba Education, Citizenship and Youth), which is available on the CD-ROM that accompanies this document, as well as online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

GLO 3—Safety



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

Connections to Grade 12 Modules

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

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

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

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

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

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

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

GLO 4—Personal and Social Management



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

Connections to Grade 12 Modules

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

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

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

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

GLO 5—Healthy Lifestyle Practices



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

Connections to Grade 12 Modules

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

Planning for Instruction

Planning Guidelines and Tools

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

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

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

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

Active Learning Strategies

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

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

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

Assessment and Reporting

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

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

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

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

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

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

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

Purposes of Assessment

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

Assessment *for* Learning

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

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

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

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

Assessment *as* Learning

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

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

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

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

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

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

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

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

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

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

Assessment tools may include

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

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

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

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

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

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

Assessment *of* Learning

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

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

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

Effective assessment *of* learning requires that teachers provide

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

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

Determining Course Completion

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

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

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

Assessing the Physical Activity Practicum

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

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

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

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

1. physical activity plan (includes personal goals)
2. safety and risk-management plan (includes appropriate safety checklists and safety form)
3. Parent and Student Declaration and Consent Forms
4. physical activity log (a record of a minimum of 55 hours of moderate to vigorous physical activity that is safe, ethical, and age/developmentally appropriate)
5. fitness portfolio reflections (recorded regularly)

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

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

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

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

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

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

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

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

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

Assessing the Core Component

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

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

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

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

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

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

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

Continued

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

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

Continued

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

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

Assessing the Flexible Delivery Component

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

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



MODULES FOR PHYSICAL ACTIVITY PRACTICUM AND CORE COMPONENT

Introduction

Module A: Physical Activity Practicum

Module B: Fitness Management

Module C: Nutrition

Module D: Personal and Social Development

Module E: Healthy Relationships

MODULES FOR PHYSICAL ACTIVITY PRACTICUM AND CORE COMPONENT

Introduction

This section contains the modules and lessons for the Physical Activity Practicum and the Core Component of the Grade 12 Active Healthy Lifestyles curriculum.

The modules are units of instruction developed for a specific strand and/or component of the curriculum. Each module presents lessons that identify the specific learning outcomes, key understandings, and essential questions, provide background information, offer suggestions for instruction/assessment, and present references to assist teachers with planning for instruction. Many references are websites, which are hyperlinked on the CD-ROM and online versions of the document. The Resource Masters referred to in the lessons are provided in the Resource Masters section of the document.

Teachers may use the sample lessons and/or adjust them as locally determined. All modules are available in Word format.

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Guide to Reading the Modules and Lessons

Module Organization and Codes

Each module begins with an Introduction that gives an overview of the context and focus of the lessons to follow.

The following codes are used for the respective modules:

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

Lesson Organization and Codes

Each module presents lessons that include the components and codes described below.

Introduction

The Introduction provides teachers with information about the lesson content and about what students are expected to do.

NOTE TO TEACHER

Notes are used to draw attention to specific aspects of a lesson, such as treatment of potentially sensitive content, cautions, definition of terms, and other important information.



Specific Learning Outcomes

Specific learning outcome (SLO) statements define what students are expected to achieve by the end of the grade.

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

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



Key Understandings

These are the core concepts, principles, theories, and processes that students will understand and be able to use.

NOTE TO TEACHER

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



Essential Questions

These are the questions that students will be able to answer after participating in the learning experiences in the lessons.



Background Information

This information is intended to be used by teachers to develop the student learning experiences and depth of content for each lesson.



Suggestion for Instruction / Assessment

The suggested learning activities give students a practical way of exploring the lesson content and demonstrating their understanding of the essential learning of each lesson.

REFERENCES



Many references are provided to assist teachers with planning for instruction.

In the print version of the document, the website addresses are provided to enable teachers to perform personal searches. On the CD-ROM and online versions of the document, the website references are hyperlinked.

When a website is referenced in a module, it is linked to a page on the Manitoba Education, Citizenship and Youth website where the hyperlinks are active. When accessing websites online or when using the CD-ROM, users will see the following message and can click on the website address:

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

Those using the print version of the document will need to key in the Department's website address. This address goes to a master list of websites referenced for each module so that the references can be updated as needed.

Any websites referenced in this document are subject to change. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.



Resource Masters (RMs)

Many lessons refer to RMs, which can be found in the Resource Masters section of the document. The RMs are intended to provide teachers and/or students with additional information to support and enhance student learning and assessment.

The RMs are numbered sequentially to correspond with the order in which they are cited within the respective modules, using the code shown in the following example:



Refer to RM 1-PA: Personal Physical Activity Inventory: Current Participation.

RM 1-PA **RM** refers to Resource Master.

The number refers to the sequence of RMs within the module (i.e., this is the first RM within the module).

The last two letters refer to the module (Physical Activity Practicum).

A list of the RMs provided in this document follows. Some RMs are available in both Word and Excel formats.

List of Resource Masters

Module A	
Lesson 1	RM 1–PA: Personal Physical Activity Inventory: Current Participation (Word and Excel) RM 2–PA: Personal Physical activity Inventory: Choices for an Active Life
Lesson 2	RM 3–PA: Physical Activity Inventory (Word and Excel) RM 4–PA: Risk-Management Plan
Lesson 3	RM 5–PA: Personal Physical Activity Plan RM 6–PA: Sample Cover Letter for Physical Activity Practicum RM 7–PA: Physical Activity Log (Word and Excel) RM 8–PA: Sample Sign-off Form for Completion of OUT-of-Class Physical Activity Practicum (Form for Parent/Guardian) RM 9–PA: Sample Sign-off Form for Completion of OUT-of-Class Physical Activity Practicum (Form for Authorized Adult)
Module B	
Lesson 1	RM 1–FM: Physical Activity Experiences: Review and Reflection Questionnaire RM 2–FM: Strategies for Change RM 3–FM: Steps to Goal Setting RM 4–FM: Goal Manager (Excel)
Lesson 2	
Lesson 3	RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?
Lesson 4	
Lesson 5	
Module C	
Lesson 1	RM 1–NU: Food Guide Servings Analyzer (and Answer Key) RM 2–NU: A Guide to Food Guide Serving Sizes RM 3–NU: How Do I Measure Up?
Lesson 2	RM 4–NU: Resting Metabolic Rate (RMR) Calculator (Excel) RM 5–NU: Energy Expenditure of Physical Activities (Excel) RM 6–NU: Determining Daily Physical Activity Intensities
Lesson 3	RM 7–NU: Find the Fat RM 8–NU: Some Lifestyle Choices Lead to an Energy Imbalance—How Does It Happen? RM 9–NU: My Lifestyle Choices and Energy Balance
Lesson 4	RM 10–NU: Safe Food Guidelines RM 11–NU: Food Safety Errors: Case Studies (and Answer Key)
Lesson 5	RM 12–NU: Food Label Dictionary
Lesson 6	RM 13–NU: Sport Nutrition Investigation: Myth or Fact?
Module D	
Lesson 1	
Lesson 2	RM 1–PS: Process Observation Report Form
Lesson 3	RM 2–PS: Leadership Questionnaire RM 3–PS: Survival Game Questionnaire (and Interpretation of Results)
Module E	
Lesson 1	RM 1–HR: Relationship Values RM 2–HR: Reflecting on Relationships
Lesson 2	RM 3–HR: Bill of Rights and Responsibilities
Lesson 3	RM 4–HR: Troubles in Paradise RM 5–HR: Relation Shifts: Case Study RM 6–HR: Assertive Communication Tips
Lesson 4	



MODULE A: PHYSICAL ACTIVITY PRACTICUM

Specific Learning Outcomes

Introduction

Lesson 1: Personal Physical Activity Inventory

Lesson 2: Safety and Risk-Management Planning

Lesson 3: Implementing the Physical Activity Plan

MODULE A: PHYSICAL ACTIVITY PRACTICUM

Specific Learning Outcomes

- 12.PA.1** Demonstrate appropriate critical thinking, planning, and decision-making skills in the development and implementation of a personal physical activity plan that is safe and ethical and contributes to personal health and fitness goals.
- 12.PA.2** Demonstrate understanding of the risk-management process and responsibilities related to physical activity participation.
- 12.PA.3** Demonstrate the ability to access and use information for making informed decisions about safety and risk management related to physical activity participation.
Includes: level of instruction, level of supervision, facilities/environment, equipment, clothing/footwear, and personal and other considerations
- 12.PA.4** Apply movement skills and concepts in a variety of selected physical activities that meet the goals of a personal physical activity plan.
- 12.PA.5** Participate in physical activities at a moderate to vigorous intensity level.
- 12.PA.6** Record and report the frequency, intensity, time, and type of the physical activities, as indicated in the personal physical activity plan.
- 12.PA.7** Reflect on physical and emotional responses to and influences on physical activity participation.

MODULE A: PHYSICAL ACTIVITY PRACTICUM

Introduction

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

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

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

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

Module A: Physical Activity Practicum contains three lessons:

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

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

NOTE TO TEACHER

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

Lesson 1: Personal Physical Activity Inventory

Introduction

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



Specific Learning Outcome

12.PA.1 Demonstrate appropriate critical thinking, planning, and decision-making skills in the development and implementation of a personal physical activity plan that is safe and ethical and contributes to personal health and fitness goals.



Background Information

Purpose of Physical Activity Practicum

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

REFERENCE



For additional information, refer to the following report:

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

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

Requirements for Physical Activity Practicum

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

To satisfy the requirements for the physical activity practicum, all students must meet the following criteria, as identified in *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document* (Manitoba Education, Citizenship and Youth), regardless of whether the course is implemented according to the IN-class model and/or the OUT-of-class model. (Further information is provided in subsequent lessons.)

NOTE TO TEACHER

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

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

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

Criteria for Physical Activity Practicum

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

NOTE TO TEACHER

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

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

NOTE TO TEACHER

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

Other Considerations

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

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

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

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

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

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

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

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

REFERENCES



For additional information, refer to the following resources:

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

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

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

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

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

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

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



Suggestion for Instruction / Assessment

Physical Activity Recall

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

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

NOTE TO TEACHER

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



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

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

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



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

Lesson 2: Safety and Risk-Management Planning

Introduction

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



Specific Learning Outcomes

- 12.PA.1** Demonstrate appropriate critical thinking, planning, and decision-making skills in the development and implementation of a personal physical activity plan that is safe and ethical and contributes to personal health and fitness goals.
- 12.PA.2** Demonstrate understanding of the risk-management process and responsibilities related to physical activity participation.
- 12.PA.3** Demonstrate the ability to access and use information for making informed decisions about safety and risk management related to physical activity participation.

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



Suggestion for Instruction / Assessment

Health-Related Fitness Components

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

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility

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

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

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



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

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

REFERENCES



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

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

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

These resources are available online at

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



Background Information

Risk Factors Related to Physical Activity

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

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

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

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

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

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

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

REFERENCE



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

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



Suggestion for Instruction / Assessment

Physical Activity Risk Management

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



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

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

NOTE TO TEACHER

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

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

Creating a Risk-Management Plan

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

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



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

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

NOTE TO TEACHER

Physical Activity Safety Checklists

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

Addition of Physical Activities

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

Risk-Management Plan

Teachers may require students to complete more than one plan.

REFERENCES



For additional information, refer to the following resources:

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

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

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

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

These resources are available online at

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

Lesson 3: Implementing the Physical Activity Plan

Introduction

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



Specific Learning Outcomes

- 12.PA.2** Demonstrate understanding of the risk-management process and responsibilities related to physical activity participation.
 - 12.PA.3** Demonstrate the ability to access and use information for making informed decisions about safety and risk management related to physical activity participation.
Includes: level of instruction, level of supervision, facilities/environment, equipment, clothing/footwear, and personal and other considerations
 - 12.PA.4** Apply movement skills and concepts in a variety of selected physical activities that meet the goals of a personal physical activity plan.
 - 12.PA.5** Participate in physical activities at a moderate to vigorous intensity level.
 - 12.PA.6** Record and report the frequency, intensity, time, and type of the physical activities, as indicated in the personal physical activity plan.
 - 12.PA.7** Reflect on physical and emotional responses to and influences on physical activity participation.
-



Background Information

Personal Physical Activity Plan

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



Suggestion for Instruction / Assessment

Putting Together the Physical Activity Plan

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



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



Background Information

Finalizing the Physical Activity Plan

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

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



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

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

Implementing the Physical Activity Plan

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

NOTE TO TEACHER

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

Recording Physical Activity Participation and Reflections

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

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

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



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

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

Completing the Physical Activity Plan

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



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

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



MODULE B: FITNESS MANAGEMENT

Specific Learning Outcomes

Introduction

Lesson 1: Making and Continuing Change: A Personal Investment

Lesson 2: Health and Fitness Trends

Lesson 3: Exercise and Fitness Myths and Misconceptions

Lesson 4: Health and Fitness Advertising

Lesson 5: Becoming an Informed Fitness Consumer

MODULE B: FITNESS MANAGEMENT

Specific Learning Outcomes

- 12.FM.1** Examine the goal-setting process as a means of improving physical fitness and/or health behaviours.
- 12.FM.2** Identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation.
- 12.FM.3** Examine current trends in health and fitness.
- 12.FM.4** Demonstrate understanding of fitness myths and misconceptions and how they are used in advertising.
- 12.FM.5** Examine the methods advertisers use to promote and sell exercise, fitness, and health products and services.
- 12.FM.6** Examine influences on the decisions that fitness consumers make related to fitness products and services.
- 12.FM.7** Analyze key factors to be considered when purchasing fitness products and/or services.

MODULE B: FITNESS MANAGEMENT

Introduction

Making positive lifestyle changes is very challenging, but the rewards far outweigh the effort needed to make those changes. It is never too late for us to make and benefit from attitude and behaviour changes. Once changes become habits, we are on the way to a healthy life.

Module B begins with a short review of the Stages of Change model and the importance of effective goal setting in the process of changing physical fitness and/or health behaviours. This review of topics addressed in the Grade 11 Active Healthy Lifestyles course is followed by new lessons that challenge students' thinking about health and fitness by providing them with opportunities to examine the latest trends in health and fitness development and helping them to gain skills to make informed decisions as health and fitness consumers. Becoming increasingly informed consumers is important for students because, as adults, they will be responsible to make everyday decisions that will affect their health and wellness.

Module B: Fitness Management contains the following five lessons:

- Lesson 1: Making and Continuing Change: A Personal Investment
- Lesson 2: Health and Fitness Trends
- Lesson 3: Exercise and Fitness Myths and Misconceptions
- Lesson 4: Health and Fitness Advertising
- Lesson 5: Becoming an Informed Fitness Consumer

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

Lesson 1: Making and Continuing Change: A Personal Investment

Introduction

This lesson is a review of the learning that took place in Grade 11 Active Healthy Lifestyles. Students spend some time reviewing the Stages of Change model (as outlined by Prochaska, Norcross, and DiClemente) and the strategies they can employ to move from one stage to the next on the continuum of change. Since goal setting is such a critical component of the change strategies, a review of goal setting is also included. In Grade 12 students have an opportunity to set goals and decide on how to achieve them with a higher level of sophistication than they did in Grade 11.



Specific Learning Outcomes

- 12.FM.1** Examine the goal-setting process as a means of improving physical fitness and/or health behaviours.
 - 12.FM.2** Identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation.
-



Key Understandings

- Individuals can change health-related behaviours such as physical activity within their lifestyle.
 - Strategies for ongoing physical activity engagement and fitness development are personal.
 - Success in achieving positive health behaviours is rooted in effective goal setting based on the Stages of Change continuum.
-



Essential Questions

1. Why do goals need to change over time?
 2. How can effective goal setting increase success in changing health-related behaviours?
 3. What are the steps to, or reasons for, goal setting?
 4. How can physical fitness and health-related behaviours be improved within a person's lifestyle?
-



Background Information

Personal Reflections on the Stages of Change

Many people decide to make changes in their lives to improve their health, increase their income, develop meaningful relationships, and so on. People's attempts to achieve change often fail because they have not thought carefully about, or taken the time to work through, the stages of change.

When setting goals, it is important to have a clear understanding of our starting point or current situation. The next suggested learning strategy provides students with an opportunity to think about changes they have made in their healthy lifestyle practices since their Grade 11 school year.



Suggestion for Instruction / Assessment

Review and Reflect on Physical Activity

Have each student reflect on physical activity experiences by completing RM 1–FM. Once students have completed the questionnaire, invite them to share some of their reflective comments. A general class discussion could facilitate thinking about the various stages of change and what students did to make their Grade 11 personal physical activity plan successful.

NOTE TO TEACHER

It is important that students feel comfortable and are willing to share their personal reflections. They should not feel as though they are forced to disclose personal thoughts or feelings.

This questionnaire could also be used as an interview guide in individual or small-group student-teacher conferences.



Refer to RM 1–FM: Physical Activity Review and Reflection Questionnaire.



Background Information

Stages of Change Review

In the Grade 11 Active Healthy Lifestyles course students gained an understanding of the Stages of Change model (Prochaska, Norcross, and DiClemente), which identifies five stages through which individuals move to make a lasting attitude and behaviour change. As people move along the continuum of change, they engage in specific processes at each of the five stages of change:

NOTE TO TEACHER

Understanding what stage of change a student is at will help teachers guide the student in developing personal goals and plans. Be considerate of students' individual stages when helping them to set goals and develop their personal physical activity plan.

1. **Pre-contemplation** (no intention of making a change): In this stage people begin to recognize that a problematic behaviour exists. At this point, they may engage in self-evaluation or self-reflection and may determine that a change is needed. When this happens, they will progress to the contemplation stage.
2. **Contemplation** (thinking about making a change): In this stage people seek out information about the problematic behaviour and become more aware of the possible problems associated with it. They will speak to others about the problem and discuss or think about possible solutions. These individuals are now ready to move to the preparation stage.
3. **Preparation/decision** (getting ready to make a change): In this stage people make a commitment to change the problematic behaviour, believing they can make the change. They have become knowledgeable about how to go about making the behaviour change and about the benefits resulting from it. They devise a plan for practising the new behaviour. These people are ready to move to the action stage.
4. **Action** (making the change): People in this stage initiate their plan for making a behaviour change. They find ways to stay motivated, which may include seeking support from others. They attempt to control the triggers of the problematic behaviour and give themselves ways to stay focused on the healthy behaviour. The new behaviour will begin to substitute the unhealthy behaviour. Some people may incorporate a personal reward program for sticking with the action plan.
5. **Maintenance** (working at keeping the change): In this stage people's actions are similar to those in the action stage, but people are engaged in the new behaviour for a minimum of six months. During this stage people are focused on staying on their action plan and not going back to their previous behaviour.

REFERENCES



For additional information, refer to the following resources:

Prochaska, James O., John C. Norcross, and Carlo C. DiClemente. *Changing for Good: A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward*. New York, NY: Avon Books Inc., 1994.

Spencer, Leslie, Troy B. Adams, Sarah Malone, Lindsey Roy, and Elizabeth Yost. "Applying the Transtheoretical Model to Exercise: A Systematic and Comprehensive Review of the Literature." *Health Promotion Practice* 7.4 (Oct. 2006): 428–43.



Suggestion for Instruction / Assessment

Strategies for Change

In preparation for this task, students may need to revisit or complete RM 1–FM: Physical Activity Stages of Change—Questionnaire, found in *Grade 11 Active Healthy Lifestyles* (see Module B, Lesson 2, page 119).

To help students achieve a deeper understanding of the Stages of Change continuum and of the strategies that will help them advance from one stage to the next in their physical activity behaviour, have them work through RM 2–FM. By completing the questions related to their current stage of change, as well as the preceding stage(s), and by applying the strategies for moving to the next stage, they will set a course for achieving an active healthy lifestyle.

NOTE TO TEACHER

Students should complete this ongoing assignment as they progress through the Grade 12 Active Healthy Lifestyles course. Be consistent with the terminology used in Grade 11.



Refer to RM 2–FM: Strategies for Change.



Background Information

Goal Setting

Setting goals is one of the most important and powerful strategies for achieving the things we want in our lives. If a group of people were asked to write down their top five goals in life, many of them would likely write “good health.” We all know that good health does not just happen. Achieving and maintaining good health is dependent upon a variety of factors.



Suggestion for Instruction / Assessment

Behaviours Affecting Health

As a brief review, have students use the Think-Pair-Share strategy (see Appendix E) to identify and discuss behaviours they can practise every day to help them improve or maintain their personal health. Working in pairs, students identify the behaviours that would have the greatest long-term impact on health and share them with the class.



Background Information

Why Set Goals?*

Numerous research studies have shown links between goals and achievement or improved performance in many areas such as education, athletics, and business. Reasons for setting goals include the following:

- **Goals help target our desires.** We all have a desire to succeed at or with something. This desire to succeed helps us to reach our goals and overcome obstacles that get in the way. We feel better and work harder when we are striving to reach clear goals that we have personally selected and that have an identifiable purpose.
- **Goals help us to stay focused and avoid distractions.** People who set goals will achieve results because they have learned how to focus their time, energy, and resources on a specific objective. Staying focused on our goals helps us to bypass many of the challenges and obstacles that stand in the way of achieving the desired results. By setting clear and attainable goals and consciously working toward them, we can avoid many of the pitfalls and distractions of daily living.
- **Goals help us to maintain motivation.** Motivation is a significant driving force in helping us to accomplish the things we really want in life. Achieving and maintaining a healthy active lifestyle will at times be a struggle. Having goals and staying motivated will help us to recover from the setbacks or periodic letdowns that are commonplace experiences when trying to change a habit or making attempts to start a new one. Our motivation will come from the reasons why we chose particular goals in the first place.
- **Goals help us to set values-driven priorities.** As we move toward any goal, we will be faced with having to make decisions. By keeping our eyes on the goal and staying true to our values and beliefs, we will make the “right” choices. Our choices will be based on what is most important to us. We need to remember that our goals were self-selected and based on important reasons for reaching them.
- **Goals provide a plan for change.** A well-designed action plan that outlines a series of short-term goals provides a necessary process to reach bigger and long-term objectives. Breaking a long-term goal into achievable smaller steps makes the road to the ultimate goal much easier. Short-term goals provide a way of measuring whether we are making the intended progress or whether we are getting sidetracked. Evaluating our plan allows us to learn from mistakes and overcome barriers. It also provides opportunities to change our plan based on our experiences.

* Source: Time Thoughts. “Goal Setting: Why Should I Set Goals?” *Goal Setting*. <www.timethoughts.com/goalsetting/WhySetGoals.htm>. Adapted with permission.

Why Do So Few People Set Goals?*

Some experts estimate that only five to ten percent of people think about their goals regularly, and only one to three percent of people have clear written goals. Most experts agree that goal setting is a powerful tool. If this is the case, why do so few people set goals?

Reasons why people don't set goals include the following:

- They don't know what they want. (No goals)
- They don't know how to set goals or don't plan how to achieve them. (Action)
- They don't have goals, they have wishes.
- They are afraid of change.
- They make excuses that form personal barriers.
- They get frustrated, discouraged, or overwhelmed. (Too many goals, too big, too slow)

Having clear and precise goals will help us stay motivated and focused, particularly when facing adversity. Setting goals is a way of regulating behaviour to attain a self-determined and desired target. The goals could be financial, educational, or health- and fitness-oriented.

* Source: Time Thoughts. "Goal Setting: Why Should I Set Goals?" *Goal Setting*. <www.timethoughts.com/goalsetting/WhySetGoals.htm>. Adapted with permission.

Steps to Setting and Achieving Goals

Many people set goals they want to achieve. Some of these goals centre on acquiring material things (e.g., a car, a winter vacation). Some goals involve doing or learning new things (e.g., write a book, paint a picture, learn a new sport). Still other goals have to do with self-improvement (e.g., exercise regularly, get a different job, eat healthier). These are all great goals, but many people never reach them because they have not considered making a specific plan to achieve them.

Six steps that can help students set and achieve their goals are identified below.

STEPS TO SETTING AND ACHIEVING GOALS

1. **Choose specific, measurable goals.** Decide on your goals and base them on reasons that are meaningful and important to you. Be as specific as you can about what you want to accomplish. Instead of wanting to eat healthier, specify the things that you want to change in your eating behaviour (e.g., eat seven to ten servings of fruit and vegetables daily). This way, you know exactly what you need to change and by how much. You have now made your goal measurable.
2. **Set achievable goals.** Break down your goals into achievable smaller goals, thus progressing toward your final goal in stages. This is one way to build in a gradual process to achieve the ultimate goal. The stages can serve as checkpoints for you to see how you are progressing and whether the smaller goals need to be reset. When you know whether you have exceeded your expectations or are beginning to fall behind, you can make the necessary adjustments. When working on changing physical activity patterns it is important to keep a log or a record of your activities.
3. **Evaluate your goals to ensure they are realistic.** Setting an unrealistic goal that is not based on current conditions or circumstances is counterproductive to achieving a goal. Setting high goals is important, but if the goals are not realistic they will eventually be perceived as unattainable, and progress toward reaching the goals will cease. Seek out people who can support you in reaching your goals and use the needed resources available to you.
4. **Create a timeline for and visual reminders of your goals.** A goal is simply a stated dream with a deadline. Establish a timeline for the goals you set. The timeline may be influenced by the smaller goals that you have set for yourself. It is very important to set a particular timeframe for each goal. This will keep you focused on the actions you set for yourself and provide you with a way to assess your progress in terms of achieving the goal. Create visual reminders of your goals and place them where you will see them every day. Keep in mind that your reasons for choosing your goals were important to you, and moved you to devise a plan to accomplish them.
5. **Prepare yourself for obstacles or barriers.** The obstacles you face while working toward your goals may be emotional. For example, you may feel frustrated that people are not supporting you. You may feel discouraged that the expected changes are not happening quickly enough. Feelings of frustration or discouragement are natural reactions. Adjusting the small goals may help ease the emotional reaction. It is important to stay committed to your goals and not to lose hope.
6. **Reward yourself.** As you achieve each small goal, reward yourself in some way for a job well done.



Suggestion for Instruction / Assessment

Steps to Goal Setting

Provide students with a copy of RM 3–FM and ask them to write down their goals (e.g., related to physical activity, fitness, and healthy eating) and devise an action plan to achieve them. They should take time to reflect on each step and then proceed to write down the actions they will take to accomplish each goal.



Refer to RM 3–FM: Steps to Goal Setting.

NOTE TO TEACHER

This is an ongoing assignment and should be considered as a required work sample. Students will return to this action plan periodically and assess their progress in meeting their stated goals, making revisions as required.

Students may use RM 4–FM as a tool for tracking their progress in reaching their goals.



Refer to RM 4–FM: Goal Manager (available only in Excel format).

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

NOTE TO TEACHER

Physical Activity Practicum

Students in Grade 12 are required to complete a minimum of 55 hours of moderate to vigorous physical activity. The physical activity practicum should reflect each student's personal physical activity or fitness goals. Determining requirements for the completion of the Grade 12 physical activity practicum and/or the physical activity plan is a local decision. Schools may choose to add other criteria that demonstrate regular activity participation (e.g., variety of physical activities, the addition of a new physical activity, activities that the student will choose to do when leaving high school).

REFERENCES



For more information on goal setting, refer to the following websites:

Manitoba Physical Education Teachers Association (MPETA). "Goal Setting: Personal Plan." *MPETA Resources to Support the Grades 11 and 12 Curriculum*. www.mpeta.ca/resources.html.

Time Thoughts. "Goal Setting: Why Should I Set Goals?" *Goal Setting*. www.timethoughts.com/goalsetting/WhySetGoals.htm.

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

Lesson 2: Health and Fitness Trends

Introduction

Fitness development in North America is a multi-billion dollar per year industry. Success in the industry demands that market research be conducted to identify health and fitness trends that will influence practices, products, and services. By analyzing the data collected, stakeholders in the fitness business are able to determine current and future trends and, thereby, more effectively meet the demands of the increasing population interested in exercise and fitness and overall health.

In this lesson students have the opportunity to investigate and analyze current health and fitness trends. They also have the opportunity to predict future trends and suggest ways of addressing them. Key concepts beyond specific fitness development may include active living and sustainable development.



Specific Learning Outcome

12.FM.3 Examine current trends in health and fitness.



Key Understandings

- Health and fitness practices are in constant change and affect quality of life.
 - Trends reflect a general change/development or direction in an area being studied.
 - Trends influence lifestyle opportunities and choices.
-



Essential Questions

1. What is a trend?
 2. What is a current health and/or fitness trend?
 3. How are trends used to address issues and interests?
 4. How have the trends in health and fitness changed in the last few years?
-



Background Information

Each year, leaders in the area of health and fitness determine general trends in the fitness industry based upon various sources of data. Two important groups that conduct extensive surveys are the American College of Sports Medicine (ACSM) and the American Council on Exercise (ACE).

ACSM's Health and Fitness Trend Predictions

ACSM is the largest sports medicine and exercise science organization in the world. Its members are dedicated to promoting and enhancing physical performance, fitness, health, and quality of life worldwide.

The surveys conducted by ACSM identify trends that can be found in a variety of environments where health and fitness services and programming are provided. This includes commercial gyms, fitness retailers, medical and other clinical environments, and recreation and community program environments. Data is collected from experts around the world. The trends identified in the surveys are based on information provided by highly respected fitness professionals. The ultimate goal of identifying the trends is to determine and implement solutions to them.

Based on the findings from its international surveys, ACSM identified the top 20 health and fitness trend predictions for 2007 and 2008, which are identified on the ACSM website (see References on the following page). “Exercise programs for children to fight childhood and adolescent obesity” was ranked as the number 1 and number 2 worldwide fitness trend in 2007 and 2008 respectively (Thompson, “Worldwide Survey Reveals Fitness Trends for 2008,” 8).

Childhood obesity has become such an important trend that it is a topic of discussion and program development worldwide. Reducing this trend has become a high priority in many parts of the world, including Manitoba. For example, Manitoba has taken steps by increasing the time allocated to physical education/health education and making it a required course in all grades from Kindergarten to Grade 12. In addition, all schools in Manitoba are required to develop their own nutrition policies to promote healthier eating options (Healthy Child Manitoba, *Manitoba School Nutrition Handbook*). These initiatives came about as a result of the recommendations of the Healthy Kids, Healthy Futures All-Party Task Force, reported in 2005 in *Health Kids, Healthy Futures: Task Force Report*.

ACE's Fitness Trend Predictions

The American Council on Exercise (ACE) is a non-profit organization that promotes the benefits of physical activity and protects consumers against unsafe and ineffective fitness products and instruction.

ACE's top 10 fitness trends for 2007 and 2008 are identified on its website.

REFERENCES



For additional information, refer to the following resources:



American College of Sports Medicine. "ACSM Survey Predicts 2008 Fitness Trends." News release. 9 Nov. 2007.

<www.acsm.org/AM/Template.cfm?Section=ACSM_News_Releases&CONTENTID=9207&TEMPLATE=/CM/ContentDisplay.cfm>.

---. "Fitness Trends for 2007 from American College of Sports Medicine: Survey Results Name Top 20 Trends in Health and Fitness Industry." News release. 13 Nov. 2006.

<www.acsm.org/AM/Template.cfm?Section=Home_Page&template=/CM/ContentDisplay.cfm&ContentID=6183>.

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



Suggestion for Instruction / Assessment

Trend Predictions and Analysis

Have students

- offer suggestions for what they perceive to be current trends in health and fitness
- rank the identified trends based on how strong they perceive the trends to be
- offer their reasons for selecting the identified trends

Share with students the trends identified by ACSM or ACE. Analyze the accuracy of the student responses compared to trends identified by fitness professionals. Facilitate a discussion on the purpose of trend analysis.

Lesson 3: Exercise and Fitness Myths and Misconceptions

Introduction

There are many myths, misconceptions, and untruths related to exercise and fitness development, some of which have been around for many years. Manufacturers and advertisers of fitness products are aware of these myths and use them to sell their products.

In this lesson students research exercise and fitness myths and determine how they are used to confuse and mislead the consumer. By investigating the myths, students increase their knowledge and understanding of fitness development and take another step toward becoming informed consumers.



Specific Learning Outcome

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



Key Understandings

- There are many myths and misconceptions about exercise and fitness development.
- Applying accurate information and reliable practices optimizes the benefits of any exercise or fitness program.
- Exercise and fitness myths are perpetuated in the media and by product advertisers.



Essential Questions

1. What are some common exercise and fitness myths?
 2. Where can a person obtain reliable and accurate exercise and fitness information?
 3. Why do exercise and fitness myths and misconceptions persist?
-



Background Information

Myths and fallacies about exercise and how the body responds to exercise abound in the world of fitness development. Some of the myths are based on misperceptions of what really happens in the body, and some are loosely based on facts that are misinterpreted or misunderstood. While some myths are harmless, others are extremely dangerous.



Suggestion for Instruction / Assessment

Exercise and Fitness Development Investigation: Myth, Fact, or Not Sure?

Some common myths or misconceptions about exercise and fitness development are identified in RM 5–FM. The myth and fact statements provided in RM 5–FM may be placed on index cards for this learning activity.

Directions/Description

- Divide the class into several groups.
- Divide the cards provided in RM 5–FM evenly among the groups.
- Identify one person in each group to read aloud the statements on the cards to the group. After hearing a statement, the group places the card under one of the following headings: Myth, Fact, or Unsure.
- Once each group has placed each of their cards under one of the three headings, allow the class to review the placement of the cards and provide a final opportunity to change any of the cards to a different heading.
- Then have three students (one per heading) reveal to the class each card placed under the respective headings by reading aloud the description on the back of the card. For the Unsure group, have the class use either a show of hands or the Opinion Lines strategy (see Appendix E) to determine the applicable location (Myth or Fact) of each card and then read the description on the back of the card.
- After all the descriptions have been read, lead a class discussion to clarify any information related to the myths or misconceptions about exercise and fitness development.

NOTE TO TEACHER

Reword some of the myth statements into fact statements.

Students may suggest other myths. They may also ask for clarification from various sources. Be cautious of where answers to these queries come from. Use information from reliable sources.

Have each group create a card that represents either a fact or a myth about exercise or fitness, including an explanation for their choice. Each group has a chance to stump classmates with their submission. In addition, have students explore and identify sources for the exercise and fitness information they used to create their cards.



Refer to RM 5–NU: Exercise and Fitness Development Investigation: Myth or Fact?

REFERENCES



For additional information, refer to the following online resources:

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Calzadilla, Raphael. "10 Fitness Myths Exposed!" *Diet and Fitness Blog*. 20 Feb. 2008. eDiets.com. <<http://blog.ediets.com/2008/02/10-fitness-myths-exposed.html>>.

Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007. Available online at <www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html>.

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Liebman, Bonnie. "Exploding Ten Exercise Myths." *Nutrition Action Healthletter* (Jan./Feb. 2000): n.p. Available on the Center for Science in the Public Interest website at <www.cspinet.org/nah/2_00/ten_myths04.html>.

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

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

Lesson 4: Health and Fitness Advertising

Introduction

An important aspect of becoming an effective consumer is to be critical of the advertising associated with many of the health and/or fitness products and services available. People must be able to determine which advertisements are based on facts and research, and which make claims based on incomplete or inaccurate information. Manufacturers selling some fitness products base their advertising on many of the myths surrounding fitness development. Advertisers are very clever and creative with their “pitches,” making the advertised products seem amazing and revolutionary. The end result is that they make their sales, and the uninformed, trusting consumer is often left with inferior products that may, but likely will not, live up to expectations.

This lesson focuses on the advertising of health and fitness products. Students have the opportunity to examine and assess advertisements for health and fitness products and learn how to identify the language of advertising to avoid disappointment and deception (fraud).

REFERENCE



For additional information, refer to the following website:

Federal Trade Commission (FTC). “Pump Fiction: Tips for Buying Exercise Equipment.” Nov. 2003. *FTC Facts for Consumers*.
<www.ftc.gov/bcp/edu/pubs/consumer/products/pro10.shtm>.

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



Specific Learning Outcome

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



Key Understandings

- Advertising is used to promote and sell products and services.
- Accurate information is needed to evaluate advertising claims.
- Advertisers use multiple strategies to sell their products and services.



Essential Questions

1. What strategies and ploys are used to sell exercise, fitness, and health products and services?
 2. Why do advertisers make product claims, and what types of claims do they make?
 3. How do advertisers address the FITT (frequency, intensity, time, type) principle when advertising their fitness and exercise products?
-



Background Information

Evaluating Advertising Claims*

The benefits of an active healthy lifestyle are well-known and well-documented. Unfortunately, there remain many myths and misunderstandings about how the body responds to exercise and physical activity, as discussed in the previous lesson. Advertising and marketing businesses for fitness products and services are aware of these misunderstandings and make advertising claims based on them. Many unscrupulous advertisers make unsupported claims that their exercise products offer quick, almost effortless ways to shape up, keep fit, and/or lose weight. The reality about changing the body is that there is no effortless, perspiration-free way to maintain a fit and healthy body. Deriving the benefits of exercise requires doing the necessary work.

Being informed, or possessing the ability to find reliable information, is the way to navigate through false claims in advertising. The consumer must be cautious or suspicious of any products that

- claim to make the body more attractive
- promise amazing results in a very short period of time

It takes time and effort to make changes to the human body.

Although some manufacturers of fitness products can provide independent research to support what they are saying about their products, many manufacturers rely on exaggerated and fraudulent claims to sell their products.

* Source of Adaptation: Federal Trade Commission (FTC). "Pump Fiction: Tips for Buying Exercise Equipment." Nov. 2003. *FTC Facts for Consumers*. <www.ftc.gov/bcp/edu/pubs/consumer/products/pro10.shtm>.

Some key elements found in advertisements should alert consumers to the possibility of false advertising. When detecting key elements such as the following, consumers should become wary of questionable exercise products:

- **Easy, effortless, and fast:** Machines and other devices that are advertised as “guaranteeing” the user certain results in a short time should be ignored. The benefits of exercise cannot be stored, and the body needs time to adapt and change. In other words, change comes with time and effort. Advertisements that promise easy or effortless results are simply false.
- **“Spot” reducing:** One of the most appealing claims, yet also one of the most inaccurate and false claims, is that a product can reduce the fat from a particular part of the body. The most popular body parts targeted by these advertisements are the buttocks, hips, and stomach. Achieving a major change in appearance requires sensible eating and regular exercise that works the whole body.
- **Faster than others:** The claims that one machine will produce results faster than other similar machines is difficult to evaluate, especially when there are no independent scientific studies to substantiate the claims. Arguably, any equipment that helps a person exercise several major body parts will likely burn more calories than equipment that works only one body part. Everyone responds to exercise differently. Finding the right frequency, intensity, time/duration, and type (FITT) of exercise is the key.
- **The fine print:** If there is fine print, even in a television commercial, then there is something the advertisement is trying to hide. Sometimes the fine print mentions a diet or “program” that must be used in conjunction with the equipment. Even if it doesn’t, remember that diet and exercise together are much more effective for weight loss than either diet or exercise alone.
- **Testimonials:** Be wary of verbal or visual testimonials such as “before” and “after” pictures from “satisfied” customers. Their experiences are not typical, which is why their testimonials are being used. Just because one person has had success doesn’t mean someone else will get the same results. Many of the “customers” are paid by the companies, and the endorsements, whether they are from consumers, celebrities, or star athletes, don’t mean the equipment is right for you. Another consideration is that, with current technology, pictures can easily be altered. In fact, some before and after pictures are not even of the same person.
- **Final total cost:** The advertised cost of a product usually does not include shipping and handling fees, sales tax, and delivery and set-up fees. Determine the final cost of the purchase by calculating the terms of purchase (e.g., “Three easy payments of . . .” or “Pay only \$49.95 a month.”). Inquire about all the monetary details before ordering a product.
- **Guarantees and warranties:** Get details on warranties, guarantees, and return policies before making a purchase. Some guarantees (e.g., “30-day money-back guarantee”) may not sound as good as you were led to believe if you have to pay shipping on a large, bulky piece of equipment you want to return.



Suggestion for Instruction / Assessment

Ad Analysis

Have students bring to class fitness and/or health advertisements from a variety of media (e.g., newspapers, magazines, Internet, television) and examine the ads as a class. Have each student identify

- the product or service being sold in a given ad
- the consumer demographic being targeted
- the ploys used to sell the product or service (e.g., language, sexuality, testimonial)
- the claims made (expected benefits)
- the dubious claims made (if any)
- the cost and payment options presented

As a class, identify the similarities and differences between the ads. Which ads are the most misleading, most effective, and most legitimate? Discuss why. Select a few ads and determine what knowledge the consumer would need in order to make an informed buying decision based on the information presented in the ad? Use the FITT principle and other training principles to evaluate the advertising claims.

REFERENCE



For information on the FITT principle, see Module B, Lesson 6, of the following resource:

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

Lesson 5: Becoming an Informed Fitness Consumer

Introduction

A *consumer* is a person who purchases and/or uses goods and services. When someone buys or uses products or services intended for physical activity or fitness development, the person becomes a *fitness consumer*.

A fitness consumer is faced with having to make a number of choices and decisions. The first decision relates to the required products and/or services. Secondary decisions have to do with where and when to acquire the goods and/or services. What an individual can acquire depends largely on the resources available.

Having as much knowledge as possible about the products and services being considered for purchase allows the consumer to make the best purchasing decisions. The informed consumer also needs to be aware of the factors that influence these decisions.

This lesson focuses on helping students to become critical and effective consumers, which involves evaluating physical fitness products and services. Students have the opportunity to investigate major fitness products and services and develop skills to help them become informed consumers.

NOTE TO TEACHER

Canadian Fitness Industry Statistics

According to the International Health, Racquet and Sportsclub Association, the Canadian health and fitness club industry revenue (USD) totalled approximately 1.8 billion dollars in 2007. There were 4900 clubs in Canada, with a membership of 4.5 million persons, or 15.0% of the population ("Canadian Market Statistics").

REFERENCES



For additional information, refer to the following resources:

Federal Trade Commission (FTC). "Avoiding the Muscle Hustle: Tips for Buying Exercise Equipment." Nov. 2003. *FTP Consumer Alert*.
<www.ftc.gov/bcp/edu/pubs/consumer/alerts/alt113.shtm>.



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<<http://cms.ihrsa.org/index.cfm?fuseaction=Page.viewPage&pageId=19014&nodeID=15>>.

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



Specific Learning Outcomes

- 12.FM.6** Examine influences on the decisions that fitness consumers make related to fitness products and services.
- 12.FM.7** Analyze key factors to be considered when purchasing fitness products and/or services.
-



Key Understandings

- Some advertising of physical fitness products and services can be misleading.
 - Many fitness goods and services are available to consumers.
 - Consumers can educate themselves prior to making a buying decision.
 - Health and fitness trends affect the availability of consumer products and services.
-



Essential Questions

1. What influences your consumer decisions?
 2. How do you determine whether a physical fitness product and/or service will be safe and effective?
 3. How can you become an informed consumer?
 4. What protection does a consumer have?
-



Background Information

To make effective consumer decisions, the fitness consumer must be informed about many aspects of fitness development. Knowledge is the key to consumer power. Combining knowledge and understanding about personal needs, habits, and goals, fitness planning, exercise equipment, and facilities will lead to educated decision making. This knowledge and information should be considered when evaluating fitness products and services.

Fitness products include exercise equipment and props, monitoring devices and technology, and “performance” clothing and footwear. Fitness services include access to fitness centres, information and education, personal trainers, and specialty classes and programs. Fitness products and services constitute a multi-billion dollar per year industry in Canada.

Choosing and Buying Fitness Equipment

Physical fitness can be developed and maintained without the use of any equipment, let alone the variety of expensive products and services available. Fitness products and services are extensively advertised and readily available, however, and many of them can be effective.

Buying exercise products may seem simple, but a thorough investigation into the products under consideration is essential. Some products are very expensive due to the research involved in designing and creating them. Many people buy expensive products based on brand names or the assumption that the products will make exercising easier and more convenient.

Initially, individuals may make regular use of the fitness equipment they purchase, but after a period of time, the product may become little more than an awkward and expensive “clothes rack.” Before investing in equipment, people need to understand the financial and lifestyle commitment associated with it.

Considerations for Buying Fitness Equipment*

The Federal Trade Commission (FTC) suggests that individuals consider the following tips before buying fitness equipment:

- **Determine the exercise goals.** Whether your goal is to build strength, increase flexibility, improve endurance, or enhance general health, consider a fitness program that meets personal goals. Overall fitness and health can be achieved through a variety of physical activities as part of an active healthy lifestyle, and may not require the use of special equipment.
- **Determine the level of commitment.** The idea of exercising at home may sound very appealing, but using a piece of equipment regularly requires significant motivation. Before buying expensive equipment, assess personal commitment to an ongoing fitness program. Plan to set aside some time daily for physical activity, and follow through with the plan.
- **Evaluate the equipment before buying.** Fitness equipment is manufactured for the general population; therefore, the equipment must be fully adjustable to suit individual body characteristics. The machine or equipment should be sturdy, smooth, and easy to use. When shopping for fitness equipment, go to the store dressed for exercise, and give the equipment a full workout. Measure the area at home where you will put the equipment and note all dimensions (length, width, height). In addition, consider questions such as the following:

* Source of Adaptation: Federal Trade Commission (FTC). “Avoiding the Muscle Hustle: Tips for Buying Exercise Equipment.” Nov. 2003. *FTP Consumer Alert*. <www.ftc.gov/bcp/edu/pubs/consumer/alerts/alt113.shtm>.

- Will the equipment need a source of power?
- How heavy is it?
- Is noise a factor?
- Are you paying for features you will not need?
- Will the equipment need assembly?
- What maintenance will it require?
- What are the safety considerations?
- **Evaluate the advertising claims.** Some companies make unreasonable and outrageous claims to entice the consumer into believing they are true. False or misleading claims are common in the fitness industry. People who are desperately looking for quick fixes to problems that have taken years to develop often make rash and misinformed decisions. If a claim sounds almost too good to be true, it likely is! Check out product reviews. The reviews may point out specific trouble areas for a piece of equipment that may cause difficulties once the equipment is brought home.
- **Shop around.** Much of the advertised fitness equipment is available at local sporting goods, department, or specialty stores. Shop around for the best price. Before you buy any equipment, do the following:
 - Determine the total cost, including shipping and handling, sales tax, delivery, and set-up fees.
 - Obtain the details on warranties, guarantees, and return policies from the retailer and the manufacturer.
 - Investigate the seller's and manufacturer's customer service and support capabilities. Inquire as to whom you can call if repairs or replacement parts are needed.
 - Try the toll-free numbers provided with the equipment to see whether help is truly accessible.

