



# MODULE A: PHYSICAL ACTIVITY PRACTICUM

Specific Learning Outcomes

Introduction

Lesson 1: Personal Physical Activity Inventory

Lesson 2: Managing Risks Related to Physical Activity

Lesson 3: Implementing the Safety and Physical  
Activity Plan

# MODULE A: PHYSICAL ACTIVITY PRACTICUM

## Specific Learning Outcomes

- 11.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 health-related fitness goals.
- 11.PA.2** Demonstrate an understanding of the risk-management process and responsibilities related to physical activity participation.
- 11.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
- 11.PA.4** Apply movement skills and concepts in selected physical activities that meet the goals of a personal physical activity plan.
- 11.PA.5** Participate in physical activities at a moderate to vigorous intensity level.
- 11.PA.6** Record and report the frequency, intensity, time, and type of the physical activities, as indicated in the personal physical activity plan, and reflect on physical activity participation.

# MODULE A: PHYSICAL ACTIVITY PRACTICUM

## Introduction

The name of this course is Grade 11 Active Healthy Lifestyles. What is an active healthy lifestyle? Some would say that being healthy is the absence of disease. While this is true, this view may not capture the true essence or goals of this course. Individuals who are of this opinion may be more reactive than proactive in the sense that they “take care” of themselves when the need arises (i.e., when they become ill).

### 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.

Individuals who truly embrace the active healthy lifestyle concept understand that it adds “value” to their lives. For these individuals, leading an active healthy lifestyle does not happen by chance. It is a purposeful choice that involves making decisions about the delicate balance between being physically active and healthy eating, as well as other health behaviours. Engaging in an active healthy lifestyle also leads to positive self-concept and 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 their own health-related fitness components. As part of the physical activity practicum, students develop their own physical activity plan, based on their interests. They also develop their understanding of the importance of risk management related to safe and appropriate participation in physical activity. Once the physical activity practicum is underway, students begin to record their progress as proof that they have met the course requirements.

Module A: Physical Activity Practicum contains three lessons:

- Lesson 1: Personal Physical Activity Inventory
- Lesson 2: Managing Risks Related to Physical Activity
- Lesson 3: Implementing the Safety and Physical Activity Plan

Resource Masters to support the lessons are provided at the end of all lessons.



# 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 personal situation and what is required of them to meet the requirements for the physical activity practicum.



## Specific Learning Outcome

**11.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 health-related 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 intent of this course is to have parents, students, and schools “work together 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” (Healthy Kids 25).

### 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, n.d. Available online at <[www.gov.mb.ca/healthykids/](http://www.gov.mb.ca/healthykids/)>.

## Requirements for Physical Activity Practicum

The Grade 11 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, or 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)
- Students must address risk-management measures for their selected physical 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.

- 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 2), 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 respectful of each student’s 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, whereby it would be difficult to talk.



For further information, review RM 9-FM: Level of Exertion/Intensity. (Also see Module B, Lesson 6.)



## REFERENCES



For additional information, refer to the following resources:

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. Available online at [www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html](http://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](http://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](http://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](http://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/](http://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 how they can meet the requirements of their physical activity practicum by completing RM 1-PA. Students recall what their physical activity participation has been for a five-day period. They also answer questions related to the physical demands of their potential career/job. Once students have completed the questions individually, ask them to share with the class the potential careers/jobs and the associated physical activity demands they identified. As a class, attempt to categorize the identified careers/jobs by their physical activity requirements.

### 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: Five-Day Physical Activity Recall.

## RM 1–PA: Five-Day Physical Activity Recall

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### Instructions

Complete the following Five-Day Physical Activity Recall table, indicating the

- days/dates you engaged in physical activities (two of the five days must be weekend days)
- types of physical activities in which you participated
- amount of time (hours : minutes) you spent participating in activities of various intensity:
  - **Light activities:** You begin to notice your breathing, but talking is fairly easy.
  - **Moderate activities:** You can hear yourself breathe, but can still talk.
  - **Vigorous activities:** You are breathing heavily. It is difficult to talk.

Once you have completed the table, answer the questions that follow.

