

Catholic District School Board Writing Partnership

Health and Physical Education

Course Profile

Healthy Active Living Education

Grade 12

Open

PPL40

• *for teachers by teachers*

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Acknowledgments

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Course Overview

Healthy Active Living Education, PPL4O, Grade 12, Open

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Health and Physical Education, 2000.*

Prerequisite: None

Course Description

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students develop and implement personal physical fitness plans. In addition, they are given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

How This Course Supports the Ontario Catholic School Expectations

Through Healthy Active Living Education, students examine and reflect on their personal attitudes, values, actions, abilities, and aspirations influencing life choices and opportunities that support a healthy active lifestyle for themselves and others in light of Catholic faith development. Students have the opportunity to respond to, manage, and constructively influence change, set priorities, be responsible for their actions, and develop goals for a balanced and healthy lifestyle through a holistic approach to life. Students are challenged to reflect, to evaluate situations (creatively), demonstrate flexibility and adaptability, manage conflict, solve problems, and make decisions in light of gospel values. Students have the opportunity to exercise servant Christian leadership promoting the common good, human dignity, respect, equality and inclusion, while working effectively as interdependent team members, respecting the rights, responsibilities, and contributions of self and others.

Course Notes

Students make decisions and exercise choices by selecting activities from a wide variety of options at the school and in the community. The options incorporate all four units of study but may be taught in any order, presented in a variety of formats, be integrated together throughout the course, and may vary in length as one week, two weeks, or longer modules. In order to access a wide variety of activities throughout the community it is recommended that the course be scheduled so that it can make use of time outside of the scheduled class time, i.e., first or last period of the day to access an early start or late dismissal or during a period connected to the lunch break. The structure of this course is dependent upon a variety of factors specific to each school. Factors such as availability of community facilities, school facilities, availability of qualified instructors for certification, unit lengths, schedule flexibility, budgets, student costs, transportation, cultural and environmental considerations determine course format. Schools develop a process that ensures all specific board policies for off-campus activities, high-risk activities, field trips, student transportation, use of additional instructors for certification and student fees are followed. In the unit overview charts, specific focuses have been given for activities in appropriate units, e.g., Fitness, Conflict Resolution, Mental Health, and Relationships. However, within the unit of Individual and Team Activities, the specific school will need to decide what particular options are suitable for the cultural make-up of their school.

Units: Titles and Times

* Unit 1	Personal Fitness	20 hours
Unit 2	Individual and Team Activities	60 hours
Unit 3	Conflict and Violence	10 hours
Unit 4	Mental Health and Relationships	20 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Personal Fitness

Time: 20 hours

Unit Description

Students develop, maintain, and improve their personal health-related physical fitness by participating in vigorous fitness activities for sustained periods of time, and by applying training principles that underlie physical fitness. Students examine and reflect on their personal values, abilities, and aspirations influencing life choices and opportunities. Students use goal-setting skills to assess and refine their daily personal health-related physical fitness programs. They demonstrate initiative and Christian leadership by using strategies that respond to, manage, and constructively influence personal healthy active living goals. Students explore cultural influences on participation patterns. They reflect on how their participation pattern has changed and is likely to continue to change throughout their lives, and develop priorities to promote healthy active living. Students show responsibility for their safety and that of others; they assess strategies to reduce accidents and analyse community response to emergency situations. Appropriate Canadian leaders and career opportunities are identified. A culminating activity could consist of evaluating a variety of physical fitness equipment, programs, and approaches to maintaining a healthy active lifestyle.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	ALV.02, AL2.01, AL2.02, AL2.03 CGE4g, CGE4h	Knowledge/ Understanding Application	Personal Fitness <ul style="list-style-type: none">• Assessment
2	ALV.03, PAV.01, HLV.02, LSV.01, AL2.01, AL2.02, AL2.04, AL3.01, AL3.02, LS1.01 CGE3e, CGE4c, CGE4g, CGE4e, CGE5f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Personal Fitness <ul style="list-style-type: none">• Goal Setting• Personal Program Implementation• Analysis• Maintaining and Improving Fitness
3	AL1.04, AL1.05, AL1.08, AL3.03, PA2.04, HL2.05, HL2.06, LS1.01, LS1.03 CGE3c, CGE4d, CGE4g, CGE5e	Thinking/Inquiry Communication	Healthy Active Living <ul style="list-style-type: none">• Participation Patterns• Risk Management• Leaders/Careers• Maintaining and Improving Fitness
4	PAV.01, LSV.01, AL2.01, AL2.04, AL2.05, LS1.01 CGE3c, CGE3e, CGE4c, CGE4f, CGE4g	Thinking/Inquiry Communication Application	Personal Fitness Program Evaluation

Unit 2: Individual and Team Activities

Time: 60 hours

Unit Description

Students select and participate in a wide variety of leisure and fitness activities that promote a balanced and healthy lifestyle and encourage lifelong participation. Through participation, students develop and refine personal skills and contribute to the common good through responsibility for general safety. They demonstrate initiative and Christian leadership by using ethical strategies, working effectively in groups and learning to apply the guidelines and strategies of particular activities. Throughout the course, students examine and reflect on their personal life choices, analyse the benefits of different activities, and demonstrate an understanding of the complex personal decisions that affect lifelong participation and a healthy, active lifestyle. Appropriate Canadian leaders and career opportunities will be identified.

Suggestions for a culminating activity may include:

- student analysis of options, based on personal values, abilities, aspirations, opportunities, and the connection to a healthy, active lifestyle;
- an activity-based performance and analysis of a novel sport, e.g., sepak takraw;
- feasibility research on instituting a new community activity, e.g., women's hockey.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	ALV.01, AL1.01 CGE3e, CGE4h, CGE 4e, CGE4g	Thinking/Inquiry Application	Balanced option selection from the following areas:
2	PAV.01, PAV.02, ALV.03, LSV.03, PA1.01, PA1.02, PA2.01, PA2.02, PA2.03, PA2.04, AL1.02, AL1.03, AL1.04, AL1.05, AL1.06, AL1.07, AL1.08, AL3.01, AL3.02, HL2.06, LS1.02, LS1.03, LS3.02 CGE3e, CGE4c, CGE4e, CGE4f, CGE4g, CGE4h, CGE5a, CGE5e, CGE7b, CGE7j	Knowledge/ Understanding Thinking/Inquiry Communication Application	Individual Activities Small and Large Group Activities Outdoor Activities Aquatic Activities

Unit 3: Conflict and Violence

Time: 10 hours

Unit Description

Students demonstrate an understanding of strategies that promote personal safety and prevent injuries. Students analyse the causes of certain types of violence, e.g., stalking, date rape, family violence, extortion, and describe the possible effects these types of violence have on the individuals involved and their families (becoming violent themselves, the cycle of violence and abuse). Students demonstrate a care-giving approach for individuals exposed to violence as they identify sources of support in the community. Through an understanding of the sacredness of life, students demonstrate the ability to use skills and assess strategies to deal with threats and risks to personal safety and the safety of others. Through reflective practice, students understand the importance of self respect and our gospel call to respect the dignity and welfare of others in reducing conflict in their personal lives. Students demonstrate an ability to use strategies and make decisions to cope with conflict, e.g., using mediation in highly charged situations, in light of gospel values. A culminating activity could include giving a presentation to elementary school students on healthy relationships and how to handle conflict.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	HLV.04, LS2.01, LS2.03 CGE1j, CGE6c	Knowledge/Understanding Application	Conflict and Coping Strategies
2	HLV.04, LSV.03, LS2.02, LS3.01, LS3.03 CGE4a, CGE5e, CGE7j	Application	Group Harmony
3	HLV.02, HL2.01, HL2.02 CGE3c, CGE7d	Knowledge/Understanding Thinking/Inquiry	Causes of Violence and its Effects
4	HLV.02, LSV.02, HL2.03, HL2.04 CGE3d, CGE4d, CGE7d, CGE7j	Application Communication	Support and Strategies for Threats to Personal Safety

Unit 4: Mental Health and Relationships

Time: 20 hours

Unit Description

Students identify and assess social skills necessary for maintaining healthy relationships and dealing with stressful situations which must also reflect Catholic values of honesty, justice, inclusion, equity, and sensitivity to others. They develop an understanding of the importance of healthy relationships to their own mental health. While aware of and sensitive to Catholic teaching regarding sexuality, students describe the communication skills needed to discuss sexual intimacy and sexuality in a relationship. Students develop an understanding of factors that affect the prevention of behaviours related to STIs/STDs/HIV/AIDS and pregnancy services in light of gospel values. Students demonstrate an ability to use moral decision-making and model goal-setting skills to maintain a healthy lifestyle. Students analyse the effects of society and culture on individual perception and expression of gender roles and sexuality as God-given gifts. A culminating activity may consist of a project connecting changes in societal values, belief attitudes, norms and priorities and how they impact healthy lifestyle practices. This project may be presented in a variety of ways such as:

- a print media study;
- an analysis of advertising and health issues;
- a study of a specific culture.