Fitness equipment can often be purchased from second-hand stores, at yard sales, or through classified advertisements in local newspapers. Items bought second-hand are usually not returnable and do not have the warranties of new equipment. Buy wisely.

Equipment Choices

Some common equipment for aerobic exercise, strength training, and other miscellaneous fitness training is identified below.

Aerobic Equipment (Cardiorespiratory and Muscular Endurance)	Strength Training Equipment (Muscular Strength and Endurance)	Miscellaneous Fitness Equipment (Training, Core and Flexibility)
<ul style="list-style-type: none">▪ Treadmills▪ Stationary bicycles▪ Ski machines▪ Steppers/climbers▪ Elliptical trainers▪ Rowing machines▪ Aerobic riders	<ul style="list-style-type: none">▪ Free weights▪ Multi-station machines▪ Bands and tubing	<ul style="list-style-type: none">▪ Heart-rate monitors▪ Pedometers▪ Stability balls▪ Specialized equipment (e.g., medicine balls, agility ladders, balance boards)

Many other fitness gadgets and gimmicks are available on the market. These items, often advertised on television infomercials, are not always of the highest quality and may not deliver on their claims.

It is important to spend the necessary time investigating the exercise equipment being considered for purchase and commit to using the equipment before buying it. After making the purchase, the buyer should take the steps needed to protect the investment and follow the manufacturer's maintenance suggestions. It will be easier to sell equipment that is in good condition, should the equipment no longer be needed or wanted.

NOTE TO TEACHER

Any piece of quality exercise equipment is a good choice if it is used regularly. The consumer is the only one who can truly determine the value of the purchase, based on the results achieved.

Exercise Clothing and Footwear

Having the right clothing and footwear for a chosen activity is important, and sometimes critical. Knowing what the activity demands will be and wearing the right clothing and shoes to meet those demands are important aspects of being an informed fitness consumer.

What we wear during activity can contribute to the activity itself. A well-fitting, well-designed, and activity-appropriate outfit can make the difference between a pleasant activity experience and a negative one.

Every aspect of “performance” or activity clothing, from underwear and socks to outerwear, has been designed around managing and controlling moisture (perspiration and rain), temperature, and wind. Some clothing absorbs moisture, some repels moisture, and some moves or wicks moisture. Still other clothing is created to keep a person cool during activity, or to hold in warmth.

The movement of air also creates challenges for clothing designers. Usually, breathable fabrics are desired by consumers, but sometimes non-breathable fabrics are needed.

Special footwear, specifically designed for a given activity, is available for virtually every activity and sport. Many people purchase footwear that is not designed for the uses it will actually serve. Running footwear is not intended for walking, and walking footwear is not intended for hiking. Tennis footwear is designed differently from volleyball footwear because of the varying movement demands.

When selecting fitness equipment and other products, consumers need to keep in mind the purposes for which they are intended.



Suggestion for Instruction / Assessment

Evaluating Fitness Equipment/Products

Have students use the Think-Pair-Share strategy (see Appendix E) to evaluate physical fitness equipment/products:

- Students identify as many fitness products/equipment items as they can.
- Working with a partner or in small groups, students examine the list of identified products, determine the purpose and effectiveness of each product, suggest a less expensive alternative, and rate the overall value.
- Each small group presents its results to the class. Students discuss any discrepancies.

Have students create a *Before You Buy* poster for a fitness product (e.g., home gym, clothing, exercise video). The poster should contain important information about the fitness benefits of the product, as well as tips for buying the product.

REFERENCE



For additional information on fitness product evaluation, refer to the following website:

Ezine Articles. *Health and Fitness: Fitness Equipment*.

<<http://ezinearticles.com/?cat=Health-and-Fitness:Fitness-Equipment>>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at

<www.edu.gov.mb.ca/k12/cur/physlth/>.



Background Information

Considerations for Evaluating a Fitness Centre

When deciding on a fitness centre, consumers need to consider criteria such as the following:

- **Price**
 - Do the membership fees or user fees fit your budget?
 - Does the centre offer monthly or seasonal memberships or only long-term memberships? If the centre does not allow a trial period or short-term memberships, consider another facility.
 - Can a friend join a member occasionally for a user fee?
- **Facility**
 - Are you able to tour the centre at the intended time of use?
 - Are the facilities clean and well-maintained?
 - Does the equipment look up to date and well-maintained?
 - Are the exercise areas uncluttered and safe?
 - Do the members follow safe and hygienic practices?
 - Is there appropriate signage for rules and procedures?
 - Does the centre offer other appealing facilities (e.g., sauna, whirlpool)?
- **Staff**
 - Does the centre have enough staff to work with clients?
 - Can you book a staff member to assist with education and programming?
 - Does the staff have fitness leader certification?
 - Does the staff offer clients a personal fitness assessment and is there an initial medical inquiry?
 - Is the centre supervised at all times?
- **Programming**
 - Does the centre offer a variety of fitness programming, such as aerobics, spinning, yoga, and other classes?
 - Are the classes a part of the membership or are participants required to pay additional fees for them?
 - Does the centre have all the machines and free weights needed for personal fitness programming?

- **Satisfaction**
 - How long has the centre been in business? Check out the centre through the local Better Business Bureau or check online for customer satisfaction.
 - What on-site services are available (e.g., towels, hair dryers)?
- **Convenience**
 - Is the centre conveniently located for you?
 - Is the centre accessible by public transportation? Is there ample parking?
 - Are the hours of operation suitable?
 - How crowded is the facility at the time of intended use?
 - Is there enough equipment to keep wait time to a minimum?



Suggestion for Instruction / Assessment

Evaluating a Fitness Centre

Have students identify and examine a physical fitness facility. As part of their fitness centre evaluation, students

- determine the service provider, the service being offered, and the need it is addressing
- identify elements to inquire about or examine before purchasing or subscribing to the service
- address the criteria identified in Considerations for Evaluating a Fitness Centre
- consider the risk factors identified in the applicable Physical Activity Safety Checklist(s)

Depending on availability and scheduling, consider having students visit a fitness centre. If the local community does not have one, students could research one in a neighbouring community (e.g., use the Internet, conduct a phone interview, mail out a questionnaire that includes an envelope with return postage).

Following their fitness centre evaluation, students present their findings to the class.

NOTE TO TEACHER

For this learning experience, students could use the Considerations for Evaluating a Fitness Centre (see previous page). In addition, encourage students to consider the risk factors identified in the applicable Physical Activity Safety Checklists provided in Appendix E of *OUT-of-Class Safety Handbook* (Manitoba Education, Citizenship and Youth).

Teachers may choose to invite a fitness program expert to the class to give students an opportunity to try some of the fitness centre offerings (e.g., Pilates, core training, yoga).

REFERENCES



For additional information, refer to the following websites:

Better Business Bureau of Manitoba and Northwest Ontario. Home Page.
<www.bbbmanitoba.ca/>.

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

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



Suggestion for Instruction / Assessment

Advertising an Ideal Fitness Centre

Have students use the information provided in this lesson to

- conceptualize their ideal (fictitious) fitness centre (e.g., name, location, program), using as a guide the criteria specified in Considerations for Evaluating a Fitness Centre
- create an advertisement promoting their ideal fitness centre (e.g., newspaper ad, flyer, brochure, radio ad)



MODULE C: NUTRITION

Specific Learning Outcomes

Introduction

Lesson 1: Energy Intake

Lesson 2: Energy Expenditure

Lesson 3: Energy Balance

Lesson 4: Food Safety

Lesson 5: Advertising and Marketing Strategy
Influences on Food Purchases

Lesson 6: Food and Nutrition Myths and
Misconceptions Related to Physical Activity
and Sport Performance

MODULE C: NUTRITION

Specific Learning Outcomes

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

MODULE C: NUTRITION

Introduction

Food and beverage consumption is an essential part of our everyday lives. The food choices we make can either contribute to our overall health and well-being or lead to a variety of health concerns, such as cardiovascular disease, obesity, osteoporosis, cancer, and diabetes.

The lessons in Module C provide information and suggest strategies to help students understand the importance of maintaining lifelong balance of energy expenditure and food intake to achieve a healthy body weight. Healthy eating also involves understanding and practising safe food handling, preparation, and storage.

In this module students also investigate ways to make healthier food choices by developing their understanding of the language and marketing strategies employed by the food industry. Along the way, students examine some common myths and misconceptions associated with achieving this balance and explore their own eating habits.

Module C: Nutrition contains six lessons:

- Lesson 1: Energy Intake
- Lesson 2: Energy Expenditure
- Lesson 3: Energy Balance
- Lesson 4: Food Safety
- Lesson 5: Advertising and Marketing Strategy Influences on Food Purchases
- Lesson 6: Food and Nutrition Myths and Misconceptions Related to Physical Activity and Sport Performance

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

Lesson 1: Energy Intake

Introduction

In this lesson students have the opportunity to practise the self-assessment skills they have learned in previous years related to healthy eating. The suggested learning strategies facilitate a review of the information in *Eating Well with Canada's Food Guide* (Health Canada), including Food Guide Servings, and offer students the opportunity to develop a healthy eating goal.

REFERENCES



The following guides may be downloaded or ordered from the Health Canada website at <www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>:

Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007.

---. *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis*. Ottawa, ON: Health Canada, 2007.

---. *My Food Guide*. 7 Jan. 2008.

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



Specific Learning Outcomes

12.NU.1 Demonstrate understanding of the difference between a portion of food and a Food Guide Serving.

12.NU.2 Evaluate personal food intake using *Eating Well with Canada's Food Guide*.



Key Understandings

- Energy needs are higher during adolescence than at any other time of life.
- Commercial food portions have distorted consumer perception of reasonable food serving sizes.
- *Eating Well with Canada's Food Guide* (hereafter referred to as *Canada's Food Guide*) is a helpful resource to guide consumers in balanced eating.



Essential Questions

1. What is the difference between a portion of food and a Food Guide Serving?
 2. How is *Canada's Food Guide* used to evaluate food intake?
-



Background Information

Making Healthy Food Choices with *Canada's Food Guide*

The food we eat supplies our bodies with the essential nutrients (carbohydrates, fats, proteins, vitamins, minerals, and water) needed for growth, health, and daily functioning. These fundamental needs change throughout life, from early childhood, through adolescence, and into every stage of adulthood. Nutrient and energy needs are at their highest during the adolescent years. Bone and tissue development during this period, along with the increased blood volume associated with rapid growth, contributes to the increased nutrient and energy needs during adolescence. Meeting these requirements with nutrient-dense foods supports proper growth and development. By learning to make healthy food choices early in life we can decrease the risk of future health problems.

Canada's Food Guide describes a pattern of eating (i.e., the type, amount, and quality of food to consume each day) based on changing needs of males and females throughout the life cycle. The eating patterns take into account energy and nutrients required to support growth, as well as calories/energy required at various ages to support healthy weight.

NOTE TO TEACHER

The eating patterns recommended in *Canada's Food Guide* are based on the energy needs of the majority of Canadians. Following this pattern is designed to support healthy weight throughout the life cycle.

Food Portions

North Americans suffer from “portion distortion.” A *food portion* (or *serving of food*) is the amount of food an individual chooses to eat. There is no *standard* amount for everyone. For example, a toddler’s food portion will be much smaller than an adult’s portion. An adolescent boy’s serving of food will likely be larger than that of an adult male.

As food portions have increased over the years, consumers have changed their expectations of a *reasonable* serving of food, both at home and away from home. Consequently, we are eating more than ever, without realizing it. It is increasingly important to understand how to use *Canada's Food Guide* effectively.

Food Guide Servings

Canada's Food Guide recommends different numbers of daily Food Guide Servings in each food group for males and females at various ages. A *Food Guide Serving* is a reference amount of food in each food group. It helps people compare how much they eat with what is recommended in *Canada's Food Guide*. Everyone two years of age or older should consume the recommended number of Food Guide Servings each day.

The recommended Food Guide Servings help us plan for and consume the right amount of energy and nutrients throughout the day as meals and snacks. Physical activity increases our energy and nutrient requirements. If we are very active, our extra caloric needs should ideally come from a choice of nutrient-dense foods (i.e., larger portions or a greater number of servings from the four food groups).

Foods to Limit

Canada's Food Guide encourages us to limit consumption of foods and beverages that are high in calories, fat, salt, or sugar, or those that do not contain significant amounts of nutrients. No recommended number or size of servings is identified for the diverse category of “foods to limit,” which ranges from soft drinks to potato chips. We are encouraged to consume fewer of these “less healthy choices.” Foods to limit are not a regular part of the eating pattern identified in *Canada's Food Guide*.



Suggestion for Instruction / Assessment

Identifying Food Guide Servings

This learning activity is designed to help students understand Food Guide Servings, using *Canada's Food Guide* as a reference. The menu items listed in RM 1–NU represent a day's food intake for someone between 14 and 18 years old.

Directions/Description

Provide each student with a copy of RM 1–NU. Ask students to

- indicate the number of Food Guide Servings and the food group(s) each menu item represents
- place an asterisk (*) in the Foods to Limit column when a food contains added high fat or high sugar components (e.g., salad dressing)
- calculate the total number of Food Guide Servings consumed from each food group
- enter the number of Food Guide Servings that males and females their age require from each of the four food groups



Refer to RM 1–NU: Food Guide Servings Analyzer.



Suggestion for Instruction / Assessment

Food Group Servings Are Not As Big As You Think

This learning activity gives students hands-on practice in measuring serving sizes. Select a few students to demonstrate this learning activity for the class. If time allows, have all students participate.

Materials Required

Set up a measuring station with the following items:

- measuring cups, bowls, plates, glasses
- food scale
- various foods and beverages from each of the four food groups (see following list for suggestions)
- a copy of RM 2-NU: A Guide to Food Guide Serving Sizes **OR** a copy of *Serving Size Poster* (Dairy Farmers of Manitoba)

Suggested Foods and Beverages to Measure			
Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives
<ul style="list-style-type: none"> ▪ whole fruit or vegetables ▪ canned fruit or vegetables ▪ juice (water with food colouring may be substituted for this learning activity) 	<ul style="list-style-type: none"> ▪ two different cereals (e.g., puffed wheat and o-type cereal) ▪ dry pasta (e.g., rotini, macaroni) 	<ul style="list-style-type: none"> ▪ milk (water may be substituted for this learning activity) ▪ yogurt ▪ cheese 	<ul style="list-style-type: none"> ▪ canned beans ▪ canned meat or fish ▪ lunch meat (food model may be used)

Directions/Description

Have students

- serve food portions they *usually* eat (e.g., they pour the amount of cereal they normally eat into a bowl)
- estimate serving amounts (describe how many servings they *think* this amount represents)
- measure the amount by pouring the food or drink into a measuring cup

NOTE TO TEACHER

The intent of Food Guide Servings is **not** to limit portions of food at each meal to one Food Guide Serving. The measure is designed to help consumers understand how to meet the recommended amount of food consumption in each food group daily (e.g., the serving of potatoes on a plate may be two Food Guide Servings, or the large bowl of cereal eaten each morning may be three or four servings).

For grain products, one can often use weight/measure on food packages or labels to identify servings. For example, a loaf of bread may weigh 450 g and contain 16 slices:

$$450 \div 16 = 28 \text{ g or 1 serving}$$

(30 g = 1 serving of grain products)

- identify the actual number of Food Guide Servings by comparing the amount they usually eat with the amount recommended, using one of the following as a guide:
 - *Canada's Food Guide*
 - RM 2–NU: A Guide to Food Guide Serving Sizes
 - *Serving Size Poster* (Dairy Farmers of Manitoba)



Refer to RM 2–NU: A Guide to Food Guide Serving Sizes.

REFERENCE



The following poster is available from Dairy Farmers of Manitoba. The order form is available online at <www.milk.mb.ca/NutritionOrder/default.asp>.

Dairy Farmers of Manitoba. *Serving Size Poster*. Winnipeg, MB: Dairy Farmers of Manitoba, 2008.



Suggestion for Instruction / Assessment

How Do I Measure Up?

Working individually, students reflect on their personal food intake. Using RM 3–NU, students analyze their food intake relative to recommendations in *Canada's Food Guide*. After students have assessed their own food consumption for one day, they write a healthy eating goal in their Goal Manager (RM 4–FM).



Refer to RM 3–NU: How Do I Measure Up? and RM 4–FM: Goal Manager (Excel spreadsheet).

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

Lesson 2: Energy Expenditure

Introduction

In this lesson students explore the energy expenditure of various levels of physical activity (from resting metabolism to vigorous activity) and the potential impact of physical activity on energy balance and healthy weight.

The human body is meant to move. The muscles, bones, heart, and brain improve through regular activities of daily living and exercise. Lack of regular physical activity puts our health at risk.

Decreased physical activity, coupled with an over-consumption of calories, allows the efficient human body to store surplus energy as fat. Any food intake that results in an excess of calories relative to how much the body burns off during the day through physical activity is stored as fat, whether it comes from carbohydrates, fats, or proteins.

Canada is facing an obesity epidemic. Overweight and obese populations in Canada are at increased risk for a variety of chronic health problems, and we are now beginning to see diseases that are found in adults appearing in children as well. Canadians can expect to see increasingly younger people suffering from heart disease, stroke, type 2 diabetes, and joint damage. A 2007 report by Canada's Standing Committee on Health states that "today's children will be the first generation for some time to have poorer health outcomes and a shorter life expectancy than their parents" (*Healthy Weights for Healthy Kids* 1).

REFERENCE



For additional information, refer to the following report:

Canada. House of Commons. Standing Committee on Health. *Healthy Weights for Healthy Kids: Report of the Standing Committee on Health*. Ottawa, ON: Standing Committee on Health, 2007. Available online at <http://cmte.parl.gc.ca/Content/HOC/committee/391/hesa/reports/rp2795145/hesarp07/05_Report-e.htm#part1> and on the National Library of Canada Electronic Collection website at <http://epe.lac-bac.gc.ca/100/200/301/hoc_cttee_reports-ef/health/healthy_weights-ef/hesarp07-e.pdf>.

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



Specific Learning Outcomes

- 12.NU.3** Demonstrate understanding of the relationship between the energy spent in physical activity and healthy weight.
- 12.NU.4** Demonstrate the ability to estimate daily energy expenditure by analyzing personal physical activity participation.
-



Key Understandings

- The body requires energy for various life-sustaining functions and activities of daily living.
 - Regular physical activity increases the amount of energy spent each day.
 - More energy is expended with vigorous activity than with low- and moderate-intensity activity.
-



Essential Questions

1. In what ways are calories spent?
 2. What impact does the intensity of physical activity have on energy expenditure?
 3. What role does physical activity play in energy balance and healthy weight?
-



Background Information

Energy

When we consume plant and animal products, the carbohydrates, fats, and protein (energy-containing macronutrients) are broken down during digestion, releasing energy and nutrients. Some of the energy from these foods is used immediately for various body functions, and some is stored as energy to be used at a later time.

The chemical energy provided by food is ultimately transformed into mechanical energy. *Mechanical energy* is the capacity to do work (e.g., muscle contraction). As the intensity of work increases, energy requirements also increase. For example, if we exercise at low intensity for 10 minutes, the amount of energy expended will be far less than if we exercise at high intensity for 10 minutes. The use of energy during work is referred to as *energy expenditure* (EE).

No energy is lost during the conversion of chemical energy into mechanical energy. For example, the chemical energy of carbohydrates and fats is converted into mechanical energy and heat energy. This process of converting food energy into mechanical work goes on continuously, maintaining the body's life-sustaining processes and keeping body temperature at 37°C. When we exercise, we use the energy in food to make the muscles contract, including the heart, and this requires energy. But since we are not perfectly efficient in converting energy into work, we also create heat. Muscle contraction during exercise increases our body temperature, which often makes us sweat to keep from overheating. During exercise, the energy demands of the body increase dramatically, often resulting in significant increases in body temperature.

Energy (Calories)

While it is important to be familiar with calories, it is essential that students understand the concept of energy consumed in food, energy spent being active, and the balance between the two.

Energy is measured in units called *calories*. Most of the food we eat contains energy, and everything we do (even sleeping) requires energy, resulting in caloric expenditure.

The eating patterns described for males and females of various ages in *Canada's Food Guide* are designed to meet the energy requirements, as well as nutrient needs, of most consumers. This means that individuals who follow the recommended eating patterns will consume an amount of energy that supports healthy weight, even if they are relatively inactive. Maintaining healthy body weight means, in general, that the energy consumed through food is approximately equal to the amount of energy expended. More active individuals should consume more Food Guide Servings to meet increased energy needs.

* Source: Health Canada. "Interactive Nutrition Label and Quiz." *Food and Nutrition*. 29 Mar. 2006. <www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/quiz1-eng.php>.

NOTE TO TEACHER

The measure of the energy value in food and physical activity is expressed in several forms: kilocalorie (kcal) or Calorie (equal to 1000 calories).

$$1 \text{ kcal} = 1 \text{ Calorie} = 1000 \text{ calories}$$

In discussing energy value in food, it is uncommon to use calories (with a lower case *c*); most references to a specific number of calories actually refer to Calories.

The measure of the energy value contained on the Nutrition Facts panel on food labels is expressed in Calories. In fact, Calories must be listed on the Nutrition Facts panel, as shown in the following example.

Nutrition Facts *		
Per 1 cup (34 g) cereal		
Amount	Cereal	With 1/2 cup 1 % milk
% Daily Value		
Calories	110	170
Fat 0.5 g	1 %	3 %
Saturated 0 g + Trans 0 g	0 %	4 %
Cholesterol 0 mg		
Sodium 280 mg	12 %	15 %
Potassium 180 mg	5 %	11 %
Carbohydrate 27 g	9 %	11 %
Fibre 5 g	20 %	20 %
Sugars 4 g		
Starch 17 g		
Protein 4 g		
Vitamin A	0 %	8 %
Vitamin C	0 %	0 %
Calcium	2 %	15 %
Iron	30 %	30 %

This food item contains 110 Calories in 1 cup or 34 g serving.

Caution

Avoid focusing on calorie counting. Ensure that students understand that the eating patterns outlined in *Canada's Food Guide* and the "foods to limit" are designed to support healthy weight.

Energy balance refers to the relationship between energy in (food consumption) and energy out (physical activity).

- *Positive balance* refers to a situation where energy intake from food exceeds energy expenditure from activity (fat gain).
- *Negative balance* refers to a situation where energy expenditure from physical activity exceeds food intake (fat loss).

In the best scenario, we are able to expend lots of energy from physical activity, and then have to eat sufficient food to balance the energy output. Restricting our food intake when we have low physical activity levels is not a healthy lifestyle.

Storing Fat as Energy

Historically, the body's ability to store energy as fat was extremely useful. Our cave-dwelling ancestors may have spent several days stalking a meal before actually eating it. The energy they stored from consuming the catch of the last hunt was important to sustain them until their next meal.

Fat stores are still important today, as they help us to

- maintain body temperature
- build and maintain body tissue and cells
- protect internal organs
- fuel muscle movement

In our society, however, it is easy to over-consume food and store an excess of energy. In addition, we have systematically reduced physical activity in our daily lives through all the conveniences available to us (e.g., remote controls, elevators and escalators, cars to travel even short distances). This remarkable decrease in daily physical activity is a key factor in the obesity epidemic. An excess of stored energy (body fat), particularly around the abdomen, is associated with increased risk of many diseases.

Energy Expenditure

The human body spends energy for many different purposes, such as life-sustaining metabolic functions, digestion, and physical activity. Regardless of the purpose for which the body spends energy, the energy expenditure will fall within one of the following three categories:

- basal or resting metabolic rate (BMR or RMR)
- thermic effect of food (TEF)
- energy expenditure of activity (EEA)

$$\text{Overall Energy Expenditure} = \text{RMR} + \text{TEF} + \text{EEA}$$

A detailed description of each of these categories follows.

Basal or Resting Metabolic Rate

Basal or resting metabolic rate (BMR or RMR) is the amount of energy per minute the body uses to maintain a quiet resting state. This is approximately 1 Cal per minute. Over the course of the day (and night), a person will expend a substantial amount of calories just to maintain the body (1440 minutes in a day \times 1 Cal/min = 1440 Cal per day). Approximately 60% to 75% of the energy used every day is needed to maintain the essential body functions that sustain life. These functions include nervous system activity, breathing, heart function, maintenance of body temperature (thermoregulation), and hormone activity.

BMR and RMR measurements are taken under different conditions:

- **BMR measurements** are typically taken in a darkened room upon waking after 8 hours of sleep and 12 hours of fasting (to ensure that the digestive system is inactive), with the subject resting in a reclining position.
- **RMR measurements** are typically taken under less restricted conditions than BMR measurements, and do not require the subject to spend the night sleeping in the test facility prior to measurement. As a result, RMR has become the more popular measure, and BMR is not often measured anymore.

Factors Affecting BMR/RMR

BMR/RMR, primarily related to lean tissue/fat-free mass, is influenced by a number of factors working in combination, including the following:

- **Age:** Metabolism slows with age (2% to 3% per decade after 30 years of age), primarily due to a loss in muscle tissue due to inactivity, but also due to hormonal and neurological changes.
- **Gender:** Generally, men have a faster metabolism than women because they tend to be larger and have more muscle tissue.
- **Body size:** Larger adult bodies have more metabolically active tissue, which leads to a higher BMR/RMR.
- **Body composition:** Muscle tissue uses more calories than fat, even at rest.
- **Genetic predisposition:** Metabolic rate may be partly determined by genes.
- **Growth:** Infants and children have a higher BMR/RMR related to the energy needs of growth and maintenance of body temperature.
- **Hormonal and nervous controls:** Hormonal imbalances can influence how quickly or how slowly the body burns calories.
- **Environmental temperature:** If temperature is very low or very high, the body has to work harder to maintain a normal temperature; this increases the BMR/RMR.
- **Infection or illness:** BMR/RMR increases if the body has to build new tissue or create an immune response to fight infection.
- **Crash dieting, starving, or fasting:** Eating too few calories encourages the body to conserve through a potentially significant decrease in BMR/RMR. There can also be a loss of lean muscle tissue, which further contributes to reducing BMR/RMR.
- **Physical activity:** Hard-working muscles require extra energy during activity. Regular exercise increases muscle mass, which increases energy consumption, even at rest.
- **Stimulants:** Use of stimulants (e.g., caffeine) increases energy expenditure at rest. However, this is not a healthy way to lose weight.

Thermic Effect of Food

Thermic effect of food (TEF) is the energy required to process the food we eat. Approximately 10% of the calories in a meal are used to digest, metabolize, and store the food just eaten. The energy expenditure is directly related to the size of the meal and the food composition (i.e., the amount of protein, fat, and carbohydrate). Energy is also used for storing carbohydrates and fat as energy in body tissue.

Energy Expenditure of Activity

Energy expenditure of activity (EEA) is the amount of energy needed to fuel body movement as it occurs in activities of daily living, including exercise. Muscle tissue consumes approximately 20% of this energy at rest, but during vigorous exercise, the rate of energy consumption by muscle tissue may go up 50 times or more. Physical activity can have a dramatic impact on a person's daily energy expenditure. During heavy physical exertion (vigorous activity), the muscles may burn as many as 1200 Cal per hour in a very fit individual. An unfit person may only be able to expend 200 Cal per hour. Involuntary movements such as fidgeting and posture control (called NEAT: non-exercise activity of thermogenesis) also contribute to EEA.

Exercise is an extremely important variable in the daily energy expenditure equation and the maintenance of energy balance. Not only is exercise the most changeable component during a 24-hour period, but it is also the one component that is completely under voluntary control (for most people).

In addition to increasing caloric expenditure, exercise has many other benefits, including building more muscle, better bones, and a better heart.

REFERENCES



For additional information, refer to the following resources:

- American College of Sports Medicine (ACSM). *ACSM's Advanced Exercise Physiology*. Ed. Charles M. Tipton. Philadelphia, PA: Lippincott Williams & Wilkins, 2006.
- . *ACSM's Metabolic Calculations Handbook*. Ed. Stephen Glass and Gregory B. Dwyer. Philadelphia, PA: Lippincott Williams & Wilkins, 2007.
- . *ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription*. Ed. Leonard A. Kaminsky, et al. 5th ed. Baltimore, MD: Lippincott Williams & Wilkins, 2006.

The Cost of Being Sedentary

The rising rates of obesity are due as much to reduced energy expenditure (associated with the Canadian population's decreasing levels of physical activity) as to over-consumption of calories. Canadian adolescents are spending more time on computers, playing video games, and watching television than ever before. The 2007 report of the Standing Committee on Health states: "On average, adolescents in Canada spend almost 35 hours a week in front of a screen, representing more time than in the classroom over the course of the year" (*Healthy Weights for Healthy Kids* 4). Combining classroom and screen time does not leave much time for active living. In fact, in 8- to 18-year-olds, the average amount of time per day spent using media is at least 6 hours and 21 minutes a day (Rideout, Roberts, and Foehr 36). This amount of time does not include time spent sitting in class.

Another report indicates that more than half the young people ages 5 to 17 are not active enough for optimal growth and development (Canadian Fitness and Lifestyle Research Institute). The term *active enough* is equivalent to an energy expenditure of at least 8 kilocalories per kilogram of body mass per day.

Canada's Physical Activity Guide for Youth (Public Health Agency of Canada) recommends that young people participate in at least 90 minutes a day of moderate to vigorous physical activity.

It is generally accepted that moderate physical activity expends between 3.5 Cal/min and 7 Cal/min and vigorous physical activity expends over 7 Cal/min. It is important to understand that these are approximations only. An accurate calculation of the energy expended is dependent on the body weight of the individual. If two people completed the same physical activity for the same duration at the same heart rate, the individual with a higher body weight would expend more Cal/min.

Below is an example of approximately how much energy would be expended if an individual were to meet the minimum physical activity guidelines:

- **Moderate physical activity:** 60 min at 6 Cal/min = 360 Cal
- **Vigorous physical activity:** 30 min at 9 Cal/min = 270 Cal

With the addition of 90 minutes a day of physical activity, the total daily energy expenditure can be increased by 630 Cal.

NOTE TO TEACHER

By following the eating patterns described in *Canada's Food Guide*, individuals will meet the daily energy (caloric) requirement for the average sedentary person. As students become more active, they should choose (consume) the extra energy required from more Food Guide Servings.

REFERENCES



For additional information, refer to the following reports:

Canada. House of Commons. Standing Committee on Health. *Healthy Weights for Healthy Kids: Report of the Standing Committee on Health*. Ottawa, ON: Standing Committee on Health, 2007. Available online at

<http://cmte.parl.gc.ca/Content/HOC/committee/391/hesa/reports/rp2795145/hesarp07/05_Report-e.htm#part1>.

Canadian Fitness and Lifestyle Research Institute. "Kids Fatter, Not Active Enough." *Tips for Being Active*. 6 June 2006. <www.cflri.ca/eng/lifestyle/1997/kids_fatter.php>.

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

Rideout, Victoria, Donald F. Roberts, and Ulla G. Foehr. *Generation M: Media in the Lives of 8–18 Year-Olds*. Menlo Park, CA: The Henry J. Kaiser Family Foundation, March 2005. The full report is available online at <www.kff.org/entmedia/upload/Generation-M-Media-in-the-Lives-of-8-18-Year-olds-Report.pdf>. The executive summary is available at <www.kff.org/entmedia/upload/Executive-Summary-Generation-M-Media-in-the-Lives-of-8-18-Year-olds.pdf>.

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



Suggestions for Instruction / Assessment

Energy Expenditure of Physical Activities

Determining Resting Metabolic Rate (RMR)

This learning activity is designed to help students understand the large energy expenditure associated with life-sustaining metabolic processes as a part of daily energy expenditure. Health Canada suggests males ages 17 to 18 need between 2450 and 2900 Cal each day. Females of the same age need between 1750 and 2100 Cal each day. These are estimates of the combined effects of resting metabolic rate and daily living activities, including moving around at home or school, as well as moderate exercise (Health Canada, "Estimated Energy Requirements").

BMR/RMR can be estimated by adding a "zero" to body weight in pounds (e.g., for an individual weighing 140 lbs. [63.5 kg], BMR/RMR is *approximately* 1400 Cal).

BMR/RMR can also be calculated by using the following equations (Livingston and Kohlstadt):

$$\text{RMR (Female)} = 248 \times m^{(0.4356)} - (5.09 \times a)$$

$$\text{RMR (Male)} = 293 \times m^{(0.4330)} - (5.92 \times a)$$

- Where: m = body mass in kg; a = age in years.
- This equation will yield the number of Calories required for a 24-hour period.

NOTE TO TEACHER

- Remember to use the order of operations where exponents are dealt with before multiplication.
- In performing the calculations, m is to the power of 0.4356 for women, or 0.4330 for men, and NOT multiplied by.

Have students calculate female and male RMRs using RM 4–NU.



Refer to RM 4–NU: Resting Metabolic Rate (RMR) Calculator (Excel spreadsheet).

The Excel spreadsheet is available on the CD-ROM version of this document, as well as online at <www.edu.gov.mb.ca/k12/cur/physlth/>.

Simple Example (17-Year-Old Female at 56 kg)		
Energy Expenditure	Energy Intake	
The body spends energy on various types of activity. “Activity” includes the movement we choose to do, as well as energy required to stay alive (e.g., metabolic activity such as heart beat, breathing, and maintaining body temperature). Estimated energy requirements are based on age, gender, and body weight.	The food we eat is important to supply nutrients and energy for health and to fuel activity. The more active we are, the more energy we spend each day. For example, the number of Calories needed to maintain energy balance for a 17-year-old female is between 1750 Cal (sedentary individual) and 2400 Cal (with 60 minutes of moderate daily activity).	
<p>Resting Metabolic Rate (17-Year-Old Female)</p> <p>Energy Required to Sustain Life</p> <p>Energy is required for breathing, nervous system activity, maintaining body temperature, heart function, and hormone activity.</p> $248 \times m^{(0.4356)} - (5.09 \times a)$, 56 kg, 17 years old Energy Required to Sustain Life (per day) = 1350 Cal <p>+</p> <p>Energy Required for Activities of Daily Living</p> <p>Energy is required for daily activities, such as brushing teeth and hair, eating, sitting in class, sitting at a computer, texting, and so on.</p> <p>Activities of Daily Living = Approximately 400 Cal</p> <p>+</p> <p>Active Living</p> <p>Walking Time</p> <p>5 min walk to school 5 min walk back from school 3 min of walking (4 classroom changes with walk between classes) 15 min walk at lunch Walking Time = 28 min x 3 Cal/min = 86 Cal</p> <p>Running Time</p> <p>20 min run on treadmill at home Running Time = 20 min x 11.5 Cal/min = 230 Cal</p> <p style="text-align: right;">Total 316 Cal</p>	<p>Energy Intake to Meet Energy Expenditure</p> <p>Breakfast</p> <p>½ plain bagel with 1 tbsp peanut butter 195 Cal 1 large banana 105 Cal 1 cup milk (1%) 100 Cal 400 Cal</p> <p>Lunch</p> <p>1 slice pepperoni pizza 290 Cal 1 cup chocolate milk (1%) 160 Cal 1 granola bar (26 g) 110 Cal 1 small apple 47 Cal 607 Cal</p> <p>Dinner</p> <p>2 cups spaghetti with meatballs and tomato sauce 520 Cal 200 g garden salad with 1 tbsp oil and vinegar dressing 109 Cal 1 cup milk (1%) 100 Cal ¼ cantaloupe 48 Cal 777 Cal</p> <p style="text-align: right;">Total 1784 Cal</p> <p>Snacks</p> <p>175 g cherry yogurt (175 g = some small containers) 100 Cal 1 chocolate chip cookie 138 Cal 16.8 g (3 cups) microwave popcorn 78 Cal 316 Cal</p> <p style="text-align: right;">Total 2100 Cal</p>	<p>Food Guide Servings</p> <p>Vegetables and Fruit = 6</p> <p>banana (large) 2 apple (small) 1 tomato sauce 1 salad 1 cantaloupe 1</p> <p>Grain Products = 6</p> <p>bagel 1 pizza crust 1 granola bar 1 spaghetti 3</p> <p>Milk and Alternatives = 4</p> <p>milk (3 cups) 3 yogurt 1</p> <p>Meat and Alternatives = 2</p> <p>peanut butter ½ pepperoni ½ meatballs 1</p> <p>Foods to Limit = 3</p> <p>popcorn chocolate chip cookie granola bar</p>
Total Energy Expenditure = 1350 Cal + 400 Cal + 316 Cal = 2066 Cal for the day as described	Total Energy Intake = Approximately 2100 Cal per day	

Determining the Energy Expenditure of Various Physical Activities

This learning activity is designed to help students understand the relationship between the intensity of a physical activity and the corresponding energy required to perform that activity. Each student will need to know his or her body weight.

Directions/Description

- Students identify several activities from their physical activity plan (or other comparable activities) and locate them in RM 5–NU, which lists physical activities in alphabetical order, as well as by intensity.
- Where a physical activity is listed more than once, students note the different levels of intensity and select the level that best reflects their participation.
- Students then write a journal entry comparing and contrasting energy expenditure associated with activities at different levels of intensity.



Refer to RM 5–NU: Energy Expenditure of Physical Activities (Excel spreadsheet).

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

Determining Relative Energy Expenditure through Daily Physical Activity Intensities

In this learning activity, students gain a greater understanding of their personal daily energy expenditure by examining their daily physical activities and categorizing them by intensity level.

Directions/Description

- Students first determine the amount of time they spend engaged in physical activities in various intensity categories over a three-day period using RM 6–NU. Daily estimates will be more accurate if students first identify the number of hours spent sleeping (resting), and then the time spent in vigorous or moderate activity, and finally the time spent in very light or light activity. Activity descriptions are provided in RM 6–NU. The total time must equal 24 hours.
- Students will use the 24-hour account of activities for the culminating Final Tally activity in Module C, Lesson 3, where they will analyze physical activity by intensity and food consumption habits and use the information to create a daily energy balance plan.



Refer to RM 6–NU: Determining Daily Physical Activity Intensities.

REFERENCES



For additional information, refer to the following websites:

CyberSoft, Inc. "Exercise Calorie Expenditures." *NutriBase*.
<www.nutribase.com/exercala.htm>.

Health Canada. "Estimated Energy Requirements." *Food and Nutrition*. 5 Feb. 2007.
<www.hc-sc.gc.ca/fn-an/food-guide-aliment/basics-base/1_1_1-eng.php>.

Livingston, Edward H., and Ingrid Kohlstadt. "Simplified Resting Metabolic Rate-Predicting Formulas for Normal-Sized and Obese Individuals." *Obesity Research* 13.7 (July 2005): 1255-62. The BMR equation is cited online at
<<http://cat.inist.fr/?aModele=afficheN&cpsidt=17018417>> (27 Oct. 2008).

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

Lesson 3: Energy Balance

Introduction

As discussed in Module C, Lesson 2, energy expenditure is half of the energy balance equation. To maintain a steady body weight, the energy spent should approximately equal the energy consumed. Daily variations occur, but over time calories out and calories in should be approximately equal.

Energy balance refers to the relationship between energy in (food consumption) and energy out (physical activity).

- *Positive balance* refers to a situation where energy intake from food exceeds energy expenditure from activity (fat gain).
- *Negative balance* refers to a situation where energy expenditure from physical activity exceeds food intake (fat loss).

In this lesson students examine the impact of lifestyle choices (food intake and physical activity) on energy balance and healthy weight.

Almost everything we eat and drink (except water) contains energy in the form of calories. Human beings need energy to maintain body structures and functions, to grow, and to be active. If less energy is spent in activity than is consumed in food, the body is able to store extra calories in the form of body fat. Reduced levels of physical activity and/or over-consumption of food create *energy imbalance*.

A review of personal food and activity habits will help students identify their own degree of energy balance and make plans for positive change, if appropriate.

REFERENCE



To view a PowerPoint presentation entitled *Finding the Right Balance*, please visit the MPETA website:

Manitoba Physical Education Teachers Association (MPETA). "Nutrition: Energy Balance." *MPETA Resources*. PowerPoint presentation. <www.mpeta.ca/resources.html>.

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



Specific Learning Outcomes

- 12.NU.5** Explain factors that contribute to energy balance and healthy weight.
- 12.NU.6** Examine the relationship between maintaining healthy weight and the consumption of specific food substances.
Includes: sugar and fat
- 12.NU.7** Demonstrate strategies for making decisions about food and activity choices that contribute to good health and healthy weight.
-



Key Understandings

- Different food components provide different amounts of energy.
 - The balance between *energy expenditure* and *energy intake* supports a healthy body and a healthy body weight.
-



Essential Question

1. How is energy balance achieved and maintained?
-



Background Information

Energy Balance

As noted in Module C, Lesson 2, Health Canada suggests males ages 17 to 18 need between 2450 and 2900 Cal each day. Females of the same age need between 1750 and 2100 Cal each day (Health Canada, “Estimated Energy Requirements”).

The *macronutrients* in food provide the body with calories: carbohydrates and proteins each supply 4 kcal per gram, and fat provides 9 kcal per gram (alcohol provides 7 kcal per gram but should not be considered a positive energy source). The recommended intake for each of these nutrient categories for 14- to 18-year-olds is as follows (Health Canada, *Eating Well with Canada’s Food Guide: A Resource for Educators and Communicators 4*):

- **Protein:** 10% to 30% of daily energy intake
- **Fat:** 25% to 35% of daily energy intake
- **Carbohydrate:** 45% to 65% of daily energy intake

An Acquired Taste

Many people like the taste of sugar and the taste and texture of fat. This is why snack foods and fast foods appeal to many people. It is important for both teenagers and adults to be aware of their intake of high fat and/or sugar-laden (empty calorie) foods, and to have a plan to change the level of consumption, if appropriate.

Sugar Surprise

Sugar occurs naturally in food, and it may be added as an ingredient. Health Canada encourages consumers to limit the intake of foods high in sugar, as they are often also a source of *empty calories* in the diet (i.e., energy without nutrients). In addition, individuals with high sugar consumption are more likely to have relatively poor intake of other important nutrients.

Information on food labels helps consumers to identify sugar in food. The Nutrition Facts table on food labels lists both natural and added sugar as *Sugars* under the heading *Carbohydrate* (see example). The Ingredients list on food labels helps distinguish between added and natural sugars. If there are no sugar items on the Ingredients list, no sugar has been added, and any sugar listed under Carbohydrate on the Nutrition Facts label is present naturally in the food (e.g., grains, fruit, milk, legumes). Items on the Ingredients list ending in *ose* (e.g., sucrose, glucose, fructose) are added sugars, as are syrup, molasses, and so on. Ingredients closer to the beginning of a list are present in larger amounts by weight than those appearing later in the list.

In addition to checking food labels for sugar content, look at the Eat Well box on the back of *Canada's Food Guide* for a list of foods to limit, many of which are high in sugar.

Nutrition Facts *		
Per 1 cup (34 g) cereal		
Amount	Cereal	With 1/2 cup 1 % milk
% Daily Value		
Calories	110	170
Fat 0.5 g	1 %	3 %
Saturated 0 g + Trans 0 g	0 %	4 %
Cholesterol 0 mg		
Sodium 290 mg	12 %	15 %
Potassium 180 mg	5 %	11 %
Carbohydrate 27 g	9 %	11 %
Fibre 5 g	20 %	20 %
Sugars 4 g		
Starch 17 g		
Protein 4 g		
Vitamin A	0 %	8 %
Vitamin C	0 %	0 %
Calcium	2 %	15 %
Iron	30 %	30 %

* Source: Health Canada. "Interactive Nutrition Label and Quiz." *Food and Nutrition*.
<www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/quiz1-eng.php>.

REFERENCES



For additional information, refer to the following resources:

- Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007. Available online at <www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html>.
- . *Eating Well with Canada's Food Guide: A Resource for Educators and Communicators*. Ottawa, ON: Health Canada, 2007. Available online at <www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/pubs/res-educat-eng.pdf>.
- . "Estimated Energy Requirements." *Food and Nutrition*. 5 Feb. 2007. <www.hc-sc.gc.ca/fn-an/food-guide-aliment/basics-base/1_1_1-eng.php>.

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



Suggestion for Instruction / Assessment

Sugar Surprise: How Many Cubes?

For this learning activity, have students use the information on food labels, or nutrition information from restaurants and/or websites, to identify the grams of sugar in various popular large-size beverages and several sweet snack foods.

Directions/Description

- One teaspoon (a cube) of sugar is equal to 4 g, and 1 g equals 4 Cal. With this in mind, students create a graphic representation (e.g., poster, display) of a food item with high sugar content. Have them include
 - the food container, accompanied by a statement of the calories and grams of sugar the food contains
 - the appropriate amount of sugar in a container (e.g., plastic bag) or number of sugar cubes glued below the product
- Students then review the difference in the calorie and sugar content of the super-size version of a product (e.g., a slushy beverage) and a smaller size of the same product.
- Using the Think-Pair-Share learning strategy (see Appendix E), students look at the serving size listed on the Nutrition Facts label of selected snack foods or beverages and compare it to the size of the container. Consider having student answer questions such as the following:
 1. Does the serving size reflect the whole package, or would one consume several servings if one ate the content of the whole package?
 2. Do you think you (consumers) would usually eat only one serving, or would you likely eat the whole thing?
 3. Do you think the serving size listed on snack foods and beverages could mislead consumers? Explain.



Background Information

Fat . . . in Moderation

Fat is an integral part of healthy eating for everyone. It is a source of fat-soluble vitamins (i.e., Vitamins A, D, and E) and essential fats. Fat is part of every cell in the body and helps absorb important nutrients.

Health Canada and the Canadian Paediatric Society encourage a transition from the higher-fat intake of childhood to a pattern of lower-fat eating at the “end of linear growth” or when adult height has been achieved after puberty (Waldron 137). Healthy eating for teenagers should focus on a wide variety of food from all four food groups, with a limited intake of *added fat* (e.g., deep-fried food and snack foods, donuts, pastries, sauces, gravies). For adults, lower-fat eating has been associated with good health.