Five-Day Physical Activity Recall				
Day/Date	Physical Activity	Amount of Time (hours : minutes) and Perceived Exertion		
		Light	Moderate	Vigorous
1.				
2.				
3.				
4.				
5.				
Total Time				

### Current Status

1. Is the amount and type of physical activity identified in the table above an accurate reflection of your physical activity profile? Why or why not?

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2. Based on the criteria of the physical activity practicum that your teacher has identified for you and the information you provided in the Five-Day Physical Activity Recall table, how do you see yourself meeting the requirements for your physical activity practicum?

*Continued*

## RM 1–PA: Five-Day Physical Activity Recall (Continued)

- 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.
- 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.

### Career/Job Aspirations

1. Identify, in the space provided, **three** careers/jobs that you envision for yourself in the next five to ten years. Identify the physical activity demands required to be successful in each career/job.

Careers/Jobs	Physical Activity Demands
_____	_____
_____	_____
_____	_____
_____	_____

2. Examine the physical activity demands of each of the three careers/jobs that you identified. Are there commonalities? If so, what are they?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Now compare the information you recorded in the Five-Day Physical Activity Recall table and the information you identified for your three potential careers/jobs. Based on this comparison, how do you see yourself meeting the physical demands of your potential career/job?

- I am already on track to meet the physical demands of my potential career/job.
- I will be able to meet the physical demands of my potential career/job with some additions to my current level of physical activity.
- I am currently not active enough to meet the physical demands of my potential career/job.

### Comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson 2: Managing Risks Related to Physical Activity

### Introduction

In this lesson students begin to identify physical activities that interest them and that contribute to the health-related fitness components. Students also begin to understand that participating in physical activities involves certain levels of risk, but identifying these risks in advance may help reduce or minimize the occurrence of injury.

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### Specific Learning Outcomes

- 11.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 health-related fitness goals.
- 11.PA.2** Demonstrate an understanding of the risk-management process and responsibilities related to physical activity participation.
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### Suggestion for Instruction / Assessment

#### Health-Related Fitness Components

On the overhead projector or on the chalkboard, write the following health-related fitness components:

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility

As an activating strategy, brainstorm and discuss with the class the physical activities that could contribute to each of these health-related fitness components. (These components are addressed in Module B, Lesson 6.) Note that many physical activities contribute to more than one health-related fitness component; therefore, ask students to identify the primary contribution.

## REFERENCE



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

Manitoba Education, Citizenship and Youth. *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. 9. Available online at <[www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html](http://www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html)>.



## Background Information

### Individual Preferences for Physical Activity Participation

No two people are created alike. By understanding this, we can begin to appreciate that everyone participates in various physical activities for different reasons. Some may not participate at all, while others participate for recreational purposes or for the thrill of competition. Some enjoy the solitude of being physically active outdoors, while others enjoy the company of a workout/exercise partner or the camaraderie of a team, or a little of each, depending on the circumstances.



## Suggestion for Instruction / Assessment

### Where Am I Now?

To begin planning the physical activity practicum effectively, have students use RM 2-PA to reflect on the physical activities that they enjoy participating in (or would consider participating in) with friends, with family, or individually.



Refer to RM 2-PA: Where Am I Now?



## Background Information

### Risk Factors Related to Physical Activity

Participating in physical activity contributes to a sense of well-being and to overall health. It also involves taking educated and calculated risks. To ensure participants' safety and to minimize the risk of injury, it is necessary to understand the inherent or potential risks that may be involved during participation in any physical activity.

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

*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](http://www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html).



## Suggestion for Instruction / Assessment

### Physical Activity Inventory

Using RM 3-PA, students can begin to identify the physical activities that they will be including in their physical activity practicum. Students can choose activities by

- the type of activity
- the health-related fitness component(s) to which the activity contributes
- the level of risk involved in the activity



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](http://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).



## RM 2–PA: Where Am I Now?

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Complete the following table, listing the physical activities you are currently involved in or would like to consider participating in, given the opportunity. Some activities could be included under more than one heading.

*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*).