Unit Overview Chart

Cluster	Expectations	Assessment Categories	Focus
1	HLV.01, HLV.03, HL1.06, HL3.01, HL3.02, HL3.03, HL3.04, HL3.05 CGE2c, CGE4a, CGE6a, CGE4d	Knowledge/ Understanding Thinking/Inquiry Communication Application	Mental Health <ul style="list-style-type: none"> • Thoughts and Feelings • Friends and Family
2	HLV.01, HLV.04, LSV.01, LSV.02, LSV.03, HL1.01, HL1.04, HL1.05, HL3.04, LS3.04 CGE2c, CGE4f, CGE5e, CGE6c	Knowledge/ Understanding Thinking/Inquiry Communication Application	Healthy Relationships <ul style="list-style-type: none"> • Peer relationships • Peer Pressure

Cluster	Expectations	Assessment Categories	Focus
3	HLV.03, HLV.04, LSV.01, LSV.02, LSV.03, HL1.02, HL1.03, HL1.06 CGE3e, CGE3d, CGE4a, CGE4f, CGE5e, CGE6b	Knowledge/ Understanding Thinking/Inquiry Communication Application	Healthy Lifestyles <ul style="list-style-type: none"> • Health risks • Behaviours • Decision Making • STDs/AIDS/Pregnancy

Teaching/Learning Strategies

A variety of teaching/learning strategies should be used throughout this course in order provide the students with multiple learning activities.

- Brainstorming
- Concept Formation
- Conferencing
- Community Investigation
- Demonstration
- Direct Instruction Practice
- Discovery
- Experiential Learning
- Fitness Building Activities
- Fitness Skill Rubric
- Goal Setting
- Independent Project
- Lecture/Presentation
- Observation
- Peer Teaching
- Problem Solving
- Reflection
- Research
- Think/Pair/Share

Assessment & Evaluation of Student Achievement

Healthy Active Living Education is an Open course designed to broaden students' knowledge and skills, reflect the Christian vision of Catholic learners, reflect their interests, and prepare them for active, healthy lifestyles in society. The primary purpose of assessment and evaluation in this course is to improve student learning. Through assessment information, the teacher determines students' strengths and weaknesses, and adapts curriculum and instructional approaches to better meet students' needs. Throughout the course the teacher assesses student demonstration of expectations on an ongoing basis by recording and tracking these demonstrations. Students will need to receive descriptive feedback that guides their improvement and provides a vehicle for evaluation. Students need to have a clear understanding of the appropriate behaviour, and consistent feedback on how they meet the criteria and performance indicators to fulfill the course expectations. Since teachers need to assess students' learning skills, the assessment tasks should incorporate opportunities for the student to demonstrate their competencies in these areas.

The final evaluation for the course needs to reflect a clustering of the essential expectations from all of the units. In preparation, students have the opportunity to practise the knowledge and skills required. Each individual student demonstrates personal achievement of the expectations. Students need adequate preparation time toward the end of the course to practise, and to individually demonstrate the application of the gospel values. A final evaluation involves students' preparation of a portfolio from collections of work, e.g., activity logs, personal fitness journals, personal fitness analysis, reflection papers, community projects, that have been done throughout the course. Using this material, students may develop their personal healthy active living portfolios to be presented in one of many ways, such as:

- a student-teacher conference;
- an individual class presentation;
- an individual presentation to Grade 9/10 HPE students;
- an interactive presentation to a Grade 8 parents night.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation.

Methods	Strategies	Tools
Personal Communication	<ul style="list-style-type: none"> • in-class discussions • student-teacher conferencing • peer conferencing • parent-student-teacher conferencing • oral testing • role playing 	<ul style="list-style-type: none"> • conference rubrics/checklists • self-evaluation/progress checklists • anecdotal notes
Paper-and-Pencil	<ul style="list-style-type: none"> • quizzes, tests • open-ended questions • examination • fitness journal 	<ul style="list-style-type: none"> • report/assignment checklist • fitness profile rubric • goal-setting checklist, e.g., weekly, monthly • marking scheme
Performance	<ul style="list-style-type: none"> • active participation • demonstrating a skill, e.g., dance, nutrition, safety procedures, role playing • movement-skill performance • game play/participation in a group • fitness testing/circuits • producing written reports, assignments or projects 	<ul style="list-style-type: none"> • checklists • self/peer assessment checklist • developmental profile rating scale • presentation checklists • specifically-designed rubrics, e.g., game play, presentation, movement skill

Accommodations

The teacher should consult individual student IEPs for specific direction and accommodation for individuals. Teachers may access the electronic Special Education Companion found in the Ministry Curriculum Planner for a wide range of accommodation strategies for a variety of student learning needs.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening video/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Amos, Sue and Susan Orchard. *Health and Physical Education Grades 9 – 10, PPL10, PPL20, Plan, Assess, Report*. Barrie: Data Based Directions. ISBN 1-894369-16-5

Authentic Assessment for Outcomes Based Learning. Kitchener: Waterloo Catholic District School Board, 1996.

Canadian Association for Health, Physical Education, Recreation and Dance. *Moving to Inclusion*. CAPHERD, 403-2197 Riverside Drive, Ottawa, K1h 7X3 – <http://www.cahperd.ca>

O'Connor, K. *The Mindful School: How to Grade for Learning*. Illinois: Skylight Professional Development, 1999. ISBN 1-57517-123-6

Ontario Physical and Health Education Association – <http://www.ophea.net>

Ontario Physical and Health Education Association. *Physical Education: Ontario Safety Guidelines: Secondary Curricular Guidelines*. Toronto: OPHEA, 1997.

Special Education Companion: Introduction – Ministry Curriculum Planner

Teaching and Learning: Strategies for Effective Practice. Kitchener: Waterloo Catholic District School Board, June 1999.

OSS Considerations

The curriculum policy document, *The Ontario Curriculum Health and Physical Education, Grades 11 and 12*, describes courses that schools may develop to focus on a particular group of physical activities as the vehicle through which students attain the expectations, e.g., Outdoor Activities, Aquatics, Rhythm and Movement. It is important to note that any course that focuses on a particular area must give students the opportunity to achieve all of the expectations of a course outlined in the curriculum policy document. Schools may offer more than one Healthy Active Living Education course in Grade 12, e.g., Outdoor Education and Aquatics, but a student may take only one of those courses for credit. Students may take Healthy Active Living Education, PPL4O, and Exercise Science, PSE4U, and/or Recreation and Fitness Leadership, PLF4C for credit. This course may be counted as a compulsory credit, or an additional compulsory credit (Group 1) and optional credit for diploma purposes.

When planning units of study, teachers may make reference to the Ministry of Education document *Program Planning and Assessment, 2000*, with respect to Career Education, Cooperative Education, Health and Safety, ESL, Technology in the Curriculum, and Education for Exceptional Students.

Coded Expectations, Healthy Active Living Education, Grade 12, Open, PPL40

Physical Activity

Overall Expectations

- PAV.01** · demonstrate personal competence in applying complex movement skills and principles;
PAV.02 · apply the guidelines and strategies that enhance participation in recreational and sports activities.

Specific Expectations

Movement Skills

- PA1.01** – develop and combine their movement skills in a variety of physical activities (e.g., performing such skills as “skating” in cross-country skiing, making a jump shot in basketball);
PA1.02 – apply movement principles to refine their movement skills (e.g., applying angular motion to cause the ball to spin in tennis or golf).