Essential Fats

Canada's Food Guide recognizes the importance of consuming *essential fats*. These fats must come from food, as our bodies cannot produce them. They are necessary to manufacture and repair cell membranes throughout the body, especially brain and nerve cells and eyes. Consuming a small amount (30 to 45 mL) of oil, such as canola, olive, or soybean oil, each day (e.g., in stir-fries, salad dressing) ensures a source of these important fats for our bodies.

Trans Fats

Trans fats occur naturally in foods and are created artificially in commercial processing of oils into solid fat through a process called *hydrogenation*. Consuming industrially created trans fats increases the risk of heart disease, as it increases the *bad* low-density lipoprotein (LDL) cholesterol in the blood, and decreases the *good* high-density lipoprotein (HDL) cholesterol in the blood. The report of the Trans Fat Task Force (Health Canada) recommends limiting trans fat consumption.

Nutrition Facts *		
Per 1 cup (34 g) cereal		
Amount	Cereal	With 1/2 cup 1 % milk
% Daily Value		
Calories	110	170
Fat 0.5 g	1 %	3 %
Saturated 0 g	0 %	4 %
Trans 0 g	0 %	0 %
Cholesterol 0 mg	0 %	0 %
Sodium 290 mg	12 %	15 %
Potassium 180 mg	5 %	11 %
Carbohydrate 27 g	9 %	11 %
Fibre 5 g	20 %	20 %
Sugars 4 g		
Starch 17 g		
Protein 4 g		
Vitamin A	0 %	8 %
Vitamin C	0 %	0 %
Calcium	2 %	15 %
Iron	30 %	30 %

* Source: Health Canada. "Interactive Nutrition Label and Quiz." *Food and Nutrition*. <www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/quiz1-eng.php>.

NOTE TO TEACHER

Small amounts of trans fat occur *naturally* in animal-based foods, such as dairy products, beef, and lamb. These naturally occurring fats are excluded in the Trans Fat Task Force recommendations.

REFERENCES



For additional information, refer to the following resources:

Health Canada. *TRANSforming the Food Supply: Final Report of the Trans Fat Task Force*. Ottawa, ON: Health Canada, June 2006. Available online at <www.hc-sc.gc.ca/fn-an/nutrition/gras-trans-fats/tf-ge/tf-gt_rep-rap-eng.php>.



Joint Working Group of Canadian Paediatric Society (CPS) and Health Canada. *Nutrition Recommendations Update: Dietary Fat and Children*. Ref. No. N94-01. Approved by CPS Board of Directors 1994, reaffirmed March 2004.

Waldron, Sheridan. "Dietary Education and Outcomes for Young People with Type 1 Diabetes." *Canadian Journal of Diabetes* 29.2 (2005): 133–41. Available on the Canadian Diabetes Association website at <www.diabetes.ca/Files/Waldron--FINAL.pdf>.

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



Suggestion for Instruction / Assessment

Find the Fat

Snack foods, pastries, gravies, sauces, and food-preparation methods (e.g., deep frying) add fat to our diets every day, often without our realizing how much.

The information on the Nutrition Facts table on food labels helps consumers make decisions about food. Each food label must identify a serving size and a list of nutrients present in that amount of the food, including fat.

To help students identify common sources of high-fat snacks and foods, have them compare different types of foods and different serving sizes of the same foods, and record their results using RM 7–NU.

Examples of foods to compare:

- commercial French fries and oven-baked fries
- varieties of air-popped popcorn
- potato chips and other snack foods (baked and fried)
- battered deep-fried chicken and broiled or baked chicken
- donut and small bagel or English muffin

For this food-comparison task, have students use the information from

- Nutrition Facts labels
- comprehensive nutrient tables (e.g., see Health Canada, *Nutrient Value of Some Common Foods*)
- websites of individual fast food restaurants



Refer to RM 7–NU: Find the Fat.

NOTE TO TEACHER

Consider having students visit a supermarket to give them an opportunity to investigate a variety of food products in different sizes, with different preparation methods (e.g., baked, not fried).

REFERENCE



For additional information, refer to the following resource:

Health Canada. *Nutrient Value of Some Common Foods*. Ottawa, ON: Health Canada, 2008. Available online at <www.hc-sc.gc.ca/fn-an/nutrition/fiche-nutri-data/nutrient_value-valeurs_nutritives-eng.php>.

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



Background Information

The Balancing Act

Canadian adolescents and adults are finding it increasingly difficult to maintain a healthy body weight. With easy and constant access to food and a decreasing need to move while accomplishing daily activities, energy output and input are frequently out of balance, making it easy to store extra body fat.

Factors Associated with Energy Imbalance	Ideas to Fix Energy Imbalance
<p>Over-consumption of food related to</p> <ul style="list-style-type: none">▪ availability of super-size portions of fast foods▪ taste for flavour of foods high in sugar and fat▪ availability of fatty, overly sweet, low-nutrient snack foods▪ abundance, convenience, visibility, and attractive packaging of foods▪ food promotions and advertising▪ role models and influences▪ lack of understanding about energy content of foods▪ eating while doing something else (e.g., watching TV)	<p>Ideas for reasonable food consumption</p> <ul style="list-style-type: none">▪ avoid choosing super-size portions▪ enjoy tasty food in reasonable portions▪ eat nutritious snack foods▪ be aware of food packaging and promotions and their purpose (e.g., to increase the amount or size of the food items we chose to buy)▪ check the energy content on food labels▪ avoid eating while doing something else (e.g., homework)
<p>Lack of physical activity related to</p> <ul style="list-style-type: none">▪ time spent watching TV, using computers, doing other on-screen activities, sitting in class▪ time management—too busy to exercise (e.g., “need” to work)▪ concern about personal safety▪ transportation (e.g., I used to walk to school, now I drive every day)▪ other activities and responsibilities▪ lack of motivation▪ shortage of money (e.g., can't afford to register for hockey league)	<p>Ways to become more active</p> <ul style="list-style-type: none">▪ set a limit to TV and computer time▪ walk rather than drive, if possible▪ find an activity you enjoy, and do it regularly▪ play with children if you babysit or have younger siblings▪ find a friend to be active with▪ try to avoid choices that, over time, significantly change energy balance (e.g., driving regularly instead of walking)▪ participate in free or low-cost activities



Suggestions for Instructions / Assessment

The Balancing Act

As students move into young adulthood, they may not realize how changes in their day-to-day routines affect opportunities for food intake and energy expenditure. The following learning activities are intended to help students recognize personal energy imbalance, reflect on what caused the imbalance, and identify realistic opportunities for improvement.

Energy Imbalance

Ask students how they think energy imbalance happens in teenagers' lives. Initially, imbalances can be small and unnoticed, but over months and years, they can add up to weight gain and the many health problems that plague so many Canadians today.

Ask students to identify factors that contribute to energy imbalance and potential weight gain in themselves, family members, friends, and society in general. The factors can be either food related or activity related (see examples provided in Teacher Background). Record student comments on the left side of an overhead projection of RM 8–NU. The right side will be completed in *Fixing Energy Imbalance* (see below). This information will be used in Final Tally (see next page).

NOTE TO TEACHER

Treat the topic of potential weight gain with sensitivity, as issues of body image and self-esteem may arise. Potentially sensitive content is to be treated in ways that are appropriate for the local school, school division, and community context.



Refer to RM 8–NU: Some Lifestyle Choices Can Lead to Energy Imbalance—How Does It Happen?

Fixing Energy Imbalance

Now that factors associated with energy imbalance have been identified and recorded, ask students how they think this imbalance can be overcome (e.g., How can teenagers spend more energy being active, or make food choices that better reflect daily energy needs?). Encourage students to make suggestions they think are realistic for *them*. Record student comments on the right side of RM 8–NU.



Refer to RM 8–NU: Some Lifestyle Choices Can Lead to Energy Imbalance—How Does It Happen?

Final Tally

Students will refer to information and assessments from previous lessons and generate a personal plan to modify energy imbalance, if appropriate.

Provide each student with a copy of RM 9–NU: My Lifestyle Choices and Energy Balance. Students work individually in completing this RM.

■ *Food Consumption*

- Working individually, students review their record of food intake and accompanying healthy eating goal, as noted in RM 3–NU: How Do I Measure Up? (see Module C, Lesson 1). They also consider what they learned about their own food choices in the Sugar Surprise and Find the Fat learning activities suggested earlier in this lesson.
- Students identify food habits (or factors related to how/why they choose foods) that may contribute to energy imbalance, listing the factors on the left side of RM 9–NU. (Students may refer to the class list from RM 8–NU to help generate their own list.) On the right side of RM 9–NU, students identify an action that will help them counter the impact of each factor they recorded related to food choices, if appropriate.

■ *Physical Activity*

- Students review the average number of hours they spent per day in activities of moderate and vigorous intensities, as calculated in step 4 of RM 6–NU: Determining Daily Physical Activity Intensities (see Module C, Lesson 2). Remind students that *Canada's Physical Activity Guide for Youth* (Public Health Agency of Canada) recommends 90 minutes of daily physical activity (at least 60 minutes of moderate activity and 30 minutes of vigorous activity).
- On the left side of RM 9–NU, students identify factors that may contribute to energy imbalance with respect to lack of physical activity, keeping in mind the goal identified in *Canada's Physical Activity Guide for Youth*. (Students may refer to the class list from RM 8–NU to help generate their own list.) On the right side of RM 9–NU, students identify an action that will help them counter the impact of each factor they recorded related to physical activity, if appropriate. These actions may be linked to the OUT-of-class activities students choose for their physical activity plan.

NOTE TO TEACHER

Of the 90 minutes of physical activity, 30 minutes should be of vigorous intensity and 60 minutes should be of moderate intensity. This activity does not have to come from one bout of exercise, but can be accumulated from brief intervals throughout the day (e.g., climbing stairs, walking to and from school). The accumulation of more physical activity time per day may require setting shorter-term goals that work toward more physical activity and less “non-active” time.

- *A Personal Plan*
 - Students reflect on their personal learning in Module C, Lessons 1 to 3, and the solutions generated in Food Consumption and Physical Activity on the previous page.
 - Students write a paragraph at the bottom of RM 9–NU, outlining what they have learned about themselves and energy balance and reflecting upon positive changes they can realistically implement in their daily lives with respect to food choices and physical activities. They indicate where they can make positive changes and what they plan to do.



Refer to the following RMs:

RM 3–NU: How Do I Measure Up?

RM 6–NU: Determining Daily Physical Activity Intensities

RM 8–NU: Some Lifestyle Choices Can Lead to Energy Imbalance—How Does It Happen?

RM 9–NU: My Lifestyle Choices and Energy Balance

REFERENCE



For additional information, refer to the following resource:

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

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

Lesson 4: Food Safety

Introduction

As students become more independent, their responsibility for purchasing and preparing their own food also increases. Whether they choose prepared or pre-packaged food, cook food from scratch, or bring leftovers home from a restaurant meal, students need to know how to handle and store food properly to ensure the food they eat is safe.

Canada has one of the best and safest food supplies in the world. Food safety is multi-faceted, involving all stages of food handling, from production to distribution. The Canadian government has established an agency that enforces policies and standards, set by Health Canada, governing the safety and nutritional quality of all food sold. The Canadian Food Inspection Agency (CFIA) is authorized to direct industry to remove potentially harmful food products from shelves. The agency also educates the public about the safe storage, handling, and preparation of food.

Despite all the precautions taken to ensure safe food, “public health experts estimate that there are 11 to 13 million cases of food-borne illness in Canada every year,” costing over \$1 billion in health care costs, legal fees, and lost wages (CFIA). In most cases, the pathogenic organism is present because the food was not handled or stored properly. Most cases of food-borne illness can be prevented with safe food-handling practices. That is the focus in this lesson.

REFERENCE



For additional information, refer to the following website:

Canadian Food Inspection Agency (CFIA). “Causes of Food Borne Illness.” *Food*. 2 Aug. 2006. <www.inspection.gc.ca/english/fssa/concen/causee.shtm>.

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



Specific Learning Outcome

12.NU.8 Examine the causes and symptoms of food-borne illness (food poisoning) and demonstrate understanding of ways to minimize the risk of food poisoning.



Key Understandings

- There are many causes of food-borne illness.
 - Different foods have different levels of risk of contamination.
 - Proper food handling by consumers from the time of purchase to consumption reduces the risk of food-borne illness.
-



Essential Questions

1. What are the causes of food-borne illness?
 2. What are the best ways to keep food safe?
-



Background Information

As students become increasingly independent, it is essential that they have the proper skills to handle, prepare, and store food, and are aware of the potential for food contamination.

Causes of Food-Borne Illness

According to the Centers for Disease Control and Prevention, more than 250 known illnesses can be transmitted through food. Unknown or undiscovered agents cause a high percentage of all food-borne illnesses and related hospitalizations. Many people do not report their illness because they suffer mild symptoms and recover quickly.

Food usually becomes contaminated through improper consumer handling, preparation, or storage (e.g., individuals who do not wash their hands after using the washroom or have infections themselves often cause contamination). Given the right conditions, the harmful organisms can multiply to millions in a very short period of time.

Sickness caused by contaminated food is referred to as *food-borne illness* or *food poisoning*. The organisms that cause food-borne illness are too small to see, they don't smell, and they don't have a taste.

The symptoms of food poisoning range from mild stomach cramps to nausea, vomiting, diarrhea, and fever, which can be life-threatening to very young children, seniors, pregnant women, and people whose immune systems are already weakened. Some people may become ill after ingesting only a few harmful organisms, while others may remain symptom-free after ingesting thousands.

High-Risk Foods

All foods can cause food-borne illness, and contamination can occur in the production, processing, or packing of food. Foods that can easily support the growth of harmful organisms are known as *high-risk foods*.

Examples of high-risk foods are

- meat and poultry such as chicken and turkey (raw and cooked)
- fish and seafood
- eggs
- prepared salads such as coleslaw, pasta salads, and rice salads that contain mayonnaise
- dairy products
- cooked rice
- cooked pasta
- prepared fruit salads
- processed meats such as salami and ham

Low-Risk Foods

Low-risk foods do not require refrigeration until opened. These foods tend to be high in sugar, salt, or acid, and/or low in water content.

Examples of low-risk foods are

- bread and most baked goods
- jam and preserves
- syrups and vinegars
- hard cheese
- peanut butter
- nuts, seeds, and dried fruit
- fresh fruit and vegetables (they can become contaminated after cutting and should always be washed before eating)

REFERENCES



For additional information, refer to the following websites:

Australia. State of Victoria. "Food Safety." *Better Health Channel*.

<www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/hl_foodsafety?OpenDocument>.

Centers for Disease Control and Prevention. "Frequently Asked Questions." *Foodborne Illness*. 10 Jan. 2005.

<www.cdc.gov/ncidod/dbmd/diseaseinfo/foodborneinfections_g.htm#consumersprotect>.

Health Canada. "Safe Food Handling." *Food and Nutrition*. <www.hc-sc.gc.ca/fn-an/securit/handi-manipul/index-eng.php>.

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



Suggestion for Instruction / Assessment

What's Bugging You?

Working alone or in small groups, students research any **three** food-borne pathogens from the list provided. As a result of their research, students should be able to answer the following questions related to each selected pathogen:

1. What are the common food sources of the pathogen?
2. Describe the symptoms and/or effects related to the pathogen.
3. Outline the time it takes for the onset of symptoms and the duration of the illness caused by the pathogen.
4. Describe any preventive measures that can be taken to reduce and/or prevent illness from the pathogen.
5. Explain why people need to be concerned about the illness caused by the pathogen.

FOOD-BORNE PATHOGENS

- Bacillus cereus
- Campylobacter jejuni
- Clostridium botulinum
- Clostridium perfringens
- Cryptosporidium parvum
- Escherichia coli 0157:H7 (E. coli)
- Giardia lamblia
- Hepatitis A
- Listeria monocytogenes
- Norovirus or Norwalk virus
- Salmonella
- Shigella
- Staphylococcus aureus
- Toxoplasma gondii
- Vibrio
- Yersinia

REFERENCES



For additional information about food-borne pathogens, refer to the following websites:

Canadian Partnership for Consumer Food Safety Education. "Fact Sheets." *Food Safety Tips*. <www.canfightbac.org/cpcfse/en/safety/safety_factsheets/>.

U.S. Food and Drug Administration (FDA). Center for Food Safety and Applied Nutrition. *Bad Bug Book: Foodborne Pathogenic Microorganisms and Natural Toxins Handbook*. 28 Dec. 2007. Available online at <www.foodsafety.gov/~mow/intro.html>.

---. "Foodborne Illness: What Consumers Need to Know." *Food Safety Education*. Sept. 2001. <www.foodsafety.gov/~dms/fsefborn.html>.

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



Background Information

Contamination Protection and Food Safety

Consumers can help protect themselves from food-borne illness by learning more about the growth and spread of organisms/micro-organisms and by practising effective preventive measures.

▪ **What do organisms/micro-organisms need in order to grow and multiply?**

Organisms/micro-organisms need the following conditions to multiply:

- **Food:** Food is a basic requirement for growth.
- **Moisture:** Many micro-organisms will not grow in dry food. High salt, acid (vinegar), or sugar content will inhibit growth in moist foods.
- **Temperature:** Optimal temperature for the growth of micro-organisms is between 4°C and 60°C. This temperature range is known as the *food danger zone*.
- **Air:** Most micro-organisms (but not all) require oxygen to grow. Botulism is one exception and thrives in anaerobic environments.
- **Time:** When the above conditions are ideal, micro-organisms can grow rapidly.

▪ **How are micro-organisms transferred/spread?**

Micro-organisms may be present naturally in foods or transferred on people's hands, through coughs, other foods, utensils, equipment, water, or pests.

▪ **How can the growth of micro-organisms be prevented?**

We can prevent food-borne illness by following these simple steps:

- Prevent micro-organisms from spreading by protecting food from contact with contaminated objects. This includes people, dirty equipment, utensils, and possibly other foods.
- Stop micro-organisms from growing by eliminating conditions that encourage growth. The most effective way to keep micro-organisms from multiplying is to keep food out of the danger zone. Keep cold foods below 4°C and hot foods above 60°C.
- Finally, destroy the micro-organisms. Most micro-organisms cannot survive temperatures above 75°C for 30 seconds. We can make food safe by cooking it. The temperature that makes and/or keeps food safe is also used to sanitize dishes and equipment. Certain chemicals (such as bleach) also kill micro-organisms. These sanitizing agents are the best means to clean countertops and large equipment.

Everyone has a responsibility to help keep food fresh and safe by following safety guidelines related to handling, preparing, cooking, serving, and storing food.



Refer to RM 10–NU: Safe Food Guidelines.

REFERENCE



For additional information about preventing food-borne illness and food safety, refer to the following website:

Manitoba Agriculture, Food and Rural Initiatives. "Handling Food at Home." *Consumer Food Safety*. Nov. 2005. <www.gov.mb.ca/agriculture/foodsafety/consumer/cfs01s04.html>.

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



Suggestion for Instruction / Assessment

Food Safety Errors: Case Studies

Provide students with an opportunity to read the case studies of food safety errors presented in RM 11–NU. Students determine what the errors were and identify steps that could have been taken to keep food safe. They can use the safety information from RM 10–NU to assist them.



Refer to RM 10–NU: Safe Food Guidelines and RM 11–NU: Food Safety Errors: Case Studies.



Suggestion for Instruction / Assessment

Food Safety Game

Consider having students develop questions and answers for a food safety game. Sample questions and answers related to food safety are available online.

REFERENCE



For sample questions and answers related to food safety, refer to the following website:

Canadian Food Inspection Agency. "Food Safety Wheel Game: Questions and Answers."
Food: Consumer Centre. 3 May 2004.

<www.inspection.gc.ca/english/corpaffr/educ/gamejeu/safsale.shtml>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at

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

Lesson 5: Advertising and Marketing Strategy Influences on Food Purchases

Introduction

In this lesson students investigate the diverse and complex advertising and marketing strategies that the food industry uses to entice consumers to purchase products. While some strategies are very obvious, others are subtle, and often exploitive.

This lesson provides students with an opportunity to identify advertising and marketing ploys through hands-on experiences. They also determine the impact of food marketing strategies on their own consumer practices.



Specific Learning Outcome

12.NU.9 Demonstrate understanding of food advertising and marketing strategies and their impact on food purchases.



Key Understandings

- Food producers and advertisers use a range of strategies to influence consumers' food purchases.
 - Understanding marketing strategies helps individuals to be informed consumers.
-



Essential Questions

1. What are some common food advertising and marketing strategies?
 2. What can individuals do to be more informed consumers?
-



Background Information

Television is the primary medium used for food advertising, followed by magazine advertising. Canadian radio and television advertising must comply with the Food and Beverage Clearance Section of Advertising Standards Canada (ASC). Currently, no federal legislation is applied to print advertising for food and beverages (print advertisements may be voluntarily submitted for review to the Canadian Food Inspection Agency's Food Labelling Information Service).

REFERENCES



For more detailed information regarding food and beverage advertising, refer to the following websites:

Advertising Standards Canada (ASC). "ASC Bulletin: Strengthening the Framework for Regulating Children's Advertising." *ASC Clearance Service*.

<www.adstandards.com/en/clearance/strengtheningTheFramework.asp>.

Canada Business: Services for Entrepreneurs. *Food Labelling*.

<www.canadabusiness.ca/servlet/ContentServer?cid=1081944198739&lang=en&pageName=CBSC_FE%2Fdisplay&c=Regs>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at

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



Suggestion for Instruction / Assessment

What Does the Package Say?

Make available to students, or have students bring to class, a variety of food packages (e.g., common or uncommon food, healthy or "less healthy" food). Ensure that the cost of each item is available or marked on the product.

As an activating strategy, facilitate a class discussion about the food packages. Have students address questions such as the following:

1. What key messages are found on the various food packages?
2. Do the products make any nutrition claims? Explain.
3. Which demographics do you think are the primary targets for the products?
4. What features would draw consumers' attention to the products (e.g., wording, colour, images)?
5. Which product has the most appealing package to attract consumers? Explain.
6. Which product is the most nutritious? least nutritious?
7. Which product is the most expensive? least expensive?



Background Information

Nutrient Content Claims

Many food labels are now making *nutrient content claims* in response to consumer health concerns. Food packages often make nutrient content claims by including words or phrases such as *0 trans fats, light, low calorie, good source of fibre, reduced fat*, and so on. What do these phrases really mean, and are they regulated?

In Canada, manufacturers must include *nutrition facts* on most pre-packaged food. *Nutrient content claims* do not have to appear on food packages; however, when they are included, they generally appear on the front of the food packages to draw attention to a specific aspect of the food. When food packages include nutrient content claims, consumers can be reassured that the claims made meet specific government criteria.

Consumers concerned about healthy eating can examine the Nutrition Facts label and list of ingredients on food packages, as well as explore what the nutrient content claims mean.



To review some common Canadian nutrient content claims, refer to RM 12–NU: Food Label Dictionary.

REFERENCES



For additional information on food and nutrition labelling, visit the following websites:

Canadian Food Inspection Agency. "Chapter 7: Nutrient Content Claims." *2003 Guide to Food Labelling and Advertising*.

<www.inspection.gc.ca/english/fssa/labeti/guide/ch7e.shtml#7.1>.

Health Canada. "Factsheet Listing." *Nutrition Labelling—Get the Facts!* 16 Jan. 2008.

<www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/educat/te_background-le_point-eng.php>.

---. *Nutrition Labelling—Get the Facts!* 16 Jan. 2008. <www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/educat/te_background-le_point-08-eng.php>.

International Food Information Council. "Lesson 3: Label Talk!" *The New Food Label: A Food Label Education Program for High School Students*. 1 July 1994.

<www.ific.org/publications/other/tnfiles3.cfm>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at

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

Common Advertising Strategies

Advertising is all around us. Every day we are bombarded with advertising, in every form of media, related to many different products. Food is, of course, an extremely popular and frequently advertised commodity. All producers are in competition trying to entice consumers to buy their products with a variety of advertising strategies.



Suggestion for Instruction / Assessment

Food Advertising Strategies

As a class, examine some misleading or deceptive advertising strategies, sometimes called *hidden persuaders*, which are intended to convince consumers to buy products. Discuss how these strategies affect our food choices.

The Media Awareness Network website, for example, offers a variety of media education resources, including information about food advertising strategies.

REFERENCES



For additional information on advertising strategies, visit the following websites:

Berger, Arthur Asu. "How to Analyze an Advertisement: Finding Ads' Hidden Messages." *Media & Values* 37 (Fall 1986): n.p. Available on the Center for Media Literacy website at <www.medialit.org/reading_room/article227.html>.

Center for Media Literacy. *Common Advertising Strategies: Student Handout*. Media Awareness Network. <www.media-awareness.ca/english/resources/educational/handouts/advertising_marketing/common_ad_strats.cfm>.

Media Awareness Network. *Food Advertising Strategies: Student Handout*. <www.media-awareness.ca/english/resources/educational/handouts/advertising_marketing/food_ad_strategies.cfm>.

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

Journal Entry

Have students record a journal entry in which they respond to questions such as the following:

1. What is your favourite food commercial? Describe it.
2. What makes that commercial memorable?
3. Where do you see and/or hear food advertising that captures your attention (e.g., on the Internet, on billboards, on television, on radio, in magazines, on shopping carts, on clothing, on race cars, on buses in larger cities, at movies)?
4. What strategies were used to make the advertising effective/attractive?
5. Do you see food advertisements in school? If so, indicate where and for what types of food.

Brainstorming

Ask students to brainstorm the reasons why advertisers for food products would want to target teens.

Answers might include the following:

- Teens often give parents a wish list of groceries they want.
- Teens watch a lot of television and pressure parents to buy what they see advertised.
- Teens sometimes do grocery shopping for themselves and for their families.
- Teens have disposable income (e.g., from allowances and/or part time jobs).
- The advertisers want to build brand loyalty in consumers at an early age.

Based on the student responses provided, discuss what conclusions can be made.



Background Information

Marketing Tricks of Grocery Stores

Ongoing market researchers ensure that purchasing opportunities are maximized when individuals are in grocery stores/supermarkets. Grocery retailers rely on shoppers spending more than they intended, buying more than is on their shopping list, and being convinced to purchase items that appear to be on sale (Stone).

If shoppers are aware of advertising and marketing techniques commonly used by grocery stores/supermarkets, and are well organized and prepared in advance for their grocery shopping, they can better avoid being influenced by marketing tricks.



Suggestion for Instruction / Assessment

Marketing Tricks and Strategies

In a group brainstorming session, have students respond to the following questions:

1. What marketing tricks do grocery stores/supermarkets use to appeal to the senses?
2. What other strategies do grocery stores/supermarkets use to get shoppers to part with their money (e.g., product placement, wait times)?

REFERENCES



For additional information on marketing strategies, refer to the following websites:

CityFood Magazine. "Sneaky Supermarket Tricks." *Shop*. 23 Oct. 2006.
<www.cityfood.com/EN/shop/sneaky_supermarket_tricks/>.

Stone, Sidney. "The Marketing Tricks of Grocery Stores." The Budget Chef.
<www.thebudgetchef.com/marketing-tricks-of-grocery-stores.html>.

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



Suggestion for Instruction / Assessment

Buyer Beware

Provide students with an opportunity to identify advertising and marketing strategies used to influence food purchases by organizing a field trip to a local grocery store/supermarket. Divide the class into groups of no more than four or five students. To avoid congestion for the regular shoppers, ask each group of students to start in a different department/area of the store (e.g., bakery, produce), if applicable.

Directions/Description

Ask each group to do the following during their visit to the grocery store:

- Identify how many of the previously discussed advertising strategies and/or marketing tricks are visible, implemented, or identifiable at the store.
- Identify nutrient content and health claims for selected products found in the department/area in which they started. Identify the product's name, the claim, and the Nutrition Facts that support the claim. Health claims will be harder to find and fewer in number.

NOTE TO TEACHER

Remind students that fresh fruit and vegetables, meat, poultry, and seafood may have nutrition information nearby, but not directly on the packaging.

Once students are back at school, have each group report their findings to the class.



Suggestion for Instruction / Assessment

Food Buying Tips

This learning activity is designed to help students be more informed and better prepared consumers in a grocery store/supermarket environment, using the information from this lesson.

Using the Carousel Brainstorming strategy (see Appendix E), assign students to one of the following three stations:

- Before Shopping
- While Shopping
- After Shopping

Ask each group to prepare a list of grocery shopping tips suitable for the assigned station (using the information they learned from their examination of advertising and marketing strategies). The tips should include suggestions for helping consumers avoid being influenced by advertising and marketing strategies.

REFERENCE



For additional information on grocery shopping tips, refer to the following website:

The Frugal Shopper. "Grocery Shopping Tips." *Frugal Household Tips and Hints*.
<www.thefrugalshopper.com/tips/grshopping.shtml>.

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

Lesson 6: Food and Nutrition Myths and Misconceptions Related to Physical Activity and Sport Performance

Introduction

In this lesson students examine food and nutrition myths and misconceptions, and how they affect day-to-day physical activity participation and sport performance, as well as overall health. By investigating these myths, students will increase their ability to make fact-based decisions about food (including fluids) and add to their skills as educated and informed physical activity participants.



Specific Learning Outcome

12.NU.10 Demonstrate understanding of how food and nutrition myths and misconceptions can affect day-to-day physical activity participation and sport performance and overall health.



Key Understandings

- Myths and misconceptions about food and nutrition relate to many areas of life, including physical activity and sport performance.
 - Food choices based on accurate, current nutrition information are likely to support good health and physical activity performance.
 - Food and nutrition myths are often cited or suggested in consumer publications (e.g., magazines, newspapers) by special interest groups, by poorly informed writers, or to sell specific products.
-



Essential Questions

1. What are some common food and nutrition myths related to physical activity and sport performance?
 2. Where can reliable and accurate food and nutrition information be obtained?
 3. Why do food and nutrition myths persist?
-



Background Information

There are numerous myths and misconceptions about food and nutrition related to health and physical activity and sport performance. They result in misunderstandings about the nutrient value of, and the potential benefits or harm derived from, certain foods and fluids.

It is important to understand that the nutritional needs of individuals participating in physical activity will depend on a variety of factors, such as

- the type of physical activity
- the duration of the activity session
- the intensity of the activity
- the age and gender of the participant
- the environment in which the activity takes place (e.g., air temperature, humidity, time between sessions)



Suggestion for Instruction / Assessment

Sport Nutrition Investigation: Myth, Fact, or Not Sure?

Some common myths or misconceptions about food and nutrition related to physical activity and sport performance are presented in RM 13–NU. The myth and fact statements may be placed on index cards for this learning activity.

Directions/Description

- Divide the class into several groups.
- Divide the cards provided in RM 13–NU evenly among the groups.
- Assign one person in each group to read aloud the statements on the cards to the group. After hearing a statement, the group places the card under one of the following headings: Myth, Fact, or Unsure.
- Once each group has placed each of their cards under one of the three headings, allow the class to review the placement of the cards, and provide a final opportunity to change any of the cards to a different heading.

NOTE TO TEACHER

Reword some of the myth statements into fact statements.

Students may suggest other myths. They may also ask for clarification from various sources. Be cautious of where answers to these queries come from. Use information from a reliable medical source, registered dietician, or nutritionist. Do not direct students to diet or weight-loss websites, journals, or magazines.

- Now have three students (one per heading) reveal to the class each card placed under the respective headings by reading aloud the description on the back of the card. For the Unsure group, have the class use either a show of hands or the Opinion Lines strategy (see Appendix E) to determine the applicable location (Myth or Fact) of each card, and then read the description on the back of the card.
- After all the descriptions have been read, lead a class discussion to clarify any information on the myths or misconceptions about food and nutrition related to physical activity and sport performance.



Refer to RM 13–NU: Sport Nutrition Investigation: Myth or Fact?

REFERENCES



For additional information, refer to the following resources:

Coaching Association of Canada. "Sport Nutrition Resources." *Sport Nutrition*. 2005. <www.coach.ca/eng/nutrition/resources.cfm>.

Gatorade Sport Science Institute. "Nutrition and Performance." *Sports Science Library*. 2007. <www.gssiweb.com/Article_List.aspx?topicid=2&subtopicid=108>.

Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007. Available online at <www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html>.

Livestrong.com. "Eat Well." *Diet and Nutrition*. 2008. <www.livestrong.com/eat-well/>.

PowerBar: Power to Push. *Nutrition and Training*. <<http://engage.powerbar.com/ca/NutritionResource/Default.aspx>>.

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

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



**MODULE D:
PERSONAL AND SOCIAL
DEVELOPMENT**

Specific Learning Outcomes

Introduction

Lesson 1: Effective Teams

Lesson 2: Team-Building and Communication Skills

Lesson 3: Leadership Skills

MODULE D: PERSONAL AND SOCIAL DEVELOPMENT

Specific Learning Outcomes

- 12.PS.1** Demonstrate understanding of the characteristics and development of effective teams.
- 12.PS.2** Explore and identify the various roles and skills of team members in building effective teams.
- 12.PS.3** Examine the characteristics of effective team leaders and their impact on team development.

MODULE D: PERSONAL AND SOCIAL DEVELOPMENT

Introduction

Physical activity often occurs in a social context—in fact, people are encouraged to be active with others as a way of staying motivated and keeping their activity schedules on track. People will seek out others who care about them and their goals and who support them emotionally, regardless of their skills and abilities. This need to feel connected is also present in our everyday lives, whether at school, in the workplace, or at home. Our capacity to feel connected is largely dependent on the social interactions we experience during any activity. We would all benefit from becoming more aware of how we interact with others and how this interaction may be influencing our own and others' experiences.

Lessons 1 and 2 of Module D focus on the characteristics of effective teams and the individual roles of team members. Students develop their understanding of the stages of development that teams go through as they work toward achieving their goals. In addition, students gain a greater understanding of the importance and contribution of individual communication skills within effective teams. In Lesson 3, students examine the role of team leaders and the impact of their leadership style on teams.

This module differentiates between the terms *groups* and *teams*. For the purpose of this module, the following definitions are used:

- A *group* is an assembly of individuals who tend to function independently in working toward meeting their own goals rather than a collective goal.
- A *team* is an assembly of individuals who understand why they exist as a team and share in the creation and accomplishment of common goals. A team could be a sports team, a committee (e.g., yearbook committee, student council), a business venture, and so on.

The active learning opportunities suggested throughout this module aim to reinforce the content of the lessons and enhance the learning outcomes through experiential learning. More important than the learning activities themselves is the time taken by the teacher/facilitator to debrief the activities with participants, thereby enabling students to gain a deeper understanding of the concepts and learning outcomes. Possible debriefing questions are provided for most of the suggested instructional and assessment strategies. (Also see Appendix E: Active Learning Strategies.)

Module D: Personal and Social Development contains three lessons:

- Lesson 1: Effective Teams
- Lesson 2: Team-Building and Communication Skills
- Lesson 3: Leadership Skills

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

Lesson 1: Effective Teams

Introduction

In everyday life, whether at school, at work, or at home, we seldom work, function, or perform in isolation. At some point, individuals work within a team to accomplish an individual or team goal. To interact with others effectively, it is important to understand the characteristics of effective teams, which enable us to feel connected to others and maximize the opportunities that teams offer. Being able to function as a team member is consistently identified as a skill necessary for success in the workplace, in sports, in family units, and so on.

This lesson focuses on the characteristics that contribute to the success of effective teams and the stages they go through as they develop and evolve.



Specific Learning Outcome

12.PS.1 Demonstrate understanding of the characteristics and development of effective teams.



Key Understandings

- Well-functioning teams exhibit certain characteristics that promote and enhance both individual and team goals.
- Effective teams develop and progress through a series of recognizable stages.



Essential Questions

1. Why do some teams work well together and others do not?
2. What stages do teams go through from their creation to their disbandment?



Suggestion for Instruction / Assessment

Activating Activities

The following group activities are intended to have students work together for the purpose of activating and developing their understanding of how groups are formed and how they interact. Later in this lesson students will learn how a group proceeds to a team.

The Human Knot

This well-known icebreaker helps break down personal space and encourages group participants to communicate effectively to accomplish a task.

Directions/Description

- Form groups of six to eight students.
- Each group stands in a circle facing each other. Students stand close enough to touch members of the group on the opposite side of the circle.
- Each participant reaches into the circle with both hands and takes a hold of someone else's hand. Each participant should be holding the hand of two different people and not the hand of someone standing on the immediate left or right.
- Once everyone is holding the hand of two different people, the group members work together to “unravel the human knot” without anyone letting go of a hand.
- If the “knot” is broken (i.e., hands come apart), the group begins again.

NOTE TO TEACHER

For safety reasons, ensure that everyone understands that if someone says “Stop,” the request must be obeyed.

Participants' hands may turn and slide within each other but should not come apart completely.

Possible Variations

- Begin with smaller groups to ensure success, and then add more group members.
- Have students do the group activity without talking or with eyes closed, or a combination of both.

Group Juggle

The following can be used as an alternative group activity if some students do not want to touch other students.

Directions/Description

- Form groups of six to eight students.
- Each group requires a space where students can stand facing each other with no obstructions in the middle of the space.
- The group task is to “juggle” an item by sending and receiving an object (e.g., ball, rolled-up sock) from person to person. The group determines the pattern the object is to follow. The object cannot be sent to the person on the immediate right or left of the person in possession of the object.

- Once the pattern is established, the goal is to
 - complete as many cycles of the pattern as possible without making an error
 - complete as many cycles of the pattern as possible within a given time limit
 - complete the pattern with more than one object, and then increase the number of objects

Possible Debriefing Questions

1. What actions/strategies allowed your group to succeed?
2. What actions/strategies would you change if you were to repeat the group activity?
3. How does this group activity allow for elements of leadership to emerge?



Background Information

Teams and Teamwork Skills

Teamwork takes place when two or more people coordinate their contributions and work toward achieving a common goal. This does not mean that the individual is no longer important; however, effective and efficient teamwork goes beyond individual achievements. Team members understand the team goals, have a sense of ownership for the goals, have trust in the other members, are honest and respectful of others, are valued for their knowledge and skills, and share in the decision-making process.

Teams differ significantly from uncoordinated groups, which are assemblies of individuals who tend to operate independently in working toward meeting their own goals. In these groups, members may be cautious about what they say, mistrust others, have closed relationships with other members, be bothered or threatened by differences of opinions, and may not participate in group decision making.

Given the differences between teams and low-functioning groups, it quickly becomes apparent why organizations and businesses place a premium on teamwork skills when considering a person for employment. Well-functioning teams exhibit certain characteristics that promote and enhance both individual and team goals.

The Conference Board of Canada, in its *Employability Skills 2000+*, identifies teamwork skills as employability skills, which are needed both in the workplace and in a range of daily activities. These skills are identified in RM S1-2: *Employability Skills 2000+* in *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Citizenship and Youth).

REFERENCES



For additional information, refer to the following resources:

The Conference Board of Canada. *Employability Skills 2000**. Ottawa, ON: The Conference Board of Canada, 2000. Available online at http://sso.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb.

Manitoba Education, Citizenship and Youth. *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. RM S1–2: *Employability Skills 2000** is available online at www.edu.gov.mb.ca/k12/cur/physhlth/foundation_s1-2/blms-rms/rm_s1-2.pdf.

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

Common Characteristics of Effective Teams

The following are some common characteristics of effective teams:

- **A team has a clear purpose:** Team members understand why the team exists and share in the creation and accomplishment of team goals.
- **Team members understand the team process and priorities:** The team is clear on what needs to be done next, by whom, and by when. Team members understand that the accumulation of completed tasks leads to the effective and successful achievement of their final goal.
- **Team members know their roles:** Team members know and carry out their roles for getting their tasks completed and they seek assistance from and give assistance to others, as required.
- **Team members have a collaborative and collective commitment:** Collaboration among team members, with high levels of commitment, is achieved through shared decision making in a climate of trust created by open and honest communication and by consistent and respectful behaviour. Team norms for working together are established and regarded as standards for every team member.
- **Conflicts and disagreements are openly resolved:** Conflicts and disagreements are considered important to team decision making and personal growth. Reasons for conflicts and disagreements are examined and resolutions are sought. Some disagreements cannot be resolved, resulting in the need for compromises that do not block the team's efforts.
- **Constructive criticism and encouragement are extended to team members:** Criticism is never directed at team members but is focused on ways of removing obstacles and maintaining high performance standards. All members are consistently supported and encouraged as a way of maintaining high levels of motivation.

- **Success is shared:** Team members are made aware of their successes, and the team shares equally and proudly in the accomplishments.
 - **Leadership is shared:** Leadership shifts from time to time within an effective team as team members take on certain tasks and roles. Effective leadership is evident when the actions of the leader move the team closer to the final goal without personal gain or recognition.
-



Suggestion for Instruction / Assessment

Group Versus Team

The purpose of this learning activity is to help students understand the similarities and differences between *groups* and *teams*.

Directions/Description

- Using the Think-Pair-Share learning strategy (see Appendix E), students individually write down
 - five suggestions for gatherings of people that would be considered *teams*
 - five suggestions for gatherings that are simply *groups*
- Students then share their suggestions with a partner and provide the reasons for identifying the gatherings as either groups or teams.
- Finally, the class contributes suggestions and assembles lists of gatherings of people that are representative of groups and teams.

Examples

Groups

- Theatre audience
- People on a bus
- Class of students

Teams

- Athletic team
 - School jazz band
 - Flight crew
-



Suggestion for Instruction / Assessment

Identifying Effective Teams

This group brainstorming session is intended to help students identify effective teams.

Directions/Description

- Working in a large group, students identify examples of *successful teams* and examples of *unsuccessful teams* in society. Encourage representation from various elements of society when identifying successful or unsuccessful teams (e.g., sports, businesses, arts, not-for-profit organizations).
 - In small groups, each group selects one successful team and one unsuccessful team from the examples identified in the group brainstorming.
 - For the successful team, the group identifies some common characteristics of effective teams that may have contributed to the team's success.
 - For the unsuccessful team, the group identifies which characteristics of effective teams were lacking or not evident.
-



Background Information

Team Development

Effective teamwork has become essential in today's world. A newly formed team cannot be expected to perform exceptionally well from the very outset, however. Becoming an effective team takes time, and usually follows some easily recognizable stages. A team will journey through these stages as it progresses from being a group of strangers to becoming a united team with a common goal.

Team Development Stages

Psychologist Bruce W. Tuckman first came up with a team development model in 1965 that is still used today. The stages of this model, referred to as the *Forming*, *Storming*, *Norming*, and *Performing* stages, describe the path to high performance that most teams follow. Later, Tuckman added a fifth stage that he called *Adjourning*. Tuckman's model is one of the best-known team development theories and has formed the basis of many further ideas since its conception.

Tuckman's model focuses on the way in which a team tackles a task, from the initial formation of the team through to the completion of the project. The theory is particularly relevant to team-building challenges, as the stages are relevant to the completion of any task undertaken by a team. One of the very useful aspects of team-building challenges is that teams have an opportunity to observe and discuss their behaviour within a short period of time.

Each stage of Tuckman's team development model is briefly outlined below:

1. **Forming**

- The team is assembled and the task is determined or assigned.
- Team members are generally positive and polite.
- Team members tend to behave independently and, although friendliness may exist, they do not know each other well enough to trust one another unconditionally.
- Some members are anxious, as they are not yet clear as to what work will be involved.
- Some members are excited about the task ahead and want to get started.

2. **Storming**

- The team members begin to address the task by suggesting ideas that may compete for recognition and ultimate acceptance.
- The ways of working as a team begin to be defined, which creates discomfort for some members who may disagree with the approach being used or who feel overwhelmed with the amount of work to be done.
- Some members may react by questioning how worthwhile the goal of the team is and resist taking on a task.
- In extreme cases, the team can become stuck in the *Storming* stage.
- If a team is too focused on reaching consensus, it may decide on a plan that is less effective in completing the task for the sake of the team.
- Some members feel they are on an emotional roller coaster as they try to focus on the task without the support of established processes or relationships with their team members.

3. **Norming**

- During this stage, the team moves toward harmonious working practices, with members agreeing on the rules and values by which they operate.
- The members are developing a strong commitment to the team goal, and they begin to see good progress toward reaching it.
- In the ideal situation, team members begin to trust each other during this stage as they accept the vital contribution of each member to the team. Now that the team members know each other better, they may be socializing together, and they are able to ask each other for help and provide constructive criticism.

4. **Performing**

- Not all teams make it to this stage, which is essentially a time of high performance.
- Strong teams are identified by high levels of interdependence, independence, motivation, knowledge, and competence.
- Decision making is collaborative and dissent is expected and encouraged, as there will be a high level of respect and trust in the communication between team members.
- Team members understand that hard work leads directly to progress toward their shared vision and goal, supported by the structures and processes that have been established.
- Individual team members may join or leave the team without affecting the performing approach of the group.

5. **Adjourning**

- This is the final stage that ends the project and sees the disbanding of the team.
- This stage is also referred to as the *Mourning* stage, as it reflects the feelings experienced by team members at the conclusion of their work.

Note that a team can return to any phase within the team development model if they experience a change (e.g., a review of the project or goals, a change in members). When a member leaves or a new member joins a successful team, the team will revert to the *Forming* stage, but this stage may last for a very short time as the new member experiences the team culture.

REFERENCES



For additional information on team development, refer to the following websites:

Alleman, Glen B. *Forming, Storming, Norming, Performing and Adjourning*. 16 Dec. 2007. Niwot Ridge Resources. <www.niwotridge.com/PDFs/FormStormNormPerform.pdf>.

Chapman, Alan. *Tuckman's Forming Storming Norming Performing Model*. 2001–2008. Businessballs.com. <www.businessballs.com/tuckmanformingstormingnormingperforming.htm>.

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World Health Organization (WHO). *Team Building*. Geneva, Switzerland: WHO, 2007. 7. Available on the WHO website at <www.who.int/cancer/modules/Team%20building.pdf>.

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



Suggestion for Instruction / Assessment

Describing Stages of Effective Teams/Groups

Have students write a reflection on a team (or group) situation in which they are presently involved and describe the stages the team has gone through, based on Tuckman's team development model. If the team is not at the *Performing* stage, have students provide a hypothetical description of the team's progress through the remainder of the stages.

Lesson 2: Team-Building and Communication Skills

Introduction

In Lesson 1 of Module D, students examined the characteristics of effective teams and the development stages that teams go through from *Forming* to *Adjourning*, as identified by Bruce W. Tuckman. In order for a team to accomplish its goal(s), it is important for the team members to understand that they may play a number of different roles within a given team. Furthermore, individuals within a team need to appreciate the roles assumed by or assigned to the other team members. To gain this understanding and appreciation of team roles, a team needs the opportunity (at the appropriate time in its development) to build a sense of being a team. These team-building activities involve cooperation, teamwork, and communication.