I enjoy participating in or would consider participating in the following physical activities on my own and/or with the identified groups.		
Individually	With Friends	With Family Members

## 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/physlth/curriculum.html](http://www.edu.gov.mb.ca/k12/cur/physlth/curriculum.html)>.

### Codes for Physical Activity Inventory

The following codes are used in the Physical Activity Inventory.

Code for Type of Activity	
<b>AL</b>	Active Living
<b>AP</b>	Alternative Pursuits
<b>CO</b>	Combative Activities
<b>FIT</b>	Fitness Activities
<b>IT</b>	Invasion/Territory-Type Sports/Games
<b>NW</b>	Net/Wall-Type Sports/Games
<b>RG</b>	Rhythmic Gymnastic-Type Activities
<b>SF</b>	Striking/Fielding-Type Sports/Games
<b>TG</b>	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 (Continued)							
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, Shiny	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

*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—Ergometer (For safety, see Canoeing/Kayaking/Rowing)	AP	✓	✓	✓		3
	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



## Lesson 3: Implementing the Safety and Physical Activity Plan

### Introduction

In this lesson students begin the process of identifying inherent risks in the physical activities that they have selected for their physical activity practicum. In addition, students demonstrate the ability to access appropriate information to make informed decisions about managing risk and safety related to participation in physical activity. They also begin to implement their physical activity plan and record their physical activity participation.

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### Specific Learning Outcomes

- 11.PA.2** Demonstrate an understanding of the risk-management process and responsibilities related to physical activity participation.
  - 11.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
  - 11.PA.4** Apply movement skills and concepts in selected physical activities that meet the goals of a personal physical activity plan.
  - 11.PA.5** Participate in physical activities at a moderate to vigorous intensity level.
  - 11.PA.6** Record and report the frequency, intensity, time, and type of the physical activities, as indicated in the personal physical activity plan, and reflect on physical activity participation.
- 



### Background Information

#### Personal Physical Activity Plan

Now that students have identified the activities in which they will participate for their physical activity practicum, they need to start putting together the components in a manner that they understand and can adhere to.

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## 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 4-PA. This tool can be used to identify to parents the physical activities that students have selected as part of their physical activity plan.



Refer to RM 4-PA: Personal Physical Activity Plan.



## Background Information

### Safety and Risk Management

The risk-management process is an essential part of a personal physical activity plan. Risk management is not about eliminating risk or injury. Rather, the process of risk management involves identifying the risk inherent in any physical activity and then identifying strategies to deal with the identified risk. By doing this, the risk is minimized and, if an injury does occur, the injury is minimized because of the proactive risk management.



## Suggestion for Instruction / Assessment

### Planning for Risk Management

Have students complete at least two Safety and Risk-Management Planner sheets (provided in RM 5-PA) for physical activities that they have chosen for their physical activity plan that have the highest risk factor rating.



Refer to RM 5-PA: Safety and Risk-Management Planner.

Once students have completed the Safety and Risk-Management Planner sheets, they must compare their physical activity plan to the appropriate Physical Activity Safety Checklists (available from the teacher) to check for accuracy.

### 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 parent 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 the 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.

New physical activities may be added to a physical activity plan once the original plan has been signed by the teacher and approved by the parent. Activities may also be included that are not listed on the Physical Activity Inventory (see RM 3-PA).

## REFERENCES



For additional information, refer to the following resources:

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

---. *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](http://www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html)>.



## 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 risk-management plan
  - 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. There is also a Student Declaration and Consent Form for students 18 and over.

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.

### 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*

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.)

The following tools are provided to assist students with recording their 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](http://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).

## RM 4–PA: Personal Physical Activity Plan

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Physical Activity		Frequency of Activity	Estimated Time (in Minutes)	Risk Factor Rating (RFR)	Safety Checklists Included
<i>Examples:</i>	Indoor Soccer	3 practices + 1 game per week		2	✓
	Inline Skating	5 days—to and from school		2	✓
Student Comments:					
Teacher Comments:					

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

The teacher's signature is an acknowledgement of the following:

- The student has met the criteria for formulating his or her personal physical activity plan.
- The student has demonstrated an understanding of how to manage risk and take appropriate steps to participate safely in physical activity.
- The student is aware of the safety guidelines information and associated responsibilities for discussion with and approval by his or her parent/guardian.

