Senior 1 and Senior 2

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

**Student Learning Outcomes**

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

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

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

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

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

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

The specific learning outcomes (SLOs) are listed at the end of each GLO section for each grade. They also appear on the poster charts included with this document.
The Four-Column Format
A two-page, four-column format is used for each grade:
- Column one cites the specific learning outcomes that define what students are expected to achieve at the end of each grade. They include knowledge- and skill-related learning outcomes for each of the general learning outcomes.
- Column two contains suggestions for instruction directly related to the attainment of specific learning outcomes.
- Column three contains teacher notes that provide background information, planning tips, and/or resource suggestions.
- Column four contains suggestions for assessing specific learning outcomes.
The following pages provide further clarification on reading the four-column format and the specific learning outcomes.

Resources to Support Implementation
The Suggestions for Instruction and Assessment section is followed by Blackline Masters and Resource Masters:
- Blackline Masters (BLMs) are intended to support and enhance student learning and assessment.
- Resource Masters (RMs) are intended to provide teachers and/or students with additional information to support student achievement of learning outcomes.
The BLMs and RMs are presented in the following order: Senior 1 (S1), Senior 2 (S2), and General (G). The General BLMs and RMs are applicable to both Senior 1 and Senior 2.

Resources to Support Integration
To facilitate curricular connections and integration and the application of content within a physical education/health education context, this document contains references to other departmental resources (cited in the Bibliography):
- Aboriginal Peoples: Resources Pertaining to First Nations, Inuit, and Métis
- Conflict Resolution: Safe Schools: A Bibliography, October 2001
- Curricular Connections: Elements of Integration in the Classroom
- Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators
- A Foundation for Excellence
- Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation
- Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education
- Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education
- Human Sexuality and Sexual Orientation: A Bibliography, September 2002
• Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years
• Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators
• Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles
• Native Games: Teacher Handbook
• Native Studies: Senior Years (S1-S4): A Teacher’s Resource Book
• Native Studies: Senior Years (S1-S4): A Teacher’s Resource Book Framework
• Physical Education/Health Education Learning Resources: Kindergarten to Senior 2: Compilation of Annotated Bibliographies
• Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents
• Senior 1 English Language Arts: A Foundation for Implementation
• Senior 1 Mathematics: A Foundation for Implementation
• Senior 1 Science: A Foundation for Implementation
• Senior 2 Consumer Mathematics: A Foundation for Implementation
• Senior 2 English Language Arts: A Foundation for Implementation
• Senior 2 Science: A Foundation for Implementation
• Substance Abuse Prevention: A Bibliography, May 2002
• Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools
• Technology As a Foundation Skill Area: A Journey toward Information Technology Literacy
• Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour
• Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected
Guide to Reading the Four Columns

**GLO**—general learning outcome

**SLO**—specific learning outcome

Reading the Code

Example 1: K.S1.D.2
K—Knowledge
S1—Grade
D—Strand
2—Sub-strand

Example 2: S.1.S2.A.2 (see below)
S—Skill
1—GLO #
S2—Grade
A—Strand
2—Sub-strand

Acquisition Stage: Indicates the SLO is expected to be observed, measured, and reported in this grade

Maintenance Stage: Indicates the SLO from previous year(s) is to be reviewed, reinforced, and maintained in this grade

Prescribed learning outcomes

Statements define what the student is expected to know and be able to do by the end of the grade

Suggestions for student learning experiences directly related to the attainment of the specific learning outcome(s)

Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation

**PRESCRIBED LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T.K.S1.D.2</strong></td>
<td>Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., causes behavior changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reaction to drug interactions; affect self-esteem; has medical implications; result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...).</td>
</tr>
</tbody>
</table>

Curricular Connections

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

**FS:**
S1.5.2.3 Identify and evaluate adolescent mental and physical health issues, e.g., depression, health issues—STIs, alcohol and drug abuse, learning disability, physical disability, family abuse or violence, personal or family illness.

Suggestions for instruction

- **Substance Risks**
  - Working in groups of four or five, students select a substance (e.g., caffeine, alcohol, tobacco, inhalants, hallucinogens, street drugs). Each group researches and lists the potential negative consequences of the selected substance abuse in the following areas:
    - family life
    - social life
    - educational/occupational life
    - physical/emotional well-being
    - legal implications
  - Groups share their findings and information with the class.

- **Trivia Game**
  - Students create a trivia game called Use and Abuse of Substances. They develop questions related to drug categories, medical implications, side effects, and risks. Verify the accuracy of students’ questions and answers and assign point values to each question and answer, depending on degree of difficulty.
  - As students play the game, questions are read aloud one at a time. Working in teams of four or five, students write down their answer. After 10 to 15 seconds, the teacher rings a bell, and teams show their answer. Teams with the correct answer receive points (e.g., 5, 10, 15, 20). Keep a record of each team’s points.

- **One Drink Is Too Much**
  - Using the KWL strategy (Ogle), students explore and develop their knowledge of fetal alcohol syndrome and/or fetal alcohol effects.
    - **K**—work independently to determine what they know about the topic.
    - **W**—work with a partner to identify what they want to know more about.
    - **L**—participate in class discussion and note what they have learned, using a BLM as a guide.

For more information about the KWL strategy, see Success for All Learners (Manitoba Education and Training 6.20).
**Observation: Substance Risks**

Peer Assessment: Checklist

Students use a checklist to assess group findings.

**Substance Risks Checklist**

- The group identifies the potential negative consequences of the selected substance abuse in the areas of:
  - family life
  - social life
  - educational/occupational life
  - physical/emotional well-being
  - legal implications

**Paper and Pencil Task: One Drink Is Too Much**

Teacher Assessment: Inventory

Students complete the KWL task to determine their understanding of fetal alcohol syndrome/effects.

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**Tip**

- Fetal alcohol spectrum disorder (FASD) includes fetal alcohol syndrome/effects (FAS/E).

**Resources**

**Audiostreams**


**Publications**


**Organizations**

- Addictions Foundation of Manitoba (AFM)
- FASworld Canada (international alliance of parents and professionals)
- Health Canada
- Klinic Community Health Centre—Teen Talk
- Sport Manitoba

**Suggested for Assessment**

- **Tip(s)**
- **Resources** (related to the learning outcome/topic): audiovisuals/software, publications (cited in Bibliography), organizations (websites cited in Bibliography), professionals, BLMs, RMs

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**Teacher Notes**

- **Potentially Sensitive Content**
- **Review** (prior to addressing learning outcome/topic)
- **Glossary** (terms defined in Glossary)
- **Aboriginal Link**
- **Tip(s)**
- **Resources** (related to the learning outcome/topic): audiovisuals/software, publications (cited in Bibliography), organizations (websites cited in Bibliography), professionals, BLMs, RMs

**Continued on the next Suggestions for Assessment page**
Notes