This lesson focuses on the elements of teamwork and the skills required to work and to communicate effectively within teams. Being able to function effectively as a team member is a necessary skill for success in the workplace, in sports, in family units, and so on.



Specific Learning Outcome

12.PS.2 Explore and identify the various roles and skills of team members in building effective teams.



Key Understandings

- Team members play varying roles that contribute to or detract from team effectiveness.
- Communication is a vital element of effective teams.



Essential Questions

1. What roles do people play within teams that lead to success?
 2. How do communication skills contribute to team effectiveness?
-



Suggestion for Instruction / Assessment

All Hands On: An Activating Activity

This activating activity is intended to help teams develop effective communication and problem-solving skills.

Directions/Description

- Form teams of about eight students.
- Supply each team with one bandana, one marble, and one plastic cup that has some kind of “lip” on the bottom.
- The team members surround the bandana and hold onto it along the edges with both hands, creating a tabletop effect.
- The team then places the cup upside down in the middle of the bandana and places/balances the marble on top of the cup.
- The task of the team is to transport the bandana-cup-marble apparatus from point A to point B, as described by the teacher.

Possible Variations

- Smaller teams may be easier to work with.
- As the teams move from point A to point B, they encounter “obstacles” to navigate around, over, and so on.

Possible Debriefing Questions

1. What did you enjoy about this team activity?
2. What was your team’s greatest challenge?
3. How does the bandana symbolize how a team works together?



Background Information

Team Roles

In Lesson 1 of Module D, students examined which characteristics were evident in successful teams and which characteristics were lacking or not evident in unsuccessful teams. A team is made up of all sorts of people. How these people interact and relate to one another is a key factor in determining how successful the team will be at achieving its goals. Some people are primarily concerned about getting the work done, others are helpful and supportive to team members, and still others can cause dissension or conflict within the team.

High-performing teams don't just happen. They develop because the team members pay attention to the tasks and to team interactions. High-performing teams get the job done and enjoy the process along the way. The team members are energized and hard-working, and manage themselves in their respective roles. The team's end product is characterized by excellence in quality and quantity.

Functional Roles of Team Members

Kenneth D. Benne and Paul Sheats, two theorists on group behaviour, wrote an influential article titled "Functional Roles of Group Members" in 1948. In this article, the authors defined various roles based on behaviours that can be played by one or more people within a group or team. Benne and Sheats defined three categories of roles: task roles, personal/social roles, and dysfunctional or individualistic roles.

In this lesson, the following three categories are used as the framework for understanding and strengthening a given team:

- **Task roles/actions** move a team toward accomplishing their objectives. These actions include setting goals, identifying tasks, gathering facts, providing information, clarifying and summarizing ideas, and building consensus. The possible roles within this category are those that may be needed to advance a team from the *Forming* to the *Performing* stage of team development.
- **Interactive roles/actions** are directed at the operation of a team or how the team is working together. These actions include encouraging participation, expressing feelings, reconciling disagreements, keeping communication open, setting and applying standards for group performance, and building on each other's ideas. It is through these actions that teams function positively and effectively.
- **Self-oriented roles/actions** put the needs of the individual ahead of the needs of the team. They include dominating the discussion, interrupting, wasting time, not listening, withdrawing from the conversation, and holding side conversations. A team that has individuals demonstrating these behaviours is in jeopardy of not realizing its goals/objectives. Well-established teams will be able to manage these behaviours. Newly formed teams may require leader intervention.

Knowing the behaviours that can move a team forward or hinder its progress can be helpful to all team members.

REFERENCE



For additional information, refer to the following article:

Benne, Kenneth D., and Paul Sheats. "Functional Roles of Group Members." *Journal of Social Issues* 4.2 (Spring 1948): 41–49.



Suggestion for Instruction / Assessment

Predicting Team Roles

Have students participate in a learning activity to predict various team roles.

Directions/Description

- On three separate pieces of flipchart paper, write one of the following three categories:
 - Task Roles
 - Interactive Roles
 - Self-oriented Roles
 - Divide the class into three groups.
 - Using the Carousel Brainstorming strategy (see Appendix E), assign each group to one of the three pieces of flipchart paper.
 - Give each group a certain amount of time to identify possible roles within the identified category.
 - After the initial time has expired, allow each group to move to the next category and add other roles that they think fit within the category description.
 - Once groups have completed all three categories, review the results as a class. Check whether there is agreement and/or whether any clarification is needed.
 - Following the review, have students share their own team experiences related to the identified roles. For example, do they recognize these terms by name in the “teams” they are currently part of?
-



Suggestion for Instruction / Assessment

Building a Structure as a Team

This learning activity provides students with an opportunity to work on team building, develop communication skills, and gain an understanding of the roles within a team and how they present themselves.

Materials Required

Each team requires

- a “handful” of uncooked spaghetti
- 30 jujubes (jelly-like candies)

The teacher requires

- a measuring tape

Directions/Description

- Divide the class into groups of five to seven students. Each team will need one person to act as the *process observer*.
- Ask each team to design and build the tallest free-standing structure possible in the time allotted, using the materials supplied.
- Before the team begins construction, allow each team five to ten minutes to discuss their design and plan. The teams could give their structure a name.
- After the planning time has elapsed, teams may begin construction.
- The process observer in each team watches and records (using RM 1-PS) how the team interacts and communicates during the building process, what team roles emerge, and who takes on these roles. (Students may need to refer to the roles identified in the Predicting Team Roles learning activity.)
- Periodically, announce how much time has elapsed and how much time is remaining.
- Once the allotted time has elapsed, have teams step away from their structures.
- Measure each structure to determine which is the tallest.

NOTE TO TEACHER

Remind process observers not to use students' names when recording or reporting observations.



Refer to the roles identified in Predicting Team Roles (previous learning activity) and to RM 1-PS: Process Observation Report Form.

Possible Debriefing Questions

Questions such as the following could be put on an overhead or on a chalkboard for each team to answer, with the process observer recording team responses on flipchart paper for discussion.

1. What did you learn through this building activity about the functioning of a team?
2. Did team members have specific roles? If so, how were these roles determined?
3. In general terms, how was communication used (e.g., positive, negative, neutral)? Give examples of words, phrases, or expressions used and/or heard.
4. Given the team experience, what were your team's strengths and possible areas for improvement? How could you contribute better to your team's effectiveness?

After the teams have answered the debriefing questions, have the process observers share their observations of their respective teams with the class. Discuss the responses as a class.



Background Information

Individual Communication Skills

Now that students have examined and experienced the characteristics of effective teams, it is important to determine the individual communication skills required to establish team relationships that support these characteristics. The individual communication skills include the following:

- **Listening:** Listening actively involves looking directly at the person who is speaking (taking into consideration cultural appropriateness), focusing intently on what is being said, and nodding to indicate attentiveness, understanding, or approval. Effective communication is a vital part of any team, so strong listening skills are highly valued.
- **Contributing ideas and solutions:** Sharing suggestions, ideas, solutions, and proposals with team members is another important communication skill. The ability and willingness to share increase when levels of trust are high. Reporting on individual and team progress is another way to contribute to team success.
- **Respecting and valuing:** All forms of communication are enhanced within a team when the members respect and value each other, regardless of their strengths and/or weaknesses. Team communication is strengthened when members encourage and support the ideas and efforts of others.
- **Questioning and clarifying:** If there is uncertainty about something being said, it is important to ask for more information to clear up any confusion before moving on. Asking probing questions and paraphrasing points that have been made (restating them in different words) are also effective ways to ensure deeper understanding and clear and accurate communication.
- **Persuading and defending:** The power of positive communication is evident when members exchange, defend, and rethink ideas. Presenting points of view and the reasons for them improves the decision-making process. At times, compromising may be necessary to avoid blocking team progress.
- **Helping and caring:** Seeking and giving assistance strengthens team cohesiveness. Asking for help should be viewed as a valuable skill necessary for the advancement of a team goal. Successful teams have members that freely seek help and willingly offer help to others. Helping and caring contribute to building positive, cooperative, and collaborative relationships.

NOTE TO TEACHER

When addressing communication skills, consider the students in your classroom and be sensitive to their cultural backgrounds and life experiences.

Please be aware that communication patterns and behaviours can vary significantly between people of different cultures and backgrounds, and as a result of personal or family preferences. Therefore, some students may be unaware of or uncomfortable with what others may consider “standard” practices of active listening, such as direct eye contact, proximity, and physical contact. Depending on the individuals and their cultural background, faith, and experiences with diversity, certain behaviours related to active listening, and to communication in general, may be encouraged or discouraged.

- **Participating and committing:** Each team member demonstrates dedication to the goals of the team by participating in and committing to completing assigned tasks to a high standard. These skills are often forms of non-verbal communication indicating to others the willingness to be an active participant in finding the solution to a problem.

These communication skills may seem relatively straightforward; however, once a conversation begins among team members, not all participants hear or understand the information in the same way.



Suggestion for Instruction / Assessment

Communication Exercise

Have students form teams to participate in the following two communication exercises.

What Is My Birthdate?

This team activity allows participants to use different forms of non-verbal communication.

Directions/Description

- Ask students in the class to form a line according to their birthdays (month, day), from January 1 at one end of the line to December 31 at the other end.
- Advise students that no verbal or written communication may be used during the performance of this task.
- Ask the class to signal when they are done, and then check for accuracy.

NOTE TO TEACHER

Another activity that promotes non-verbal communication is charades. If charades are used, students could write down their ideas and submit them to the teacher to be reviewed for appropriateness. The suggested debriefing questions would still be applicable.

Possible Debriefing Questions

1. What strategies were used to complete this task?
2. Were particular forms of non-verbal communication more effective than others? Explain.

Chain Talk*

This team activity allows participants to experience how communication can become distorted.

Materials Required

- paper
- pencils
- distinctive photographs (one for each team)

Directions/Description

- Form teams of eight to ten students. Ask for a volunteer from each team to initiate the activity.
- Take the volunteers to the side and give each volunteer a sheet of paper, a pencil, and a photograph. Ask the volunteers to write ten attributes of their respective photographs. The other team members are not to view the photograph or hear the instructions. After a few minutes, take the photographs and the written attributes from the volunteers, and ask them to rejoin their teams.
- Tell each team that the volunteer is going to convey information about a photograph by whispering this information to the team member on the volunteer's right. Team members can be sitting in rows or in a circle. The person listening may ask questions, but only one minute is allowed to convey the information.
- The person who has received the information whispers it to the individual on his or her right, taking care not to be overheard.
- The information is repeated in this fashion until all team members have participated.
- The last person receiving the information reports to the team, sharing the photograph description that was relayed.
- Read the initial description made by the volunteer and then present the photograph to the team.

Possible Debriefing Questions

1. Did the final description differ substantially from the initial one? If so, why? Can areas of breakdown in communication be pinpointed?
2. How can perceptions and communication become more accurate?

* Source: Physical and Health Education Canada (PHE Canada). *Leading the Way—Youth Leadership Guide: Bringing Out the Best in Children and Youth*. Ottawa, ON: PHE Canada, 2009. Available at <www.excelway.ca>. Adapted with permission.

Lesson 3: Leadership Skills

Introduction

In the previous lessons of Module D, students examined the characteristics of effective teams and the stages teams go through in their development. They also examined an individual's role within a team and the keys to effective communication. One critical element in the success of a team or group is effective leadership.

This lesson focuses on the concept of leadership. Students will explore the ways in which people become leaders, as well as the skills and methods of effective leadership and their impact on teams. Students will have the opportunity to determine their current leadership style and practise their leadership skills in a variety of interactive learning activities.



Specific Learning Outcomes

- 12.PS.1** Demonstrate understanding of the characteristics and development of effective teams.
- 12.PS.2** Explore and identify the various roles and skills of team members in building effective teams.
- 12.PS.3** Examine the characteristics of effective team leaders and their impact on team development.



Key Understandings

- In order for teams/groups to be effective, some form of leadership is needed.
- Effective leaders have particular characteristics and skills.
- Leaders demonstrate recognizable styles that may vary, based on circumstances.
- A leader generally demonstrates a dominant style. An effective leader will recognize when particular circumstances require a different style, and adjust accordingly.
- Leaders play certain roles and perform certain functions on teams.



Essential Questions

1. How do people become leaders?
 2. What individual characteristics define effective leaders?
 3. What leadership roles are present in team situations?
 4. How can a leader influence a team to become high-performing?
-



Background Information

What Is Leadership?

Leadership is any behaviour that influences the actions and attitudes of others to achieve certain results. Leadership in itself is neither good nor bad. Societal values determine whether the leadership of an individual is positive or negative, based on the goals and results being pursued and on the means used to influence others. There are many examples of “good” (e.g., moral, noble, virtuous) and “bad” (e.g., corrupt, immoral) people who have been extremely effective leaders.

How Do People Become Leaders?

Broad categories such as the following can be used to illustrate how people attain leadership positions. Examples are given for each category described below.

- **Qualified:** Some people become leaders because they achieve the necessary certification or credentials for a position. They may otherwise meet established criteria or prerequisites that persons in authority over them associate with the leadership position.
Examples: lifeguard, teacher
- **Merited:** Some people become leaders primarily through faithful and enthusiastic participation and competent performance over time. These leaders may be considered to have “paid their dues.”
Examples: Olympic flag bearer, captain of a high school football team
- **Captured:** Some people become leaders by campaigning for a position, being “political,” or otherwise manoeuvring themselves into a position. Leaders in this category may also take possession or seize the position through positive or negative means.
Examples: school principals, city mayor, dictator

- **Identified:** Some people become leaders because they possess personal or professional qualities that are recognized as beneficial and undeniable, and are appropriate for meeting the team’s needs at a particular time.
Examples: project manager of a business, military general
- **Defaulted:** Some people become leaders simply because other team members are unwilling or unable to accept the position or responsibility.
Example: someone in a small discussion group needs to lead the discussion

The categories also overlap, resulting in many ways that someone can attain a leadership position. Leaders can perform at high levels and make valuable contributions to their teams, regardless of how they were selected or designated as leaders.



Suggestion for Instruction / Assessment

Stepping Stones for Emerging Leaders: An Activating Activity

This activating activity is intended to build on the communication skills and characteristics of effective teams that students explored in Lessons 1 and 2 of Module D.

Materials Needed

- objects to serve as “stepping stones”: poly spots, pieces of paper, or small hula hoops to step on/in
- open space

Directions/Description

- Depending on the space available, form teams of six to eight students.
- Provide each team with three fewer “stepping stones” than there are members on the team.
- The task/challenge is to get each team member from point A to point B. Each team member must step on each stepping stone. If a person falls/steps off a stepping stone, the team must begin again.

NOTE TO TEACHER

Consider the following options:

- Assign a leader to each team.
- Ask each team to identify a leader.
- Allow the activity to take place, and observe who emerges as a leader.

Possible Debriefing Questions

1. What actions worked in favour of achieving the team's goal?
 2. What actions prevented the team from achieving its goal, or reduced the team's effectiveness in achieving its goal?
 3. How was leadership achieved?
 - If the team chose a leader, how was this decision made?
 - If the teacher assigned a leader, how did this make the other team members feel?
 - If no leader was initially assigned or chosen, did a leader emerge as the activity took place? If yes, how did this occur?
 4. How did the team's leader(s) influence the actions of its members?
 5. How does this activity relate to what you think about leadership?
-



Background Information

Qualities of a Leader

In Module D, Lesson 1, students examined the characteristics of effective teams and the stages they move through as they work toward meeting their goal(s) or completing their task(s). In Lesson 2, students examined an individual's role within a team, including individual communication skills. So far, Lesson 3 has addressed the various ways in which a leader may emerge.

It is generally understood or accepted that some form of leadership is required for a team to be effective and that a leader must possess certain qualities/characteristics, as well as skills/abilities, to lead effectively. The degree to which an individual possesses these attributes will depend upon the individual's experience. In other words, not all leaders will possess the same qualities/characteristics or skills/abilities, and, if there are similarities, the level to which these are demonstrated will vary from leader to leader and from situation to situation.

The following table offers a list of attributes that a leader may possess.

Qualities/Characteristics	Skills/Abilities
<p>A leader can</p> <ul style="list-style-type: none"> ▪ assume responsibility ▪ take initiative <p>A leader is</p> <ul style="list-style-type: none"> ▪ achievement-orientated ▪ adaptable to situations ▪ alert to social environment ▪ assertive ▪ competent ▪ cooperative ▪ courageous (risk-taker) ▪ decisive (good judgment) ▪ dedicated (committed) ▪ dependable ▪ energetic (high activity level) ▪ enthusiastic ▪ honest (high integrity) ▪ optimistic ▪ persistent ▪ self-confident ▪ tolerant of stress or anxiety (resilient) 	<p>A leader can</p> <ul style="list-style-type: none"> ▪ communicate well ▪ listen openly to others ▪ resolve conflict <p>A leader is</p> <ul style="list-style-type: none"> ▪ broad-minded (seeks diversity) ▪ clever (intelligent) ▪ conceptually skilled (holistic view) ▪ creative (imaginative) ▪ diplomatic and tactful ▪ extraverted (outgoing) ▪ fair-minded (just) ▪ forward-looking (vision) ▪ knowledgeable about team/group tasks ▪ motivational (inspirational) ▪ organized ▪ persuasive (influential) ▪ socially skilled ▪ technically skilled ▪ well-spoken (good speaker)



Suggestion for Instruction / Assessment

Leader Identification

For this learning activity, have students use the Think-Pair-Share strategy (see Appendix E) to identify their top five to ten qualities/ characteristics or skills/abilities of a great (effective) leader.

Directions/Description

- Individually, students identify a person they regard as a great (effective) leader. This leader could be someone they know, or someone they have heard of or have read about. Students write down the qualities/characteristics or skills/abilities they believe have made this person an effective leader.
- Working with a partner, students take turns talking about the leader they identified and the attributes of this person. Each pair selects their top five to ten qualities/characteristics or skills/abilities of an effective leader.
- Ask pairs to take turns sharing the top five to ten attributes they selected until all lists have been exhausted.
- Have the class determine their overall top five to ten qualities/characteristics or skills/abilities of an effective leader.

NOTE TO TEACHER

Teachers may want the class to differentiate between qualities/characteristics and skills/abilities and then develop a top five to ten list for each of these separate categories. See Background Information above.



Background Information

Leadership Styles

A leader is someone who has a goal or focus/belief and is able to convince or influence others to follow it. It would then seem logical that leaders have some form of power by which they are able to persuade or convince others to achieve the same goal or adopt the same focus/belief.

Various leadership theories have emerged over the years in attempts to explain the complexities of leadership. The following theories offer a diverse and representative view of leadership:

- **“Great leader” theories:** “Great leader” theories assume that great leaders are born, not made.
- **Trait theories:** Similar in some ways to “great leader” theories, trait theories assume that people inherit certain qualities and traits that make them suited to leadership. Trait theories often identify particular personality or behavioural characteristics common to leaders. This view has been challenged since key characteristics of leaders are also exhibited by team members who are not leaders.
- **Situational theories:** Situational theories propose that leaders will demonstrate a particular style of leadership depending on the given situation.
- **Behavioural (functional) theories:** Behavioural theories of leadership are based on the belief that leaders are made, not born (the opposite of the “great leader” theories).
- **Transactional theories:** Transactional theories focus on the principle that followers are motivated by a system of risk and reward. If individuals or teams achieve their identified goal(s), they will be rewarded; if they don’t succeed, they will be punished.
- **Transformational theories:** Transformational theories are based on the idea that leaders motivate and that team members or followers will be inspired to perform for the good of the team.

REFERENCES



For a more detailed description of these and other leadership style theories, refer to the following websites:

Changing Minds.org. “Leadership Theories.” *Theories*. 2002–2009.

<http://changingminds.org/disciplines/leadership/theories/leadership_theories>.

Van Wagner, Kendra. “Leadership Theories.” About.com: Psychology.

<<http://psychology.about.com/od/leadership/p/leadtheories.htm>>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at

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

The Role of Leaders

Based on the *situational theories* of leadership, the role of team leaders should evolve as teams develop through the different stages identified in Bruce Tuckman's team development model. Effective leaders are aware of the stages and carry out the necessary actions required at each stage that will enable the team to be successful.

Some concerns that effective leaders need to be aware of and the actions they can take to deal with them at the various stages of team development are briefly outlined below:

1. **Forming**

- Leaders play a dominant role at this stage. Other team roles and responsibilities are not as clear.
- Leaders should provide the team with clear direction and establish easily identifiable and understood objectives/outcomes.
- Team members need to get to know one another and spend time planning, collecting information, and bonding. This can be frustrating for some members who simply want to get on with the team task.

2. **Storming**

- This stage can be very destructive for the team if it is poorly managed. It is in this stage that many teams fail.
- Leaders need to help team members overcome feelings of discomfort and be aware of any members who may feel overwhelmed.
- Leaders establish team processes and structures, and work to resolve conflict and build good relationships between team members. Relationships among team members will be made or broken in this stage, and some may never recover.
- The leader's authority may be challenged as members position themselves within the team and clarify their roles. Leaders need to remain positive and firm in the face of challenges to their leadership or to the team's goal.

3. **Norming**

- Team members come to respect the leader's authority, and some members demonstrate leadership in specific areas.
- Team leaders can take a step back from the team at this stage as individual members take greater responsibility. This is also when team hierarchy is established.
- Team members may become complacent and lose either their creative edge or the drive that brought them to this stage.

- There is often a prolonged overlap between *Storming* and *Norming* behaviour. As new tasks come up, the team may lapse back into typical *Storming* behaviour, but this will eventually diminish.
- This is a good time to arrange a social or team-building event.

4. **Performing**

- Leaders are able to delegate much of the work and can concentrate on developing the skills and abilities of individual team members.
- Leaders should have as “light a touch” as possible once the team has achieved high performance.
- Being part of the team at this stage feels easy and comfortable compared with the earlier stages.

5. **Adjourning**

- Teams may organize a celebratory event at the end of a project. Team members will likely leave with fond memories of their experience.

REFERENCES



For additional information on team development, refer to the following websites:

- Alleman, Glen B. *Forming, Storming, Norming, Performing and Adjourning*. 16 Dec. 2007. Niwot Ridge Resources. <www.niwotridge.com/PDFs/FormStormNormPerform.pdf>.
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- World Health Organization (WHO). *Team Building*. Geneva, Switzerland: WHO, 2007. 7. Available on the WHO website at <www.who.int/cancer/modules/Team%20building.pdf>.
- For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.



Suggestion for Instruction / Assessment

Class Discussion

Facilitate a class discussion in which students identify which of the situational leadership styles (e.g., autocratic, bureaucratic, democratic, laissez-faire) is most likely to be demonstrated in each of Tuckman's stages of team development. This discussion will assist students in understanding how effective leadership changes according to a team's stage of development (i.e., Forming, Norming, Storming, Performing, and Adjourning).



Suggestion for Instruction / Assessment

What Is My Leadership Style?*

The purpose of this learning activity is to have students determine their current leadership style based on their responses to RM 2-PS: Leadership Questionnaire.

Materials Required

Each student requires

- a pen or pencil
- a copy of RM 2-PS

Directions/Description

- Provide each student with a copy of RM 2-PS and ask students to complete it with the assumption that they are a team/group leader.
- When everyone has completed the questionnaire, have each person place marks beside the questions that were answered with "Frequently" or "Always," according to the following formula:
 - Place a check mark (✓) beside numbers 1, 4, 6, 11, 14, 16, 18, 19, 20, 21, 22, 23, 25, 29, 30, 31, 33, 34, and 35 (for those that were answered with "Frequently" or "Always").
 - Place an asterisk (*) beside numbers 2, 3, 5, 7, 8, 9, 10, 12, 13, 15, 17, 24, 26, 27, 28, and 32 (for those that were answered with "Frequently" or "Always").



Refer to RM 2-PS: Leadership Questionnaire.

* Source: Gray, John W., and Angela Laird Pfeiffer. *Skills for Leaders*. Reston, VA: National Association of Secondary School Principals, 1987. 34–37. Copyright 1987 National Association of Secondary School Principals. For more information on NASSP products and services to promote excellence in middle level and high school leadership, visit www.principals.org. Adapted with permission.

Possible Debriefing Questions

1. What is the meaning behind the markings on the Leadership Questionnaire?
 - Those with several check marks lean toward an authoritarian style of leadership. They take control and like things to be done their way.
 - Those with several asterisks tend toward a team (democratic or participative) style of leadership.
2. Both democratic and autocratic leadership styles have pros and cons.
 - What are some situations in which democratic leadership would be more effective than autocratic leadership?
 - What are some situations in which autocratic leadership would be more effective than democratic leadership?

NOTE TO TEACHER

It is important for students to understand that the Leadership Questionnaire is only a very rough approximation of their leadership style. The best way for students to acknowledge and understand their own style is to monitor their own behaviour.



Suggestion for Instruction / Assessment

Survival Game: A Culminating Activity*

This interactive culminating activity is designed to bring together the major points examined in Module D. Specifically, it is intended to stimulate communication, have students work as a team, provide leaders the opportunity to assert themselves, and help improve listening skills.

Materials Required

Each student requires

- a pen or pencil
- a copy of RM 3–PS

Directions/Description

- Provide each student with a copy of RM 3–PS.
- Individually, students answer the 12 multiple-choice questions to the best of their ability.
- After students have completed the questionnaire individually, form teams of four to eight people to discuss the responses. Each team is asked to arrive at a consensus for each question.

* Source: Physical and Health Education Canada (PHE Canada). *Leading the Way—Youth Leadership Guide: Bringing Out the Best in Children and Youth*. Ottawa, ON: PHE Canada, 2009. Available at <www.excelway.ca>. Adapted with permission.

- After the teams have come to a consensus on the 12 questions, they compare their answers to those proposed in RM 3–PS (see Interpretation of Results). The process is described on the questionnaire.



Refer to RM 3–PS: Survival Game Questionnaire (and Interpretation of Results).

Possible Debriefing Questions

1. Was it hard for your team to come to a consensus?
2. What role did leadership play in reaching consensus?
3. What were the successes and challenges in reaching consensus?
4. What skills were required in order for your team to reach consensus?
5. Did you recognize the different skills and knowledge within your team?
6. Did you see the problems of making assumptions?
7. How do communication and decision-making skills affect leadership?
8. How might different leadership styles (e.g., autocratic, democratic, bureaucratic, laissez-faire) influence the process of a team coming to a consensus?

Variation/Extension

Individuals or groups may want to demonstrate their leadership by promoting an event or planning/implementing an event that promotes physical activity and involves all students.



MODULE E: HEALTHY RELATIONSHIPS

Specific Learning Outcomes

Introduction

Lesson 1: Understanding Healthy Relationships

Lesson 2: Rights and Responsibilities in Healthy Relationships

Lesson 3: Unhealthy and Abusive Relationships

Lesson 4: Community Supports and Services

MODULE E: HEALTHY RELATIONSHIPS

Specific Learning Outcomes

- 12.HR.1** Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development.
- 12.HR.2** Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship.
- 12.HR.3** Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.
- 12.HR.4** Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships.
- 12.HR.5** Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.

MODULE E: HEALTHY RELATIONSHIPS

Introduction

Although the purpose and benefits of individual relationships may change over time, we all need relationships with others throughout our lives. The relationship with our parents and other significant caregivers during infancy centres on meeting our developmental and survival needs. As adolescents and adults, our physical and psychological well-being is nurtured through relationships.

The number of relationships people have is not as important as their quality. Building and maintaining healthy relationships with others, whether with family members, friends, co-workers, teachers, roommates, or a romantic partner, is important for our well-being.

In Module E students examine the characteristics and benefits of healthy relationships. They learn about the factors that affect relationships and how to build and maintain them. Students also explore the rights and responsibilities of being in a relationship. In the process, they also examine unhealthy and abusive relationships, including how to end relationships effectively and safely. Students also explore community supports and services available for various relationship and sexual/reproductive health situations.

NOTE TO TEACHER

The content and issues addressed in Module E may be sensitive for some students and their parents/families and/or communities.

Before implementing this module, please

- review all content and resources within the module
- review the following sections of *Human Sexuality: A Resource for Senior 1 to Senior 2 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth):
 - Introduction (Background, Planning Process, and Fostering a Safe and Supportive Learning Environment, pages 2–7)
 - RM 11: Background Information on Special Sensitive Topics (Appendix C, pages 122–123)

Potentially sensitive content is to be treated in ways that are appropriate for the local school, school division, and community context. Check with your school administration for school and school division guidelines and procedures related to depth and breadth of content, choice of learning resources, assessment reporting procedures, and providing a parental option.

A *parental option* means that parents may choose a school-based or alternative delivery (e.g., home, professional counselling).

Module E: Healthy Relationships contains the following four lessons:

- Lesson 1: Understanding Healthy Relationships
- Lesson 2: Rights and Responsibilities in Healthy Relationships
- Lesson 3: Unhealthy and Abusive Relationships
- Lesson 4: Community Supports and Services

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

Lesson 1: Understanding Healthy Relationships

Introduction

In this lesson students examine the characteristics and benefits of healthy relationships and the characteristics of unhealthy relationships. Students also learn about the importance of effective communication to the development and maintenance of a healthy relationship. They examine elements and styles of communication, including the potential impact of technology on effective communication.



Specific Learning Outcomes

- 12.HR.1** Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development.
 - 12.HR.2** Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship.
-



Key Understandings

- Relationships are based on some commonly accepted values (e.g., respect, honesty, equity, consideration, commitment).
 - Healthy relationships result in mental-emotional, social, and physical benefits.
 - Controllable and uncontrollable factors affect the dynamics of relationships.
 - A healthy relationship is a shared responsibility and requires effective communication.
 - The mode and style of communication may affect how a message is understood.
-



Essential Questions

1. What are some common characteristics of a healthy relationship and characteristics of an unhealthy relationship?
 2. What are the benefits of a healthy relationship?
 3. What controllable and uncontrollable factors affect relationships?
 4. What are the components of effective communication in a healthy relationship?
 5. What are the implications of different communication media?
-



Background Information

Characteristics of a Healthy Relationship

Healthy relationships are enjoyable and respectful and provide opportunities for many positive experiences that affect self-esteem. We can develop healthy relationships with anyone, including family, friends, and dating partners. It takes time, energy, and care to develop positive, healthy relationships. Relationships made during the teenage years can become very special and may form an important part of life. There are also many lessons to be learned from the relationships we have.

Healthy dating relationships should start with the same ingredients that healthy friendships have, such as effective communication, honesty, and respect. Dating relationships are a little different than other relationships, however, because they may include expressions of physical affection that may range from hugging, kissing, or holding hands to sexual intercourse.

All healthy relationships between two partners are characterized by communication, respect, sharing, and trust. They are based on the belief that both partners are equal and that decision making in the relationship is shared equally.

In healthy relationships, we must maintain the freedom to be ourselves. It is important to maintain an individual identity, regardless of the type of relationship being pursued.

Maintaining our identity in a romantic relationship also means nurturing the other relationships we already have with family and friends. At first, dating couples may want to spend all their time with each other, but it is equally important for couples to spend time apart so that they can maintain healthy relationships with other people. These relationships provide perspective, and can be a valuable source of support when a couple experiences difficult or stressful times in a romantic relationship or when the relationship ends.

A healthy relationship should be satisfying and promote individual growth. Establishing mutually acceptable boundaries based on personal values is important in any relationship. Romantic partners should never pressure each other to do things they have agreed not to do. Mutual respect means not only giving respect to a partner, but also showing respect for oneself.

NOTE TO TEACHER

Cultural Variations in Dating

Learners in the classroom may reflect a variety of different practices and beliefs regarding dating. Furthermore, in some cultures, intermediaries play a role in “matching” potential partners. Some students may be hesitant to share their experiences if they do not conform to the perceived “norms.”

NOTE TO TEACHER

As discussions about the characteristics of a healthy relationship take place, the term *intimate* may come up. Develop a class definition of the term so that students have a common understanding of its meaning.

RELATIONSHIP CHARACTERISTICS *

Some important characteristics of a healthy relationship are identified below.

Closeness

- You are caring and loyal.
- You trust your partner.
- You share your feelings.
- You support your partner during illness or during stressful times.

Shared Goals and Beliefs

- You share beliefs and values.
- You recognize and respect differences in each other.

Shared Experiences

- You share common interests and friends/acquaintances.
- You talk about your experiences and accept and respect each other's individual interests.

Communication

- You are honest with each other.
- You listen to each other.

Respect

- You use respectful language and do not act in ways that demean your partner.
- You understand your partner's wishes and feelings.
- You are ready to compromise—to meet your partner halfway.

Humour

- You and your partner enjoy being with each other and can laugh together.

Affection

- You show your partner you care.
- You show each other affection in many ways.

* Source: Sexuality Education Resource Centre Manitoba, 2006. Adapted with permission.

REFERENCES



For additional information about healthy relationships, refer to the following websites:

MyLaurier Student Portal. "Healthy Relationships." *Student Health and Development*. 2007. <www.mylaurier.ca/development/info/Relationships.htm>.

Palo Alto Medical Foundation. "ABCs of a Healthy Relationship." *Teen Health Info*. Jan. 2008. <www.pamf.org/teen/abc/>.

Thompson Rivers University (TRU). "Healthy Relationships." *TRU Wellness Centre*. 2009. <www.tru.ca/wellness/physical/sexualhealth/healthy.html>.

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

Characteristics of an Unhealthy Relationship

Relationships generally start out with good intentions. As relationships develop, disagreements and conflicts will arise. Conflict is not necessarily negative if we deal with it appropriately. How we deal with conflict is based on a given situation, as well as on previously learned behaviours.

In some conflict situations, people may use behaviours that are considered unhealthy or abusive, and may include the following:

- **Emotional:** making degrading comments, ignoring, isolating, controlling friendships and/or activities, threatening
- **Physical:** slapping, pushing, punching
- **Sexual:** unwanted touching, forced or coerced sex
- **Financial:** taking or withholding money, controlling spending

These abusive behaviours will be examined more closely in Module E, Lesson 3.



Suggestion for Instruction / Assessment

Characteristics of Healthy and Unhealthy Relationships

Using the Think-Pair-Share strategy (see Appendix E), have students reflect on the characteristics of healthy and unhealthy relationships.

Directions/Description

- Working individually, students identify what they think are the characteristics of a healthy relationship and the characteristics of an unhealthy relationship.
- Once they have identified characteristics for each category, students work in pairs to rank their top three to five characteristics in each category.
- As a class, identify the top five characteristics in each category.
- Then have each group identify what each characteristic would look like in a healthy relationship and in an unhealthy relationship, giving specific examples if possible.

NOTE TO TEACHER

Remind students to avoid using names or specific situations when providing examples of relationships so that the people involved cannot be identified by anyone in the class.



Suggestion for Instruction / Assessment

Relationship Values

This learning activity provides students with an opportunity to reflect on which characteristics or values are important to them in a relationship, and to what degree.

Have each student complete RM 1–HR. Encourage students to elaborate on their answers, using more paper as needed.



Refer to RM 1–HR: Relationship Values.



Background Information

Benefits of Healthy Relationships

Our psychological health and physical well-being depend heavily on our ability to form close relationships. The process of relationship building begins with our families, moves to the formation of friendships, and may eventually lead to romantic relationships. All these relationships help us to develop interpersonal skills and provide experiences that assist us in fine-tuning our emotions and feelings.

Our first relationships are with our parents or caregivers. When caregivers feed and nurture children, they provide a sense of security, trust, and belonging, thus forming a powerful mutual bond. Children who are benefiting from healthy, loving, and nurturing relationships will seek proximity or contact with their caregivers. As adults, these individuals will be more likely to trust other people, feeling secure that they won't be abandoned or rejected. This initial relationship with caregivers has implications on many of the relationships that will follow.

Children who do not experience a secure, healthy relationship in early childhood may become avoidant, resistant, or ambivalent toward their parents/caregivers. As adolescents and adults, these individuals may have a difficult time trusting friends and intimate partners, or letting people get too close for fear of being hurt or rejected.

One of the keys to creating a meaningful and special relationship for life is to affect someone positively at an emotional level. Caring about someone, particularly at a time of need, learning to have faith and trust in others and ourselves, and sharing ourselves with others are some ways to build healthy relationships and to bring about positive outcomes, which will enrich our lives and the lives of others.

Factors Affecting Relationships

In all relationships, people experience times of difficulty. Problems often arise because the people in the relationships have different expectations, become distracted with other issues, or have difficulty expressing what is on their minds. Some of the issues or concerns are controllable, while others are, or are perceived to be, uncontrollable. Common problems exist in most relationships and, if they remain unresolved, can lead to a break-up.

Examples of issues encountered in the common problem areas in relationships are listed below.

Practical/ Logistical Issues	Compatibility Issues	Commitment Issues	Affection/Intimacy Issues
<ul style="list-style-type: none"> ▪ Physical distance from partner ▪ Financial issues ▪ Family issues (e.g., family acceptance) 	<ul style="list-style-type: none"> ▪ Age/maturity ▪ Values or beliefs ▪ Personal character and attitude ▪ Personal goals ▪ Culture and language ▪ Religion ▪ Intellect 	<ul style="list-style-type: none"> ▪ Too busy with other activities/people ▪ Unsupportive of partner's needs, goals, activities ▪ Issues of infidelity 	<ul style="list-style-type: none"> ▪ Communication issues ▪ Power and control ▪ Attraction issues ▪ Mental-emotional issues (e.g., low self-esteem, jealousy) ▪ Behaviours associated with demonstrating affection/intimacy ▪ Emotional or physical abuse



Suggestion for Instruction / Assessment

What's the Problem?

Using the Carousel Brainstorming strategy (see Appendix E), have students identify common issues under each of the four common problem areas in relationships.

Directions/Description

- On separate pieces of flipchart paper, write the four common problem areas encountered in relationships:

Practical/ Logistical Issues	Compatibility Issues	Commitment Issues	Affection/ Intimacy Issues
---	---------------------------------	------------------------------	---------------------------------------

- Divide the class into four groups and assign each group to one of the four problem areas identified.
- Give the groups a specific amount of time to brainstorm and record their ideas about possible examples related to the problem area.

- After the allotted time has expired, have the groups move to the next flipchart paper with a different problem area. The groups review the examples already recorded and offer others if they can. This process continues until each group has visited each of the four problem areas.
- Allow groups to revisit their original problem area to view additional examples offered by the other groups.

Possible Debriefing Questions

1. Did you have any difficulty identifying examples under any of the problem areas? If so, under which one(s)?
2. Did any of the examples seem trivial? Explain.
3. Do any of the four problem areas seem more problematic than others? Explain.



Suggestion for Instruction / Assessment

Reflecting on Relationships

Have students reflect on relationships by completing RM 2–HR.



Refer to RM 2–HR: Reflecting on Relationships.

Students will be asked to review their responses to the questions, and revise any of their comments, at the end of Module E, Lesson 4.

NOTE TO TEACHER

Due to the sensitive nature of this learning activity, please be aware of and follow divisional policies/ guidelines with respect to the delivery of sensitive content. Also be aware that there may be disclosures which, by law, you must report to the appropriate authorities.

As this learning activity is personal and confidential, students would not hand it in. Simply ensure that it has been completed.



Background Information

Communication: The Cornerstone to Healthy Relationships

A relationship does not exist without communication. A *healthy relationship* does not exist without effective communication. Through effective communication we create the characteristics of healthy relationships, such as trust, openness, and intimacy. We need effective communication to resolve conflicts, solve problems, and make decisions that contribute to the strength of a relationship. While patterns of communication may vary according to our personal style and family and cultural background, being able to express our values, opinions, feelings, and dreams is important in any meaningful relationship.

Everything we know about ourselves and others can only be processed through some form of communication. Effective communication is a shared responsibility that involves both sending and receiving messages. Strategies for effective communication involve verbal skills, active listening, and the ability to resolve problems or issues.

Communication in relationships is one of the most complex and strategic activities of human beings. It often takes place at an emotional level as we disclose our likes and dislikes, our opinions and suggestions, and our wants and needs. This intimate form of communication is best done face to face when each person is able to use the full range of verbal and non-verbal nuances of communication so that a message is delivered clearly and received without misunderstandings.

We traditionally establish our communication skills by observing and imitating others around us. It is, therefore, important to provide students with many opportunities to practise effective communication strategies.

NOTE TO TEACHER

When addressing communication in healthy relationships, be sensitive to the cultural backgrounds and life experiences of students in your classroom.

Communication patterns and behaviours can vary significantly between people of different cultures and backgrounds, and as a result of personal or family preferences. Depending on the individuals and their cultural backgrounds, values and beliefs, and experiences with diversity, certain behaviours related to active listening, and to communication in general, may be encouraged or discouraged.

Please keep in mind that some students may be unaware of, or uncomfortable with, what others may consider “standard” practices of active listening, such as direct eye contact, proximity, and physical contact.

Technological Means of Communication

We are living in an age that places great importance on communication. Never before has communication been as prolific or as fast as it is today. Advances in the way we communicate are being made daily through technology that involves computers, the Internet, satellites, and more. The methods of communication now available through technology include wired, wireless, and mobile voice messaging, text messaging, email, and a variety of Internet options (e.g., chat rooms, instant messaging, blogs, personal web pages).

All methods of communication serve a purpose, but each method still requires the same considerations of trust, respect, and kindness. It becomes increasingly difficult, in the many forms of modern communication, to convey emotional messages when the subtle shades of meaning expressed through verbal and non-verbal communication are not present. What we say is important in any meaningful relationship, but how we say something is also a vital part of the message. In fact, much of what we say is “heard” through non-verbal means of communication (e.g., body language, tone, pitch, emotion).

ELEMENTS OF COMMUNICATION

A message is constructed of the following elements (Meade):

- **Words** (what you say) account for 7% of the message.
- **Voice and tone** (e.g., pitch, volume) account for 38% of the message.
- **Body language** (e.g., posture, facial expression, proximity) accounts for 55% of the message.

Forming and building relationships by technological means is not without its risks and dangers. Conversing with someone via email or text messaging has left many people wondering exactly how a message was meant and has resulted in critical misunderstandings and conflict. Connecting and building a relationship with someone on the Internet, where anonymity and pretence are pervasive, has led to many unfortunate and life-threatening situations.

REFERENCES



For additional information on communication, refer to the following websites:

Kelly Services, Inc. "Effective Communication." *Careers*. 2009.

<www.kellyservices.ca/web/ca/services/en/pages/effectivecommunication.html>.

Meade, Lynn. "Nonverbal Communication." *The Message*. 16 Jan. 2003.

<http://lynn_meade.tripod.com/id56.htm>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at

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



Suggestion for Instruction / Assessment

How Do I Say It?

Keeping in mind the elements of a message, have a class discussion about the appropriate use of various modes (e.g., face to face, email, texting, instant messaging, letters) of communicating various messages (e.g., greeting, arguing, breaking up) within a relationship and what the positive or negative impact may be. Have students consider how modes of communication in relationships may differ between generations.



Background Information

Steps to Loving Communication*

The following steps are ways to ensure healthy communication that is open, trusting, and reciprocal:

1. **Have reasonable expectations.** Keep in mind that partners are not mind readers. Tell each other what you mean. There will be times when you disagree.
2. **Know your own feelings.** If you feel unhappy or uncomfortable, take time to think about how you really feel and why, so you can do something about it.

* Source: Sexuality Education Resource Centre Manitoba, 2003. Adapted with permission.

3. **Recognize and correct communication-blocking habits.** Try not to generalize with “Never” or “Always” statements. Work at not belittling someone who disagrees with you.
4. **Think before you speak.** Take a deep breath so you have time to think about what you want to say and can say it with care. Focus on the behaviour or issue and not the person. Use respectful language.
5. **Allow the other person to save face.** Don’t embarrass your partner in public by arguing or putting him or her on the defensive in front of friends.
6. **Use assertive communication.** Use assertive language, such as “I” statements (e.g., I feel frustrated when you are late).
7. **Decide what is negotiable and what is not.** Know where and when to compromise and when to let well enough alone.
8. **Make time for communication.** Your relationship deserves time, so make time to be together and just talk to each other.
9. **Learn to listen.** Don’t jump to conclusions.
10. **Give each other compliments and positive comments.** It’s sometimes harder to say something to show you care than to argue.

Styles of Communication

Just as there are various modes of communication, there are also different styles of communication. The following represent four common styles of communication:

- **Passive-passive communication** is viewed as non-participatory. There is very little interaction. Passive communicators are seen as shy and withdrawn. They would much rather “go with the flow” than face a confrontation.
- **Passive-aggressive communication** is viewed as manipulative. Passive-aggressive communicators may seem to agree to avoid confrontation (passive) but will manipulate others to say things for them or say things behind someone’s back (aggressive).
- **Aggressive-aggressive communication** is viewed as controlling. Aggressive communicators will take control and dominate conversations. In order to “win,” aggressive communicators feel they need to put others down to protect themselves.
- **Assertive-assertive communication** is viewed as open and honest. Assertive communicators are respectful and turn potential win-lose situations into win-win or win-learn situations. Assertive communicators will be direct, use “I” statements, and be sensitive to others. Assertive communication is seen as the most effective style of communication.

While it is important for students to know the characteristics of these four styles of communication, this module focuses on how to communicate assertively. In Module E, Lesson 3, students have opportunities to develop and practise assertive communication skills.

Lesson 2: Rights and Responsibilities in Healthy Relationships

Introduction

In this lesson students learn about the rights and responsibilities associated with healthy relationships. Any right claimed in a relationship carries with it a duty or a responsibility either for the claimant or for the partner. Mutually respecting relationship rights and responsibilities is a way of ensuring the health of the partnership.

This lesson provides students with opportunities to examine and explore the many facets of rights and responsibilities and apply them to a variety of relationships.



Specific Learning Outcome

12.HR.3 Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.



Key Understandings

- Healthy relationships involve respecting individual rights (e.g., consent to sexual activity) and responsibilities.
 - Understanding rights and responsibilities involves respecting individual perspectives related to, but not limited to, culture, gender, age, sexual orientation, and religion.
-



Essential Questions

1. What are the rights and responsibilities of individuals in a relationship?
 2. What constitutes consent to sexual activity?
-



Background Information

What Is a Right?