Sports and Recreation

- PA2.01** – apply the specific rules and guidelines for participation in recreational and sports activities, including team, group, dual, and individual activities (e.g., moving to the side to allow faster participants to pass in cycling, releasing the rock before crossing the hog line in curling);
PA2.02 – explain factors (e.g., the equipment used, specific preparations such as warm-up or cool-down activities, specific safety issues, features peculiar to specific activities) that affect performance and participation in recreational and sports activities;
PA2.03 – use ethical strategies and tactics to enhance their performance in specific situations and conditions (e.g., making parallel turns to reduce downhill speed in skiing, clearing the ball out to the sidelines in soccer when playing defence);
PA2.04 – describe career opportunities in the fields of sports, recreation, and health and physical education.

Active Living

Overall Expectations

- ALV.01** · participate regularly in a balanced instructional program that includes a wide variety of physical activities that encourage lifelong participation;
ALV.02 · develop personal health-related physical fitness;
ALV.03 · demonstrate responsibility for their personal safety and the safety of others.

Specific Expectations

Active Participation

- AL1.01** – participate regularly in physical activities, using community and school facilities and choosing from a wide variety of options at school and in the community, including individual, small- and large-group, outdoor, and aquatics activities;
AL1.02 – demonstrate personal competence in a variety of physical activities;
AL1.03 – analyse the benefits of lifelong participation in different physical activities (e.g., social interaction, enjoyment, relaxation, self-esteem);
AL1.04 – explain the benefits of different activities and the ways in which individuals’ participation patterns are likely to change throughout their lives;
AL1.05 – describe strategies that promote lifelong participation in physical activity;

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- AL1.06** – demonstrate positive, responsible personal and social behaviour in physical activity settings (e.g., modelling positive behaviour, facilitating group cohesiveness and cooperation);
- AL1.07** – demonstrate leadership in creating a positive climate that promotes participation and safety (e.g., by officiating, mentoring, organizing, coaching, convening);
- AL1.08** – identify Canadian leaders in physical activities and describe their leadership qualities.

Physical Fitness

- AL2.01** – maintain or improve personal fitness levels by participating in vigorous fitness activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty-minute time period four times per week);
- AL2.02** – explain the training principles that underlie physical fitness;
- AL2.03** – assess personal health-related physical fitness (e.g., monitor heart recovery rates during vigorous physical activities);
- AL2.04** – refine daily personal health-related physical fitness programs (e.g., incorporate a variety of activities that promote cardiovascular fitness into personal fitness programs; adopt strategies to promote lifelong participation);
- AL2.05** – evaluate a variety of physical fitness equipment, programs, and approaches (e.g., evaluate the merits of different weight-training equipment).

Safety

- AL3.01** – apply appropriate guidelines and procedures for safe participation in physical activity (e.g., using appropriate equipment and facilities, wearing appropriate attire, meeting expectations regarding supervision, understanding the importance of proper posture in minimizing injury);
- AL3.02** – demonstrate behaviour that minimizes risk to themselves and others (e.g., when dealing with a capsized kayak, by assessing the safety of climbing equipment, by adopting the principles of fair play);
- AL3.03** – evaluate the effectiveness of the resources and community agencies that provide assistance in emergency situations associated with physical activity.

Healthy Living

Overall Expectations

- HLV.01** · describe how society and culture affect individual perceptions and expressions of sexuality;
- HLV.02** · demonstrate an understanding of strategies that promote personal safety and prevent injuries;
- HLV.03** · demonstrate an ability to use specific strategies to enhance their own mental health and that of others;
- HLV.04** · demonstrate an understanding of strategies that promote healthy relationships.

Specific Expectations

Healthy Growth and Sexuality

- HL1.01** – analyse the factors (e.g., culture, media) that affect gender roles and sexuality;
- HL1.02** – demonstrate an understanding of the factors (e.g., attitudes, values, and beliefs about gender roles and sexuality) that affect the prevention of behaviour related to STDs, AIDS, and pregnancy;
- HL1.03** – describe the factors (e.g., healthful eating, abstinence from smoking and alcohol) that contribute to healthy pregnancy and birth;
- HL1.04** – describe the characteristics of healthy, respectful, and long-lasting relationships;
- HL1.05** – assess the skills needed to maintain healthy, respectful, and long-lasting relationships;
- HL1.06** – describe the communication skills needed to discuss sexual intimacy and sexuality in a relationship.

Personal Safety and Injury Prevention

HL2.01 – analyse the causes of certain types of interpersonal violence (e.g., stalking, date rape, family violence, extortion);

HL2.02 – describe the possible effects of violence on individuals who are exposed to it in their personal lives (e.g., becoming violent themselves, thereby continuing the cycle of violence and abuse);

HL2.03 – identify sources of support for individuals exposed to violence (e.g., within the family, the school, or the community);

HL2.04 – demonstrate an ability to use skills and strategies (e.g., refusal, self-defence) to deal with threats to personal safety and the safety of others;

HL2.05 – explain why adolescents and young adults are over represented in traffic fatalities;

HL2.06 – assess strategies for reducing risks to their own safety and that of others in various situations (e.g., while participating in outdoor winter sports activities or driving cars, boats, and snowmobiles).

Mental Health

HL3.01 – demonstrate an understanding of specific mental health issues (e.g., depression, anxiety, suicide);

HL3.02 – apply the skills necessary to manage stressful situations (e.g., death and dying, mental or physical illness in a family);

HL3.03 – demonstrate an ability to use skills to enhance their own mental health;

HL3.04 – describe the importance of relationships and communication with others to mental health;

HL3.05 – identify sources of information on and services related to mental health (e.g., the Internet, libraries, community agencies, media) in the community and beyond.

Living Skills

Overall Expectations

LSV.01 · use decision-making and goal-setting skills to enhance their daily lives;

LSV.02 · demonstrate an understanding of the importance of respect for self and respect for others in reducing conflict in their personal lives;

LSV.03 · use social skills to work effectively in groups and enhance relationships.

Specific Expectations

Decision Making

LS1.01 – demonstrate an ability to use strategies that assist in changing and maintaining behaviour to achieve personal healthy active living goals;

LS1.02 – demonstrate an understanding of the impact of complex personal decisions and the ethical considerations associated with these decisions;

LS1.03 – explain the influence of cultural norms (e.g., related to religion, gender roles) on decision making.

Conflict Resolution

LS2.01 – describe positive and negative aspects of conflict;

LS2.02 – demonstrate an understanding of the factors that promote harmony among people (e.g., tolerance, respect for individual differences, empathy);

LS2.03 – demonstrate an ability to use strategies to cope with conflict (e.g., using mediation in highly charged situations).

Social Skills

LS3.01 – demonstrate an ability to work effectively with groups of individuals from different cultures to accomplish group goals;

LS3.02 – demonstrate an ability to use strategies needed to overcome the barriers to functioning effectively as a group;

LS3.03 – demonstrate an ability to use appropriate strategies to reach group consensus;

LS3.04 – explain qualities and factors that promote and enhance close personal relationships (e.g., communication, honesty, responsibility, equality).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: Personal Fitness