## RM 5–PA: Safety and Risk-Management Planner

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Taking responsibility for safety is a very important part of the OUT-of-class component of the Grade 11 Active Healthy Lifestyles course. The following questions will assist you in managing the risks while participating in any physical activity:

- Do you understand the safety rules related to the physical activity?
- Is the activity suitable to your age, ability, and physical condition?
- Is the activity suitable to any medical conditions or special health care needs that you might have?
- Do you understand the correct form or technique of the exercises or skills needed to practise?
- Do you understand the risks associated with the physical activity and ways to avoid the dangers?
- Is the equipment you will be using suitable and in good condition?
- Is the facility or playing area you will be using safe?
- Will appropriate instruction and/or supervision be provided to you in light of the danger or risk associated with the physical activity?
- Have you discussed your choice of physical activities with your parent and physical education/health education teacher?

I understand the risks associated with (name of physical activity) \_\_\_\_\_, which has a risk factor rating (RFR) of \_\_\_\_\_, and I intend to respect the following strategies to minimize some of the potential risks I can anticipate during my participation in this activity.

Risk Areas	Potential Risks Involved	Personal Strategies to Minimize Risks
Level of Instruction	▪ ▪ ▪	▪ ▪ ▪
Level of Supervision	▪ ▪ ▪	▪ ▪ ▪
Equipment	▪ ▪ ▪	▪ ▪ ▪
Facility/Environment	▪ ▪ ▪	▪ ▪ ▪
Clothing/Footwear	▪ ▪ ▪	▪ ▪ ▪
Personal and Other Considerations*	▪ ▪ ▪	▪ ▪ ▪

\* Special health care needs, skill level, experience, accessibility, and so on.

*Continued*

## RM 5–PA: Safety and Risk-Management Planner *(Continued)*

Risk Factor Rating (RFR) Scale		
RFR	Level of safety concerns; recommended instruction and supervision.	<i>Examples</i>
1	There are few safety concerns for this physical activity; little or no qualified instruction or adult supervision required.	Walking Stretching
2	There are some safety concerns for this physical activity; qualified instruction is recommended, and little or no adult supervision is required.	Racquetball Ice Skating
3	There are several safety concerns for this physical activity; qualified instruction is required, and adult supervision is recommended.	Snowboarding Field Hockey
4	There is a high level of safety concerns for this physical activity; qualified instruction and adult supervision are required.	Swimming Karate

### Reference:

For more information on safety and risk management for physical activities, go to the following school/division website to access the *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth):

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(Insert school/division website address where this safety information may be found.)

If you do not have access to the Internet, ask your teacher for a print copy of the Physical Activity Safety Checklists for the selected physical activities.

## 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 11 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 of 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
- social impact of sport
- mental-emotional health
- substance use and abuse prevention

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 11 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,

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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"> <li>▪ Walked to school</li> <li>▪ Jogged after school</li> <li>▪ Mowed the lawn</li> </ul>	<ul style="list-style-type: none"> <li>▪ 20 min.</li> <li>▪ 30 min.</li> <li>▪ 15 min.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Light</li> <li>▪ Vigorous</li> <li>▪ Moderate</li> </ul>	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"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
Day 2	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
Day 3	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
Day 4	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
Day 5	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
Day 6	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
Day 7	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
Totals				

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](http://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 \_\_\_\_\_

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

Dear Authorized Adult:

Please review this form and, upon agreement, provide your signature.

I \_\_\_\_\_ the authorized adult for \_\_\_\_\_  
Name of Authorized Adult Name of Student

do hereby certify and acknowledge the following:

- The above-named student has participated in the physical activities as selected for his/her OUT-of-class physical activity practicum.
- The above-named student has accurately recorded his/her participation in the selected physical activities for the OUT-of-class physical activity practicum.

\_\_\_\_\_  
Authorized Adult Signature Date

Please indicate your relationship with this student (e.g., parent, aunt, uncle, coach, instructor):

\_\_\_\_\_

**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 \_\_\_\_\_