A *right* is an entitlement to perform or not to perform certain actions, either legally or morally. With each right that a person possesses, there is a corresponding duty or responsibility. For example, vehicle drivers have the right to drive on public roads and the responsibility to follow the laws and rules of the road to ensure their own safety and the safety of those around them.

A person can claim or assert many rights, such as the right to exist, to be loved, to be cared for, to have access to food, water, and shelter, to a secure environment, to freedom of choice, to feel proud of own actions, to privacy, to an education, to fair and equal treatment, and so on. Some rights are determined by law (e.g., age for alcohol consumption), some are conditional (e.g., free speech balanced with freedom from discrimination), and some can become limited or restricted (e.g., enforcement of curfews).

Human Rights Legislation

The *Canadian Charter of Rights and Freedoms*, which is Part 1 of *The Constitution Act, 1982*, guarantees the rights and freedoms of Canadian citizens. It may be helpful to review with students some key aspects of Canadian human rights legislation and policies. (Manitoba students studied these rights and freedoms as part of the Grade 9 Social Studies curriculum.)

FEDERAL LEGISLATION

The *Canadian Charter of Rights and Freedoms* sets out rights and freedoms that Canadians believe are necessary in a free and democratic society. It establishes equality rights before and under the law and states, in part, the following:

Guarantee of Rights and Freedoms

The *Canadian Charter of Rights and Freedoms* guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

Equality Rights

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Cultural Diversity: Balancing Legal Rights and Responsibilities

Students in Manitoba classrooms may come from differing backgrounds and experiences with respect to their knowledge of and attitudes toward human rights and responsibilities as reflected in Canadian and provincial legislation, policies, and practices. Moreover, human rights and responsibilities are continually evolving in Canada and in other countries. Countries may be at different points in their development of human rights legislation and policy. In some countries, there may be a significant gap between the legislation and policies and the actual practices. Students and their families who are relatively new to Canada may have limited knowledge of human rights legislation and practices in Canada and may have a different concept of the rights and responsibilities of Canadian citizens than those who have been in the country longer.

Students and their families may also reflect a variety of different faith groups and belief systems, which may conflict with some aspects of human rights legislation and policy. It is important that students explore their legal rights and responsibilities without demeaning or devaluing their right of freedom of religion. Therefore, students need to explore how to balance legal rights and responsibilities with their own faith or belief systems.

Keep in mind that *equity* does not mean that both persons in a relationship must do exactly the same work in the home or take responsibility for exactly the same aspects of maintaining a healthy relationship. Families vary in the way they share responsibilities based on a variety of factors. Some of these may be based on personal practices, preferences, and choices, and others on social and cultural norms. It is important for students to explore how the principle of equity may play out in different relationships in different ways.

Nevertheless, as human rights legislation and practices in Canada have an impact on family law, all students need to explore how these inform and help shape healthy relationships.

REFERENCES



For additional information on rights and freedoms in Canada, refer to the following resources:

Department of Justice Canada. *Canadian Charter of Rights and Freedoms*. Ottawa, ON: Department of Justice, 1982. Available online at <www.laws.justice.gc.ca/en/charter/>.

---. *The Constitution Act*. Ottawa, ON: Department of Justice, 1982. Available online at <http://laws.justice.gc.ca/en/const/annex_e.html>.

Manitoba Education, Citizenship and Youth. *Grade 9 Social Studies: Canada in the Contemporary World: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. Available online at <www.edu.gov.mb.ca/k12/cur/socstud/index.html>.

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



Suggestion for Instruction / Assessment

Distinguishing between a Right and a Privilege: An Activating Activity

This activating activity is intended to check (in general terms) students' prior knowledge related to an individual's rights and the distinction between a right and a privilege.

To prompt discussion, have students share their ideas on whether they would consider the following to be a right or a privilege in Canada:

- Get a tattoo.
- Play on a sports team.
- Harangue or "boo" a sports official.
- Obtain legal counsel.
- Engage in sexual relations.
- Marry a gay/lesbian partner.
- Live in a safe home.
- Have a cell phone in school.
- Have access to medical care.



Background Information

Personal Rights within Relationships

It is important for students to know their personal rights within a relationship. An individual's rights include the following.

A PERSONAL BILL OF RIGHTS *

- I have the right to be respected; and I will respect others.
- I have the right to make decisions that fit my values.
- I have the right to affection without having to have sex.
- If I do not want physical closeness, I have a right to say "no."
- I have the right to start a relationship slowly, before I become involved.
- When a relationship is ending, I will not change myself to try to keep it going.
- I have the right to ask for change in a relationship.
- I have the right to postpone pregnancy until I am truly ready to be a parent.
- I have the right to stay safe from sexually transmitted infections.
- I have the right to get a good education.
- I have the right to plan my future.
- I have the right to change my goals.

* Source: PPM 1998; rev. Sexuality Education Resource Centre Manitoba, 2008. Adapted with permission.



Suggestion for Instruction / Assessment

Bill of Rights and Responsibilities

Have students explore the rights and responsibilities associated with various roles in relationships.

Directions/Description

- Divide the class into small groups. Assign each group to one of the following roles, with the task of developing a Bill of Rights and Responsibilities (using RM 3–HR) for the assumed role:
 - parent (potential parent)
 - friend
 - child
 - student
 - sport participant
 - employee
- The Bill of Rights and Responsibilities should include the following two sections:
 - I have a right to . . .
 - I have a responsibility to . . .
- Have each group present their Bill of Rights and Responsibilities to the class.



Refer to RM 3–HR: Bill of Rights and Responsibilities.



Background Information

Responsibility in Relationships

Responsibility is having a duty and being accountable for one’s actions. Responsible people do what needs to be done, fulfill their obligations, are answerable for their actions, use good judgment, and don’t let people down. Being responsible, therefore, involves values such as trust and reliability.

When we are in a relationship with another person we have a responsibility to look after one another. If we neglect to perform these responsibilities, the relationship may become unhealthy. In some cases, relationships may become unsafe.

Each person in a relationship has the following responsibilities:

- Accept the other person as an individual and treat each other with kindness and caring. Any form of abuse in a relationship is unacceptable.
- Respect and value each other's rights.
- Discuss all aspects of the relationship, including sexual health (e.g., sexual history, testing for sexually transmitted infections, risks, contraception), and share in the decisions and resulting actions.
- Listen actively and validate and support each other's feelings.
- Honour the mutually agreed upon decisions and choices.
- Make, and allow each other to make, personal choices and decisions.
- Dignify the relationship by never pressuring each other to do things that either person is not comfortable doing, including any sexual activity.

Consent to Sexual Activity

In addition to recognizing rights and responsibilities in relationships, students need to understand what consent means and how it is given within a healthy sexual relationship. Ensuring active, informed, and freely given consent is a vital factor in healthy sexual relationships.

Unless a person actively says “yes” to an intimate/romantic/sexual act, the partner is not permitted physical contact: “The law in Canada states that only ‘yes means yes’ and everything else means NO” (Klinic 15).

In 2008, Canada's “age of consent” laws raised the age of consent from 14 years old to 16 years old. These laws were changed to provide children with further protection from sexual exploitation.

NOTE TO TEACHER

Due to the sensitive nature of this content, please be aware of and follow divisional policies/guidelines with respect to the delivery of sensitive content. Also be aware that there may be disclosures which, by law, you must report to the appropriate authorities.

CONSENT *

- Consent is **active**, not passive.
- Consent is based on **choice**.
- Consent is **not manipulated**.
- Consent is **not coerced**.
- Consent is **not submission** due to fear.
- Consent is **freely given**.

* Source: Canadian Red Cross. “What's Love Got to Do with It? Everyone Deserves a Healthy Relationship.” *RespectED: Violence and Abuse Prevention*. PowerPoint presentation. Slide 15. 2008. Reproduced with permission.

REFERENCES



For additional information on responsibilities in relationships and consent to sexual activity, refer to the following resources:

Canadian Red Cross. "What's Love Got to Do with It? Everyone Deserves a Healthy Relationship." *RespectED: Violence and Abuse Prevention*. PowerPoint presentation. Slide 15. 2008.

Canadian Red Cross Youth. "What's Love Got to Do with It? Relationship Violence Prevention Program for Youth." *RespectED Programs*. <www.redcrossyouth.ca/respected/programs.html>.

Department of Justice Canada. *Frequently Asked Questions: Age of Consent to Sexual Activity*. 12 Dec. 2008. <www.justice.gc.ca/eng/dept-min/clp/faq.html>.

Klinik Community Health Centre. Teen Talk Program. *Relation Shifts*. DVD and Facilitator's Guide. Winnipeg, MB: Klinik Community Health Centre, 2007. The Facilitator's Guide is available online at <www.teen-talk.ca/RelationShifts.html>.

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



Suggestion for Instruction / Assessment

Rights and Responsibilities in Intimate Relationships

Now that the class has examined rights and responsibilities within a healthy relationship, including the issue of consent to sexual activity, have the class develop a Bill of Rights and Responsibilities for someone in an intimate relationship.



Refer to RM 3–HR: Bill of Rights and Responsibilities.

Lesson 3: Unhealthy and Abusive Relationships

Introduction

In this lesson students learn that conflicts and disagreements are part of all relationships and that there are appropriate ways of behaving when dealing with these conflicts. When the behaviours in a relationship are inappropriate, an abusive relationship may develop. Abuse of any kind is unacceptable and may even be indictable under the Criminal Code of Canada. Students learn about the warning signs of abusive relationships and how abuse can be subtle or obvious. They also learn that some relationships must end because they are unhealthy and, in some cases, place individuals in danger. Students have the opportunity to practise effective and assertive communication skills.

It is essential that teachers discuss the following topics with students prior to teaching this lesson: the characteristics of healthy relationships (Module E, Lesson 1); effective communication within relationships (Module E, Lesson 1); and the rights and responsibilities within an intimate relationship, including consent (Module E, Lesson 2).



Specific Learning Outcomes

- 12.HR.2** Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship.
- 12.HR.4** Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships.
-



Key Understandings

- Everyone has the right to be in a relationship that is free from any form of abusive behaviour.
 - Abusive relationships are the result of abusive behaviours that may develop over time.
 - Everyone has the right to end a relationship safely.
 - There are appropriate ways to end an unhealthy relationship as safely as possible.
 - Changing abusive behaviours is not the responsibility of those victimized by the behaviours.
-



Essential Questions

1. What are the warning signs of an abusive relationship?
 2. What are the types of abusive behaviours?
 3. What are some appropriate ways of ending an unhealthy relationship?
-



Background Information

Early Warning Signs of Abuse

Any relationship in which the responsibilities are not being met can develop into an unhealthy relationship. If the conflicts that arise are not mutually resolved, they may lead to unacceptable behaviours, which may be considered abusive.

Abuse in a relationship can be emotional, physical, sexual, or financial (as discussed in Module E, Lesson 1). Anyone, regardless of his or her background, can be abusive, and both males and females can be abused. Emotional abuse (e.g., making degrading comments, isolating) is often a warning sign of escalating abuse. In some cases, physical abuse does not start until much later in a relationship, but early warning signs are usually evident. Being aware of warning signs during the dating process is especially important.



Suggestion for Instruction / Assessment

Troubles in Paradise

While everyone has a different degree of tolerance for certain behaviours in a relationship, some behaviours should never be tolerated. This learning activity challenges students to determine which behaviours can be worked on and which behaviours lead to or signal the end of an unhealthy relationship.

Directions/Description

- Provide each student with a copy of RM 4–HR and have students complete it individually.
- Once students have completed the form, divide the class into small groups to discuss their selections. Have the groups determine behaviours that were most commonly selected and behaviours that resulted in the most varied responses.
- As a class, identify five to eight warning signs from the behaviours that prompted common responses.



Refer to RM 4–HR: Troubles in Paradise.

Possible Debriefing Questions

1. What was it about the identified behaviours that prompted students' selections?
 2. Were there any unanimous responses? If so, for which behaviours?
 3. What behaviours signalled the termination of the relationship?
 4. What behaviours warranted assistance from others?
 5. What behaviours prompted dissimilar responses, and why?
-



Suggestion for Instruction / Assessment

Relation Shifts

As identified in Module E, Lesson 1, abusive behaviour in a relationship or in a dating situation can be categorized as emotional, physical, sexual, or financial abuse.

RM 5–HR presents a case study of a teenaged couple. This case study shows how emotional abuse and physical abuse may manifest themselves in a relationship.

Directions/Description

- Divide the class into five groups and have each group review the case study.
- A narrator reads the case study to the group and asks the questions at the indicated place.
- After each group has completed the case study, they report to the class about the case study and the group discussion.



Refer to RM 5–HR: Relation Shifts: Case Study.

For more information and/or to examine additional case studies that depict other forms of abusive behaviours, teachers may consider using the *Relation Shifts* DVD and Facilitator's Guide (refer to Note to Teacher).

NOTE TO TEACHER

The *Relation Shifts* case studies, developed by Clinic Community Health Centre, Teen Talk Program, are available for loan or duplication from the Instructional Resources Unit of Manitoba Education, Citizenship and Youth.

- To borrow a copy of the *Relation Shifts* Facilitator's Guide, please contact Media Booking Services
Telephone: 204-945-7849
Toll-Free: 1-800-592-7330
Provide the title and media booking number: **D-0873**.
- To order a copy of the *Relation Shifts* DVD, please use the *Media Duplication Order Form* available online at http://www.manitoba.ca/education/cy/youth/relationshifts/dvd_order_form.html.
Provide the title and duplication request number: **DV-0041**.

Caution

The case studies presented on the *Relation Shifts* DVD depict the full range of relationships, including same-sex and heterosexual couples, each involving a particular type of abuse or violence.

Check with your school administration for school and school division guidelines and procedures related to depth and breadth of content, choice of learning resources, assessment/reporting procedures, and providing a parental option.

A *parental option* means that parents may choose a school-based or alternative delivery (e.g., home, professional counselling).

Teachers are reminded to review both the DVD and the Facilitator's Guide in order to be familiar with the content and suggestions related to introduction, debriefing, and action-planning activities.

Questions for Discussion*

1. Did either of the characters start dating because he or she was planning on experiencing abuse?
2. What were some of the first signs of abuse in this relationship?
3. What abusive behaviours did you notice in the couple?
4. What excuses did the person acting abusively use?
5. Do you think the person believed his or her own excuses? If yes or maybe—Does that make the abuse okay?

Possible Debriefing Questions*

1. If someone acts abusively once, do you think the person will likely do so again?
Yes, most often abuse will continue to happen. Abuse usually starts to happen slowly, and then happens more and more frequently over time. Abusive acts also become increasingly serious over time.
2. If we know that abuse becomes more frequent and gets worse over time, what can someone do to get away from the abuse?
Leave the relationship.

* Source: Klinik Community Health Centre. Teen Talk Program. *Relation Shifts*. DVD and Facilitator's Guide. Winnipeg, MB: Klinik Community Health Centre, 2007. 6–7. Adapted with permission.

REFERENCES



For additional information related to abusive relationships or dating violence, refer to the following websites:

Department of Justice Canada. *Criminal Code* (R.S. 1985, c. C-46).
<<http://laws.justice.gc.ca/en/C-46/>>.

Klinik Community Health Centre. Teen Talk Program. *Relation Shifts*. DVD and Facilitator's Guide. Winnipeg, MB: Klinik Community Health Centre, 2007.

---. *Relation Shifts: Facilitator's Guide*. Winnipeg, MB: Klinik Community Health Centre, 2007. Available online at <www.teen-talk.ca/RelationShifts.html>.

Queen's Human Rights Office. "Are You in a Healthy Relationship?" *Sexual Harassment Menu: Healthy Relationships*. 1999.
<www.queensu.ca/humanrights/2Relationships.htm>.

Teen Talk. "Dating Violence." *FAQ: Teen Dating Violence*. <www.teen-talk.ca/FAQFiles/Teen%20Dating%20Violence%20Sections/TDV%20FAQ.htm>.

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



Background Information

Breaking Up

Beginning and ending relationships is a part of life that we all experience. Some relationships do come to an end or have to be terminated. Sometimes relationships simply fade away because the people in the relationships develop new goals or new interests. Some relationships, however, develop conflicts that result in irreconcilable differences and sometimes even result in abusive situations, as examined in the *Relation Shifts* case study.

Ending a relationship is never easy. Even when a relationship is abusive, deciding to end it may be difficult, and it is certainly normal to feel nervous and sad about doing it. If it is determined that a relationship must end, there are appropriate ways to do this.



Suggestion for Instruction / Assessment

Top 10 Ways Not to Break Up

Using the group brainstorm strategy, have students identify ways that could be considered inappropriate in breaking up with someone (e.g., text message). From this brainstormed list, identify the class's top 10 ways not to break up and post the list in the classroom.



Suggestion for Instruction / Assessment

Breaking up is Hard to Do

While the *Relation Shifts* case study may be used for this learning activity, students could also create their own scenarios (and submit them to the teacher on paper).

Directions/Description

- In small groups (or individually), have students script appropriate ways to break up with a partner.
- Each response should
 - identify what method of communication (e.g., phone, text, email) the person initiating the break-up would use, and explain why
 - use assertive communication skills (see RM 6–HR)

NOTE TO TEACHER

If students are creating their own scenarios, they should submit them in writing for your review before they present them to others. If you find that the scenarios are not appropriate as submitted, they may need to be edited by you or by the students.

- identify, if possible, why the person is breaking up (if personal safety is not a concern)
- describe a plan to ensure personal safety if this is a concern
- Have each group share their scenario and responses with the rest of the class.
- For any scenarios that included abusive behaviour, have the class identify possible ways that the abusive person could change his or her behaviour(s).
- This activity could conclude with a class discussion about appropriate responses on behalf of the person who did not initiate the break-up.



Refer to RM 6–HR: Assertive Communication Tips.

ADDITIONAL RESOURCES



The following resources, available from the National Clearinghouse on Family Violence (NCFV) and the National Film Board (NFB) of Canada, address the cycle of violence, dating violence, and sexual assault.

Beyond—Surviving the Reality of Sexual Assault. VHS. NFB. 2000. (27 min.)

See <www.nfb.ca/collection/films/fiche/?id=50601>.

“This is a story of a young woman who is sexually assaulted by a casual acquaintance. The video depicts the sexual assault, her experiences in seeking treatment and support, dealing with the justice system, and her ability to heal” (Health Canada, NCFV, and NFB 15).*

A Love That Kills. VHS. NFB. 1999. (19 min. 32 sec.)

See <<http://www3.nfb.ca/collection/films/fiche/index.php?id=33865>>.

“*A Love That Kills* is a powerful documentary that tells the story of a 19-year-old woman who was murdered by her former boyfriend. The video helps to identify the warning signs of partner abuse, and the related effects, especially in young people” (Health Canada, NCFV, and NFB 19).*

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

“This package contains the video *A Love That Kills*, plus a 140-page teacher’s guide for [Grades 10 to 12] students developed by the Speers Society, a charitable organization dedicated to preventing youth relationship abuse” (NFB

<<http://www3.nfb.ca/collection/films/fiche/index.php?id=51227>>). **

Your Truth Is Your Truth—Moments with Strong Women from Abusive Peer Relationships.

NFB. 2001. (30 min.) See <<http://www3.nfb.ca/collection/films/fiche/?id=51604>>.

“This video profiles women who have experienced partner, spousal, or dating abuse. It features interviews with women of all ages with a particular focus on young women and their views on positive relationships. The video is an ideal resource providing education on the various forms of abuse, individual empowerment, and the essential elements of healthy relationships” (Health Canada, NCFV, and NFB 24).*

* Source: Health Canada, National Clearinghouse on Family Violence, and the National Film Board of Canada. *National Clearinghouse on Family Violence: Video Catalogue.* Ottawa, ON: Health Canada, 2005. Available online at <<http://www3.nfb.ca/webextension/ncfv-cnivf/index.html>>.

** Source: National Film Board of Canada. *Our Collection.* <<http://www3.nfb.ca/collection/films/>>.

Lesson 4: Community Supports and Services

Introduction

Students have examined relationships from many viewpoints in Module E. They were able to examine the characteristics of healthy and unhealthy relationships and explore how to build strong bonds with the important people in their lives. They learned about the need for rights and responsibilities in healthy relationships and the need to be aware of warning signs that could lead to unhealthy relationships. This module has also addressed how to end an unhealthy relationship effectively and as safely as possible.

Everyone comes from a different background and has different life experiences. The interactions we have with others along life's journey give each of us opportunities to practise the skills we will need to grow as individuals and to build the kinds of relationships that best suit us. Sometimes, however, we are confronted with relationship and sexual/reproductive situations that are beyond our capabilities to manage on our own. This is when we need to feel free and empowered to seek help and assistance from others. This lesson is intended to help students realize that support is available to them and to help them develop skills and strategies to get the assistance they need.



Specific Learning Outcome

12.HR.5 Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.



Key Understandings

- Issues arise in relationships, and people require assistance in resolving them.
- Community supports and services are available to assist people in dealing with relationship and sexual/reproductive health situations.
- Individuals have rights when seeking and receiving assistance.



Essential Questions

1. What community supports and services are available to assist people in dealing with relationship and sexual/reproductive health situations?
 2. What barriers may exist in seeking support for relationship and sexual/reproductive health situations, and how are people's rights (e.g., privacy, confidentiality) protected?
-



Background Information

When There's a Need

When things go wrong in a relationship, the resulting tension and stress can become overwhelming. Most situations leading to conflicts in relationships can be resolved by using the assertive communication strategies addressed in Lessons 1 and 3 of Module E. In extreme cases, partners may come to a point in their relationship when they are unable to resolve the issues leading to serious conflicts. When this happens, it may be sensible to seek outside help to save the relationship. Ideally, partners should make a mutual decision to seek help when a relationship is hurting; however, if one partner is not willing to seek help, this should not preclude the other partner from doing so. It is important that both partners agree to look for solutions to the relationship problems by understanding the reasons for them.

Many community supports and services exist for people who need to talk to someone about issues related to personal health and relationships. Couples may obtain assistance from school counsellors, family members, members of their religious community, or close friends who can provide new perspectives on the problems and help them to recognize possible solutions. Getting advice from others who have nurtured long-standing relationships themselves is sensible, as they may have experienced similar issues in the past. The wrong advice from inexperienced sources can, however, result in a destroyed relationship, so individuals need to take care in deciding from whom they will take advice.

Deciding to seek professional help from a guidance counsellor or a relationship counsellor is often a good choice. A counsellor will teach both partners better communication skills, as well as identifying different methods of handling similar problems and situations that may arise in the future.

Seeking professional help and support can mean the difference between saving a relationship and allowing it to end with malice and spite. By repairing a troubled relationship, couples are also able to help others if they come for advice. A couple that has sought professional help may be able to provide solid advice and guidance to others facing similar problems.

Sources of Support

Various professional and community supports are available to assist people in dealing with relationships and sexual/reproductive health care. Some of the possible supports and services are listed below:

- school counsellor, advisor, teacher, Elder
- school clinic or public health office
- community health clinics (e.g., Health Action Centre, Klinik Community Health Centre, Mount Carmel Clinic)
- teen clinics (e.g., Youville Centre, Ndinawe Youth Resource Centre, Access Transcona Teen Clinic)
- supportive phone lines (e.g., Kids Help Phone, Klinik Crisis Line, Teen Touch)
- community or private counsellors
- peer support groups
- psychologists
- Child and Family Services

Protection of Privacy and Confidentiality

While many supports and services are available, there are also barriers to accessing them. Individuals need to be aware that they have rights to protection of their medical and personal information.

The Personal Health Information Act was enacted by the Manitoba government in 1997 to protect people's privacy and confidentiality so that they would not be afraid to seek health care or to share personal information. Teens do not need anyone's permission to access medical care, including sexual and reproductive health care.

REFERENCES



For additional information on community supports and services and on protection of rights, refer to the following websites:

Healthy Child Manitoba. *Teen Clinic Services Manual*. Winnipeg, MB: Healthy Child Manitoba, 2006. Available online at www.gov.mb.ca/healthychild/had/had_TeenClinicServices.pdf.

Manitoba. *The Personal Health Information Act*. C.C.S.M. c. P33.5. Winnipeg, MB: Queen's Printer—Statutory Publications, 1997. Available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/p033-5e.php>.

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



Suggestion for Instruction / Assessment

Community Supports and Services

In this learning activity, students identify and explore community agencies and resources available to individuals who need assistance in addressing relationship or sexual/reproductive health situations.

Directions/Description

- Divide the class into groups and assign one of the relationship or sexual/reproductive health situations identified below to each group.
- Students investigate supports and services available for their assigned situation. They also identify potential barriers (e.g., hours of operation) to accessing these resources.
- The groups present their findings to the class. The other members of the class can suggest other supports and services and information that is not identified by the presenting group.
- Once all the community supports and services have been identified for a given situation, have the class identify any community supports or services that address more than one issue.
- As a class, identify possible strategies to overcome the barriers to accessing resources.

Relationship or Sexual/Reproductive Health Situations

Where in your community could you go for assistance when faced with the following situation(s)?

1. You know someone who has contemplated or is contemplating suicide.
 2. You are being cyber bullied.
 3. You are considering contraceptive methods/products and need reliable information.
 4. Your friend has a drug problem.
 5. You think you may have a sexually transmitted infection (STI).
 6. Your parents kicked you out of the house.
 7. You're looking for information about having a healthy pregnancy.
 8. Your boyfriend or girlfriend is physically abusive.
 9. You are in a gang but want to get out.
 10. You are pregnant, or your partner is pregnant, and you need help.
 11. You have been, or know someone who has been, sexually assaulted.
-



Suggestion for Instruction / Assessment

Reflecting on Relationships

Now that students have examined relationships in some detail, have them revisit RM 2–HR: Reflecting on Relationships, which they completed in Module E, Lesson 1. Ask them to review their initial responses and update them as appropriate.

NOTE TO TEACHER

As indicated in Module E, Lesson 1, student reflections/responses must be kept in the strictest of confidence. This assignment should be assessed only for completion.



Refer to RM 2–HR: Reflecting on Relationships.

REFERENCES



For additional information and/or resources related to relationships and sexual/reproductive health, contact the following organizations and refer to their websites:

Canadian Federation for Sexual Health. "How to Talk about Sex with Your Healthcare Provider." *How to Talk about Sex*. 9 May 2008.

<www.cfsh.ca/How_to_Talk_about_Sex/With-Healthcare-Providers/>.

Canadian Red Cross. "RespectED: Violence and Abuse Prevention." *How We Help*. Nov. 2008. <www.redcross.ca/respected/> or

<www.redcross.ca/article.asp?id=294&tid=030>.

Canadian Red Cross Youth. "What's Love Got to Do with It? Relationship Violence Prevention Program for Youth." *RespectEd: Programs*.

<www.redcrossyouth.ca/respected/programs.html>.

Klinic Community Health Centre. *Teen Talk*. <www.teen-talk.ca/>.

Manitoba Health. "Public Health Offices of Manitoba." *Public Health*.

<www.gov.mb.ca/health/publichealth/offices.html>.

Sexuality Education Resource Centre Manitoba, Inc. "Sexuality Education for Schools." *SERC for Everyone*. 2006. <www.serc.mb.ca/GE/WA/23>.

The Society of Obstetricians and Gynaecologists. *Teachers*. SexualityandU.ca.

<<http://sexualityandu.ca/teachers/index.aspx>>.

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



RESOURCE MASTERS

Module A: Physical Activity Practicum

Module B: Fitness Management

Module C: Nutrition

Module D: Personal and Social Development

Module E: Healthy Relationships



MODULE A

Lesson 1

RM 1-PA: Personal Physical Activity Inventory: Current Participation
(Word and Excel)

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

Lesson 2

RM 3-PA: Physical Activity Inventory (Word and Excel)

RM 4-PA: Risk-Management Plan

Lesson 3

RM 5-PA: Personal Physical Activity Plan

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

RM 7-PA: Physical Activity Log (Word and Excel)

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

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

RM 2–PA: Personal Physical Activity Inventory: Choices for an Active Life

Name _____ Class _____ Date _____

Current Status of Physical Activity Participation

In answering the following questions, refer to the table you completed in RM 1–PA: Personal Physical Activity Inventory: Current Participation.

1. Will your physical activity profile (as recorded in RM 1–PA) likely change during the time of this course? Explain.
2. Would the change (or lack of change) help or hinder your ability to complete the physical activity requirements for this course? Explain.
3. Based on the criteria of the physical activity practicum that your teacher has identified for you and the information you provided in the Personal Physical Activity Inventory table (in RM 1–PA), how do you see yourself meeting the requirements for your physical activity practicum?
 - I am already on track to meet the requirements for my physical activity practicum.
 - I will be able to meet the requirements for my physical activity practicum with some additions to my current level of physical activity participation.
 - I am currently not active enough to meet the requirements of this course and will need the assistance of my teacher, friends, and family to do so.
4. What are some ways in which you could increase the level of physical activity participation on a weekly basis to meet the requirements of this course?

Continued

RM 2–PA: Personal Physical Activity Inventory: Choices for an Active Life
(Continued)

Activity Choices for an Active Lifestyle

5. Identify, in the space provided below, **three** physical activities you can see yourself doing in the next five years that would sustain an active lifestyle. **One** of the physical activities should be something you are currently not engaged in and represent a goal for the future. Indicate why you chose each activity.

Physical Activity	Why did you choose this activity?

6. What will keep you motivated to stay physically active?

RM 3–PA: Physical Activity Inventory

This Physical Activity Inventory is intended to assist students in identifying activities that they would like to include in their physical activity practicum. Students may choose physical activities based on the type of activity, the health-related fitness component(s) to which the activity contributes, the level of risk involved in the activity, or a combination of these factors.

A Physical Activity Safety Checklist is available for each of the activities listed. These checklists contain information about managing risk, under the following risk factors:

- level of instruction
- level of supervision
- facilities/environment
- equipment
- clothing/footwear
- personal and other considerations

REFERENCE



For copies of the Physical Activity Safety Checklists, refer to the following resource:

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

Codes for Physical Activity Inventory

The following codes are used in the Physical Activity Inventory.

Code for Type of Activity	
AL	Active Living
AP	Alternative Pursuits
CO	Combative Activities
FIT	Fitness Activities
IT	Invasion/Territory-Type Sports/Games
NW	Net/Wall-Type Sports/Games
RG	Rhythmic Gymnastic-Type Activities
SF	Striking/Fielding-Type Sports/Games
TG	Target-Type Sports/Games

Code for Risk Factor Rating (RFR)	
RFR	Level of safety concerns; recommended instruction and supervision.
1	There are few safety concerns for this physical activity; little or no qualified instruction or adult supervision is required.
2	There are some safety concerns for this physical activity; quality instruction is recommended, and little or no adult supervision is required.
3	There are several safety concerns for this physical activity; qualified instruction is required, and adult supervision is recommended.
4	There is a high level of safety concern for this physical activity; qualified instruction and adult supervision are required.

Code for Health-Related Fitness Component	
✓	Indicates that the activity contributes to the specific health-related fitness component.

Continued

Physical Activity Inventory							
Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Aerobics—Dance	FIT	✓		✓	✓	2
	Aerobics—Step	FIT	✓		✓	✓	2
	Aerobics—Water/Aqua	FIT	✓		✓	✓	4
	Aikido	CO	✓	✓	✓	✓	4
	Archery	TG		✓			4
	Athletics—Jumps	FIT		✓		✓	3
	Athletics—Long-Distance Running	FIT	✓		✓	✓	2
	Athletics—Middle-Distance Running	FIT	✓		✓	✓	2
	Athletics—Sprints, Relays, Hurdles	FIT	✓	✓	✓	✓	2
	Athletics—Throws	FIT		✓		✓	4
	Backpacking	AP	✓	✓	✓		3
	Badminton	NW	✓		✓	✓	2
	Bandy	IT	✓		✓		3
	Baseball	SF		✓	✓	✓	2
	Basketball	IT	✓	✓	✓	✓	2
	Biathlon	AP	✓	✓	✓		4
	Bocce	TG				✓	1
	Bowling—5-Pin, 10-Pin	TG			✓	✓	1
	Boxing	CO	✓	✓	✓		4
	Broomball	IT	✓		✓	✓	3
	Calisthenics	FIT		✓	✓	✓	1
	Canoeing/Kayaking/Rowing	AP	✓	✓	✓		4
	Canoe/Kayak Tripping (Wilderness/Whitewater)	AP	✓	✓	✓		4
	Catch (For safety, see Low-Organized Games)	AL			✓	✓	1
	Cheerleading	RG	✓	✓	✓	✓	4

Continued

Physical Activity Inventory (<i>Continued</i>)							
Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Circuit Training	FIT	✓	✓	✓	✓	2
	Climbing—Wall, Rock, Bouldering, Ice Tower	AP		✓	✓	✓	4
	Cricket	SF		✓	✓	✓	2
	Croquet (For safety, see Low-Organized Games)	TG			✓		1
	Cross-Country Running	FIT	✓		✓	✓	2
	Curling	TG			✓	✓	2
	Cycling—BMX, Cyclocross, Mountain Bike, Road Racing, Track Racing	AP	✓	✓	✓		3
	Cycling—Indoor/Stationary	FIT	✓	✓	✓		1
	Cycling—Recreational	AL	✓	✓	✓		2
	Cycling—Trips	AP	✓	✓	✓		3
	Dance—Ballet	RG	✓	✓	✓	✓	2
	Dancing—Ballroom	RG	✓		✓		2
	Dancing—Folk	RG	✓		✓		2
	Dancing—Hip Hop	RG	✓		✓		2
	Dancing—Hoop	RG	✓		✓		2
	Dancing—Line	RG	✓		✓		2
	Dancing—Square	RG	✓		✓		2
	Dancing—Tap	RG	✓		✓		2
	Diving—Springboard, Platform	RG				✓	4
	Dodging Games (For safety, see Low-Organized Games)	FIT	✓	✓	✓		1–4

Continued

Physical Activity Inventory (Continued)							
Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Fencing	CO	✓		✓	✓	4
	Field Hockey	IT	✓	✓	✓	✓	3
	Fitness Training (Exercise Machines)	FIT	✓	✓	✓		3
	Fitness Training (Small Equipment) (e.g., Stretch Bands, Physio Balls, Jump Ropes, Agility Ladders, Medicine Balls)	FIT	✓	✓	✓	✓	2
	Football—Flag	IT	✓	✓	✓	✓	2
	Football—Tackle	IT		✓	✓	✓	4
	Frisbee (For safety, see Low-Organized Games)	AL			✓		1
	Geocaching	AP	✓	✓	✓		4
	Goal Ball	IT			✓	✓	4
	Golf	TG		✓	✓	✓	2
	Gymnastics—General, Tumbling, Artistic	RG		✓	✓	✓	4
	Hacky Sack (For safety, see Low-Organized Games)	AL			✓	✓	1
	Handball—1-Wall, 4-Wall	NW	✓	✓	✓	✓	1
	Hiking	AP	✓		✓		2
	Hockey—Ice	IT	✓	✓	✓	✓	4
	Hockey—Roller/Inline	IT	✓	✓	✓	✓	4
	Hockey-Type Games—Ball, Floor, Road, Floorball, Gym Ringette, Shinny	IT	✓	✓	✓	✓	3
	Horseback Riding—Western, English Saddle	AP		✓	✓		4
	House and Yard Work	AL		✓	✓	✓	1

Continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Jogging	FIT	✓	✓	✓		1
	Judo	CO	✓	✓	✓	✓	4
	Jump Rope (For safety, see Fitness Training)	FIT	✓		✓		1
	Karate	CO	✓	✓	✓	✓	4
	Kickball (Soccer-Baseball)	AL			✓		1
	Kickboxing	CO	✓	✓	✓	✓	4
	Lacrosse—Box, Field	IT	✓	✓	✓	✓	4
	Lacrosse—Soft	IT	✓	✓	✓	✓	3
	Lawn Bowling	TG			✓	✓	1
	Lawn Mowing	AL	✓	✓	✓		3
	Low-Organized Games	AL	Effect on health-related fitness will vary from one game/activity to another.				1–4
	Martial Arts	CO	✓	✓	✓	✓	4
	Orienteering	AP	✓		✓		2
	Paddleball	NW	✓		✓		2
	Pilates (For safety, see Fitness Training)	FIT		✓	✓	✓	2
	Qigong	FIT		✓	✓		2
	Racquetball	NW	✓	✓	✓	✓	2
	Rhythmic Gymnastics	RG	✓		✓	✓	2
	Ringette	IT	✓	✓	✓	✓	4
	Rock Climbing (For safety, see Climbing)	AP		✓	✓	✓	4
	Rowing—Ergometer (For safety, see Fitness Training [Exercise Machines])	FIT	✓	✓	✓		3

Continued

Physical Activity Inventory (Continued)							
Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Rowing—Sport (For safety, see Canoeing/Kayaking/Rowing)	AP	✓	✓	✓		4
	Rugby—Flag	IT	✓		✓	✓	3
	Rugby—Tackle	IT	✓	✓	✓	✓	4
	Sailing/Yachting	AP		✓	✓		4
	Scuba Diving	AP			✓		4
	Sepak Takraw	NW	✓	✓	✓	✓	2
	Skateboarding	AL	✓		✓		2
	Skating—Figure	RG	✓		✓	✓	2
	Skating—Ice	AL	✓	✓	✓		2
	Skating—Inline/Roller (Indoor, Outdoor)	AL	✓	✓	✓		2
	Skiing—Alpine	AP	✓	✓	✓		4
	Skiing—Cross-Country	AP	✓		✓		2
	Skiing—Water	AP		✓	✓		4
	Snorkelling	AP			✓		4
	Snowboarding	AP	✓	✓	✓		3
	Snowshoeing	AP	✓		✓		2
	Soccer	IT	✓	✓	✓	✓	2
	Softball—Slo Pitch, Modified, Fast Pitch	SF		✓	✓	✓	2
	Speed Skating	AP	✓	✓	✓	✓	3
	Spinning (For safety, see Cycling—Indoor/Stationary)	FIT	✓	✓	✓		1
	Squash	NW	✓	✓	✓	✓	2
	Stretch Banding (For safety, see Fitness Training)	FIT		✓	✓	✓	1

Continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Stretching (For safety, see Fitness Training [Small Equipment])	FIT				✓	1
	Swimming—Open Water	FIT	✓	✓	✓	✓	4
	Swimming—Pool	FIT	✓	✓	✓	✓	4
	Table Tennis	NW	✓		✓		2
	Tae Bo	FIT	✓	✓	✓	✓	2
	Tae Kwon Do	CO	✓	✓	✓	✓	4
	Tai Chi	FIT			✓	✓	1
	Tchoukball	IT	✓	✓	✓	✓	2
	Team Handball	IT	✓	✓	✓	✓	2
	Tennis	NW	✓	✓	✓	✓	2
	Tobogganing, Sledding, Tubing	AP	✓		✓		3
	Triathlon	FIT	✓	✓	✓	✓	4
	Tumbling (For safety, see Gymnastics)	RG		✓	✓	✓	4
	Ultimate	IT	✓	✓	✓	✓	2
	Volleyball	NW		✓	✓	✓	2
	Walking	AL	✓		✓		1
	Water Polo	IT	✓		✓		4
	Weightlifting	FIT		✓	✓	✓	3
	Weight (Strength/Resistance) Training	FIT	✓	✓	✓	✓	3
	Windsurfing/Sailboarding	AP		✓	✓		4
	Wrestling—Freestyle, Greco-Roman	CO	✓	✓	✓	✓	4
	Yoga	FIT		✓	✓	✓	2

RM 4–PA: Risk-Management Plan


Name _____ Physical Activity _____
 Date(s) _____ Location _____

Directions/Description

Taking responsibility for safety is a very important part of the OUT-of-class component of the Grade 12 Active Healthy Lifestyles course. The safety concerns and risk factors that need to be considered during participation in physical activities include those identified below. Refer to this list of considerations when you complete the Risk-Management Plan on the following pages, using an activity with a high risk factor rating (RFR) from your personal physical activity plan.

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

REFERENCE

 General safety guidelines and Physical Activity Safety Checklists to assist in planning for student participation in a variety of physical activities and in managing risk factors for each activity are provided in the following resource. Each activity has been assigned a risk factor rating (RFR) on a scale of 1 to 4, with an RFR of 4 representing the highest risk.

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

The list of Physical Activity Safety Checklists for specific activities is available online at www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/checklists/index.html.

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

Continued

RM 4–PA: Risk-Management Plan *(Continued)*

Risk-Management Considerations for People	
Considerations	How will the consideration be addressed?
Participant(s)	
Instructor(s)	
Supervisor(s)	

Risk-Management Considerations for Facilities/Environment (Outdoor/Indoor Facilities, Play Area)	
Considerations	How will the consideration be addressed?
Facilities/Environment	

Continued

RM 4–PA: Risk-Management Plan *(Continued)*

Risk-Management Considerations for Equipment and Clothing/Footwear	
Considerations	How will the consideration be addressed?
Activity-Related Equipment (e.g., skis, ski poles for downhill skiing)	
Protective Equipment (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
Clothing/Footwear and Environmental Protection (e.g., rain jacket, hiking boots, sunscreen)	

Continued

RM 4–PA: Risk-Management Plan *(Continued)*

Additional Student Comments

Student Signature

Date

Teacher Comments

Teacher Signature

Date

RM 6–PA: Sample Cover Letter for Physical Activity Practicum

Date _____

Dear Parent/Guardian:

The health of our students is a responsibility that our school and Physical Education/Health Education Department take very seriously. Taking part in physical education/health education and being physically active can have a positive impact on students' health and well-being. To this end, our department's goal is to empower your son/daughter to adopt an active healthy lifestyle by providing the tools he/she needs to succeed.

Grade 12 Active Healthy Lifestyles Course

The goal of this physical education/health education course is to have parents, students, and schools work together to help youth

- take greater ownership for their physical fitness
- promote the discovery of activities suited to their own individual interests
- encourage active healthy lifestyles that persist into their futures

As part of this course, your son/daughter will be involved in learning activities in the following core areas:

- fitness management
- nutrition
- personal and social development
- healthy relationships

Your son/daughter will also be required to plan, implement, and record his/her participation in the OUT-of-class physical activity practicum for a minimum of 55 hours. The details are contained within the attached physical activity plan.

Based on the physical activities your son/daughter has chosen for the OUT-of-class component of this course, safety guidelines have been provided, as part of the attached plan, to inform you and your son/daughter of the safety concerns and/or standards to consider when selecting and participating in the physical activities. The intent is not to restrict your son's/daughter's physical activity participation, but rather to assist in the process of identifying inherent or potential risks and recommending strategies/safest practices to manage these risks and to minimize the possibility of injury during participation.

Continued

**RM 6–PA: Sample Cover Letter for Physical Activity Practicum
(Continued)**

The suggested risk-management strategies are considered minimum standards for physical activity in an organized or formal setting. However, some of these strategies may not apply to all situations (e.g., home-based, recreational, or modified physical activities). Many variables will need to be taken into consideration when determining what level of instruction or supervision is appropriate for your son's/daughter's participation in selected physical activities, as well as determining appropriate safety practices related to the facilities/environment, the equipment, and the clothing/footwear used for the activities. Examples of personal and other variables include level of risk, medical/physical condition, skill level, experience, accessibility, intensity, and type of pursuit (e.g., competitive/recreational, individual/group).

Your involvement is important!

Your son's/daughter's success in the Grade 12 Active Healthy Lifestyles course will require coordinated and supportive communication between you and your son/daughter, as well as with me, as the teacher of this course. The first step is to review the attached physical activity plan with your son/daughter. Then, once you approve of the specified intentions, please sign the attached Parent Declaration and Consent Form. Your son/daughter also needs to sign the Student Declaration Form. Once these forms have been signed, the plan and forms are to be returned to me promptly.

Throughout the duration of the course I will be meeting at predetermined times with your son/daughter. The nature of these individual meetings will be to check on the progress of your son's/daughter's OUT-of-class physical activity practicum, as well as review his/her understanding of related topics discussed in class.

I encourage you to engage your son/daughter in conversation about his/her progress and to encourage him/her in pursuing personal physical activity goals and interests. If at any time you have questions/concerns, please feel free to contact me by telephone (___-____) or by email at _____.

Actively yours,

Teacher Signature

RM 7–PA: Physical Activity Log*



Name _____ Class _____

Month _____ Week of _____

	Activity Description	Duration	Intensity (Light, Moderate, Vigorous)	Personal Reflection
<i>Example</i>	<ul style="list-style-type: none"> ▪ Walked to school ▪ Mowed the lawn ▪ Jogged after school 	<ul style="list-style-type: none"> ▪ 20 min. ▪ 15 min. ▪ 30 min. 	<ul style="list-style-type: none"> ▪ Light ▪ Moderate ▪ Vigorous 	Felt great today. Had a good sleep. Ate too much at dinner. Feel a bit stressed about math test tomorrow.
Day 1	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 2	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 3	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 4	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 5	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 6	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Day 7	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Totals		<ul style="list-style-type: none"> ▪ ▪ ▪ 	Light Moderate Vigorous	

Consider ways to increase your physical activity:

- **Add activity.** Find a new activity that you enjoy. Walk for 15 to 30 minutes before you sit down for your favourite TV show or as a break during your work day.
- **Trade active time for inactive time.** Take a walk after dinner, ride an exercise bike or do curl-ups while watching TV, walk to return video rentals or to pick up small grocery items.
- **Do more of what you are already doing.** Walk at a faster pace, walk for 30 minutes instead of 20, or walk five times a week instead of three times.
- **Work a little harder.** Turn your walks into power walks or jogs.

* Source: Dairy Council of California. "Physical Activity Journal." *Meals Matter: Eating for Health—Health Topics*. 2005. <www.mealsmatter.org>. Adapted with permission of Dairy Council of California.

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

Dear Parent/Guardian:

Please review this form and, upon agreement, provide your signature.

I _____ parent/guardian of _____
Name of Parent/Guardian Name of Son/Daughter

do hereby certify and acknowledge the following:

- My son/daughter has participated in the physical activities as selected for his/her OUT-of-class physical activity practicum.
- My son/daughter has accurately recorded his/her participation in the selected physical activities for the OUT-of-class physical activity practicum.

Parent/Guardian Signature Date

Student Sign-off

I _____
Name of Student

certify that this record is an accurate account of my physical activity participation in the OUT-of-class physical activity practicum.