Time: 20 Hours

Unit Description

Students develop, maintain, and improve their personal health-related physical fitness by participating in vigorous fitness activities for sustained periods of time, and by applying training principles that underlie physical fitness. Students examine and reflect on their personal values, abilities, and aspirations influencing life choices and opportunities. Students use goal-setting skills to assess and refine their daily personal health-related physical fitness programs. They demonstrate initiative and Christian leadership by using strategies that respond to, manage, and constructively influence personal healthy active living goals. Students explore cultural influences on participation patterns. They reflect on how their participation pattern has changed and is likely to continue to change throughout their lives, and develop priorities to promote healthy active living. Students show responsibility for their safety and that of others; they assess strategies to reduce accidents and analyse community response to emergency situations. Appropriate Canadian leaders and career opportunities are identified. A culminating activity could consist of evaluating a variety of physical fitness equipment, programs, and approaches to maintaining a healthy active lifestyle.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Task
1.1 Why be physically fit? 0.5 hours	ALV.02 CGE4g	Knowledge/ Understanding Thinking/Inquiry Communication	Brainstorming, student polling
1.2 Personal Fitness Portfolio 1.0 hour	ALV.02, AL2.01, AL2.03 CGE4h	Knowledge/ Understanding	Introduction of portfolio
1.3 Making Connections 1.0 hour	ALV.02, AL2.03, LSV.01, LS1.01 CGE3e, CGE4g	Knowledge/ Understanding Thinking/Inquiry	Independent written reflection and analysis
1.4 Lifestyle Questionnaire 1.0 hour	ALV.02, AL2.03, LSV.01, LS1.01 CGE4g	Knowledge/ Understanding Thinking/Inquiry	Questionnaire with follow-up reflection
1.5 Basic Training Principles 1.0 hour	ALV.02, AL2.02	Knowledge/ Understanding	Video on basic training principles
1.6 Fitness Factors Circuit 1.5 hours	ALV.02, AL2.01, AL2.02 CGE4h	Knowledge/ Understanding Thinking/Inquiry Application	Brainstorming and vigorous fitness circuit
1.7 Assessment 1.5 hours	ALV.02, AL2.01, AL2.02, AL2.03 CGE4h	Application	Health-related physical fitness assessment
1.8 Goal Setting and Planning 0.5 hours	LSV.01, LS1.01 CGE4e, CGE4g	Thinking/Inquiry Communication Application	Goal setting and planning base on Health-related physical fitness tests

Activity	Learning Expectations	Assessment Categories	Task
2.1 Goal Setting and Planning 1.0 hour	LSV.01, LS1.01 CGE 4e, CGE4g	Knowledge/ Understanding Thinking/Inquiry	SMART Formula goal setting Action plan
2.2 Planning of Short and Long Term Goals 1.0 hour	LSV.01, LS1.01 CGE4e, CGE4g, CGE5f	Knowledge/ Understanding Thinking/Inquiry Communication	Planning Chart of weekly activities Personal Journal entries
2.3 Review, Revise and Reassess Goal Setting Action Plan and Planning Chart 1.0 hour	PAV.01, AL2.04, AL3.01, LSV.01, LS1.01 CGE4c, CGE4e, CGE4g, CGE5f	Knowledge/ Understanding Thinking/Inquiry Communication	Utilizing second fitness test results, goals and planning revisions are required
2.4 Personal Fitness Profile – Reflection Paper 0.5 hours	AL2.04, LSV.01, LS1.01 CGE4e, CGE4g, CGE5f	Thinking/Inquiry Communication	Written reflection paper using checklist and formative assessment
2.5 Warm-up and Cool-down for Fitness Program 1.0 hour	PAV.01, ALV.03, AL2.02, AL3.01, AL3.02, HLV.02 CGE4c	Knowledge/ Understanding Thinking/Inquiry Application	Design and implement warm-up and cool-down activities
3.1 Categories of Health and Physical Education 0.5 hours	PA2.04 CGE3c	Knowledge/ Understanding Communication	Guided discovery and brainstorming
3.2 Leaders in sport 0.5 hours	PA2.04, AL1.08 CGE4g	Knowledge/ Understanding Communication	Brainstorming
3.3 Career Assignment 0.5 hours	PA2.04 CGE4g	Application	Research
3.4 Risk 0.5 hours	HL2.06	Knowledge/ Understanding Thinking/Inquiry	Brainstorming
3.5 Risk scenarios and role-playing 1.0 hour	ALV.03, HL2.05, HL2.06, LS1.03 CGE4d	Communication	Role-playing
3.6 Investigation of community services 0.5 hours	AL3.03	Thinking/Inquiry	Investigating community resources that provide assistance in emergency situations
3.7 Participation patterns 1.0 hour	AL1.04 CGE4g	Knowledge/ Understanding Thinking/Inquiry	Investigating participation patterns and why they change

Activity	Learning Expectations	Assessment Categories	Task
3.8 Promoting lifelong participation 1.0 hour	AL1.05, ALV.02, LS1.01 CGE5e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Interviewing health professionals and implementing their strategies
4.1 Personal Fitness Program Evaluation	PAV.01, LSV.01, AL2.01, AL2.05 CGE3c, CGE3e, CGE4f, CGE4g	Thinking/Inquiry Communication Application	Personal fitness portfolio completion for final summative evaluation Health-related physical fitness assessment for final summative evaluation

Activity 1: Personal Fitness Assessment

Time: 8 hours

Description

Participation in leisure and fitness activities for a balanced and healthy lifestyle is emphasized throughout the entire course. As Catholics, students are challenged to examine their personal values, abilities and aspirations influencing life choices. The emphasis on regular participation in vigorous fitness activities for sustained periods of time is essential in order to have students maintain or improve their personal fitness levels. Students develop a Personal Fitness Portfolio to be used throughout the term and incorporated as a key component of their final summative evaluation. This portfolio demonstrates student development of personal health-related physical fitness by demonstrating:

- an ongoing assessment and refinement of their personal physical fitness;
- the application of the underlying training principles;
- participation in vigorous fitness activities.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4e - sets appropriate goals and priorities in school, work, and personal life;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h - participates in leisure and fitness activities for a balanced and healthy lifestyle.

Strand(s): Active Living, Living Skills

Overall Expectations

ALV.02 - develop personal health-related physical fitness;

LSV.01 - use decision making and goal-setting skills to enhance their daily lives.

Specific Expectations

AL2.01 - maintain or improve personal fitness levels by participating in vigorous fitness activities for sustained periods of time;

AL2.02 - explain the training principles that underlie physical fitness;

AL2.03 - assess personal health-related physical fitness;

LS1.01 - demonstrate an ability to use strategies that assist in changing and maintaining behaviour to achieve personal healthy active living goals.

Prior Knowledge & Skills

- Active-listening and communication skills
- Brainstorming
- Collaborative-learning/cooperative-group skills
- Goal-setting and planning skills
- Health-related/skill-related physical fitness components
- Self-reflection skills of discernment and holistic balance
- Understanding of Body Mass Index (BMI)

Planning Notes

- The teacher is encouraged to provide numerous opportunities for students to reflect on their values, abilities and aspirations.
- The teacher must implement strategies recommended in exceptional students IEPs to assist student learning.
- The teacher will need to develop a clear process to allow students to effectively develop note-making skills.
- The teacher needs to determine sequence of Activities 1.1 – 1.8 depending on number of classes offered in one period and facilities available. These activities may be delivered sequentially or randomly based on teacher design of unit. Coordination of facility space, preparing required materials, and getting required equipment in advance are essential planning elements for these activities.
- The teacher needs to determine a fitness assessment process, e.g., self-assessment, partner collaboration, teacher-monitored testing.
- A variety of fitness test criteria charts are included, but the list is not meant to be exhaustive. Teacher development of local norm-referenced criteria and specific fitness tests/procedures is encouraged.
- The teacher must be aware of all student medical considerations prior to vigorous fitness activities. Awareness and implementation of board policies and OPHEA safety guidelines is essential.
- The teacher must be sensitive to the Gospel call of equity, by being alert to the possibility of gender bias, e.g., when strength testing and cardiorespiratory testing, while explaining, from a physiological perspective, the gender differences that occur in physical fitness factors of teenagers.
- The teacher must be sensitive to the Gospel message of solidarity and the common good when assisting students who struggle with poor self-concept and low fitness levels. Awareness of the impact of comparison to standards, competition in class, entire class fitness testing vs. individual testing with partner student feels comfortable with, is essential. The teacher may utilize female/male class sessions, co-ed sessions, or self-assessment to best support students' learning.
- The teacher needs to design the entire course with an emphasis on active participation in vigorous fitness activities for sustained periods of time. Time is allocated for assessment and goal planning at various intervals throughout the course. There should be the minimal number of fitness assessments or self-assessments in the course in order to support student goal setting, planning, and improvement.

Teaching/Learning Strategies

- 1.1 In small, randomly selected, heterogeneous groups students brainstorm ideas on the question “Why be physically fit?” Students post their responses on chart paper/board. The teacher may organize all the group responses onto one chart for reference to next class or direct discussion to sort student responses onto one list. The teacher adds three columns to the combined response list. Using these columns, student leaders conduct a poll to rank the top 5 reasons by people of various ages (25, 35, and 55) for being physically fit (Appendix 1A – Sample Chart – “Why be physically fit?”). The teacher emphasizes the need to care for our bodies, as they are a gift from our creator.