Student Signature Date

Date Received _____



MODULE B

Lesson 1

RM 1-FM: Physical Activity Experiences: Review and Reflect Questionnaire

RM 2-FM: Strategies for Change

RM 3-FM: Steps to Goal Setting

RM 4-FM: Goal Manager (Excel)

Lesson 3

RM 5-FM: Exercise and Fitness Development Investigation: Myth or Fact?

RM 1–FM: Physical Activity Experiences: Review and Reflect Questionnaire

Name _____ Class _____ Date _____

Directions/Description

Reflect on and complete the physical activity review below. Each row in the Reflective Questions column has two questions. The first question relates to your Grade 11 physical activity experiences. The second question asks you to think about how you will manage your Grade 12 physical activity experiences.

Reflective Questions	Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ What physical activities did you enjoy in Grade 11? ▪ What physical activities will you do or would you like to try in Grade 12? 		
<ul style="list-style-type: none"> ▪ Where on the Stages of Change continuum were you at the beginning of Grade 11 with respect to physical activity behaviour? ▪ Is your starting point different in Grade 12? Why or why not? 		
<ul style="list-style-type: none"> ▪ What were your most significant barriers to change in Grade 11? ▪ What barriers do you predict you will encounter in Grade 12? 		
<ul style="list-style-type: none"> ▪ What were your primary physical activity goals in Grade 11? ▪ What are your main physical activity goals in Grade 12? 		
<ul style="list-style-type: none"> ▪ What made your last year's physical activity plan successful or not successful? ▪ What could make your physical activity plan this year more successful? 		

Continued

**RM 1–FM: Physical Activity Experiences:
Review and Reflect Questionnaire *(Continued)***

Reflective Questions	Grade 11	Grade 12
<ul style="list-style-type: none"> ▪ How do you feel your fitness changed through your fitness/activity involvement last year? ▪ What aspects of fitness do you want to focus on this year? 		
<ul style="list-style-type: none"> ▪ What did you do to stay motivated to be physically active in Grade 11? ▪ What motivation strategies will you try in Grade 12? 		
<ul style="list-style-type: none"> ▪ How did your values regarding an active lifestyle change in Grade 11? ▪ How important will an active lifestyle be for you after graduation? 		
<ul style="list-style-type: none"> ▪ 		
<ul style="list-style-type: none"> ▪ 		
<ul style="list-style-type: none"> ▪ 		

RM 2–FM: Strategies for Change

Name _____ Class _____ Date _____

Directions/Description

This assignment will help you to achieve a deeper understanding of the Stages of Change continuum and the strategies for advancing from one stage to the next in your physical activity behaviour. By completing the questions in the section that corresponds to the stage of change that you are currently in, as well as the section(s) preceding your stage, and by trying the identified strategies for moving to the next stage, you will set a course for achieving an active healthy lifestyle.

This assignment is ongoing and should be completed as you progress through the course.

Stage 1: Pre-contemplation

Review of Stage 1

In this stage the individual is not considering a change in physical activity behaviour, largely because the behaviour (physical inactivity) is not thought of as a problem. Understanding the consequences of the continued behaviour and realizing that making a change is within your personal control empowers you to move from the pre-contemplation stage to the contemplation stage.

Strategies for Moving to Stage 2

- a. Have you made previous attempts to change the physical activity behaviour? What did you try?

- b. Can you recognize that the behaviour has led to problems or will lead to problems in the future? What might those problems be?

- c. If you do not recognize or consider your behaviour to be a problem, what would have to happen to change your point of view?

Continued

RM 2–FM: Strategies for Change *(Continued)*

Stage 2: Contemplation

Review of Stage 2

In this stage the individual is becoming more aware of the benefits of making a change in physical activity behaviour. Internal conflict may arise from the viewpoint that something must be given up to achieve the change. Realizing that positive health gains will be attained from a change in behaviour is key to moving forward to the preparation/decision stage.

Strategies for Moving to Stage 3

a. State clearly why you want to change your physical activity behaviour.

b. What are the benefits and consequences of your change in physical activity behaviour?

Benefits of Physical Inactivity	Consequences of Physical Inactivity

Benefits of Physical Activity	Consequences of Physical Activity

Continued

RM 2–FM: Strategies for Change *(Continued)*

- c. Do the benefits of the physical activity outweigh the consequences? What impact does physical activity have on all aspects of health and fitness?

- d. What barriers/obstacles kept (keep) you from making the change in physical activity behaviour? Are the barriers physical/material or mental/attitudinal (emotional)?

- e. Now that you have identified the barriers/obstacles that are (were) keeping you from making the change you want to make, it is time to minimize their impact. For each barrier/obstacle you identified, decide how you will reduce or eliminate (or have reduced or eliminated) the effect.

Physical/Material Barriers/Obstacles	I will reduce or eliminate this barrier/obstacle by . . .

Mental/Attitudinal Barriers/Obstacles	I will reduce or eliminate this barrier/obstacle by . . .

RM 2–FM: Strategies for Change (*Continued*)

Stage 3: Preparation/Decision

Review of Stage 3

In this stage the individual is taking preliminary steps to address the physical inactivity behaviour. These steps may include, for example, establishing some exercise or fitness goals, gathering information about how to get started, purchasing activity wear, finding an exercise friend, joining an exercise facility, and so on.

Strategies for Moving to Stage 4

- a. Create your action plan for change in physical activity behaviour. The written action plan should include target dates, realistic small and final goals, and the steps you will take to reach each goal. To assist you in creating your action plan for change, refer to RM 3–FM: Steps to Goal Setting.
- b. Post your written action plan as an indication of your commitment to change and as a visual reminder of your goals.

Stage 4: Action

Review of Stage 4

In this stage the individual is making the effort to put the action plan into practice. Individuals who have not put careful thought into their action plan, as outlined in the previous steps, may find it difficult to sustain their focus on making the changes they want to make.

Strategies for Moving to Stage 5

- a. Use your physical activity log to manage and monitor your physical activity and to reflect on how you feel, what you think about, and what challenges affect your decisions and subsequent actions. Include some statements that you find motivating.
- b. Reward and record your successes in achieving the goals of your physical activity plan.

Goal Achieved	My reward is . . .

Continued

RM 2–FM: Strategies for Change (Continued)

- c. Identify the people who will support your efforts in achieving the goals of your physical activity plan. How do/will they support you?

Name of Supporter	He/she supports me by . . .

Stage 5: Maintenance

Review of Stage 5

In this stage the individual is consciously avoiding the behaviour that was previously a problem by focusing on the new health-enhancing behaviour. Individuals in this stage are becoming increasingly confident that they can sustain the change they wanted to achieve. Relapses may occur during this stage, but they should be viewed as minor setbacks common to the process of making lasting changes.

- a. Prepare yourself for difficulties, conflicts, and temptations you may face in the maintenance stage. Try to anticipate some situations that may cause a relapse and the positive actions you can take to deal with them (e.g., maintaining your exercise program while on a family vacation may require a temporary adjustment in the exercises of your program).

Difficult/Conflict Situation	My strategies/actions for dealing with this situation include . . .

RM 2–FM: Strategies for Change *(Continued)*

- b. Review your action plan periodically to revise your goals, target dates, or any aspect of your plan that will help you succeed. Try to remain self-confident, keeping in mind that you know how to make a behaviour change.

RM 3–FM: Steps to Goal Setting

Aim at nothing and you will hit it every time.

—Author Unknown

Name _____ Class _____ Date _____

Directions/Description

Writing down your goals and devising a plan to achieve them are significant steps toward taking charge of the lifestyle that you want to have. Take time to reflect on each goal-setting step outlined below, and then proceed to write down the actions you will take. You can always return to this action plan and change what you have written. If you believe strongly enough in what you want to achieve and take action, you will have no option but to be successful.

Vision without action is a daydream. Action without vision is a nightmare.

—Japanese Proverb

Step 1A

Decide on and identify your goals. (Remember to state specific goals that are measurable.)

Step 1B

Why are these goals important to you?

Step 2

What steps will you need to take in order to reach your goals and to identify the indicators of success? How will you know that you reached your goals?

Continued

RM 3–FM: Steps to Goal Setting *(Continued)*

Step 3

Whom could you enlist for support, and how do you think the person(s) could assist you?

Step 4A

Set the target dates for the completion of your goals. (If you have broken down your long-term goal into smaller goals, then establish the target dates for them as well.)

Step 4B

What reminders or motivators will you create for yourself to help you stick to your timelines?

Step 5

What are some obstacles that could impede your progress toward reaching your goals, and what plan could you devise for overcoming them? What will you do if you are not reaching the desired level of success in realizing your plan?

Step 6

How will you reward yourself for achieving each goal?

Continued

RM 3–FM: Steps to Goal Setting (*Continued*)

REFERENCE



For more information on goal setting, refer to the following website:

Manitoba Physical Education Teachers Association (MPETA). "Goal Setting: Personal Plan."
MPETA Resources to Support the Grades 11 and 12 Curriculum.
<www.mpeta.ca/resources.html>.

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

RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?

NOTE TO TEACHER

Reword some of the Myth statements into Fact statements and remove the word *Myth* from each card, as students have to determine whether each statement is a myth or a fact.

Myth:

“No pain, no gain.”

Fact: Exercise should never hurt, and it does not have to hurt to be effective. When we begin an exercise program we may experience some muscle soreness, but that is quite different from pain. Pain is an indicator that something is wrong and requires attention. Muscle soreness after exercise even has a name: DOMS (delayed onset muscle soreness). This soreness comes from using improper exercise techniques and improperly applying the principles of training. It will go away after a few days. In fact, as their bodies become fitter and adapt to increasing intensity levels, many people feel only minor muscle soreness, or none at all.

Myth:

“Spot” reducing is possible.

Fact: Many people think that if they concentrate exercise on a specific muscle group, the layers of fat over that particular area will gradually disappear, but this perception is false. The body does not use the body fat covering the muscles being used. The body uses fat in a pattern that is determined by our genes, age, and hormones. Overall body fat must be reduced to lose fat in any particular area.

Continued

RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?
(Continued)

<p>Myth:</p> <p>Females will develop large muscle with resistance training.</p>	<p>Fact: Weight lifting or any form of resistance training is essential for both men and women to maintain their muscle tissue. Strong muscles and bones help minimize the risk of disabilities and diseases such as osteoporosis. Increasing muscle size for both men and women takes years of highly specialized and intense training. It is extremely difficult for women to increase muscle size because they lack the hormone testosterone (approximately one-third that of men), which makes it easier for men to accomplish this adaptation to exercise. Many of the muscular women seen in magazines acquire their muscle through a program of steroid use and hormone manipulation. Females can achieve significant increases in strength without the concern of increased muscle size.</p>
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<p>Myth:</p> <p>Muscle will turn to fat when exercising stops.</p>	<p>Fact: This myth resurfaces repeatedly. In reality, muscle cells and fat cells are completely different in structure and function. A muscle cell cannot become a fat cell, and vice versa. If muscle did convert to fat through disuse, everyone who has ever had a cast due to a broken bone would find a fat mass once the cast was removed. On the contrary, the limb is actually smaller due to atrophy of the muscle tissue through disuse.</p>
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Continued

RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?
(Continued)

<p>Myth:</p> <p>Steroid use is the best way to develop massive muscles.</p>	<p>Fact: Use of steroids is a dangerous way to increase muscle mass, as it has been linked to numerous health issues, such as acne, alteration of sex organs, and some forms of cancer, to name a few. While it may take a little longer to increase muscle mass with a balanced eating plan, proper rest, and a well-designed resistance-training program, this approach is much safer than developing muscle mass with steroid use.</p>
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<p>Myth:</p> <p>Train abdominals every day.</p>	<p>Fact: The abdominal muscle group responds to exercise the same way that all other muscles in the body respond. Every exercised muscle needs time to rebuild and recover from exercise, and the abdominal group is no different. The muscles of the core (abdominals and back) are activated during most activities as stabilizers for a desired action. Therefore, the abdominal muscles need only be exercised two to three times per week.</p>
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Continued

RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?
(Continued)

<p>Myth:</p> <p>Stretching prevents injuries.</p>	<p>Fact: Stretching helps maintain or increase flexibility of the joints so that skills performed at a fast pace can easily move through a greater range of motion. Studies indicate, however, that most injuries occur within the normal range of motion. Calzadilla reports that, after evaluating the results from six studies, “researchers at the U.S. Centers for Disease Control and Prevention could not find any correlation between stretching and injury prevention . . . Warming up prior to exercise and increasing blood flow to the muscles is actually more conducive to injury prevention [than stretching].”</p> <p>Reference Calzadilla, Raphael. “10 Fitness Myths Exposed!” <i>Diet and Fitness Blog</i>. 20 Feb. 2008. eDiets.com. <http://blog.ediets.com/2008/02/10-fitness-myths-exposed.html> (14 July 2008).</p>
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<p>Myth:</p> <p>During training, we can eat anything.</p>	<p>Fact: The only way to have an active and healthy lifestyle is to follow a healthy physical activity program and eat a healthy diet. When following an exercise or activity plan, it is important to eat in a way that supports the activity. The type and intensity of activity may necessitate an increase or a decrease in certain nutrients. By exercising, we increase our caloric expenditure slightly, but not enough to forgo the principles of healthy eating. Rewarding ourselves for reaching a goal is certainly a reasonable action, but taking anything to excess is a recipe for disaster.</p>
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Continued

RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?
(Continued)

Myth:

Low-intensity aerobic exercise is the best way to lose fat.

Fact: Low-intensity aerobic exercise is often valued for its fat-burning characteristic and, therefore, its importance for weight management. Although low-intensity aerobic exercise favours fat as an energy source, increasing the intensity of exercise makes the greatest difference when it comes to fat loss. To lose body fat, we need to expend more calories per day than we consume. Higher intensity exercises expend more calories per unit of time. The secret to fat loss is to create a slight imbalance in favour of expenditure over consumption on a daily basis, and fat loss will gradually take place. A reasonable rate of fat loss that does not drastically compromise a person's lifestyle is about half a kilogram to one kilogram per week. A difference of 500 calories per day represents a loss of half a kilogram per week.

Myth:

Running a certain distance burns the same number of calories as walking the same distance.

Fact: Based on the findings of a group of Syracuse University researchers, "we now know the relative NCB [net calorie burn] of running a mile in 9:30 versus walking the same mile in 19:00. [The] male subjects [in the research study] burned 105 calories running, 52 walking; the women, 91 and 43. That is, running burns twice as many net calories per mile as walking. And since you can run two miles in the time it takes to walk one mile, running burns four times as many net calories per hour as walking" (Burfoot).

Reference

Burfoot, Amby. "How Many Calories Are You Really Burning?" *Nutrition and Weight Loss*. 18 July 2005. Runner's World. <www.runnersworld.com/article/0,7120,s6-242-304-311-8402-0,00.html?cm_mmc=nutrition--2007_11_22--nutrition-Post-Feast%20Run%20vs%20Post-Feast%20Stroll> (28 May 2008).

Continued

RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?
(Continued)

<p>Myth:</p> <p>Holding weights during a walk or a run increases the exercise benefits.</p>	<p>Fact: Some people carry light, hand-held weights when they walk or run. Others strap weights around their ankles. This practice slows people down, thus reducing the benefits gained from the aerobic exercise. Also, the weight added is so small that it has little strength-building benefits.</p>
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<p>Myth:</p> <p>Exercise burns lots of calories and offsets a high-calorie treat.</p>	<p>Fact: Exercise actually burns few calories relative to the calories consumed in some food portions (e.g., one milk chocolate bar = 250 calories = 30 minutes of singles tennis). A basic calorie-burning guideline is that heavier people burn more calories than lighter individuals for the same amount of work. According to William Evans of the University of Arkansas for Medical Sciences, “studies show that after people lose weight, the best predictor of maintaining the weight loss is whether they exercise regularly” (Liebman).</p> <p>References</p> <p>Liebman, Bonnie. “Exploding Ten Exercise Myths.” <i>Nutrition Action Healthletter</i> (Jan./Feb. 2000): n.p. Available on the Center for Science in the Public Interest website at <www.cspinet.org/nah/2_00/ten_myths04.html>.</p> <p>Nutribase. <i>Exercise Calorie Expenditures</i>. <http://nutribase.com/exercala.htm> (14 July 2008). This website provides charts indicating how many calories may be expended while performing a range of activities (sorted by activities and intensity levels).</p>
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Continued

RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?
(Continued)

<p>Myth:</p> <p>A person cannot be fit and fat.</p>	<p>Fact: Individuals who are overweight or obese can have good cardiovascular health as long as they remain active and possess a reasonable level of fitness. Being over-fat does not prevent the fitness development response to exercise training.</p>
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<p>Myth:</p> <p>Exercise is a waste of time unless it is intense and done for a long time.</p>	<p>Fact: According to the Public Health Agency of Canada, adolescents should try to get at least 90 minutes of physical activity each day, of which 30 minutes should be at a vigorous intensity level and 60 minutes should be of moderate intensity, to stay healthy or to improve health (<i>Canada's Physical Activity Guide for Youth 2</i>). Exercising or training too much is very time consuming and may cause a state of overtraining, which is counter to a healthy lifestyle. Every activity done at a moderate to vigorous intensity level will contribute to overall health and can be accumulated in as little as 10-minute bouts.</p> <p>Reference Public Health Agency of Canada. <i>Canada's Physical Activity Guide for Youth</i> Ottawa, ON: Public Health Agency of Canada, 2002. Available online at <www.phac.aspc.gc.ca/pau-uap/fitness/downloads.html>.</p>
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Continued

RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?
(Continued)

<p>Myth:</p> <p>Morning is the best time to exercise.</p>	<p>Fact: There is no one best time to exercise. It comes down to a matter of preference. Some people are at their best in the morning, while others fit in exercise at lunchtime or after school or work. Fitting exercise into a busy day is the main issue. The only caution may be not to exercise too close to bedtime. The body requires some time to return to a resting state.</p>
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<p>Myth:</p> <p>Never swim after you eat.</p>	<p>Fact: This myth suggests the possibility of suffering severe muscle cramping and drowning from swimming on a full stomach. While it is true that the digestive process diverts the circulation of the blood toward the stomach and, to a certain extent, away from the muscles, the fact is that drowning caused by swimming on a full stomach has not been substantiated. As with any exercise after eating, swimming right after a big meal might be uncomfortable, but it won't cause drowning.</p>
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Continued

RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?
(Continued)

<p>Myth:</p> <p>Only athletes exercise.</p>	<p>Fact: More and more people are deciding to begin an exercise or activity program. Athletes exercise specifically to improve their ability to succeed in their chosen sport. Non-athletes most often exercise to improve or maintain general health and fitness and to experience the many positive feelings associated with physical activity.</p>
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<p>Myth:</p> <p>Exercise is dangerous.</p>	<p>Fact: While no activity is without its dangers, the benefits of exercise far outweigh the risks. Weight lifting, for example, can lead to injuries, usually resulting from inexperience, improper form, or doing too much too soon. Such injuries are usually avoidable. Anyone beginning an exercise program after being sedentary should do so slowly, beginning with low intensity and frequency and gradually increasing it. The body will adapt to the new stresses over time, making it possible to exercise harder more frequently.</p>
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Continued

RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?
(Continued)

<p>Myth:</p> <p>Exercise is not enjoyable.</p>	<p>Fact: One of the points of exercise is to enjoy the act of moving our arms, legs, and whole body—muscles, bones, joints, lungs, and heart. You may remember that feeling of enjoyment from childhood, when active play and running were part of every day. As we age, we continue to be physical persons who can find expression in physical action. Movement lets us enjoy life in a physical way.</p>
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<p>Myth:</p> <p>Having the right equipment and clothing is necessary to become fit.</p>	<p>Fact: Having equipment to exercise is definitely not a requirement. Calisthenics exercises, such as curl-ups or push-ups using body weight, provide opportunities for great workouts, with the freedom to exercise anywhere and at any time, while costing nothing. Although exercise clothing is comfortable and fashionable, it is not needed for activity participation. The most important thing about exercise is doing it. Find a way to be active and healthy, and fitness benefits will follow.</p>
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Continued

RM 5–FM: Exercise and Fitness Development Investigation: Myth or Fact?
(Continued)

Myth:

Using a sweatsuit in the sauna helps burn more fat.

Fact: Many people mistakenly believe that weight loss equals fat loss. People continue to use sweatsuits or garbage bags during exercise or in saunas in order to lose weight quickly. In this case, weight loss is water loss that will be gained back as soon as the individuals eat or drink again. This myth comes mainly from wrestling and boxing where there may be a need to shed a few pounds to make a weight class. Sweating through methods other than exercise for the purpose of weight loss is unhealthy. Sweating to lose weight poses many dangers, such as overheating (heatstroke), extreme loss of electrolytes (kidney damage/death), and cardiovascular-related emergencies.

Myth:

Eating carbohydrates will make me fat.

Fact: This myth confuses fat with weight. For every gram of carbohydrates stored in the body, the body also stores two to three grams of water. If a person depletes the stored carbohydrates by 100 grams, the body will also rid itself of approximately 200 to 300 grams of water. This is the basis for low-carbohydrate diets and why dieters are urged to drink more water than usual to avoid dehydration. Dieters falsely believe that they are losing fat on their diet as their weight is decreasing, when they are actually losing water weight. Once these dieters go off their diet, the body will quickly store the lost carbohydrates along with the required water, making it appear as though the weight (fat) has all returned. Hence the belief that carbohydrates make a person fat.

All food contains at least one of the three energy nutrients: carbohydrates, fats, or proteins. Carbohydrates and proteins supply four calories per gram, while fat supplies nine calories per gram.

Health Canada recommends six or seven servings of grain products per day for teens (*Eating Well with Canada's Food Guide 2*).

References

Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007.

---. *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis*. Ottawa, ON: Health Canada, 2007.

These guides are available online at <www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html>.



MODULE C

Lesson 1

RM 1-NU: Food Guide Servings Analyzer (and Answer Key)

RM 2-NU: A Guide to Food Guide Serving Sizes

RM 3-NU: How Do I Measure Up?

Lesson 2

RM 4-NU: Resting Metabolic Rate (RMR) Calculator (Excel)

RM 5-NU: Energy Expenditure of Physical Activities (Excel)

RM 6-NU: Determining Daily Physical Activity Intensities

Lesson 3

RM 7-NU: Find the Fat

RM 8-NU: Some Lifestyle Choices Lead to Energy Imbalance—How Does It Happen?

RM 9-NU: My Lifestyle Choices and Energy Balance

Lesson 4

RM 10-NU: Safe Food Guidelines

RM 11-NU: Food Safety Errors: Case Studies (and Answer Key)

Lesson 5

RM 12-NU: Food Label Dictionary

Lesson 6

RM 13-NU: Sport Nutrition Investigation: Myth or Fact?

RM 1–NU: Food Guide Servings Analyzer

Name _____ Class _____ Date _____

Directions/Description

Assume the menu items listed on the following page represent a day's food intake for someone your age. Using *Eating Well with Canada's Food Guide* (Health Canada) as your guide, complete the following steps:

- Indicate the number of Food Guide Servings and the food group(s) each menu item represents. Some menu items have partial servings (e.g., 1.5). To indicate what the size of a serving looks like, some items are compared to common objects (e.g., tennis ball).
- Place an asterisk (*) in the Foods to Limit column when a food contains added high fat or high sugar components (e.g., salad dressing).
- Calculate the total number of Food Guide Servings consumed from each food group.
- Enter the number of Food Guide Servings that males and females between the ages of 14 and 18 require from each of the four food groups.
- Answer the questions at the bottom of the page.

Continued

RM 1–NU: Food Guide Servings Analyzer *(Continued)*

Name _____ Class _____ Date _____

Menu	Food Groups				Foods to Limit
	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	
Breakfast					
2 cups/500 mL bran flakes (approx. 60 g, as per package) with 1 small banana					
1 cup/250 mL 2% milk					
Coffee and 1 tsp./5 mL sugar					
Morning Snack					
Bag of chips					
Lunch					
Whole-wheat bagel (2 hockey pucks)					
2 tbsp./30 mL hummus (1 Ping Pong ball)					
Veggies (baby carrots and bell pepper strips) (2 light bulbs)					
¾ cup/175 g yogurt					
Afternoon Snack					
Pear (1 tennis ball)					
Chocolate bar					
Dinner/Supper					
2 cups/500 mL beef stew (beef, potatoes, carrots)					
Spinach salad (fist), salad dressing (1 tbsp./15 mL), and whole-wheat dinner roll					
1 tsp./5 mL margarine (thumb-tip)					
Cake					
Café au lait (½ cup/125 mL 2% milk)					
Total					
<p>What foods could this individual add to meet the recommended Food Guide Servings in the food group(s)? Choose one food group to improve: _____</p> <p>Suggest foods that could be added, and when: _____</p>					

Continued

RM 1–NU: Food Guide Servings Analyzer
(Answer Key)

Menu	Food Groups				Foods to Limit
	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	
Breakfast					
2 cups/500 mL bran flakes (approx. 60 g, as per package) with 1 small banana	1	2			
1 cup/250 mL 2% milk			1		
Coffee and 1 tsp./5 mL sugar					*
Morning Snack					
Bag of chips					*
Lunch					
Whole-wheat bagel (2 hockey pucks)		2			
2 tbsp/30 mL hummus (1 Ping Pong ball)				1	
Veggies (baby carrots and bell pepper strips) (2 light bulbs)	2				
¾ cup/175 g yogurt			1		
Afternoon Snack					
Pear (1 tennis ball)	1				
Chocolate bar					*
Dinner/Supper					
2 cups/500 mL beef stew (beef, potatoes, carrots)	1			1	
Spinach salad (fist), salad dressing (1 tbsp./15 mL), and whole-wheat dinner roll	1	2			*
1 tsp./5 mL margarine (thumb-tip)					*
Cake					*
Café au lait (½ cup/125 mL 2% milk)			0.5		*
Total	6.0	6	2.5	2	7 *
Recommended number of Food Guide Servings per day for males and females (14 to 18 years of age)	M: 8 F: 7	M: 7 F: 6	M: 3 – 4 F: 3 – 4	M: 3 F: 2	

RM 2–NU: A Guide to Food Guide Serving Sizes

Use this guide to help visualize the number and size of servings of your food choices.

Food	What One Serving Looks Like
Vegetables and Fruit	
250 mL (1 cup) salad greens	A baseball
1 medium fruit	A tennis ball
125 mL (½ cup) diced fresh, frozen, or canned fruit	A small computer mouse
Grain Products	
250 mL (1 cup) cold flaked cereal	A baseball
1 pancake	A compact disc (CD)
125 mL (½ cup) cooked rice or pasta	A small computer mouse
½ bagel (45 g)	A hockey puck
1 slice of bread	A cassette tape
Milk and Alternatives	
50 g (1½ oz.) cheese	Four AA batteries
125 mL (½ cup) ice cream	Half a baseball
175 g (¾ cup) milk or yogurt	A tennis ball
Meats and Alternatives	
75 g (2½ oz.) meat, fish, or poultry	A hockey puck
175 mL (¾ cup) cooked legumes (e.g., lentils, beans)	A tennis ball
175 mL (¾ cup) tofu	A deck of cards
30 mL (2 tbsp.) peanut butter	A Ping Pong ball
Fats	
15 mL (1 tsp.) oil	A quarter
25 mL (1½ tbsp.) salad dressing	Two AA batteries

REFERENCES



For additional information, visit the following websites:

AARP. "Size Does Matter—Master Portion Control." *Staying Healthy: Eating Well*.
<www.aarp.org/health/staying_healthy/eating/size_does_matter.html>.

Alberta Health and Wellness. *Food Guide Serving Sizes for 13 to 18 Years*. Edmonton, AB: Alberta Health and Wellness, July 2007. Available online at <www.health.alberta.ca/documents/HEAL-Food-Serving-13-18.pdf>.

Dietitians of Canada. *Keep an Eye on Your Portion Size . . . Go the Healthy Way*. Fact Sheet. Toronto, ON: Dietitians of Canada, 2005. Available online at <www.dietitians.ca/english/pdf/fact%20sheet_2_colour_english.pdf>.

Eat Smart, Move More North Carolina. *What Counts as a Serving?* Eat Smart Poster.
<www.EatSmartMoveMoreNC.com>.

To access an online converter for weight or volume, visit the following website:

OnlineConversion.com. *Common Weight and Mass Conversions*.
<www.onlineconversion.com/weight_common.htm>.

---. *Volume Conversion*. <www.onlineconversion.com/volume.htm>.

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

RM 3–NU: How Do I Measure Up?

Name _____ Class _____ Date _____

Directions/Description

Reflect on your personal food intake and analyze your intake relative to recommendations in *Eating Well with Canada's Food Guide* (Health Canada).

- Record the foods that you ate for one day on the chart below.
- Use *Canada's Food Guide* and RM 2–NU: A Guide to Food Guide Serving Sizes to determine the number of Food Guide Servings for each food you ate.
- Total the number of Food Guide Servings for each food group and compare your findings to the recommended number at the bottom of each column.
- Answer the questions on the next page.

Foods I Ate (For One Day)	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Foods to Limit
Morning					
Snack?					
Midday					
Snack?					
Evening					
Total					
Recommended number of Food Guide Servings per day for males and females (14 to 18 years of age)	M: 8 F: 7	M: 7 F: 6	M: 3–4 F: 3–4	M: 3 F: 2	

Continued

RM 3–NU: How Do I Measure Up? (Continued)

How Do You Measure Up?

1. In what food group(s) have you eaten the recommended number of Food Guide Servings?

2. In what food group(s) do you need to consume more food choices to meet recommended eating patterns?

3. Choose **one** food group in which to improve your food choices:
 - a. How many more Food Guide Servings do you need to eat to meet your recommended number? _____
 - b. Review the list of foods you ate. Are there substitutions you can make? Explain.

4. Make a very specific healthy eating goal.

Consider the following:

- What foods will you really eat?
- Where will you be?
- What foods are available?
- What time of day is the plan for?

My healthy eating goal for (food group): _____

Servings still needed: _____

Goal: _____

EXAMPLE

My healthy eating goal for (food group) *grain products* Servings still needed: 1

Goal: *I will substitute a small bagel and peanut butter for a bag of chips in the morning.*

5. What might prevent you from acting on your goal?

Think about the following:

- When will you start on your healthy eating goal?
- Where will you be or what will you be doing at this time (e.g., at school, doing homework)?
- What might interfere with this goal? How will you overcome it?
- Should you plan for a snack or a meal?
- Will you *really* do this? If not, go back to Question 4 and write another goal.

6. Transfer your healthy eating goal to RM 4–FM: Goal Manager.

RM 6–NU: Determining Daily Physical Activity Intensities

Name _____ Class _____ Date _____

Directions/Description

You will gain a greater understanding of your personal daily energy expenditure by examining your daily physical activities and categorizing them by intensity level.

- List all your physical activities for three days of a week that best represent what you would normally do, and indicate how long (in hours) you did each activity (i.e., 40 minutes = .67 of an hour). **Each daily total must equal 24 hours.**
- Classify each of your physical activities according to the **intensity category** scale provided below. First identify the number of hours you spent sleeping (resting), then the time you spent in vigorous or moderate activity, and finally, the time you spent in very light or light activity. **Each daily total must equal 24 hours.**

Physical Activity Intensity Category	Physical Activity Intensity Description
Resting	Sleeping, reclining while watching TV
Very Light Activity	Seated and standing activities, driving, laboratory work, typing, sewing, ironing, cooking, playing cards, playing a musical instrument, painting trades
Light Activity	Walking on a level surface (at 3 to 5 km/hour), garage work, carpentry, electrical trades, restaurant trades, house cleaning, child care, horseback riding, sailing, bowling, golfing, playing baseball, table tennis
Moderate Activity	Walking (7 to 8 km/hour), weeding and hoeing, carrying a load, cycling, skiing, dancing, jogging, playing tennis, basketball, badminton, soccer, volleyball
Vigorous Activity	Walking with a load uphill, tree felling, heavy manual digging, climbing, running (10 to 13 km/hour), cross-country skiing (8 to 10 km/hour), playing basketball, football, soccer

- Total your activity time in each intensity category and write the total into the corresponding category in the Duration Totals column of the Daily Physical Activity Intensities chart provided (see following page). An example is provided below.

Example

Day 1		
Activity	Duration (Hours)	Category
Sleeping	9	Resting
Eating	1	Very Light
Cycling to / from school, etc.	1.25	Moderate
Classes	5	Very Light
Intramural volleyball	.5	Moderate
Basketball Practice	2	Vigorous
Studying	2	Very Light
Walking to and from arena	1	Light
Playing air hockey	1	Light
Sitting or lying	1.25	Very Light

Intensity Category	Duration Totals
Resting	9
Very Light	9.25
Light	2
Moderate	1.75
Vigorous	2
Total	24 Hours

Continued

RM 6–NU: Determining Daily Physical Activity Intensities *(Continued)*

Name _____ Class _____ Date _____

Daily Physical Activity Intensities

Day 1		
Activity	Duration (Hours)	Category
Day 2		
Activity	Duration (Hours)	Category
Day 3		
Activity	Duration (Hours)	Category

Intensity Category	Duration Totals
Resting	
Very Light	
Light	
Moderate	
Vigorous	
Total	24 Hours

Intensity Category	Duration Totals
Resting	
Very Light	
Light	
Moderate	
Vigorous	
Total	24 Hours

Intensity Category	Duration Totals
Resting	
Very Light	
Light	
Moderate	
Vigorous	
Total	24 Hours

Continued

RM 6–NU: Determining Daily Physical Activity Intensities (*Continued*)

4. Calculate the average number of hours per day spent in physical activities of moderate and vigorous intensity:

- a. Moderate Intensity Activities

_____ (hrs. Day 1) + _____ (hrs. Day 2) + _____ (hrs. Day 3) = _____ hrs./3 =
_____ average number of hours per day at Moderate Intensity

- b. Vigorous Intensity Activities

_____ (hrs. Day 1) + _____ (hrs. Day 2) + _____ (hrs. Day 3) = _____ hrs./3 =
_____ average number of hours per day at Vigorous Intensity

RM 7–NU: Find the Fat

Where Is the Fat in Our Food?

To help you identify common sources of high-fat snacks and foods, you will compare different types of foods and different serving sizes of the same foods. The purpose of this comparison is to help you make healthy food choices.

Examples of foods to compare:

- commercial French fries and oven-baked fries
- varieties of air-popped popcorn
- potato chips and other snack foods (baked and fried)
- battered deep-fried chicken and broiled or baked chicken
- donut and small bagel or English muffin

When determining the amount of fat in two different foods, note the serving size and ensure you are comparing the same amount of food (e.g., the same number of grams or mL). Also note the serving size on the Nutrition Facts label and the size of the container. Often there are several servings in one container.

For this food-comparison task, use the information from

- Nutrition Facts labels (see example)
- comprehensive nutrient tables (e.g., see the Health Canada reference below)
- websites of individual fast food restaurants



Nutrition Facts*	
Per container (175 g)	
Amount	% Daily Value
Calories 170	
Fat 4.5 g	7 %
Saturated Fat 3.5 g + Trans Fat 0 g	18 %
Cholesterol 10 mg	
Sodium 85 mg	4 %
Carbohydrate 27 g	9 %
Fibre 0 g	0 %
Sugars 26 g	
Protein 6 g	
Vitamin A 15 %	Vitamin C 0 %
Calcium 20 %	Iron 0 %

* Source: Health Canada. "Interactive Nutrition Label and Quiz." *Food and Nutrition*. <www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/quiz2-eng.php>.

Record your findings in the table provided on the following page. Several examples are provided.

REFERENCE



Comprehensive nutrient tables are provided in the following resource:

Health Canada. *Nutrient Value of Some Common Foods*. Ottawa, ON: Health Canada, 2008. Available online at <www.hc-sc.gc.ca/fn-an/nutrition/fiche-nutri-data/nutrient_value-valeurs_nutritives-eng.php>.

Continued

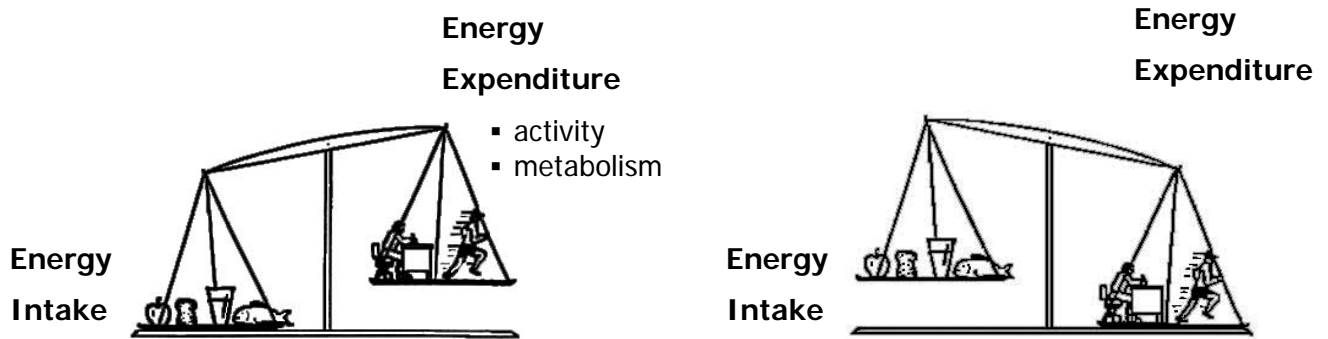
RM 7–NU: Find the Fat *(Continued)*

Name _____ Class _____ Date _____

Food Item	Serving Size	Calories	Fat/Serving (g)	Notes
<i>Examples:</i> Commercial fries Home/oven fries	177 g 173 g	550 160	26 g trace	<i>I will try making home fries.</i>
Bag of potato chips	per 20 chips (50 g) per bag (275 g)	270 1485	17 g 93.5 g	<i>I will try not to eat the whole bag at one sitting.</i>

Note: A healthy fat intake for your age is *approximately* 60 to 65 g/day for females and 80 to 85 g/day for males. Be sure to include 2 to 3 tablespoons of unsaturated fat each day (e.g., canola or olive oil in salad dressings, small amounts of mayonnaise in sandwiches).

RM 8–NU: Some Lifestyle Choices Lead to Energy Imbalance— How Does It Happen?*



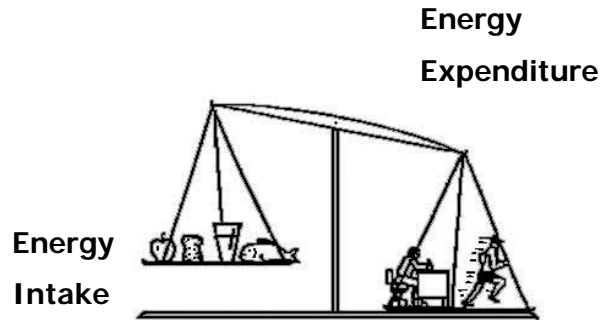
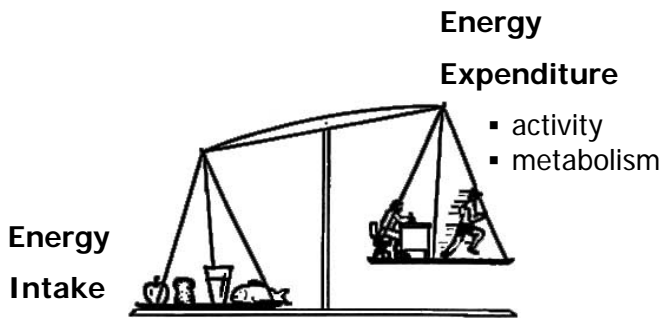
What factors contribute to an energy imbalance that could lead to weight gain?

What counter measures could help restore energy balance?

* Source: Dairy Farmers of Manitoba, 2008, 2003. Adapted with permission.

RM 9–NU: My Lifestyle Choices and Energy Balance*

Name _____ Class _____ Date _____



Factors that contribute to an energy imbalance that could lead to weight gain:

Counter measures that could help me regain energy balance:

Describe what you have learned about yourself related to your food choices and physical activity habits. Indicate where you can make positive changes and what you plan to do.

* Source: Dairy Farmers of Manitoba, 2008, 2003. Adapted with permission.

RM 10–NU: Safe Food Guidelines*

Everyone has a responsibility to help keep food fresh and safe by following safety guidelines related to handling, preparing, cooking, serving, and storing food.

Purchasing Food

- Buy only pasteurized milk and government-inspected meat and poultry.
- Check “expiry” and “best before” dates, and purchase food accordingly.
- Do not buy canned goods in tins that are dented, rusted, bulging, or cracked, as contents may be contaminated.
- Do not buy food from unrefrigerated displays that should be in a cooler.
- Do not purchase eggs that are cracked or not refrigerated.
- Pick up cold and hot food last when shopping, so it will have the least amount of time to change temperature before getting it home.
- Keep raw meat products separate from other products in the shopping cart. Place these products in plastic bags at checkout, to prevent juices from leaking or contaminating other foods.
- Do not leave products in the car for long periods of time, as they may spoil.

Storing Food

- Keep the refrigerator at 4°C (40°F) or colder.
- Refrigerate or freeze perishables, prepared food, and leftovers within two hours. Do not overfill the refrigerator, as cold air needs to circulate.
- Store meat in plastic bags on the lowest shelf of the refrigerator to keep the meat coldest and to prevent potential drips from getting onto other foods.
- Store canned foods in a cool and dry place.
- Store fresh produce in the refrigerator and do not wash it until time of use.
- Store eggs in their carton, inside the refrigerator where it is colder, not in the door.

Continued

* Source: Manitoba Agriculture, Food and Rural Initiatives. “Handling Food at Home.” *Consumer Food Safety*. Nov. 2005. <www.gov.mb.ca/agriculture/foodsafety/consumer/cfs01s04.html>. Adapted with permission.

RM 10–NU: Safe Food Guidelines (*Continued*)

Preparing Food

- Wash hands thoroughly with soap and water for at least 20 seconds before and after handling food, and after touching raw food (singing *Happy Birthday* twice takes about 20 seconds).
- Wash counters, cutting boards, equipment, and utensils with hot soapy water or a sanitizer before and after they have been in contact with food. A good kitchen sanitizer can be made by mixing 5 mL (1 teaspoon) of bleach and 750 mL (3 cups) of water. Replace daily.
- Make sure cutting boards are in good repair.
- Do not let the juices from raw meat come in contact with other cooked or raw foods. Always place cooked meat on a clean plate rather than reusing the plate that was in contact with the raw meat.
- Thaw foods in the refrigerator (or in the microwave if it is being cooked immediately), NEVER AT ROOM TEMPERATURE.
- Do not refreeze food that has been thawed. The safest thing to do is cook thawed meat or fish before refreezing it.
- Wash fruit and vegetables under running water to remove dirt and residue before using them. Scrub vegetables such as carrots and potatoes. Don't use soap, as it can leave its own residue.
- Use a new spoon every time you taste your cooking. Don't double dip!
- Keep pets out of the kitchen.
- If you have an infectious disease (e.g., flu, cold), avoid handling food. Always cover your mouth with a facial tissue or sleeve if you sneeze, and wash your hands well. If you have an open cut or wound, ensure it is well cleaned and covered with a bandage, as well as a rubber cover (e.g., glove).
- Change dishcloths often. A warm, damp washcloth is a perfect home for bacteria and germs. An alternative is to use paper towels and discard them after each use.

Cooking Food

- Keep food out of the temperature danger zone by ensuring your refrigerator is set at 4°C (40°F) and by keeping hot foods hot, over 60°C (140°F). At temperatures over 60°C (140°F), bacteria are killed. Keep in mind that bacteria grow fastest between 4°C and 60°C (40°F and 140°F).
- Cook ground meat and poultry until it reaches a safe internal temperature (it should not be pink, but the colour alone is not an indicator of a safe temperature). Always use a meat thermometer (internal temperature: 75°C, 167°F). Thoroughly cooking food destroys harmful micro-organisms.
- Use microwave-safe containers when using the microwave, and rotate food for even cooking.

Continued

RM 10–NU: Safe Food Guidelines (*Continued*)

Serving Food

- Wash hands with soap and water before serving food.
- Do not leave potentially high-risk foods, whether raw or cooked, at room temperature longer than necessary and not longer than two hours.
- Keep hot foods steaming hot, over 60°C (140°F).
- Use designated utensils for each food item.
- Keep batches of food separate.
- Place small amounts of food on the table if serving a buffet.

Storing Leftovers

- Wash hands before and after handling leftovers.
- Refrigerate leftover food immediately or within two hours of preparation.
- Divide hot leftovers into small shallow containers for quick cooling.
- Store leftovers in appropriate storage containers (e.g., cling wrap, freezer bags, air-tight containers).
- Reheat leftovers to a temperature of 75°C (167°F). Bring soups and sauces to a boil.
- Cooked meat (e.g., sandwich meat, burgers) can be refrigerated and safely eaten within three days. Don't keep leftovers more than four days.

Discarding Spoiled Food

- Discard food if you're not sure how long it's been in the fridge. (**Note:** You can't necessarily tell if a food is contaminated with harmful organisms by looking at it, smelling it, or tasting it.)
- If mould forms on hard cheese, trim off the mould plus 1 inch (2.5 cm) from all sides of the cheese block. Keep the knife clean and put the cheese in a new wrapper. Discard mouldy soft cheese (e.g., feta, brie, Camembert).
- Discard cans that bulge or leak. Do not taste the contents.
- Discard mouldy jams, syrups, nuts, or grains. Mould spreads in these products and can be dangerous.

When in doubt, throw it out.

RM 11–NU: Food Safety Errors: Case Studies*

Case Studies

Case Study 1: Friday Night

It's Friday night and you've invited some friends over for pizza, baked chicken wings, and a movie. You've made a fiery mayo-based dip for the wings. You add frozen shrimp to the pizza. For a healthy side dish, you prepare some veggies to go with the dip. They look clean, so, to save time, you cut them up without washing them first.

Your friends leave late and you're *really* tired. There are too many beverages in the fridge—no room for the leftover pizza, chicken, or dip. You cover them with napkins for the night and decide to leave clean-up for the morning.

The next morning you think to yourself, “cold pizza for breakfast.” And even though the wings aren't hot any more, they'll taste great for breakfast with the leftover dip. Perfect!

What are your food safety errors?	What should you have done instead?

Continued

* Source: Dairy Farmers of Manitoba, 2008. Adapted with permission.

RM 11–NU: Food Safety Errors: Case Studies *(Continued)*

Case Study 2: Pot Luck

You are preparing your special chicken stew for a pot-luck after the basketball tournament. You are running late and are trying to work quickly. Oh no—you forgot that you still need to make a sandwich! You give the cutting board a quick wipe. There is still a little chicken on it, so you give it a rinse. There, that's better. You use the cutting board to cut bread, and prepare the sandwich in record time. The chicken stew must be ready by now. You dip your spoon into the stew for a taste. Yum! In goes the spoon again. Yup, it's done. You turn the stove off and decide to leave the pot to cool before putting it in the fridge (it should be cool enough by the time you get home later this evening). While quickly wiping the counter, you notice the extra chicken you thawed still sitting on the counter. You didn't need it after all. That's OK. You'll just put it back in the freezer for the next time.

What are your food safety errors?	What should you have done instead?

Continued

RM 11–NU: Food Safety Errors: Case Studies *(Continued)*

Case Study 3: Saturday Night Chili

You are having friends over on Saturday night. You are in the middle of preparing your famous chili when you realize the can of beans you were going to use is badly dented and bulging . . . that's not good. A second can of beans is dented, but not bulging, so you decide to use it instead. You are adding tomatoes when, "Ouch—what a sting"! The juice has dripped into that nasty cut you got yesterday. You'll have to remember to get bandages. And now you are going to sneeze, but with tomato juice on your hands, you don't quite prevent yourself from sneezing on the chili . . . oops.

You planned to serve cheese and crackers before dinner. You notice the cheese has mould on it. No problem—you scrape the sides of the cheese, slice it, and put it out for your friends.

What are your food safety errors?	What should you have done instead?

Continued

RM 11–NU: Food Safety Errors: Case Studies *(Continued)*

Case Study 4: Feeling under the Weather

You work in the school cafeteria. You are normally very energetic, but you are feeling under the weather as you get lunch prepared for the day. You begin to rummage through the fridge searching for something to prepare, when “AAAHHH – CHOOO!” You manage to cover your nose with your hand to prevent sneezing on the food in the fridge. You spot some ground beef. You’re not sure when the manager took it out of the freezer—there’s no expiry date on it—maybe a couple of days ago? Hmm . . . or was it at the end of last week? You examine it. Looks fine, smells OK. So you decide to use it. You take it out of the dripping plastic and use it to prepare dinner.

What are your food safety errors?	What should you have done instead?

Continued

RM 11–NU: Food Safety Errors: Case Studies* (Continued)
(Answer Key)

Answers to Case Studies

Case Study 1: Friday Night

What are your food safety errors?	What should you have done instead?
You left food on the counter.	Pizza, chicken, and dip should be refrigerated within two hours of being cooked or prepared.
You did not wash the vegetables.	Vegetables should be rinsed with cold water before serving them.
You added frozen shrimp to the pizza.	Shrimp should have been thawed in the fridge and then added to the pizza.
You used napkins to cover leftover food.	Leftover food should have been stored in an appropriate storage container (e.g. cling wrap, freezer bag, air-tight container) and refrigerated.

Case Study 2: Pot Luck

What are your food safety errors?	What should you have done instead?
You used the cutting board after preparing raw chicken on it.	You should have used a different and clean cutting board and utensils to prepare the sandwich, or thoroughly washed and sanitized the cutting board and utensils before using them to make the sandwich.
You did not wash your hands before making the sandwich.	Always wash your hands after handling raw meat. It's an even better idea to wash your hands after you have prepared one food, before moving on to another.
You "double-dipped" your spoon into the stew when tasting it.	Use a new spoon every time you taste food, or use a clean spoon to put/pour the food onto your spoon.
You left the large pot of stew to cool on the counter.	The pot was too large for the stew in the centre to cool (out of the danger zone) quickly enough. You should either have transferred the stew into a few smaller and shallower pans for cooling in the fridge, or put the stew into individual portions, and frozen them.
You thawed the chicken on the counter.	All food should be thawed in the fridge.
You refroze the thawed chicken.	Do not refreeze thawed meat or food. Either cook it and then freeze the prepared item, or put it into the fridge and use it as soon as possible. Or throw it out.

Continued

* Source: Dairy Farmers of Manitoba, 2008. Adapted with permission.

RM 11–NU: Food Safety Errors: Case Studies (Continued)
(Answer Key)

Case Study 3: Saturday Night Chili

What are your food safety errors?	What should you have done instead?
You used the dented can.	You used the dented (but not bulging) can. When you see a dent, check the location. The safest thing to do is to check all cans and avoid buying dented cans. A dented can might be punctured, and bacteria might have gotten in. If the dent is “sharp” or on a “seam,” the can might be punctured as well. If the can is dented on the “body,” it is probably OK to use. If you open a can and the content spurts out, appears bubbly, or has a bad smell, throw it out and do not taste it. If you dent the can after purchasing it, use the product as soon as possible. If the can becomes dented along a “seam,” empty the can into an airtight container and use the product as soon as possible.
You handled food with an open cut on your hand.	Never handle food with an open cut or wound. The cut should be cleaned, as well as covered with a bandage and with a rubber glove or a rubber cover for an individual finger. This is done to prevent the cut and the bandage from getting wet and dirty. It will help prevent the spread of germs from the cut to the food and prevent bacteria from getting into the cut (it could get infected).
You scraped the mould off the cheese and served it to your friends.	If hard/firm cheese is mouldy, you need to cut 2.5 cm (1 inch) from all sides of the cheese block. Don't just scrape the mould off, as it may have grown into the cheese. If mould has spread all through a firm cheese, throw it away. If there is mould on soft or fresh cheese, throw it away.

Case Study 4: Feeling under the Weather

What are your food safety errors?	What should you have done instead?
You arrived at work sick.	If you are sick, STAY AT HOME . You can pass what you have to your clients and make them sick. If you <i>have</i> to go to work, wear a facial mask and wash your hands <i>frequently</i> .
You sneezed into the refrigerator.	Cover your mouth and nose when you sneeze or cough, especially when you are around food that may be eaten by others. Sneeze into a facial tissue or your arm, and wash your hands. Better yet, stay home when you're not feeling well.
You used the ground beef, even though you were unsure of when it was taken out of the freezer.	When in doubt, throw it out, especially when you are responsible for your clients' welfare.
You smelled the ground beef, thought it smelled OK, and used it.	Smelling food to detect contamination does not always work. Not all contaminated foods smell bad.

RM 12–NU: Food Label Dictionary

The following table lists some of the more common nutrient content claims and explains what they mean.

Nutrient Content Claims and Their Meaning*	
Keywords	What They Mean
Free	an amount so small, health experts consider it nutritionally insignificant
Sodium free	<ul style="list-style-type: none"> ▪ less than 5 mg sodium**
Cholesterol free	<ul style="list-style-type: none"> ▪ less than 2 mg cholesterol, and low in saturated fat (includes a restriction on <i>trans</i> fat)** ▪ not necessarily low in total fat
Low	always associated with a very small amount
Low fat	<ul style="list-style-type: none"> ▪ 3 g or less fat**
Low in saturated fat	<ul style="list-style-type: none"> ▪ 2 g or less of saturated and <i>trans</i> fat combined**
Reduced	at least 25% less of a nutrient compared with a similar product
Reduced in Calories	<ul style="list-style-type: none"> ▪ at least 25% less energy than the food to which it is compared
Source	always associated with a “significant” amount
Source of fibre	<ul style="list-style-type: none"> ▪ 2 g or more fibre**
Good source of calcium	<ul style="list-style-type: none"> ▪ 165 mg or more of calcium**
Light	<p>when referring to a nutritional characteristic of a product, it is allowed only on foods that are either “reduced in fat” or “reduced in energy” (Calories)</p> <ul style="list-style-type: none"> ▪ explanation on the label of what makes the food “light”; this is also true if “light” refers to sensory characteristics, such as “light in colour”***

** per reference amount and per serving of stated size (specific amount of food listed in Nutrition Facts)

*** three exceptions that do not require an explanation are “light maple syrup,” “light rum,” and “light salted” with respect to fish. Note that a separate provision is made for the claim “lightly salted,” which may be used when a food contains at least 50% less added sodium compared with a similar product.

* Source: Health Canada. “Nutrient Content Claims and Their Meaning.” *Nutrition Labelling—Get the Facts!* 26 Nov. 2002. <www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/educat/te_background-le_point-08-table1-eng.php>.

RM 13–NU: Sport Nutrition Investigation: Myth or Fact?

NOTE TO TEACHER

Reword some of the Myth statements into Fact statements and remove the word *Myth* from each card, as students have to determine whether each statement is a myth or a fact.

Myth:

**Everyone needs to take vitamin pills.
It's OK to take vitamin supplements,
as they are natural substances.**

Fact: Vitamin and mineral supplementation is generally not required for individuals who are on a balanced eating plan, which means they are consuming the recommended number of servings from each of the four food groups, as outlined in *Eating Well with Canada's Food Guide* (Health Canada). Individuals who think they may need to take supplements should do so under the direction of a medical doctor, registered dietician, or nutritionist. Consumers also need to know and understand that not all natural substances are safe and/or legal (e.g., marijuana).

Reference

Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007. Available online at <www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html>.

Myth:

**As long as I eat, it doesn't matter
when I eat.**

Fact: Proper post-exercise nutrition allows muscles to recover more quickly and allows the participant to be ready to exercise/perform again within hours. During exercise, the glycogen stored in muscles is depleted. The amount of depletion will depend on factors such as the amount of glycogen available and the intensity and duration of the exercise.

The critical time following exercise is the first 30 minutes to two hours. During this time, physical activity participants need to

- consume foods with a high-glycemic index (simple carbohydrates), as the muscles are in a state when they will more readily absorb these nutrients
- consume proteins and fats

In addition to ensuring proper food intake, rehydration or drinking of fluids is also critical during post-exercise recovery. Participants who do not have “an appetite” immediately following exercise could consider drinking chocolate milk or sports drinks.

Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? *(Continued)*

<p>Myth:</p> <p>Drink eight glasses of water per day.</p>	<p>Fact: While the notion of needing to drink eight glasses of water per day is a myth, the need for proper and adequate hydration is a fact. During the course of a normal day, the body loses fluid through sweating, breathing, urinating, and environmental factors (e.g., air temperature, humidity). This fluid must be replaced.</p> <p>Maintaining proper fluid levels helps the body to</p> <ul style="list-style-type: none">▪ transport nutrients and eliminate waste▪ lubricate joints and tissues▪ facilitate digestion▪ regulate core temperature through sweating <p>Individuals can replenish their fluid loss by rehydrating with drinking water, sports drinks, soups, teas, milk, juice, or coffee, or eating watery fruit and vegetables. The amount of fluid that needs to be replaced will depend on how much fluid was lost.</p>
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<p>Myth:</p> <p>Drinking water during exercise causes stomach upset and slows performance.</p>	<p>Fact: Consuming water or other fluids is essential while exercising, as increased activity rates will increase the rate of fluid loss through sweating and increased respiration rates. While exercising, it is better to consume small amounts of water or sports drinks frequently than to gulp large volumes infrequently or not drinking at all.</p> <p>Dehydration can have a significant impact on performance. Excessive dehydration may cause an uncontrollable increase in core body temperature, which may lead to heat exhaustion or heat stroke.</p>
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Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? *(Continued)*

Myth:

Meal-replacement options (e.g., protein shakes, power bars) are not as good as a home-cooked meal.

Fact: Meal-replacement options are never as nutritious as home-cooked meals that are part of a balanced eating plan. However, meal-replacement options, such as protein shakes, power bars, and so on, can be convenient for on-the-go situations, and are safer than perishables if food cannot be kept at a safe temperature.

Myth:

I don't like eating meat and am fine just taking an iron supplement.

Fact: Supplementation cannot and should not replace a balanced eating plan. If a medical doctor, registered dietician, or nutritionist determines that there is a vitamin/mineral deficiency that cannot be corrected within an individual's balanced eating plan, then supplementation may be appropriate. It is generally understood that iron supplements from plant sources need to be taken with vitamin C for effective absorption.

Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? *(Continued)*

Myth:

It doesn't really matter what you eat during physical training and competition.

Fact: If you want to introduce new foods or drinks as part of your physical activity/sport nutrition plan, try them out during a training session first to know how the body will respond.

During physical activity, carbohydrates and fluid are essential to success. Participants also need to match their food intake to their energy expenditure in order to maintain a healthy body weight.

Myth:

Energy drinks are harmful to your health and detrimental to your performance.

Fact: Energy drinks are not necessarily bad. A major ingredient in energy drinks is caffeine, which has both pros and cons, although the cons outweigh the pros.

- *Pro:* Because caffeine is a stimulant, it can result in short-term mental alertness.
- *Cons:* For some people, caffeine can lead to increased heart rate, higher pulse rate, increased sweating, and dehydration. All these factors are performance degrading. Other known side effects of caffeine consumption that may affect performance are disrupted sleep patterns, nausea/vomiting, diarrhea, and irritability.

Energy drinks are also of concern due to other products in them. Some energy drinks are artificially sweetened, and therefore do not contain much sugar. The added vitamins, minerals, and herbal products are of most concern. While these may be "natural," they may not be appropriate for participants.

If you have to depend on an energy drink for a quick rush, perhaps you need to ask:

- Are you over-training?
- Are you eating enough at the right times?
- Are you getting enough rest?

Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? (*Continued*)

Myth:

The ideal ratio of nutrients is 40% complex carbohydrates (CHOs), 30% protein, and 30% fat.

Fact: For regular physical activity and sport participation that adheres to *Canada's Physical Activity Guide* (Public Health Agency of Canada), participants would need a higher percentage of nutrients from carbohydrates, as they are the primary source of energy. Some participants may need up to 60% carbohydrate intake to meet their energy needs.

References

Public Health Agency of Canada. *Canada's Physical Activity Guide for Youth*. Ottawa, ON: Public Health Agency of Canada, 2002.

---. *Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada, 2004.

These guides are available online at <www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>.

Myth:

Use of diet pills and laxatives is an effective way to lose weight.

Fact: Rapid weight loss can be detrimental to physical performance and, more importantly, to overall health. Rapid weight loss through the use of diet pills, laxatives, and saunas is a serious concern for weight-class sports, such as boxing, tae kwon do, body building, wrestling, ballet, and gymnastics. It is also a concern for females who have had negative comments made about their bodies, or who may feel they would be more athletic if they lost weight.

All individuals, including athletes, need to maintain a balanced eating plan. Participants in weight-class sports may have to compete in a higher weight class to avoid subjecting themselves to rapid weight loss.

Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? *(Continued)*

<p>Myth:</p> <p>The more protein and protein supplements you consume, the more muscle you will gain or maintain.</p>	<p>Fact: Muscles have a limited ability to absorb amino acids that are derived from protein. Once this limit has been reached, excess protein will be stored as body fat, as will all excess calories.</p>
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<p>Myth:</p> <p>Muscle cramps are caused by inadequate salt intake.</p>	<p>Fact: Generally, muscle cramps are caused by an excess of fluid loss through sweating, not inadequate salt intake.</p> <p>While we need sodium to keep the body running normally (e.g., to maintain fluid balance, regulate nerve impulses and muscle function), too much sodium is associated with high blood pressure and increased risk of heart disease and stroke. High sodium intake also causes the body to lose calcium and can have an impact on bone health.</p> <p>Most sodium comes from processed/prepared food, not the salt shaker on the table. As little as 10% of our daily sodium intake comes from the salt shaker, while over 75% comes from the salt added to food during processing.</p>
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Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? *(Continued)*

<p>Myth:</p> <p>Special supplements, such as amino acids, bee pollen, ginseng, and brewer’s yeast, improve athletic performance.</p>	<p>Fact: Taking special supplements, such as amino acids, bee pollen, ginseng, and brewer’s yeast, cannot replace a balanced eating program. There is no evidence to indicate that ingesting any of these substances will improve athletic performance. Furthermore, taking any of these special supplements can be quite expensive.</p>
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<p>Myth:</p> <p>Skipping breakfast before a morning workout will help you burn more fat.</p>	<p>Fact: To get the most out of a morning workout, you need to eat a proper pre-exercise meal at the proper time so that your body can digest the food and your muscles can absorb the nutrients. In the case of a pre-breakfast morning workout, you may not have eaten in 8 to 12 hours. By not eating prior to a workout, your muscles will deplete their energy stores more quickly, thereby leaving you without the energy you need to finish your workout, or your intensity will drop to a level below your expectations/goals. Furthermore, once you do eat, you may over-consume due to feeling hungry.</p>
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Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? *(Continued)*

Myth:

Carbo-loading (also known as the “pasta feed”) the night before a big race is effective.

Fact: Carbohydrates are converted to and stored in muscles as glycogen. While consuming carbohydrates the night before a long run is helpful, there is a limit to how much glycogen can be stored within muscles. It is more helpful to carbo-load in the days before an endurance activity.

Myth:

Caffeine causes dehydration during endurance sports and should be avoided.

Fact: For regular users, caffeine has actually been shown not to be a diuretic in most people. For infrequent users of caffeine, however, some of the known side-effects (e.g., nausea, diarrhea, frequent urination) lead to excess fluid loss before the endurance event or performance even begins.

Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? *(Continued)*

<p>Myth:</p> <p>Ingesting sugar, honey, soft drinks, or any other sweets will provide the required energy just before athletic competition.</p>	<p>Fact: These sweet foods will provide quick, short-term energy, as they are easily absorbed for use by the muscles. Depending on the length of the physical activity, however, these quick sources of energy may not provide enough energy for continued/sustained participation. It would be best to consume complex carbohydrates, some protein, and a little fat a few hours before physical activity participation, and simple carbohydrates just before participation.</p>
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<p>Myth:</p> <p>Vitamins and minerals give athletes extra energy.</p>	<p>Fact: By themselves, vitamins and minerals are not an energy supply. What minerals and vitamins do is help release the chemical energy found in food that is ingested as part of a balanced eating plan.</p>
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Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? (*Continued*)

Myth:

It doesn't matter what you drink during activity as long as you are consuming fluids.

Fact: Water is the best method for fluid replacement during activity. When exercising in hot temperatures, however, participants need to be aware of excessive sweating. Also, water may not be sufficient in situations where participants are not able to eat during training/competition lasting longer (in general) than 90 minutes. In these situations, sports drinks can be useful. Avoid fluids with high caffeine levels or alcohol, as these may act as diuretics or depressants.

Myth:

Energy drinks and sports drinks are the same.

Fact: Energy drinks and sports drinks are very different.

- *Energy drinks* are carbonated, which affects fluid absorption. They also have high levels of caffeine.
- *Sports drinks* are scientifically developed to assist physical activity participants/athletes with fluid and electrolyte replacement.

Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? *(Continued)*

<p>Myth:</p> <p>Sports drink consumption during exercise contributes to weight gain.</p>	<p>Fact: Regardless of the source of the calories, if energy input is greater than energy output, there will be weight gain.</p>
--	---

<p>Myth:</p> <p>Sports drinks are high in sugar and calories.</p>	<p>Fact: By comparing the sugar and calories of sports drinks and fruit juice or regular pop (e.g., using the Nutrition Facts labels), you would find that sports drinks have approximately half the sugar and calories of the other drinks.</p>
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Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? *(Continued)*

<p>Myth:</p> <p>Sports drinks are meant only for events lasting more than 60 minutes.</p>	<p>Fact: Some athletes are very heavy sweaters and lose fluid and electrolytes at a higher rate than others. In these situations, sports drinks can be helpful even if the activity is 60 minutes or less in duration.</p>
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<p>Myth:</p> <p>Sports drinks have too much salt.</p>	<p>Fact: Sports drinks have sodium levels similar to those of everyday foods such as milk, bread, and some breakfast cereals. Sodium plays an important role in fluid absorption. Consuming foods with sodium during a physical activity is not always possible or practical; therefore, consuming sports drinks provides a suitable alternative.</p>
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Continued

RM 13–NU: Sport Nutrition Investigation: Myth or Fact? *(Continued)*

Myth:

Only strength athletes need to worry about eating enough protein.

Fact: Athletes need consistent, quality training, a balanced eating plan, and adequate rest. By missing one of these three, they won't be the best they can be, regardless of the type of physical activity participants or athletes they are (e.g., strength, power, endurance).

Myth:

There's only one "right way" to fuel the body for maximum performance.

Fact: No single sport nutrition plan will work for everyone. All individuals are unique with respect to how their bodies respond to certain food intake and exercise.

Continued



MODULE D

Lesson 2

RM 1-PS: Process Observation Report Form

Lesson 3

RM 2-PS: Leadership Questionnaire

RM 3-PS: Survival Game Questionnaire (and Interpretation of Results)

RM 1–PS: Process Observation Report Form

Process Observer _____ Date _____

Team Members _____

Directions/Description

As *process observer* for your team, you will not actively participate in your team’s task. Your role is to position yourself so that you can see and hear the interactions and communication of the team members as they work to accomplish their assigned task/challenge.

If a conflict arises and it appears as though the team members cannot resolve it themselves, please advise your teacher/facilitator.

N O T E
 The names of individual students should not be recorded or reported in your observations.

Complete the following report of your team activity, and be prepared to share your observations during the debriefing process without criticizing.

Team Plan

1. Did the team seem to have a clearly defined plan? Explain.

Interaction and Communication

2. Record/tally the positive, negative, or neutral comments made during the team activity. These comments could also be made in the form of suggestions and/or directions.

Positive Comments (e.g., “well done,” “great idea”)	Negative Comments (e.g., “that’s dumb,” “brutal”)	Neutral Comments (e.g., “OK,” “what if we try this?”)

3. Was any form of non-verbal communication demonstrated? _____

If so, in what ways was the non-verbal communication presented (e.g., sitting out, facial expressions, body language)?

RM 1–PS: Process Observation Report Form (Continued)

Team Roles

4. Using the team roles identified in the Predicting Team Roles learning activity, try to identify the roles that emerged during the team’s building activity. Record/tally, under the appropriate category below, which roles you observed.

Task Roles	Interactive Roles	Self-oriented Roles

5. What was the energy level of the team? Explain.

6. How would you describe the team atmosphere (e.g., relaxed, tense)?

7. Did everyone participate? Explain.

8. Did any conflict arise? _____

If so, how was it resolved?

Overall Impressions

RM 2-PS: Leadership Questionnaire*

Read the following statements and indicate how you would most likely behave if you were the group/team leader, choosing from the following ratings.

A = Always **F** = Frequently **O** = Occasionally **S** = Seldom **N** = Never

If I were the group/team leader . . .	A	F	O	S	N
1. I would most likely act as the spokesperson of the group.					
2. Policies would be determined by majority rule.					
3. I would allow members complete freedom in their work.					
4. I would encourage all members to follow the rules.					
5. I would permit members to use their own judgment in solving problems.					
6. I would stress being ahead of competing groups.					
7. I would use group brainstorming as a way to come up with new ideas.					
8. I would expect input from everyone on how best to get a job done.					
9. I would try out my ideas in the group.					
10. I would let the members do their work the way they think best.					
11. I would be working hard for personal recognition.					
12. Meetings would be chaired in rotation, so everyone had a chance to chair.					
13. I would let people work out their own differences.					
14. I would keep the work moving at a rapid pace.					
15. I would turn the members loose on a job and let them go to it.					
16. I would settle conflicts when they occur in the group.					
17. People would sign up for tasks depending on what they enjoyed doing.					
18. I would represent the group at outside meetings.					
19. I would be reluctant to allow the members any freedom of action.					
20. I would decide what should be done and how it should be done.					
21. I would push for increased productivity in assigned tasks.					
22. I would give authority to only those members I felt I could control.					
23. Things would usually turn out as I had predicted.					
24. I would allow the group a high degree of initiative.					
25. I would assign group members particular tasks.					
26. I would be willing to make changes.					
27. Problem solving would be handled by the group as a whole.					
28. I would trust the group members to exercise good judgment.					
29. I would schedule the work to be done.					
30. I would refuse to explain my action.					
31. I would persuade others that my ideas are to their advantage.					
32. I would permit the group to set its own pace.					
33. I would urge the group to beat its previous record.					
34. I would act without consulting the group.					
35. I would ask that group members follow standard rules and regulations.					

* Source: Gray, John W., and Angela Laird Pfeiffer. *Skills for Leaders*. Reston, VA: National Association of Secondary School Principals, 1987. 34–37. Copyright 1987 National Association of Secondary School Principals. For more information on NASSP products and services to promote excellence in middle level and high school leadership, visit <www.principals.org>. Adapted with permission.

RM 3–PS: Survival Game Questionnaire*

Directions/Description

Below you will find 12 questions that deal with different aspects of human survival in a barren region. For each of the 12 questions, you must individually choose the solution that seems best. Try to imagine yourself in the described situation, and remember that you are alone and that you have very limited equipment (unless otherwise indicated). It is autumn, and the days are warm and dry, but the nights are cold.

Once you have individually answered each question, you will review each question within a small group/team. Your group must decide, by reaching a consensus, what is the best alternative for each situation. You must not, under any circumstances, change your individual answers after the team discussion. Individual answers and group answers will then be compared with responses provided.

Questionnaire

1. You have strayed away from your group of friends and are now alone and lost in a forest with neither paths nor roads. You have no special equipment to signal your whereabouts. The best way to alert your friends is to:
 - a. Cry out for help as loudly as possible but in a deep voice.
 - b. Yell as loudly as possible.
 - c. Whistle in a tone as loud and high-pitched as possible.

Individual Answer _____ Group Answer _____

2. You find yourself in a snake-infested area. The best way to protect yourself from the snakes is to:
 - a. Make as much noise as possible with your feet.
 - b. Walk softly and noiselessly.
 - c. Move only at night.

Individual Answer _____ Group Answer _____

3. You are lost in a wild region and you are hungry. The best way for you to recognize edible plants (at least those you don't know) is to:
 - a. Try out what the birds are eating.
 - b. Eat all the plants except those that have bright scarlet berries.
 - c. Place a small piece of the plant on your lip for five minutes; if nothing happens, try to eat some.

Individual Answer _____ Group Answer _____

Continued

* Source: Physical and Health Education Canada (PHE Canada). *Leading the Way—Youth Leadership Guide: Bringing Out the Best in Children and Youth*. Ottawa, ON: PHE Canada, 2009. Available at <www.excelway.ca>. Adapted with permission.

RM 3–PS: Survival Game Questionnaire (Continued)

4. The weather is turning warm and dry. You have about one litre of water with you. You should:
- a. Ration the water and just drink approximately one cup a day.
 - b. Refrain from drinking before halting for the night; then drink what you think you need.
 - c. Drink as much as you feel you need because you are thirsty.

Individual Answer _____ Group Answer _____

5. You do not have any water left and you are very thirsty. At last you arrive at a creek, only to find that its bed is totally dry. The best way to find water is probably to:
- a. Dig anywhere in the creek bed.
 - b. Dig underneath plants and tree roots near the edge of the creek.
 - c. Dig in the creek bed and in the hollow of the bend.

Individual Answer _____ Group Answer _____

6. You try to leave this barren zone by climbing down ravines where water can be found. Night has arrived. The best place to camp out is:
- a. Near the water pocket in the ravine gorge.
 - b. High up on an overhang.
 - c. At mid-slope.

Individual Answer _____ Group Answer _____

7. You strayed away from your campsite for a little walk at nightfall. Night starts to come quickly in the forest and, as you turn back toward the camp, your flashlight starts to dim. Then you should:
- a. Walk as quickly as possible toward the camp with the flashlight on, hoping that it will work long enough so that you can find your way.
 - b. Place the batteries under your armpits to warm them and then put them back in the flashlight.
 - c. Light up in intervals of a few seconds in order to recognize where you are and proceed toward the camp in stages.

Individual Answer _____ Group Answer _____

Continued

RM 3–PS: Survival Game Questionnaire (Continued)

8. A snowstorm is keeping you confined to your tiny tent. While sleeping, you have left your portable stove lit. This could become dangerous if the flame is:
- a. Yellow
 - b. Blue
 - c. Red

Individual Answer _____ Group Answer _____

9. You must cross a river with a very strong current whose bed is scattered with large rocks and rough waters. After having carefully chosen the place where you will cross, you must:
- a. Cross over with your boots and knapsack.
 - b. Take off your boots and throw your knapsack over to the opposite bank.
 - c. Throw your knapsack over to the opposite bank but cross the river with your boots on.

Individual Answer _____ Group Answer _____

10. When you cross a river with a strong current and you have water up to your waist, you must cross with your body turned:
- a. Upstream.
 - b. Toward the opposite bank.
 - c. Downstream.

Individual Answer _____ Group Answer _____

11. You find yourself on stony terrain over which you must climb in order to pass. The boulders are moss-covered and slippery. You must climb:
- a. Barefoot.
 - b. With your boots on.
 - c. With your socks on.

Individual Answer _____ Group Answer _____

12. Upon your return to the campsite, you are surprised by a big bear milling around your tent. You have no weapons. Ten metres from you, the bear rears up on its hind legs. You must then:
- a. Run away.
 - b. Climb the closest tree.
 - c. Remain still, but be prepared to back away slowly.

Individual Answer _____ Group Answer _____

Continued

RM 3–PS: Survival Game Questionnaire* (*Continued*)

Interpretation of Results

Below you will find the solution recommended by survival experts for each of the 12 questions. These recommendations would apply to most situations. In more specific instances, however, it would be necessary to look at other options.

1. **(a) Cry out for help as loudly as possible but in a deep voice.** In fact, a deep voice carries further, especially in a dense forest. By shouting loudly but in a deep voice and by using the word “help,” you have the best chance of attracting your friends’ attention. A high-pitched far-away cry will not carry as far, and is more likely to be mistaken for a bird call or for an animal cry.
2. **(a) Make as much noise as possible with your feet.** Generally, snakes are frightened by noise and will immediately slither away from you. There is a good chance that you will not see any snakes unless you have caught one by surprise and in a place where escape is impossible. Some snakes hunt at night, and by walking softly you would have a good chance of encountering them.
3. **(c) Place a small piece of the plant on your lower lip for five minutes; if nothing happens, try to eat some.** Naturally, the best solution is to eat only the plants that you recognize. But when you’re in doubt and there is no other solution, the lip test is a good alternative. If the plant is poisonous, you will experience a disagreeable sensation on your lip, which will alert you. The colour of the berries is not necessarily the sign of a poisonous plant. Furthermore, birds do not have the same digestive system as humans. What is safe for them may not be safe for you.
4. **(c) Drink as much as you feel you need because you are thirsty.** What must be avoided in this case is dehydration because once the process has started it can not be stopped. The rationing of water will not allow you to combat efficiently against the danger, particularly if you are overcome by sunstroke or dehydration. That is why you must drink when you feel the need and, of course, look for a source of water as quickly as possible.
5. **(c) Dig in the creek bed and in the hollow of the bend.** Water runs more quickly in the hollow of a bend where there is more depth and less mud; it is thus the last place to dry up.
6. **(c) At mid-slope.** If a storm arises, the place could be transformed into a real torrent. Consequently, you must not position yourself in the hollow of a ravine because you would run the risk of being swept away. This has happened to many campers and mountain climbers. Furthermore, if you camp on the ridge, you will be exposing yourself much more to the rain, wind, and lightning if a storm blows in. Therefore, it is preferable to camp at mid-slope.

Continued

* Source: Physical and Health Education Canada (PHE Canada). *Leading the Way—Youth Leadership Guide: Bringing Out the Best in Children and Youth*. Ottawa, ON: PHE Canada, 2009. Available at <www.excelway.ca>. Adapted with permission.

RM 3–PS: Survival Game Questionnaire *(Continued)*

7. **(b) Place the batteries under your armpits to warm them and then put them back in the flashlight.** Batteries lose much of their power and wear down quickly when it is cold. It is a good idea to heat them. Naturally, it is preferable to avoid tramping through the forest at night. There are too many obstacles that could injure you (e.g., low branches, old tree trunks, holes in the ground). A broken leg, an injured eye, or a sprained ankle would be a severe handicap in your situation. When you find yourself in a wooded area, it is preferable to stay near the campsite because night comes very quickly once the sun has set.
8. **(a) Yellow.** A yellow flame indicates that the combustion in your stove is incomplete and that it is probably emitting carbon dioxide. Every year, many campers are asphyxiated in their tents by carbon dioxide emissions.
9. **(a) Cross with your boots and knapsack.** Crossing a strong current is the cause of numerous accidents. Keep your shoes or boots on to protect your feet from sharp rocks. Furthermore, if your knapsack is well-balanced, it will provide you with more stability to cross the current. If it is watertight and waterproof, it could even be used as a safety jacket if you fell into a water hole.
10. **(b) Toward the opposite bank.** Many people drown when fording a river by turning their bodies in the wrong direction. Facing upstream is the most dangerous solution. The current can push you backward and the weight of your bag can carry you off balance into the current. It is by walking perpendicularly to the current and looking at your place of arrival on the other bank that you have the greatest stability.
11. **(c) With your socks on.** This is the best way to maintain your grip and feel for the ground on which you are walking. Your mountain shoes can become slippery. If you walk barefoot, you run a greater risk of injury to your feet.
12. **(c) Remain still, but be prepared to back away slowly.** If you move, you will surely excite the bear more than if you remain still. If it is especially interested in your supplies, it is preferable to let it help itself and leave when it is satisfied. Generally, it is recommended that you back away very softly in order to reach some shelter, such as a tree, a steep boulder, and so on.



MODULE E

Lesson 1

RM 1-HR: Relationship Values

RM 2-HR: Reflecting on Relationships

Lesson 2

RM 3-HR: Bill of Rights and Responsibilities

Lesson 3

RM 4-HR: Troubles in Paradise

RM 5-HR: Relation Shifts: Case Studies

RM 6-HR: Assertive Communication Tips

RM 1–HR: Relationship Values*

Directions/Description

- Read the list of relationship values below and think about how important each would be to you in an intimate/committed relationship.
- Identify, in the table below, which column you think is most appropriate for each value listed. (For each value, check the applicable column.)
- After completing the table, respond to the questions on the next page.

Relationship Values	Must Have	Important	Would Be Nice	Not Important
Being dependable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being faithful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caring and kindness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common leisure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends in common	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance of families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Love	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mutual support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trust and confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared values and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Similar interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Similar level of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Similar lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to grow and change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued

* Source: PPM 1998; rev. Sexuality Education Resource Centre Manitoba, 2008. Adapted with permission.

RM 1–HR: Relationship Values *(Continued)*

Questions

1. Explain why you selected **any two** relationship values in each column.

Must Have (essential)

Important

Would Be Nice (but not necessary)

Not Important (if any)

2. What other relationship values, if any, did you add to the list, and why?

RM 2–HR: Reflecting on Relationships

Directions/Description

Complete this reflection as part of Module E, Lesson 1.

- Identify a person with whom you have a relationship.
- On the sliding scale provided below, indicate the health of the relationship.
- Identify the issues or concerns that exist in your relationship with the identified person.
- Indicate into which common problem area(s) in relationships you would place these issues or concerns.
- Indicate what you should do to resolve the issues or concerns.
- Predict what will happen if the issues are not resolved.

NOTE

You will have an opportunity to revisit and update your responses at the end of Module E, Lesson 4. Be sure to keep this sheet in a secure location.

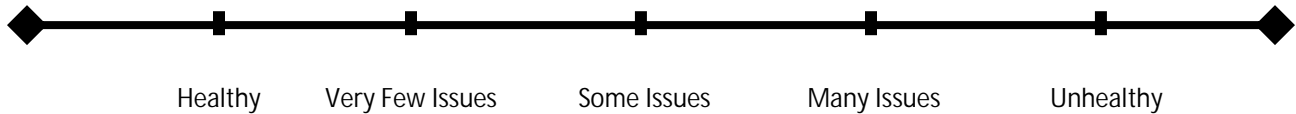
Questions

1. Person with whom you have a relationship:

(The name could be real or fictitious, but it should represent a real person.)

2. How healthy is the relationship?

(Mark the sliding scale with an arrow to indicate the relative health of the relationship.)



3. What issues or concerns exist in this relationship? Be specific.

Continued

RM 2–HR: Reflecting on Relationships *(Continued)*

4. Into which problem area(s) would you place the issues or concerns?

(Check the boxes that apply.)

Practical/Logistical Issues

Compatibility Issues

Commitment Issues

Affection/Intimacy Issues

5. What do you think you should do to resolve the issues or concerns?

6. What might happen if the issues or concerns are not resolved?

RM 3–HR: Bill of Rights and Responsibilities

Role _____

Bill of Rights

I have the right to . . .

I have a responsibility to . . .

RM 4–HR: Troubles in Paradise

Directions/Description

- Imagine that you have a partner whom you care for/love very much.
- Carefully read each of the statements that appear in the table below.
- Mark the small boxes according to the following legend.
- After completing your selections, be prepared to discuss your situation with classmates.

Legend

- 1** This is not a problem. I can deal with it.
- 2** This is a problem and we would need to work on it together. (Not a crisis yet.)
- 3** This is a big problem and I would seek help to resolve it. (Crisis, but worth working on.)
- 4** This would be an unsolvable obstacle in our relationship. (Not worth it and cause for termination.)

My Partner				
<input type="checkbox"/> doesn't want to be affectionate with me anymore	<input type="checkbox"/> gets angry easily and often over the smallest things	<input type="checkbox"/> doesn't want me to spend time with my friends	<input type="checkbox"/> doesn't put a lot of time or effort into the relationship	<input type="checkbox"/> finds lots of excuses not to be with me
<input type="checkbox"/> blames me for everything that happens	<input type="checkbox"/> complains about a lot of the things I/we do	<input type="checkbox"/> never says sorry or never takes responsibility for his or her actions	<input type="checkbox"/> raises his or her voice and yells during our arguments	<input type="checkbox"/> promises me lots of things but doesn't follow through
<input type="checkbox"/> criticizes my ideas and suggestions without offering his or her own	<input type="checkbox"/> has lots of money but never spends any when we go out	<input type="checkbox"/> likes to party and gets really drunk every time	<input type="checkbox"/> ridicules my values/religious practices	<input type="checkbox"/> argues with me about everything until he or she gets his or her way
<input type="checkbox"/> flirts with others all the time	<input type="checkbox"/> never talks about feelings	<input type="checkbox"/> doesn't make me feel special around his or her friends	<input type="checkbox"/> wants me to be more like him or her	<input type="checkbox"/> doesn't share a lot of similar interests with me
<input type="checkbox"/> has an annoying habit of _____	<input type="checkbox"/> wants me to have sex all the time	<input type="checkbox"/> never seems to have fun with me	<input type="checkbox"/> gets jealous when I talk to other guys or girls	<input type="checkbox"/> has threatened suicide if I was ever to leave the relationship
<input type="checkbox"/> shuts down and withdraws as soon as I question anything he or she does	<input type="checkbox"/> constantly interrupts me when we are talking about us	<input type="checkbox"/> has hit me, and then apologized	<input type="checkbox"/> has violent outbursts over the smallest disagreements	<input type="checkbox"/> wants me to quit my exercise classes (or other activities) so that we can spend more time together
<input type="checkbox"/> makes me feel afraid at times	<input type="checkbox"/> likes to make fun of me when we are around his or her friends	<input type="checkbox"/> is always around me and doesn't give me my space	<input type="checkbox"/> borrows money from me but rarely pays me back	<input type="checkbox"/> calls me names when we are having a disagreement

RM 5–HR: Relation Shifts: Case Study*

“I met Danny last year, not long after I broke up with my ex. I had just seen my ex with his new girlfriend. I was so hurt that he had moved on so fast. Danny found me crying in the park and asked me what was wrong and told me that a girl as pretty as me shouldn’t be crying . . . he was sweet. We ended up just talking for the longest time. He was so sensitive and he listened, he even got me laughing. From that moment on we were inseparable. We were just friends at first, but the chemistry was off the charts. If we weren’t together we were talking online or on the phone. He just made me feel so safe and so beautiful.”

“I started to realize I was falling for Danny but I was too scared to say anything. So when he told me I deserved a good love, someone who would cherish me and he wanted to love me that way, he won my heart. From that moment on we were known as Paige and Danny.”

“Things started to feel a little weird when he first started making comments about my clothes. I mean he never said they were ugly . . . at first he’d just joke about how I was just too sexy. It made me laugh, but then he started to seem like he was actually pissed off. He’d tell me that he just didn’t like the way other guys would look at me. He didn’t want people to think I was a slut or anything. It kind of hurt, but he seemed like he really wanted to protect me. He was afraid that some loser would grab me or something.”

“But then I saw a different side of him. One day, when he was picking me up for our date, he slowed down, but then all of a sudden he just drove off—he drove right passed me. I was so confused and thought it was a joke at first but then I pulled out my cell phone and I called him, but he was so pissed off, calling me a slut and accusing me of just wanting to get guys turned on. So I just begged him to come back and pick me up and I tried to smooth things over. But when he came back he was just so pissed off. He got out of the car and he just lost it. He started shaking me and he kept threatening me that I was gonna get what I deserved if I didn’t stop dressing like a tease. I was stunned and heartbroken. I couldn’t believe it.”

“The next day I refused to take his phone calls. I couldn’t believe the way he had treated me—I mean it was awful. But then he texted me and said he was really sorry. He made it up to me by buying me new clothes, the kind he said that wouldn’t send out the wrong message. It seemed weird, but I guess I just really needed to believe that he did love me and just wanted me to be safe.”

Pause here and ask the following questions:

1. Did either of the people start dating because they were planning on experiencing abuse?
2. What were some of the first signs of abuse in this relationship?
3. What abusive behaviour did you notice in this couple?
4. What excuses did the person acting abusively use?
5. Do you think the person believed his or her own excuses? If yes or maybe—Does that make the abuse okay?

Resume reading the case study.

“I didn’t want to lose him and I thought he loved me but things got worse . . .”

“I needed help—I needed to get out, but I didn’t want to break up with him. I talked to my aunt and she told me that even though he could be a real sweetheart he was also hurting me and I had to decide if that’s something that I wanted in my life.”

* Source: Klinik Community Health Centre. Teen Talk Program. *Relation Shifts*. DVD and Facilitator’s Guide. Winnipeg, MB: Klinik, 2007. Adapted with permission.

RM 6–HR: Assertive Communication Tips*

The following tips are meant to highlight how to communicate assertively and effectively in a relationship.

Be Direct

- Say what you want.
- Say what you mean; don't hint.
- Look like you mean it (body language).
- Sound like you mean it (voice).

Use "I" Statements

- I feel . . . ; I don't want . . .
- Take responsibility for your wants and feelings.

Be Firm

- Stand up for yourself.
- Keep repeating your message.
- You don't *have* to give a reason.
- Stick to your decision.

Be Fair

- Be clear about what you do or do not want.
- Stay calm.
- Don't attack or put down (e.g., the trouble with you is . . .).
- Give alternatives (e.g., instead of, how about if . . .).

* Source: PPM 1998; rev. Sexuality Education Resource Centre Manitoba, 2008. Adapted with permission.



A P P E N D I C E S

Appendix A: Curriculum Map for Grade 11 and
Grade 12 Active Healthy Lifestyles

Appendix B: Grade 12 Active Healthy Lifestyles
Curriculum Matrix

Appendix C: Specific Learning Outcomes for
Grade 12 Active Healthy Lifestyles






Appendix D: Planning Guidelines for Physical
Education/Health Education

Appendix E: Active Learning Strategies

Appendix F: Sample Assessment Tools and Checklists

Appendix G: Common Planning Tools and Forms

APPENDIX A: CURRICULUM MAP FOR GRADE 11 AND GRADE 12 ACTIVE HEALTHY LIFESTYLES

General Learning Outcomes (GLOs)	1. Movement 	2. Fitness Management 	3. Safety 	4. Personal and Social Management 	5. Healthy Lifestyle Practices 
Description	<p><i>The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.</i></p>	<p><i>The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.</i></p>	<p><i>The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.</i></p>	<p><i>The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.</i></p>	<p><i>The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.</i></p>
Knowledge Strands (Acquiring Knowledge/ Understanding)	<p>A. Basic Movement B. Movement Development C. Activity-Specific Movement</p>	<p>A. FITNESS COMPONENTS B. FITNESS BENEFITS C. FITNESS DEVELOPMENT</p>	<p>A. PHYSICAL ACTIVITY RISK MANAGEMENT B. Safety of Self and Others</p>	<p>A. PERSONAL DEVELOPMENT B. SOCIAL DEVELOPMENT C. MENTAL-EMOTIONAL DEVELOPMENT (11 only)</p>	<p>A. Personal Health Practices B. ACTIVE LIVING C. NUTRITION (12 only) D. SUBSTANCE USE AND ABUSE PREVENTION (11 only) E. HUMAN SEXUALITY (12 only)</p>
Skill Strands (Acquiring and Applying Skills)	<p>A. Acquisition of Movement Skills 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</p>	<p>A. ACQUISITION/ APPLICATION OF FITNESS MANAGEMENT SKILLS TO PHYSICAL ACTIVITY AND HEALTHY LIFESTYLE PRACTICES</p>	<p>A. ACQUISITION/ APPLICATION OF SAFE PRACTICES TO PHYSICAL ACTIVITY and Healthy Lifestyle Practices</p>	<p>A. ACQUISITION OF PERSONAL AND SOCIAL MANAGEMENT SKILLS TO PHYSICAL ACTIVITY AND HEALTHY LIFESTYLE PRACTICES</p>	<p>A. APPLICATION OF DECISION-MAKING/ PROBLEM-SOLVING SKILLS TO PHYSICAL ACTIVITY AND HEALTHY LIFESTYLE PRACTICES</p>

Key: The strands that appear in CAPS are addressed in both grades or only in one grade (as specified).