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- 1.2 The teacher introduces Personal Fitness Portfolio, which is a collection of reflections, goal setting, health related physical fitness assessments, training principle ideas, formative and summative work, records indicating participation in vigorous fitness activities for sustained periods of time, etc, developed by the student (see Activity 4). The teacher accommodates student learning by encouraging students to work in pairs, reducing scope of portfolio submissions, and providing opportunities for students to submit supplemental portfolio entries including community involvement, employment activities, outside school recreational activities and provincial-level involvement in sports.
 - 1.3 A teacher-designed handout allows students to reflect intelligently on the social/emotional/physical/spiritual connections of health-related physical fitness. Students work independently, submit their reflection for formative assessment, and include this reflection in their Personal Fitness Portfolio (Appendix 1B: Sample Questions – Making Connections). The teacher encourages enriched student learning by providing an opportunity for student selection of additional questions from Appendix 1B.
 - 1.4 The teacher adapts or uses the Lifestyle Questionnaire from Canadian Standardized Test of Fitness (CSTF) operations manual, with follow-up questions (Appendix 1C: Lifestyle Inventory). Students complete questionnaire and answer follow-up questions in a journal-style response. The teacher conducts a discussion of questionnaire with available classroom support personnel. Students answer this Lifestyle Questionnaire twice per semester. This allows students to compare changes in responses that have taken place throughout the semester.
 - 1.5 A video presentation, such as Covert Bailey’s *Fit or Fat in the ‘90s* (see Resources), introduces students to basic training principles and physiology regarding health-related physical fitness. Students follow a teacher-designed video question page to correspond to the topics covered, or the teacher uses guided-discovery discussion throughout the video to assist in student learning.
 - 1.6 The teacher utilizes an active student-based method to present information about health-related fitness factors. The teacher divides the class into five heterogeneous groups. Each group begins at one of five predetermined stations. Each station includes chart paper, markers, and any related activity equipment deemed necessary for the activity of that station. The teacher titles the five healthy active physical fitness stations as follows: Cardiorespiratory, Strength, Muscle Endurance, Flexibility, and Body Mass Index. The teacher begins a two-minute brainstorming time period, instructing students to list on the chart paper as many ideas, concepts, training principles, or theories for that particular health-related physical fitness factor as possible. On their charts, students may include physiology (inner changes), training principles, safety considerations, examples of exercises to do/not to do, etc. Immediately following the brainstorming, students participate in a teacher-led two-minute fitness circuit focusing on one of the health-related fitness factors. At the completion of the fitness circuit, the teacher directs student groups to rotate to the next station. This process is repeated for all five stations. Once completed, the teacher leads the entire class through the five brainstorming stations using guided discovery and discussion based on student-written responses. After every two-minute discussion at each station, students participate in a teacher-lead two-minute fitness circuit that emphasizes the health-related fitness factor just discussed. The teacher uses this fitness circuit time to be an active role model, encouraging students to apply the training principles and theories, e.g., static vs. dynamic flexibility, long slow distance (LSD) cardiorespiratory training, etc. The teacher uses these charts to develop a student handout. In the fitness circuits, the teacher may assist student learning by telling students what to do, showing students what to do using gestures and physical prompts, and supporting students in completing/attempting the task. The teacher may also reduce time for fitness circuit and/or modify activities in fitness circuit, and provide students with the opportunity to create and lead a fitness specific circuit, e.g., muscle endurance circuit for two minutes.

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- 1.7 Students assess their health-related physical fitness by testing themselves in five specific health related factors: Endurance, Strength, Flexibility, Cardiorespiratory, and Body Mass Index. Prior to student assessment of the health-related physical fitness, the teacher needs to establish what tests are suitable for their school population. The teacher will design a Health-Related Physical Fitness Record Card for the students to record their ongoing assessment (Appendix 1D: Sample – Health Related Physical Fitness Record Card). Students compare their Actual 1st Testing results to norm referenced criteria charts. Students determine their personal level of health-related fitness in comparison to these charts (Appendix 1E: Muscle Endurance Norm Reference Criteria Charts). The teacher posts these norm referenced criteria charts for the Actual 1st Testing only. As a Catholic educator, the teacher emphasizes to students the importance of a balanced, holistic student focus on maintaining and improving their personal level of health-related physical fitness, not the attainment of a certain criteria, e.g., above average, 60th percentile, etc. During the initial testing, students utilize the data from these charts as a formative assessment to establish a baseline measure of their level of physical fitness in comparison to the norm referenced criteria. The final summative evaluation reflects the degree to which students have improved their health-related physical fitness. In order to facilitate student learning, the teacher needs to partner students with peers who are sensitive to their individual needs. The teacher may also design a student self-assessment handout that incorporates value statements and a rating scale, to use with or in place of the assessment through standard fitness testing outlined above. Students are asked to decide where they would place their vote on a scale ranging from strongly agree to strongly disagree in consideration of the statement, “My cardiorespiratory endurance level has improved over the past year.” Students may be asked to identify how they feel with respect to the statement, “The flexibility of my muscles and joints has diminished over the past year.” Students are asked to identify indicators of the suspected physical conditions, e.g., “I no longer feel winded when I run up the stairs,” and to reflect on what caused the change.
- 1.8 At the start of the course and at the mid course re-evaluation, students plan and set goals (see Appendix 1F: Personal Fitness Plan – Goal Setting, Appendix 1G: Personal Fitness Plan – Planning Sheet), in order to determine what steps they need to take to maintain or improve their health-related physical fitness. The teacher may utilize student oral discussion of goals by having students document responses. Student learning may be enriched by having students design goals and planning based on their participation in “out of school” physical activities, e.g., competitive dance, provincial hockey, etc. The teacher designs and introduces Personal Fitness Plan - Participation/Fitness Activities Recording Chart for students to begin documenting how they maintained or improved their personal fitness levels by participating in vigorous fitness activities for sustained periods of time (see Appendix 1H: Personal Fitness Plan – Participation/Fitness Activities Recording Chart).

Assessment & Evaluation of Student Achievement

Student demonstration of learning takes place at various stages throughout the course. This reflects the ongoing nature of goal-setting, examination, and reflection on one's health-related physical fitness.

Methods	Strategies	Assessment Categories	Tools
Personal Communication	<ul style="list-style-type: none"> Guided discovery questioning/probing questions/brainstorming – Why be Physically Fit?/Training Principles (Appendix 1A) Student-led polling of class – Why be Physically Fit? (Appendix 1A) Teacher-assisted student note making – Why be Physically Fit?/Training Principles (Appendix 1A) Self-evaluation – Norm-referenced physical fitness charts (Appendix 1E) Self-evaluation – Health-Related Physical Fitness Record Card (Appendix 1D) Journal response – Lifestyle Questionnaire follow-up questions (Appendix 1C) 	Knowledge/Understanding Thinking/Inquiry Communication Knowledge/Understanding Communication Application Application Thinking/Inquiry	<ul style="list-style-type: none"> rubric checklist progress checklist
Paper-and-Pencil	<ul style="list-style-type: none"> Teacher-made open-ended question responses – Making Connections/Training Principles (Appendix 1B) Problem solving – Why be Physically Fit?/Training Principles (Appendix 1A) Health-Related Physical Fitness Record Card (Appendix 1D) Goal Setting/Planning (Appendix 1F, 1G) Self-evaluation – Lifestyle Questionnaire (Appendix 1C) 	Knowledge/Understanding Thinking/Inquiry Communication Knowledge/Understanding Thinking/Inquiry Communication Application Application Thinking/Inquiry Communication	<ul style="list-style-type: none"> Report/assignment checklist Fitness rubric Goal setting checklist

Methods	Strategies	Assessment Categories	Tools
Performance	<ul style="list-style-type: none"> • Training Principles activity, brainstorming • Self-assessment – Lifestyle Inventory (Appendix 1C) • Norm-referenced criteria fitness test charts, Health-Related Physical Fitness Record Card (Appendix 1D, 1E) • Peer and group teaching – Training Principles Fitness Circuit (Activity 1.6) • Participation/Fitness Activities Recording Chart • Personal Fitness Portfolio (see Activity 4.1) • Journal response – Lifestyle Questionnaire follow-up questions (Appendix 1C) 	Knowledge/ Understanding Thinking/Inquiry Application Knowledge/ Understanding Application Application	<ul style="list-style-type: none"> • self/peer checklist • developmental profile rating scale

Accommodations

- Partner students with peers who are sensitive to their individual needs, and able to assist them.
- Allow additional time to construct oral responses and written responses.
- Reduce scope of portfolio submissions, stations, information required in notes.
- Assign students leadership roles in polling classmates responses.
- Enrich student portfolios by providing opportunities to complete supplemental portfolio submissions.
- Encourage enriched student learning by providing opportunities for students to create and lead a fitness specific circuit.
- Provide additional skill-related fitness tests for students involved in competitive sport, e.g., assess power.