APPENDIX B: GRADE 12 ACTIVE HEALTHY LIFESTYLES CURRICULUM MATRIX

The following matrix of the Grade 12 Active Healthy Lifestyles curriculum

- identifies the minimum time allotments for each component of this course:
 - Physical Activity Practicum
 - Core Component
 - Flexible Delivery Component
- notes the suggested time allocation, in percentages, for each module
- lists the specific learning outcomes (SLOs) that students are expected to achieve
- makes general learning outcome (GLO) connections for each module

Grade 12 Active Healthy Lifestyles Curriculum Matrix				
Component and % Time Allotment	Module	Time in %	Specific Learning Outcomes	GLO Connection*
Physical Activity Practicum (Minimum 50%)	Module A: Physical Activity Practicum	50%	12.PA.1 Demonstrate appropriate critical thinking, planning, and decision-making skills in the development and implementation of a personal physical activity plan that is safe and ethical and contributes to personal health and fitness goals. 12.PA.2 Demonstrate understanding of the risk-management process and responsibilities related to physical activity participation. 12.PA.3 Demonstrate the ability to access and use information for making informed decisions about safety and risk management related to physical activity participation. <i>Includes:</i> level of instruction, level of supervision, facilities/environment, equipment, clothing/footwear, and personal and other considerations 12.PA.4 Apply movement skills and concepts in a variety of selected physical activities that meet the goals of a personal physical activity plan. 12.PA.5 Participate in physical activities at a moderate to vigorous intensity level. 12.PA.6 Record and report the frequency, intensity, time, and type of the physical activities, as indicated in the personal physical activity plan. 12.PA.7 Reflect on physical and emotional responses to and influences on physical activity participation.	1, 2, 3

* GLO 1—Movement; GLO 2—Fitness Management; GLO 3—Safety; GLO 4—Personal and Social Management; GLO 5—Healthy Lifestyle Practices

Grade 11 Active Healthy Lifestyles Curriculum Matrix (Continued)

Component and % Time Allotment	Module	Time in %	Specific Learning Outcomes	GLO Connection
Core Component (Minimum 25%)	Module B: Fitness Management	7%	12.FM.1 Examine the goal-setting process as a means of improving physical fitness and/or health behaviours. 12.FM.2 Identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation. 12.FM.3 Examine current trends in health and fitness. 12.FM.4 Demonstrate understanding of fitness myths and misconceptions and how they are used in advertising. 12.FM.5 Examine the methods advertisers use to promote and sell exercise, fitness, and health products and services. 12.FM.6 Examine influences on the decisions that fitness consumers make related to fitness products and services. 12.FM.7 Analyze key factors to be considered when purchasing fitness products and/or services.	2, 4
	Module C: Nutrition	8%	12.NU.1 Demonstrate understanding of the difference between a portion of food and a Food Guide Serving. 12.NU.2 Evaluate personal food intake using <i>Eating Well with Canada's Food Guide</i> . 12.NU.3 Demonstrate understanding of the relationship between the energy spent in physical activity and healthy weight. 12.NU.4 Demonstrate the ability to estimate daily energy expenditure by analyzing personal physical activity participation. 12.NU.5 Explain factors that contribute to energy balance and healthy weight. 12.NU.6 Examine the relationship between maintaining healthy weight and the consumption of specific food substances. <i>Includes: sugar and fat</i> 12.NU.7 Demonstrate strategies for making decisions about food and activity choices that contribute to good health and healthy weight. 12.NU.8 Examine the causes and symptoms of food-borne illness (food poisoning) and demonstrate understanding of ways to minimize the risk of food poisoning. 12.NU.9 Demonstrate understanding of food advertising and marketing strategies and their impact on food purchases. 12.NU.10 Demonstrate understanding of how food and nutrition myths and misconceptions can affect day-to-day physical activity participation and sport performance and overall health.	5

Continued

Grade 11 Active Healthy Lifestyles Curriculum Matrix (Continued)

Component and % Time Allotment	Module	Time in %	Specific Learning Outcomes	GLO Connection
Core Component (Continued) (Minimum 25%)	Module D: Personal and Social Development	5%	12.PS.1 Demonstrate understanding of the characteristics and development of effective teams. 12.PS.2 Explore and identify the various roles and skills of team members in building effective teams. 12.PS.3 Examine the characteristics of effective team leaders and their impact on team development.	4
	Module E: Healthy Relationships	5%	12.HR.1 Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development. 12.HR.2 Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship. 12.HR.3 Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships. 12.HR.4 Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships. 12.HR.5 Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.	4, 5
Flexible Delivery Component (Up to 25%)	Extension of Core Component and/or Physical Activity Practicum topics or time that is locally determined. Specific learning outcomes are locally developed.			

APPENDIX C: SPECIFIC LEARNING OUTCOMES FOR GRADE 12 ACTIVE HEALTHY LIFESTYLES

Physical Activity Practicum Component

Module A: Physical Activity Practicum (PA)

- 12.PA.1** Demonstrate appropriate critical thinking, planning, and decision-making skills in the development and implementation of a personal physical activity plan that is safe and ethical and contributes to personal health and fitness goals.
 - 12.PA.2** Demonstrate understanding of the risk-management process and responsibilities related to physical activity participation.
 - 12.PA.3** Demonstrate the ability to access and use information for making informed decisions about safety and risk management related to physical activity participation.
Includes: level of instruction, level of supervision, facilities/environment, equipment, clothing/footwear, and personal and other considerations
 - 12.PA.4** Apply movement skills and concepts in a variety of selected physical activities that meet the goals of a personal physical activity plan.
 - 12.PA.5** Participate in physical activities at a moderate to vigorous intensity level.
 - 12.PA.6** Record and report the frequency, intensity, time, and type of the physical activities, as indicated in the personal physical activity plan.
 - 12.PA.7** Reflect on physical and emotional responses to and influences on physical activity participation.
-

Core Component

Module B: Fitness Management (FM)

- 12.FM.1** Examine the goal-setting process as a means of improving physical fitness and/or health behaviours.
 - 12.FM.2** Identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation.
 - 12.FM.3** Examine current trends in health and fitness.
 - 12.FM.4** Demonstrate understanding of fitness myths and misconceptions and how they are used in advertising.
-

- 12.FM.5** Examine the methods advertisers use to promote and sell exercise, fitness, and health products and services.
 - 12.FM.6** Examine influences on the decisions that fitness consumers make related to fitness products and services.
 - 12.FM.7** Analyze key factors to be considered when purchasing fitness products and/or services.
-

Module C: Nutrition (NU)

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

Module D: Personal and Social Development (PS)

- 12.PS.1** Demonstrate understanding of the characteristics and development of effective teams.
 - 12.PS.2** Explore and identify the various roles and skills of team members in building effective teams.
 - 12.PS.3** Examine the characteristics of effective team leaders and their impact on team development.
-

Module E: Healthy Relationships (HR)

- 12.HR.1** Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development.
- 12.HR.2** Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship.
- 12.HR.3** Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.
- 12.HR.4** Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships.
- 12.HR.5** Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.

APPENDIX D: PLANNING GUIDELINES FOR PHYSICAL EDUCATION/HEALTH EDUCATION

Introduction

The content of this appendix is consistent with the information in *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Citizenship and Youth). The planning guidelines provided here are especially helpful to those who are new at teaching physical education/health education (PE/HE) and for teachers who are using a delivery model that has a high percentage of the IN-class component.

Because teaching situations vary (e.g., in relation to demographics, cultures, resources, teacher expertise, local priorities), planning is highly individual. This appendix provides suggestions related to the following:

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

Most of the resources cited are available online, as indicated in the Bibliography.

Part A: Planning for Instruction

Creating a Meaningful Learning Environment

The Guiding Principles discussed in the *Framework* (Overview 6) 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 the following: *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; Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*)

- 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

Implementation Guidelines for the General Learning Outcomes

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

Guidelines for 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.

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, safety, 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, soft and light objects (e.g., sponge balls, beach balls) are easy to manipulate, as well as safer than hard, heavy objects.
- 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



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

Implementation Guidelines

Consider the following guidelines when addressing 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.
- Establish personal goals and monitor individual progress rather than comparing results to others, as in norm-referenced testing.
- 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.
- 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 cardiorespiratory 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.

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

Guidelines for 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.

Implementation Guidelines

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

Strand A: Physical Activity Risk Management

- Use the criteria established by the Supreme Court of Canada to determine the necessary and appropriate standard of care within the context of physical education. (See discussion of Safety and Liability in the *Framework Overview* section of this document. For criteria related to school-based activities and non-school-based activities, refer to *OUT-of-Class Safety Handbook*, Manitoba Education, Citizenship and Youth.)
- For information related to school-based activities pertaining to supervision, teaching progressions, facilities/environment, equipment, and risk management, refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA, et al.) and to *YouthSafe Manitoba: School Field Trip Resource* (Hanna, Quest Research and Consulting Inc., and YouthSafe Outdoors).
- For information related to non-school-based activities pertaining to supervision, teaching progressions, facilities/environment, equipment, and risk management, refer to *OUT-of-Class Safety Handbook* (Manitoba Education, Citizenship and Youth).
- 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




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.

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) where applicable.
- 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

 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.

Implementation Guidelines

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

- Use *Eating Well with Canada's Food Guide* (Health Canada); 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 in specialized diets.
- Check with administrator on local policy for delivering potentially sensitive content related to personal safety/sexual exploitation, substance use and abuse prevention, and human sexuality, and provide a parental option prior to implementation where necessary.
- 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 personal safety, substance use and abuse prevention, and human sexuality.
- Present sexual health information in positive, accurate, and developmentally appropriate ways.

Planning for Students with Exceptional Learning 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 exceptional learning 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 to 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
- provides a range of learning and assessment experiences and supports
- requires planning for the availability of equipment needed for various activities and students
- considers the continuum of instructional supports for students with an individual education plan (IEP)
- 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 blank planning tools, refer to Appendix G: Common Planning Tools and Forms.

For additional information on planning for inclusion, refer to Appendix C: Programming for Students with Special Needs in *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Citizenship and Youth).

Fostering a Safe and Supportive 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 if they choose to do so. Establishing ground rules or classroom guidelines helps provide a safe and supportive environment and helps 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 students 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 respect for self and others.

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. Common indicators of abuse and neglect are outlined in *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation (Overview–24)*. Teachers should be aware of their local policy regarding child abuse and protection.

Suggested Guidelines

Based on *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth 5), 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.
- Organize classes for girls and boys separately or together. It is important, however, that girls and boys receive information about both genders.
- Ensure that resource information and help are made available or easily accessible to students, taking into account the need for confidentiality and/or anonymity.
- Help avoid difficult situations by having the class develop and post ground rules and reviewing them before each lesson begins (see Suggested Ground Rules).

SUGGESTED GROUND RULES

- 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.
- Everyone’s opinion is to be respected.
- All questions will be addressed appropriately.
- Be discreet about class discussions (i.e., no gossiping).
- Using personal names or asking personal questions is not permitted.
- Speak for yourself. Use “I messages” to state opinions or feelings.
- Respect each others’ differences.

- 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 adolescent 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 adolescent 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 [STIs], victims or offenders of sexual acts, teenage parents).

Teaching Tips

Consider the following teaching tips when addressing sexual health topics in the classroom.

- Check with administration for school and division policy and procedures prior to implementation.
- Seek out school/division-supported teacher training and/or mentor, as required.
- Arrange to team teach (male and female team, if possible) to enhance personal and student comfort.
- Invite qualified members in the community (e.g., public health nurse, doctor, community health leader, religious leader) to support instruction (with administrative approval).
- Discuss with students the importance of learning about sexual reproductive health.
- Admit to feeling awkward about teaching sexual health topics, if applicable, to increase personal and student comfort.
- Be willing to look for information to address topics or questions that students raise.
- Know where and when to send students for help.
- When introducing a topic or lesson, determine what students know and want to know.
- Establish ground rules in the first lesson and reinforce them regularly to ensure a safe and respectful class atmosphere.

- Reinforce in lessons the universal values, including honesty and respect for the rights and feelings of others.
- Do not allow students to make fun of or to put down each other's opinions.
- Present information in an unbiased, non-judgmental way, and focus on helping students develop the knowledge, skills, and attitudes that will empower them to make health-enhancing decisions.
- Talk about topics and answer questions using factual statements rather than value statements.

Examples of Value Statements

- Too many young people are having sex.
- It's wrong for people to be gay or lesbian.

Examples of Factual Statements

- Some young people are having sex.
- Some people are gay or lesbian.

- Remind students that value-based questions are personal and influenced by our families, friends, school, the media, culture, and religion, and encourage students to discuss these types of questions with their parents.
- Encourage students to support their points of view, based on their values and beliefs. Remind students, however, that behaviours must be consistent with the laws of the land.
- Refer to Canadian laws if debates on controversial or emotional topics occur. In debates about human rights, remind students that it is illegal to discriminate on the basis of gender, culture, religion, sexual orientation, and so on.
- Use exact terms and definitions (not slang) when talking about sexual health topics.
- Use gender-neutral language such as “partner” instead of “boyfriend” or “girlfriend.”
- Use “icebreakers” and humour to help students feel more comfortable.
- Be sensitive to non-verbal communication.
- Play “devil's advocate,” if necessary, to ensure the expression of a range of views.
- Use age-appropriate case scenarios rather than personal or specific class examples during class discussion of difficult topics.
- Encourage students to ask questions and to use the Question Box strategy (see *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education 7*).

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. 19–26.

Yearly/Semester Planning

Before developing a yearly plan for Grades 11 and 12, decisions regarding the type of delivery model (i.e., percentage of IN-class and OUT-of-class time) to be used by the school must be determined. These decisions will determine the organization, pace, and focus of curriculum instruction. From here, preparation involves long-term planning (yearly/semester), which includes assessment and reporting procedures, and short-term planning (unit, lesson).

NOTE

These suggestions for yearly/semester planning were written for an IN-class delivery model. Some of the information may not apply to the OUT-of-class delivery model.

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, modules, physical activity categories, game themes) 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 PE and/or HE based on days per cycle, week, month, and/or term, considering the 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 samples of yearly planning tools, refer to Planning Tools for Kindergarten to Grade 10 at the following website: www.edu.gov.mb.ca/k12/cur/physhlth/planning.html).

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.
- 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 Physical Activity Categories in Appendix G: Common Planning Tools and Forms) 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, 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 exceptional learning needs, talents, or skills, based on student profiles as determined by the team.

A sample Grades 11 and 12 Lesson Planner template is available in Appendix G: Common Planning Tools and Forms. Also refer to the online Planning Tools for Kindergarten to Grade 10 at <www.edu.gov.mb.ca/k12/cur/physhlth/planning.html>.

Part B: 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 Appendix A: Assessment, Evaluation, and Reporting, 196):

- 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 related to Grade 12 assessment and reporting, see Overview of Grade 12 Active Healthy Lifestyles, as well as Appendix F: Sample Assessment Tools and Checklists. Also see *Communicating Student Learning: Guidelines for Schools* (Manitoba Education, Citizenship and Youth).

Part C: Additional Planning

The following are further suggestions for consideration in planning the implementation of PE and/or HE (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, and 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 (e.g., a student's individual health care plan) on an ongoing basis; procedures and alternative strategies for students who 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 when the gymnasium is used for another event.

- Develop with school staff an *Individual Education Plan* for students with exceptional learning needs and make modifications, adaptations, and accommodations where necessary. (See Planning for Students with Exceptional Learning Needs earlier in this appendix. Also see Appendix C: Programming for Students with Special Needs in *Senior 1 and Senior 2 Physical Education/Health Education*.)
- 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* in accordance with school/division policies. Refer to *YouthSafe Manitoba* (Hanna, Quest Research and Consulting Inc., and YouthSafe Outdoors).
- 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.

APPENDIX E: ACTIVE LEARNING STRATEGIES

This appendix describes a variety of active learning strategies that may be used to implement the instructional and assessment strategies suggested in this document:

- Carousel Brainstorming
- Find the Facts
- Jigsaw: A Cooperative Learning Strategy
- Opinion Corners and Opinion Lines
- Partner Paraphrasing
- People Search
- Rotating Reel
- Scavenger Hunt
- Talk Show
- Think and Link
- Think-Pair-Share
- What's Behind You?

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 length 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.

Find the Facts

Find the Facts allows students to demonstrate their knowledge in an active way by moving around the room or area searching for the facts that have been posted.

Procedure

1. The teacher or students make up questions and prepare answers or facts for each question.
2. Put the list of questions on one master sheet. Put each answer or fact on a separate sheet for posting around the room or area. Teachers may wish to use plastic protective sleeves to prevent the signs from tearing.
3. Students work individually, in pairs, or in teams to find the posted answer or fact to match each question on the master sheet.
4. Students correct their own work upon completion of this learning strategy.

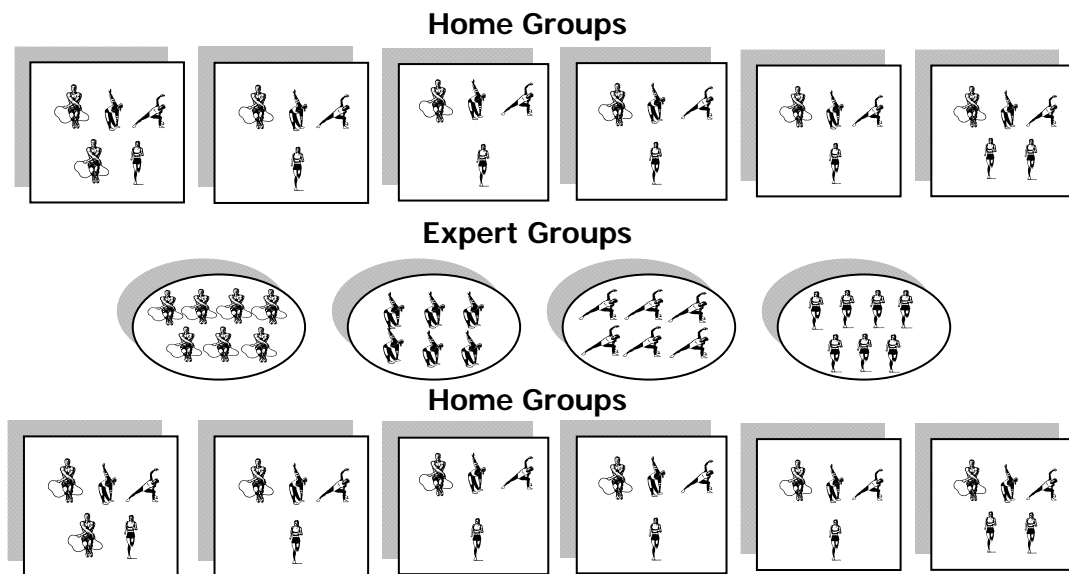
Jigsaw: A Cooperative Learning Strategy

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 or 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.



Opinion Corners

The Opinion Corners strategy helps students to recall information and to 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 stand in the centre of the room or sit at their desks.
2. Make four signs, each indicating a response (e.g., “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree”).
3. Post one sign in each corner of the room.
4. Ask questions to which the students can agree or disagree.
5. Students move to the appropriate corner to match their response.

Variation: Opinion Lines (see below)

Opinion Lines

The Opinion Lines strategy is a variation of the Opinion Corners strategy.

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 about or unsure of. 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.

Partner Paraphrasing

Partner Paraphrasing is a strategy that helps students increase accuracy in note-taking.

Procedure

1. Have students take notes during a lecture segment (15 to 20 minutes).
2. Following the segment, organize students into pairs and have the partners work together to combine and refine notes to clarify major and minor points.

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.

Example:

Find someone who . . .

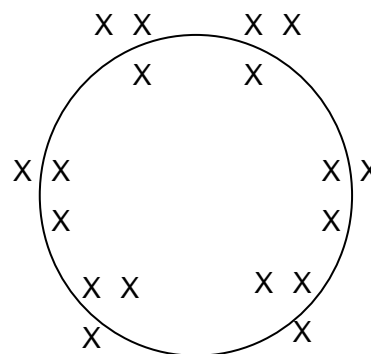
- eats a minimum of two servings of dairy products daily
 - belongs to a “fitness club”/team
 - ate a minimum of five servings of fruit/vegetables yesterday
 - exercised for a minimum of one hour yesterday
2. Place each statement on one square of a five-by-five-square grid.
 3. Provide each student with 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.

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 and 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.



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 or 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.

Talk Show

This learning strategy provides an opportunity for students to ask questions and to make comments in an enjoyable and entertaining manner. This game is more effective when the instructional content is conversational or opinion oriented (e.g., laws about drinking and driving, banning junk food).

Procedure

1. Have students work in groups of three or four, with one person taking the role of the talk show host and the others assuming the role of guests.
2. Ask students to choose a topic, prepare interview questions, and prepare a list of key points or responses that should be shared as part of the interview.
3. Students plan how they will present their talk show and the order in which the guests will speak. The format for the talk show may involve a panel, or it may involve having students being interviewed individually, similar to the format of popular talk shows on television.
4. Provide an opportunity for the audience to ask questions following the show or presentation.

Think and Link

The purpose of Think and Link is to engage students in using or applying the information they already know by sorting or linking the information based on particular criteria (e.g., by category, by definition).

Procedure

1. Provide students with information to sort. Different formats could be used (e.g., lists, cards, sticky notes).
2. Working individually or in groups, students think about each item on the list or card and make the required link.
3. Students discuss their reasons for their decisions.

Think-Pair-Share

The Think-Pair-Share strategy (McTighe and Lyman) engages students to think about a topic or question individually, and then share information first with another person (working in pairs) and then with the class. The questions can be used to check students' prior knowledge, brainstorm ideas, summarize information, or work together to create a better answer.

Procedure

1. Provide students with a topic or question. Have students, working individually, think about what they know or want to say about the topic or question for a set period of time (e.g., two to three minutes). Teachers may decide to have students record or not record their thoughts before sharing information with a partner.
2. Organize students in pairs. Encourage students to pair up with different students by using different strategies such as the following:
 - Find a partner who has a birthday in the same month as you.
 - Choose someone whose telephone number ends with an even (or odd) number.
 - Choose a person sitting beside (or behind, in front of) you.
3. Randomly choose pairs of students to share their comments or answers with the class.

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.

APPENDIX F: SAMPLE ASSESSMENT TOOLS AND CHECKLISTS

This appendix provides information and resources for planning assessment of the Grades 11 and 12 Physical Education/Health Education curricula. The following assessment tools and checklists are included:

- Sample Checklist for Assessment of Final Complete/Incomplete Designation
- Sample Tracking Form for Module Completion
- Sample Fitness Portfolio Reflection Sheet
- Sample Portfolio Rubric
- Sample Physical Activity Practicum: Student-Teacher Conference Report
- Assessment Tool Kit
- Seven Intelligences—Seven Ways to Be Smart

Sample Checklist for Assessment of Final Complete/Incomplete Designation

Student Name _____ Class _____ Date _____

Use an “x” to indicate that the student has met expectations (complete). Samples have been provided for Module A. To add other assessment tasks, tab and enter content. Fields are limited to approximately 14 characters.

Module A: Physical Activity Practicum	Module B: Fitness Management	Module C: Nutrition	Module D: Personal and Social Development	Module E: Healthy Relationships
GLO 1—Movement GLO 2—Fitness Management GLO 3—Safety	GLO 2—Fitness Management GLO4—Personal and Social Management	GLO 5—Healthy Lifestyle Practices	GLO 4—Personal and Social Management	GLO 4—Personal and Social Management GLO 5—Healthy Lifestyle Practices
<input type="checkbox"/> Physical Activity Plan	<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"/> <input type="checkbox"/>
<input type="checkbox"/> Safety and Risk-Management Plan	<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"/> <input type="checkbox"/>
<input type="checkbox"/> Parent and Student Declaration Forms	<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"/> <input type="checkbox"/>
<input type="checkbox"/> Physical Activity Log and Reflections	<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"/> <input type="checkbox"/>
<input type="checkbox"/> Student–Teacher Conferences	<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"/> <input type="checkbox"/>
<input type="checkbox"/> 55 Hours of Moderate to Vigorous 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"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Achieved Student Learning Outcomes	<input type="checkbox"/> Achieved Student Learning Outcomes	<input type="checkbox"/> Achieved Student Learning Outcomes	<input type="checkbox"/> Achieved Student Learning Outcomes	<input type="checkbox"/> Achieved Student Learning Outcomes
Final Assessment: Complete <input type="checkbox"/> Incomplete <input type="checkbox"/>				

Sample Tracking Form for Module Completion

Teacher Name _____ Class _____ Date _____

Key: “x” Met Expectations (Complete) – Needs Improvement (Incomplete)

Tab to enter information. (Student name fields are limited to approximately 10 characters.)

Assessment Tasks														
Student Name	Physical Activity Plan	Safety and Risk-Management Plan	Parent and Student Declaration Forms	Physical Activity Log and Reflections	Student-Teacher Conferences	55 Hours of Moderate to Vigorous Physical Activity								Final Assessment
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														

Sample Tracking Form for Module Completion (*Continued*)

Teacher Name _____ Class _____ Date _____

Key: “x” Met Expectations (Complete) – Needs Improvement (Incomplete)

Tab to enter information.

Assessment Tasks														
Student Name	Physical Activity Plan	Safety and Risk-Management Plan	Parent and Student Declaration Forms	Physical Activity Log and Reflections	Student-Teacher Conferences	55 Hours of Moderate to Vigorous Physical Activity								Final Assessment
19.														
20.														
21.														
22.														
23.														
24.														
25.														
26.														
27.														
28.														
29.														
30.														
31.														
32.														
33.														
34.														
35.														
36.														

Sample Portfolio Rubric

Student Name _____ Class _____

Use an “x” to indicate rating.

	4	3	2	1
Contents	<input type="checkbox"/> Portfolio contains all the required material.	<input type="checkbox"/> Portfolio contains most of the required material.	<input type="checkbox"/> Portfolio contains some of the required material.	<input type="checkbox"/> Portfolio contains little of the required material.
Evidence of Learning— Sample Selection	<input type="checkbox"/> Samples show student progress and knowledge of active healthy lifestyle practices.	<input type="checkbox"/> Samples show student progress and some knowledge of active healthy lifestyle practices.	<input type="checkbox"/> Samples show some student progress and some knowledge of active healthy lifestyle practices.	<input type="checkbox"/> Samples are not connected to student progress. No knowledge of active healthy lifestyle practices is displayed.
Organization	<input type="checkbox"/> Portfolio is completely and neatly organized. A reader can easily find things.	<input type="checkbox"/> Portfolio is well organized. A reader has little difficulty finding things.	<input type="checkbox"/> Portfolio is fairly well organized. A reader may have a little difficulty finding things.	<input type="checkbox"/> Portfolio shows some attempt at organization. A reader has difficulty finding things.
Mechanics	<input type="checkbox"/> There are no errors in spelling, punctuation, or grammar. All samples are neat.	<input type="checkbox"/> There are few errors in spelling, punctuation, or grammar. Most samples are neat.	<input type="checkbox"/> Errors in spelling, punctuation, or grammar are evident. Some samples are neat.	<input type="checkbox"/> Errors in spelling, punctuation, or grammar are numerous. No samples are neat.
Meaningful Personal Reflections	<input type="checkbox"/> All reflections include personal reactions that are descriptive and insightful and relate to the stated principle.	<input type="checkbox"/> Most of the reflections include personal reactions that are descriptive and insightful and relate to the stated principle.	<input type="checkbox"/> Some of the reflections include personal reactions that are descriptive and insightful and relate to the stated principle.	<input type="checkbox"/> Few of the reflections include personal reactions that are descriptive and insightful and relate to the stated principle.
Portfolio Presentation	<input type="checkbox"/> Student spoke clearly, made appropriate eye contact* with audience, and confidently answered questions.	<input type="checkbox"/> Student spoke relatively clearly, made appropriate eye contact* with audience, and answered questions.	<input type="checkbox"/> Student spoke relatively clearly most of the time, made eye contact* with audience, and was able to answer some questions.	<input type="checkbox"/> Student spoke unclearly, seldom made appropriate eye contact* with audience, and had difficulty answering questions.
Overall Portfolio Impact	<input type="checkbox"/> The portfolio clearly demonstrates the student's knowledge and skills regarding active healthy lifestyle practices.	<input type="checkbox"/> The portfolio helps to demonstrate the student's knowledge and skills regarding active healthy lifestyle practices.	<input type="checkbox"/> The portfolio does little to demonstrate the student's knowledge and skills regarding active healthy lifestyle practices.	<input type="checkbox"/> The portfolio does not demonstrate the student's knowledge and skills regarding active healthy lifestyle practices.

* Consider cultural appropriateness.

Score: ___ /28

Final Assessment: Complete Incomplete

Sample Physical Activity Practicum: Student-Teacher Conference Report

Student _____ Class _____ Date _____

1. How many hours have you completed so far towards the physical activity practicum?
2. Using your Fitness Portfolio Reflection Sheets, answer the following questions:
 - a. Discuss your thoughts on whether your physical activity plan is helping you achieve your fitness goals.
 - b. Do you anticipate or are you currently experiencing any difficulties completing the required 55 hours for the physical activity practicum? Discuss.
3. Next Steps:
 - a. Continue with the original physical activity plan.
 - b. Revise the physical activity plan.
4. The following revisions will be made to the physical activity plan:
 - a.
 - b.

Teacher Comments	Student Comments

An additional student-teacher conference is necessary:

- No
- Yes Date of next student-teacher conference: _____

Teacher Signature

Student Signature

Assessment Tool Kit*

Method	Description
Gathering Information	
Questioning	asking focused questions in class to elicit understanding
Observation	systematic observations of students as they process ideas
Homework	assignments to elicit understanding
Learning conversations or interviews	investigative discussions with students about their understanding and confusions
Demonstrations, presentations	opportunities for students to show their learning in oral and media performances, exhibitions
Quizzes, tests, examinations	opportunities for students to show their learning through written response
Rich assessment tasks	complex tasks that encourage students to show connections that they are making among concepts they are learning
Computer-based assessments	systematic and adaptive software applications connected to curriculum outcomes
Simulations, docudramas	simulated or role-playing tasks that encourage students to show connections that they are making among concepts they are learning
Learning logs	descriptions students maintain of the process they go through in their learning
Projects and investigations	opportunities for students to show connections in their learning through investigation and production of reports or artifacts
Interpreting Information	
Developmental continua	profiles describing student learning to determine extent of learning, next steps, and to report progress and achievement
Checklists	descriptions of criteria to consider in understanding students' learning
Rubrics	descriptions of criteria with gradations of performance described and defined
Reflective journals	reflections and conjecture students maintain about how their learning is going and what they need to do next
Self-assessment	process in which students reflect on their own performance and use defined criteria for determining the status of their learning
Peer assessment	process in which students reflect on the performance of their peers and use defined criteria for determining the status of their peers' learning
Record - Keeping	
Anecdotal records	focused, descriptive records of observations of student learning over time
Student profiles	information about the quality of students' work in relation to curriculum outcomes or a student's individual learning plan
Video or audio tapes, photographs	visual or auditory images that provide artifacts of student learning
Portfolios	systematic collection of their work that demonstrates accomplishments, growth, and reflection about their learning
Communicating	
Demonstrations, presentations	formal student presentations to show their learning to parents, judging panels, or others
Parent-student-teacher conferences	opportunities for teachers, parents, and students to examine and discuss the student's learning and plan next steps
Records of achievement	detailed records of students' accomplishment in relation to the curriculum outcomes
Report cards	periodic symbolic representations and brief summaries of student learning for parents
Learning and assessment newsletters	routine summaries for parents, highlighting curriculum outcomes, student activities, and examples of their learning

* Source: Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. 17. Available online at <www.edu.gov.mb.ca/k12/assess/publications.html>.

Seven Intelligences – Seven Ways to Be Smart*

(Ways to Prepare Lessons Using Different Intelligences)

Intelligences	Teaching Activities (Examples)	Teaching Materials (Examples)	Students Learn by (Examples)
Verbal / Linguistic (using and responding to written and spoken words)	large- and small-group discussion, choral reading, storytelling, poetry reading, lectures, writing, word games, brainstorming, Readers Theatre	books, tape recorders, journals, word games, books on tape, word processors, talking books, manuals	reading, writing, telling, listening, speech making, following directions, journal writing, taping own and others' thoughts and ideas
Logical / Mathematical (using scientific thinking and problem solving)	science experiments, mental calculation, number games, solving pattern problems, using formulas, critical thinking, logical problem-solving exercises, analytical thinking	calculators, science games, science equipment, mathematics games, logic puzzles, mathematics manipulatives	analytical thinking, categorizing, classifying, quantifying, critical thinking, conceptualizing, logical-sequential presentation of material
Visual / Spatial (using the sense of sight and the ability to make mental images)	visual presentations, mind mapping, using graphic organizers, visualization, imagination games, making connections and patterns, painting word pictures, creating metaphors, field trips	films, videos, art materials, pictures, slides, graphs, maps, charts, collages, posters, models, optical illusions, overhead projector, computer graphics and design software, CD-ROMs, cameras, telescopes, microscopes	mind mapping, colouring, seeing, drawing, visualizing, diagramming, seeking visual patterns, creating, designing, imagining
Body / Kinesthetic (learning and expressing by doing)	all types of hands-on learning, science and mathematics experiments, drama, dance, sports that teach, role playing, charades, field trips, mime, games, body language communication, cooking, gardening, real-life activities	mathematics manipulatives, real-life materials, virtual reality software, science labs	interacting through space and with objects, tactile experience—touching, building, fixing, manipulating materials, learning by doing
Musical / Rhythmic (using and reacting to rhythmic and tonal patterns)	playing music, using live music, group rapping, chanting, using tonal patterns, singing, humming, sound appreciation activities, using rhythms, listening to and identifying environmental sounds	musical instruments, tapes, music software	hearing music in the environment, responding to and associating sounds, creating music and rhythmic patterns, singing
Interpersonal (interacting with and learning about others)	peer tutoring, collaborative learning, conflict mediation, group brainstorming, community involvement, club activities, social construction of knowledge	board games, simulation games, interactive software	interacting with and learning about others, interviewing, sharing, observing others, teaching, debating, discussing
Intrapersonal (understanding self)	individualized instruction, independent study, providing options in course study	journals, individualized work materials	reflecting, making connections to personal life and feelings, having own space

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* Source: Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996. 4.14.

APPENDIX G: COMMON PLANNING TOOLS AND FORMS

This appendix provides information and resources for planning implementation of the Grades 11 and 12 Physical Education/Health Education curricula. The following planning tools and forms are included:

- Sample School Questionnaire for Planning to Implement Grades 11 and 12 Physical Education/Health Education
- Treatment of Potentially Sensitive Content (includes a chart on Potential Decision Areas for School/Division Planning)
- Summary of Options for Students with Exceptional Learning Needs and/or Special Health Care Needs
- Planning for Inclusion in Physical Education/Health Education
- Outcome Planner
- Visual Planner for Inclusion in Physical Education/Health Education
- Grades 11 and 12 Lesson Planner
- Physical Activity Categories

Teachers are also encouraged to use the planning tools provided on the Manitoba Education, Citizenship and Youth website at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

Sample School Questionnaire for Planning to Implement Grades 11 and 12 Physical Education/Health Education

Use this questionnaire to help determine the current status and use of resources in your school and to brainstorm potential use of the resources for implementing the Grades 11 and 12 PE/HE credits.

School Profile

Name of School _____

Name of Principal _____

Contact Information _____

PE/HE Staff (full-time equivalent) _____

	Grade 9	Grade 10	Grade 11	Grade 12
Student Population by Grade				
Number of Bused Students by Grade				

Current Status in PE and HE Course Offerings

School-Initiated Courses (SICs) _____

Current Scheduling Model

Continuous _____ Non-Semester _____

Number of Periods/Day _____ Length of Periods _____

PE Class Composition (e.g., co-ed, male, female) _____

Continued

School Inventory

School Inventory of Existing and Potential Resources		
Resource Area	Current Use	Potential Use
<p>Total Number of Sections/Semester</p> <p>(Take total number of students, divide by class size = number of sections per year. Divide this by 2 if school is on a semester schedule.)</p>		
<p>School Facilities Inventory</p> <ul style="list-style-type: none"> ▪ Gymnasium(s) ▪ Weight Room(s) ▪ Stage ▪ Multi-purpose Room(s) ▪ Classroom(s) ▪ Computer Lab(s) ▪ Outdoors ▪ Other _____ 		
<p>Available Instructional Space Per Time Slot</p>		
<p>Access to Community Facilities</p> <ul style="list-style-type: none"> ▪ Walking Distance ▪ Transportation Required 		
<p>School-Sponsored Physical Activities/Sports—Intramurals/Clubs</p>		
<p>School-Sponsored Physical Activities/Sports—Interschool</p>		
<p>Equipment for Traditional Sports</p>		

Continued

School Inventory of Existing and Potential Resources *(Continued)*

Resource Area	Current Use	Potential Use
Equipment for Recreational Physical Activities (e.g., cross-country skis)		
Other Physical Activity/Sport Opportunities (e.g., field trips)		
Considerations for Students with Exceptional Learning Needs and/or Special Health Care Needs		
Policy Regarding Course Fees		
Staffing (Qualifications/Special Skills/Certification)		
Joint Use Agreement		
Transportation Resources		
Other (e.g., volunteers/fee for service)		

Treatment of Potentially Sensitive Content

In Kindergarten to Grade 10, the student learning outcomes in two strands, *Substance Use and Abuse Prevention* and *Human Sexuality* (in GLO 5—Healthy Lifestyle Practices) as well as in the *personal safety* (prevention of sexual exploitation and abuse) sub-strand (in GLO 3—Safety) may be potentially sensitive to some students and their parents/families and/or communities. This sensitivity may be based on family, religious, and/or cultural values. This may also apply to the learning outcomes in the Grade 11 Core module, Substance Use and Abuse Prevention, and in the Grade 12 Core module, Healthy Relationships.

Potentially sensitive content must be treated in ways that are appropriate for the local school and community context. Greater cooperation and coordination among the home, school, and public health systems will contribute to the health and well-being of students.

Schools are required to

- determine local policy related to potentially sensitive content using the school/division planning process
- seek parental involvement as part of the planning process
- provide a parental option prior to implementation of potentially sensitive content
- make decisions related to treatment of potentially sensitive content, as outlined below

Potential Decision Areas for School/Division Planning	
A. Potentially Sensitive Content	<p>The <i>Framework</i> identifies the following content areas as potentially sensitive:</p> <ul style="list-style-type: none"> ▪ Human Sexuality ▪ Substance Use and Abuse Prevention ▪ Personal Safety <p>These areas require school/divisions to use a planning process (that includes parental involvement) to determine programming details.</p>
B. Depth/Breadth Treatment of Content	<p>Decisions related to the depth and breadth of coverage of potentially sensitive content include the choice of appropriate content, instructional strategies, assessment/reporting strategies, and learning resources.</p> <p>Decisions regarding the depth/breadth treatment of specific learning outcomes in the strands/sub-strands identified as potentially sensitive in the <i>Framework</i> can include</p> <ul style="list-style-type: none"> ▪ more—use with greater depth/breadth than what appears in the <i>Framework</i> ▪ at—use with the same depth/breadth ▪ less—use with less depth/breadth ▪ none—no use

Continued

Potential Decision Areas for School Division Planning (Continued)

C. Parental Option	<p>There must be an inclusion of a parental option related to the potentially sensitive content. A parental option means that parents may choose one of the following options for delivery of potentially sensitive content:</p> <ul style="list-style-type: none"> ▪ school-based delivery ▪ alternative delivery <p>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.</p>
D. Scheduling of Instruction	<p>Decisions related to scheduling of potentially sensitive content may include the following options:</p> <ul style="list-style-type: none"> ▪ within physical education/health education ▪ integrated in various subject areas (e.g., science, language arts) ▪ in separate units and/or blocks of time (e.g., theme weeks) ▪ a combination of within, integrated, and/or separate
E. Parental Communication	<p>Ways to inform parents of school-based programming and to determine the parents' choice (i.e., school-based and/or alternative delivery) need to be established. Means of communication may include</p> <ul style="list-style-type: none"> ▪ letters ▪ meetings ▪ permission forms ▪ websites ▪ brochures ▪ newsletters <p>Parents may use departmental resources when choosing alternative delivery.</p>
F. Teacher Training Requirements	<p>Decisions for identifying requirements for training (e.g., number of days and types of training) related to potentially sensitive content for school staff and others such as parents, community volunteers, and peer educators need to be made.</p>
G. Staff Assignments	<p>Staff assignments could include use of staff, parents, peer educators, and community volunteers to enhance programming related to potentially sensitive content.</p>

Reference

For more background information, lesson plans, instructional and assessment strategies specific to Grades 9 and 10, refer to the following support document:

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, 2005. Available online at <www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html>.

Summary of Options for Students with Exceptional Learning Needs and/or Special Health Care Needs*

Options	Definition	Application	Reporting Requirements
Modifications	Changes in the number or the content of the learning outcomes a student is expected to meet in the provincial curriculum, made by the teacher or school team.	For a student identified as having significant cognitive disabilities.	Refer to <i>Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4</i> and <i>Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years</i> .
Adaptations	Changes made in the teaching process, materials, assignments, or student products to help a student achieve the expected learning outcomes.	To facilitate a student's achievement of the expected 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> .
Accommodations	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 cannot achieve due to a physical disability or, in exceptional cases, for students with physical limitations and/or special health care needs.	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.
Rescheduling	The process of completing the requirements for credit in an alternate semester, trimester, or year.	For Senior Years students who cannot achieve the required credit due to a temporary physical limitation.	Follow regular grading practices and reporting procedures.
Substitution	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, cannot 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. Substitution of credits must be reported when submitting marks to the Department.

* Source: Manitoba Education and Training. *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*. Winnipeg, MB: Manitoba Education and Training, 2000. 14.

Planning for Inclusion in Physical Education/Health Education

Name _____ Class _____

Process	Notes
Contribute to Individual Education Plan (IEP)	
Obtain Information Related to Student-Specific Needs(s)	
Identify Supports	
Define Safety Concerns	
Assess Skills	
Provide Suggestions for <ul style="list-style-type: none"> ▪ Adaptations (AD) ▪ Accommodations (AC) ▪ Modifications (M) 	
Set Appropriate Expected Learning Outcomes/Student-Specific Outcomes	
Select Learning Activities/Strategies	
Implement and Assess	
Process	

Outcome Planner

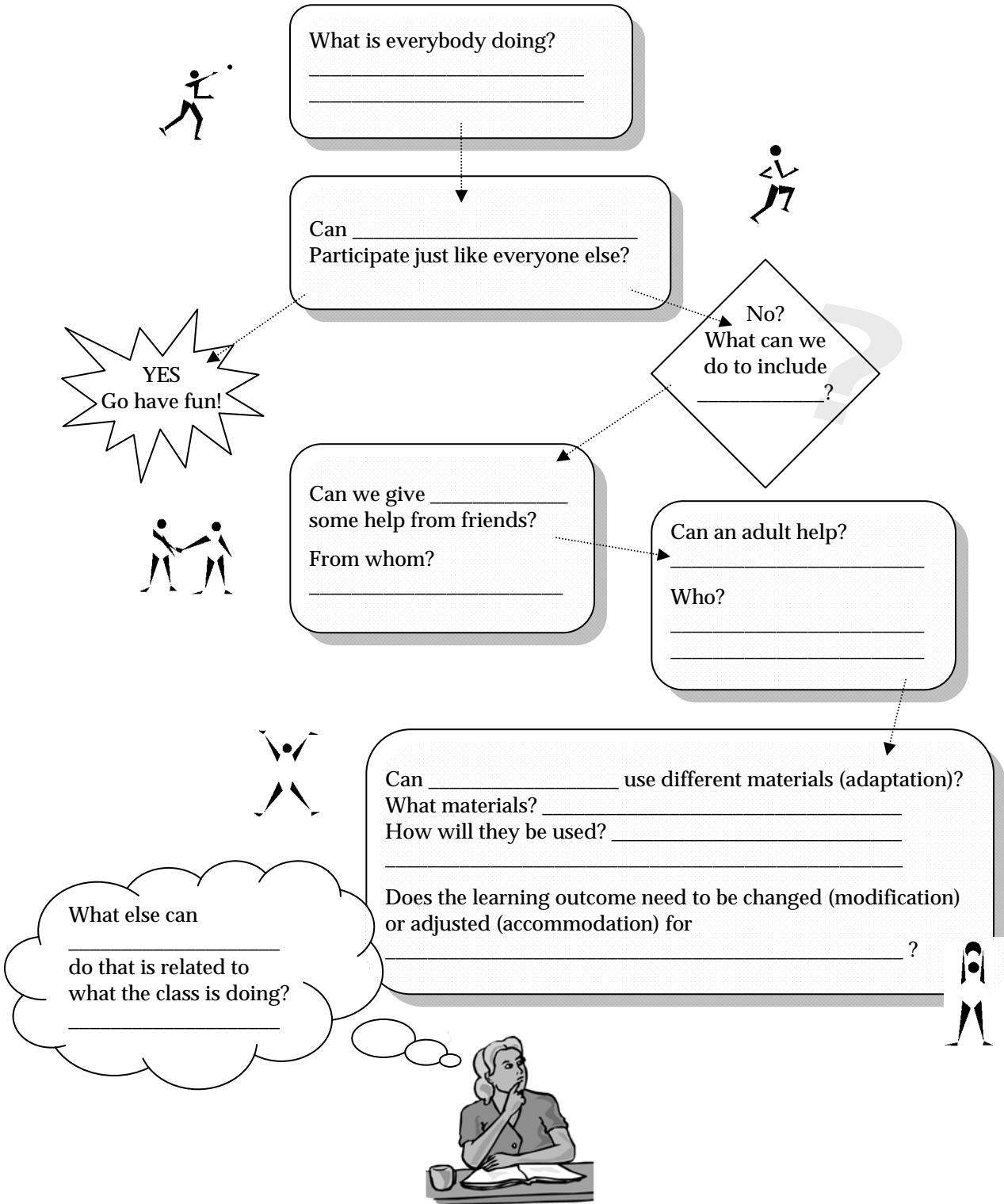
Name _____ Class _____ Module/Lesson _____

Special health care needs and safety considerations for a student with _____ :

Adaptations (AD) Required for Specific Learning Outcomes	Student-Specific Outcomes for Student Requiring Accommodations (AC) or Modifications (M)	Equipment, Materials, and Personnel	Comments	
			Achievement	Progress

Visual Planner for Inclusion in Physical Education/Health Education

Name _____ Class _____ Module/Lesson _____



Grades 11 and 12 Lesson Planner

Grade _____ Module _____ Lesson _____





Specific Learning Outcomes

Lesson Components	Learning/Teaching Strategies	Teacher Notes <small>(e.g., equipment, safety rules, organization, key points, curricular connections)</small>
Activating Activities ▪ Entry Activity ▪ Warm-up Time: _____		
Acquiring Activity Time: _____		
Applying Activity Time: _____		
Closure Time: _____		
Assessment Strategies		



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 ▪ Caribbean ▪ 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 ▪ tinkling <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



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