Resources

Bailey, Covert. *Fit or Fat in the '90s*. PBS Home Video, Pacific Arts. 1-800-538-5856.

Canadian Standardized Test of Fitness (CSTF), Operations Manual, 3rd.ed. 1986.

Canada's Physical Activity Guide. www.paguide.com This site includes *Canada's Physical Activity Guide for Healthy Active Living* created by the Canadian Society for Exercise Physiology.

Canadian Physical Activity, Fitness and Lifestyle Appraisal Manual.

FITNESSGRAM 6.0. www.humankinetics.com A comprehensive educational, and promotional tool for fitness and activity assessment in physical education.

www.ophea.net A wide variety of fitness and safety resources for the teacher.

Activity 2: Personal Fitness: Goal Setting, Program Implementation, Analysis

Time: 4.5 hours

Description

Students construct a safe, personal health fitness profile. Using realistic, specific and measurable guidelines, students develop long and short-term goals and a timeline for their attainment that continues to provide personal challenges. Students implement an action plan to monitor and evaluate their fitness program. Using decision-making and goal-setting skills, students develop strategies to assist and enhance their daily lives. Students apply the principles of training in order to make the necessary adjustments according to their personal fitness needs. Students apply the appropriate guidelines to ensure their personal safety and that of others during the implementation of their program. Students' personal fitness plans are used throughout the term and incorporated into their final summative evaluations.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE4c - takes initiative and demonstrates Christian leadership;

CGE4e - sets appropriate goals and priorities in school, work, and personal life;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE5f - exercises Christian leadership in the achievement of individual and group goals.

Strand(s): Physical Activity, Active Living, Healthy Living, Living Skills

Overall Expectations

ALV.03 - demonstrate responsibility for their personal safety and safety of others;

HLV.02 - demonstrates an understanding of strategies that promote personal safety and prevent injuries;

LSV.01 - use decision-making and goal-setting skills to enhance their daily lives;

PAV.01 - demonstrates personal competence in applying complex movement skill and principles.

Specific Expectations

AL2.02 - explain the training principles that underlie physical fitness;

AL2.04 - refine daily personal health-related physical fitness programs;

AL3.01 - apply appropriate guidelines and procedures for safe participation in physical activity;

AL3.02 - demonstrate behaviour that minimizes risk to themselves and others;

LS1.01 - demonstrate an ability to use strategies that assist in changing and maintaining behaviour to achieve personal healthy active living goals.

Prior Knowledge & Skills

- Active-listening and communication skills
- Brainstorming
- Goal-setting and planning skills (SMART)
- Health-related and skill-related physical fitness components
- Note-taking/making skills
- Knowledge of present fitness level
- Personal safety skills
- Prior knowledge attained in previous grades, e.g., basic fitness training principles
- Prior knowledge of physical fitness appraisal procedures, principles of fitness program planning
- Self-evaluation skills
- Self-reflection skills of discernment and holistic balance

Planning Notes

- Course focus emphasizes the importance of students reflecting on their calls, their personal values, abilities, and aspirations influencing life choices and Christian leadership opportunities.
- The teacher implements strategies recommended in student IEPs to assist student learning.
- The teacher develops a clear process to allow students to effectively develop their goal-setting and personal fitness plans. Review the goal-setting process (SMART) and long-term and short-term goals as they relate to students' personal fitness plans (see Appendix 2C: SMART Formula).
- Outline the components required for students to develop a personal fitness plan. Information given should provide students with direction to incorporate:
 - the results from their initial fitness test;
 - the training principles to improve or maintain each of the health-related fitness components.
- The teacher needs to determine course calendar of Activities 2.1 – 2.5 depending on number of classes offered in one period and facilities available. These activities may be delivered throughout the course based on teacher design of unit and the course. Coordination of facility space, preparing required materials, and getting required equipment in advance are essential planning elements for these activities.
- The teacher makes students aware of the culminating activity throughout these activities (see Activities 1.7, 1.8, and 4.1).
- Awareness and implementation of board policies and OPHEA safety guidelines is essential.
- The teacher must be sensitive to students who struggle with poor self-concept and low fitness levels.
- Time must also be allocated for assessment and goal planning at various intervals throughout the course.
- There should be the minimal number of fitness assessments in the course in order to support student goal setting, planning, and improvement of personal fitness levels.

Teaching & Learning Strategies

2.1 Students engage in a planning process that focuses on short-term and long-term goals. The teacher highlights the necessity of making these plans based on students' Health-Related Physical Fitness assessment (Appendix 1D: Sample – Health Related Physical Fitness Record Card), personal interests, and abilities. As a class, students brainstorm the steps that must be taken to ensure their goals can realistically be met. The teacher assists students in sequentially ordering the steps and uses guided discovery questioning to lead discussion about realistic goal setting. The teacher incorporates the guidelines for goal setting, e.g., realistic, specific, and measurable. Using SMART Formula (Appendix 2C: SMART Formula), the teacher checks students' sample goals that the class will discuss. In their notes, students develop an initial list of their short and long-term goals. Based on the class discussion, students begin to prioritize them and list the small steps they need in order to achieve their long-term goals. Students use this list to review the areas they identified for improvement in Appendix 1G: Personal Fitness Plan – Planning Sheet, in order to begin making connections between their goals, plans, and health-related physical fitness. Students independently reflect on and develop a Goal Setting Action Plan (Appendix 2A: Sample – Goal Setting Action Plan). The teacher reduces number of goals and assists student in developing those that meet their specific ability levels and needs.

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- 2.2. Students develop a Planning Chart (Appendix 2B-1: Sample – Activity Based Planning Chart, Appendix 2B-2: Sample – Daily Blocks of Time Chart), to incorporate time to meet their fitness goals into their lives. The teacher may select or design the type of planning chart that best assists students in planning the steps to meet their goals. The teacher directs students to construct their Planning Chart only to the point of students’ review and revision of goals and reassessment of health-related physical fitness at the teacher-designated point in the course. Students complete this Planning Chart as a template for their week. The teacher may provide additional time, and encourage students to work in pairs. The teacher designs and selects a suitable number of entries required for Appendix 2D: Sample - Personal Journal Entry. Students begin to record entries as indicated by the teacher. The teacher designs process for regular formative feedback to students’ journal entries and limits size and scope of student entries so task is informative, but not onerous to complete. As an alternate assignment, the teacher helps students complete a reflection paper based on teacher-designed questions similar to Appendix 2D: Sample – Personal Journal Entry. The teacher assists student learning by providing students with a Reflection Paper Checklist similar to Appendix 4A: Personal Fitness Profile – Article Response. The teacher may design a modified checklist to provide students with more specific, precise, and/or brief instructions to assist student learning. The teacher may use Health-Related Physical Fitness Summative Evaluation Rubric as a tool to provide formative feedback to students in this type of assignment.
- 2.3 The teacher determines when students review, revise, and reassess their action plan and planning chart. At the second fitness testing time, students reassess their health-related physical fitness using Health-Related Physical Fitness Record Card (Appendix 1D: Sample – Health Related Physical Fitness Record Card) and review, complete, or update Personal Fitness Plan – Goal Setting (Appendix 1F: Personal Fitness Plan – Goal Setting). Students are then able to revise their Goal Setting Action Plan (Appendix 2A: Sample – Goal Setting Action Plan) and Planning Chart (Appendix 2B-1: Sample – Activity Based Planning Chart) by comparing to Personal Fitness Plan - Participation/Fitness Activities Recording Chart Personal Fitness Plan (Appendix 1H: Personal Fitness Plan – Participation/Fitness Activities Recording Chart) and Planning Sheet (Appendix 1G: Personal Fitness Plan – Planning Sheet) completed after the first fitness tests. Throughout this activity, the teacher assists students in developing their Christian leadership skills of supporting one another, affirming, and encouraging partners.
- 2.4 Students develop and write a warm-up and cool-down plan to accompany the fitness and leisure activities that have been chosen for their fitness plan. The teacher uses student-designed warm-ups and cool-downs for formative assessment that demonstrates responsibility for personal safety. During the fitness and leisure activities throughout the course, the teacher designs process for students to implement their warm-up and cool-downs in the class. Students need to lead class warm-ups and cool-downs for several classes, providing opportunity for peer assessment, teacher formative assessment, and student revision. Students submit all preliminary plans for warm-ups and cool-downs and revisions in Personal Fitness Portfolio (see Activity 4.1). The teacher provides opportunity for students to lead small or large groups through their routines. The teacher may decide to use summative evaluation of warm-ups and cool-downs once students have actively engaged in revisions and demonstrations to improve learning.

Assessment & Evaluation of Student Achievement

Student demonstration of learning will take place at various stages throughout the unit. This reflects the on going nature of goal-setting, examination and reflection on one's health-related physical fitness.

Methods	Strategies	Assessment Categories	Tools
Personal Communication	<ul style="list-style-type: none"> Brainstorming – realistic goal setting (see Activity 2.1) SMART Formula (Appendix 2C) Reflection Paper/Personal Journal Entries Mid-course review, revision, and reassessment (see Activity 2.3) 	Knowledge/ Understanding Thinking/Inquiry Knowledge/ Understanding Thinking/Inquiry Thinking/Inquiry Communication Knowledge/ Understanding Thinking/Inquiry Communication Application	<ul style="list-style-type: none"> checklist
Paper-and-Pencil	<ul style="list-style-type: none"> Reflection Paper/Personal Journal Entries 	Thinking/Inquiry Communication	<ul style="list-style-type: none"> checklist
Performance	<ul style="list-style-type: none"> Warm-up and Cool-down design and implementation (see Activity 2.4) Goal-Setting Action Plan (Appendix 2A) Planning Chart (Appendix 2B) 	Knowledge/ Understanding Application	<ul style="list-style-type: none"> checklist

Accommodations

- Encourage students to enrich their learning by providing them with background, or allowing them to select more physically-demanding activities to implement into their fitness program, e.g., wall climbing.
- Provide additional teacher-conferencing time for students to enrich or support their written submissions.

Resources

Canadian Standardized Test of Fitness (CSTF), Operations Manual, 3rd ed. 1986.

Canadian Society for Exercise Physiology. *The Canadian Physical Activity, Fitness & Lifestyle Appraisal Guide*. 1996. ISBN 0-9691374-7-8.

Canada's Physical Activity Guide Website. www.paguide.com This site includes *Canada's Physical Activity Guide for Healthy Active Living* created by the Canadian Society for Exercise Physiology.

FITNESSGRAM 6.0. www.humankinetics.com A comprehensive educational, and promotional tool for fitness and activity assessment in physical education.

www.ophea.net A wide variety of fitness and safety resources for students and the teacher.

Activity 3: Healthy Active Living

Time: 5.5 hours

Description

Students identify Canadian leaders and explore career opportunities in the fields of sport, recreation, health, and physical education. Students identify the benefits of different activities and the ways in which individuals' participation patterns are likely to change throughout their lives. Students describe strategies that promote lifelong participation in physical activity. Students demonstrate an ability to use strategies that assist in changing and maintaining personal physical activity. Students assess strategies that emphasize the Gospel message of the common good for reducing risks to their own safety and that of others. Students explain why adolescents and young adults are over-represented in traffic fatalities. Students explain the influence of cultural norms on decision making. They evaluate resources and community agencies that provide assistance in emergency situations.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4d - responds to, manages and constructively influences change in a discerning manner;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE5e - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Physical Activity, Active Living, Healthy Living, Living Skills

Overall Expectations

ALV.02 - develop personal health-related physical fitness;

ALV.03 - demonstrate responsibility for their personal safety and the safety of others.

Specific Expectations

AL1.04 - explain the benefits of different activities and the ways in which individuals' participation patterns are likely to change throughout their lives;

AL1.05 - describe strategies that promote lifelong participation in physical activity;

AL1.08 - identify Canadian leaders in physical activities and describe their leadership qualities;

AL3.03 - evaluate the effectiveness of the resources and community agencies that provide assistance in emergency situations associated with physical activity;

HL2.05 - explain why adolescents and young adults are over represented in traffic fatalities;

HL2.06 - assess strategies for reducing risks to their own safety and that of others in various situations;

LS1.01 - demonstrate an ability to use strategies that assist in changing and maintaining behaviour to achieve personal healthy active living goals.

LS1.03 - explain the influence of cultural norms on decision making;

PA2.04 - describe career opportunities in the fields of sports, recreation, and health and physical education;

Prior Knowledge & Skills

- Active-listening and communication skills
- Brainstorming
- Collaborative-learning/cooperative-group skills
- Computer/internet skills
- Decision-making skills
- Group-work skills
- Interview skills

-
- Research skills
 - Poster-design elements
 - Problem solving
 - Report writing
 - Role playing
 - Self-evaluation
 - Think/Pair/Share

Planning Notes

- Implement strategies recommended in student IEPs to assist student learning.
- Stress Catholic call to service, supporting the common good, and the call to support the rights and contributions of others.
- Develop scenarios for role playing activity on activity cards.
- Develop career assignment (Appendix 3A: Sample – Sport and Recreation Career Assignment).
- Research resources/community services in your area that deal with emergency situations, e.g., police, fire, ambulance, Mothers Against Drunk Driving (MADD), lung association, etc.
- Determine course calendar of Activities 3.1 – 3.8 depending on number of classes offered in one period and facilities available. These activities may be delivered throughout the course based on teacher design of the unit and course. Coordination of facility space, preparing required materials, and getting required equipment in advance are essential planning elements for these activities.
- Make students aware of the culminating activity throughout these activities (see Activities 1.7, 1.8, and 4.1).

Teaching & Learning Strategies

3.1 In small groups, students brainstorm different topics typically found as part of a Health and Physical Education course, e.g., nutrition, sexuality, biomechanics, etc. The teacher leads the class, using guided discovery, in generating a complete list of topics. Students generate sub-categories for each of the different topics listed. These sub-categories list occupations associated with the different categories, e.g., for nutrition – food services, dietician, doctor.

As a class, students generate a list of examples of leaders in sport, recreation, and health and physical education that they are familiar with, e.g., Wayne Gretzky – Olympic Hockey. The teacher uses pictures and articles of careers and leaders in health and physical education to support this class activity. The teacher assists student learning and responses by asking the question, “What careers do they have?” In small groups, students brainstorm and create a web chart, listing careers one could pursue related to health and physical education. Student leaders add their group responses to a class web chart. The teacher uses student responses to design a bulletin board display. The teacher may provide this activity as a portfolio submission for students with different ability levels and needs. The teacher develops a Sport and Recreation Career Assignment (Appendix 3A: Sample – Sport and Recreation Career Assignment). The teacher explains the career assignment, providing examples from newspapers, magazines, documentaries, previous student poster assignments, computer programs, e.g., Career Planning, etc.

3.4 The teacher introduces the idea of risk using video, posters, or website material from a resource such as SMART RISK (see Resources). As a class, students brainstorm where and when students will encounter risk in physical activities and their daily lives. In small groups, students categorize these risks (low to high) and sort them according to avoidable, unavoidable, predictable, potential consequences, solutions, etc. (Appendix 3B: Sample – Risk Chart). Student leaders add group responses to teacher-designed master chart on overheads, chart paper, or board. The teacher leads a student discussion of responses put on master chart. The teacher focuses student learning on safety principles similar to those developed by Smart Risk and the “Stupid Line” concept.

-
- 3.5 The teacher divides students into small groups. The teacher provides each group with a scenario/situation card that depicts a type of risk (Appendix 3C: Sample – Risk Scenarios). Examples could include becoming over-stressed at exam time, eating a high-fat diet, driving above the posted speed limit, leading an inactive lifestyle, female or male walking home alone at night in an unsafe area, etc. Students analyse the situation and, as a group, develop a strategy that reduces the risk of that behaviour, life pattern, or situation. Students may role-play their scenarios for the class. At the end of each presentation, the teacher/presentation group and the rest of the class assesses the strategy, agree/disagree with the strategy, and add alternatives orally. During this discussion, the teacher emphasizes the strategies that students need to adopt to reduce high risk behaviour. The teacher uses guided discovery questions with each scenario role play to emphasize how cultural and gender norms may apply differently to these scenarios and need to be considered. At the conclusion of the activity, students use summary notes to explain the major risk management behaviours discussed. **Note:** Teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues in the classroom context.
- 3.6 Using Internet, telephone book, community publications, health department publications, school social worker, school nurse, guidance department personnel, or posters and publications, students generate an extensive list of all community-resource contact information involved in providing assistance in emergency situations, crisis management, emergency training, and support groups. Students form groups and create a school bulletin board display to show the extent of the assistance provided by each resource.
- 3.7 Students identify the benefits, e.g., physical, mental, emotional, social, etc., of different activities and the ways individuals’ participation patterns are likely to change. Students develop a timeline for themselves, a parent, and a grandparent (or older adult they know) to show life changes and why participation may have changed. Students design a year-by-year timeline, listing activities and the degree of participation (Appendix 3D: Sample – Participation Pattern Timeline). The teacher directs students to review responses to Activity 1.1, Appendix 1A: Sample Chart – “Why be physically fit?” to assist them with developing a timeline of participation pattern changes. Students research the benefits of different activities. Students research participation in physical activity, looking for increases and decreases amongst age groups. Students need to answer the question, “Why would participation patterns change?” e.g., dropout, increases, decreases, etc. Students use information from research, the above timelines, and prior knowledge to formulate answers to their question. The teacher formatively assesses this written response, providing time for student editing and revision. The teacher may use summative evaluation of this assignment, and direct students to submit it with their Personal Fitness Portfolio, or design questions similar to this task for students to answer as part of the final summative evaluation (Appendix 4B: Sample – Personal Program Analysis, # 6).
- 3.8 Students describe strategies that promote lifelong participation. Students interview professionals, e.g., physical education teachers, doctors, fitness trainers, chiropractors, physiotherapists, etc., in person or over the phone to get many views and ideas on how to promote lifelong participation (Appendix 3E: Sample – Interview Questions). Student groups of three to five will pool their information collected. Students sort the information that is most relevant to them and do either a presentation of their findings to the class, a bulletin board display, or a “PARTICIPATION” style poster. **Note:** Students must be instructed to accept “no comment” as a valid answer to any questions, and to respect that people may choose not to respond at all.

Assessment & Evaluation of Student Achievement

Student demonstration of learning takes place at various stages throughout the course. This reflects the ongoing nature of fitness, participation, and reflection on one's health related physical fitness. The teacher may elect to use formative assessment and/or summative evaluation on different activities outlined in these activities.

Methods	Strategies	Assessment Categories	Tools
Personal Communication	<ul style="list-style-type: none"> Brainstorming categories (Activity 3.1) Guided discovery questioning – What career do they have? (Activity 3.2) Why do participation patterns change? (Activity 3.7, Appendix 3D) Interview questions – strategies for lifelong participation (Activity 3.8, Appendix 3E) Reflection - Why do participation patterns change? (Activity 3.7, Appendix 3D) 	Thinking/Inquiry Communication Thinking/Inquiry Communication Application Thinking/Inquiry Communication Application Knowledge/ Understanding Communication Application	<ul style="list-style-type: none"> checklist
Paper-and-Pencil	<ul style="list-style-type: none"> Summary notes – risks (Activity 3.5) Report/assignment – Sport and Recreation Career assignment (Appendix 3A) Internet research <ul style="list-style-type: none"> - For careers (Appendix 3A) - Participation patterns (Activity 3.7, Appendix 3D), - benefits of different activities (Activity 3.8) Problem-solving scenario – risk taking (Appendix 3B) 	Knowledge/ Understanding Thinking/Inquiry Communication Knowledge/ Understanding Knowledge/ Understanding Thinking/Inquiry Thinking/Inquiry Communication	<ul style="list-style-type: none"> checklist
Performance	<ul style="list-style-type: none"> Peer and group teaching/Christian leadership – use of scenarios of risks (Activity 3.5) Emergency system response (Activity 3.6) Use of video recording – career assignment (Appendix 3A) Formal project– career assignment (Appendix 3A) Informal teaching of safety procedures in scenarios and role playing (Appendix 3B) 	Thinking/Inquiry Communication Thinking/Inquiry Communication Knowledge/ Understanding Communication Knowledge/ Understanding Thinking/Inquiry Communication Application	<ul style="list-style-type: none"> checklist

Accommodations

- Assign exceptional students to appropriate parts in role playing scenarios.
- Enrich students' learning by providing opportunities to research multiple careers, arrange guest presentations of a specific career as a supplemental portfolio submission.

Resources

Area hospitals, clinics, doctors' offices

Canadian Diabetes Association

Canadian Mental Health Association

Community phone book

Careers.msn.com A wide variety of career-related resources for the student.

Heart and Stroke Association

Lung Association

Monster.com

thetruth.com – A motivation resource for risk management and advertising.

Workopolis.com – A wide variety of career-related resources for the student.

www.bc.edu/bc_org/svp/carct/sports.html – A wide variety of career-related resources for the student.

www.iccweb.com

– A wide variety of career-related resources and sport and recreation resources for the student.

www.ncaa.org/employment.html – A wide variety of career-related resources for the student.

www.onlinesports.com/pages/careercenter.html – A wide variety of student career-related resources.

www.ophea.net – A wide variety of career-related resources for students and the teacher.

www.smartrisk.ca – A motivational and instructional resource for risk management.

Activity 4: Personal Fitness Program Evaluation

Time: 2 hours

Description

Participation in leisure and fitness activities for a balanced and healthy lifestyle is emphasized throughout the entire course. Students are challenged to evaluate their healthy active lifestyles adopting a holistic approach. Students demonstrate effective communication as they examine and reflect on their personal values, abilities, and aspirations influencing life choices in regard to health-related physical fitness. Students demonstrate how they effectively used decision-making and goal-setting skills to enhance their daily lives throughout the course. Using the submissions collected throughout the semester in their Personal Fitness Portfolio, students evaluate a variety of programs and approaches they used to achieve a healthy active lifestyle.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities.

Strand(s): Physical Activity, Living Skills

Overall Expectations

PAV.01 - demonstrate personal competence in applying complex movement skills and principles;

LSV.01 - use decision-making and goal-setting skills to enhance their daily lives.

Specific Expectations

AL2.01 - maintain or improve personal fitness levels by participating in vigorous fitness activities for sustained periods of time;

AL2.04 - refine daily personal health-related physical fitness programs;

AL2.05 - evaluate a variety of physical fitness equipment, programs, and approaches;

LS1.01 - demonstrate an ability to use strategies that assist in changing and maintaining behaviour to achieve personal healthy active living goals.

Prior Knowledge & Skills

- Active-listening and communication skills
- Brainstorming
- Collaborative-learning/cooperative-group skills
- Goal-setting and planning skills
- Health-related/skill-related physical fitness components
- Note-taking/making skills
- Prior knowledge of physical fitness appraisal procedures, principles of fitness program planning
- Self-reflection skills of discernment and holistic balance
- Understanding of Body Mass Index (BMI)

Planning Notes

- Focus on the course must emphasize the importance of students examining and reflecting their calls, their personal values, abilities, and aspirations influencing life choices and opportunities.
- The teacher implements strategies recommended in students' IEPs to assist student learning.
- The teacher develops a clear process to allow students to effectively develop their portfolios throughout the course.
- Coordination of facility space, preparing required materials and getting required equipment in advance are essential planning elements for these activities. The teacher ensures that students have adequate time to complete portfolio requirements at the end of the course during the summative evaluation period.
- The teacher decides whether students will self-assess, assess with partners, or use teacher-monitored assessment of their Actual 3rd Testing of their health-related physical fitness tests.
- The teacher ensures that the design of the entire course includes:
 - multiple opportunities for students to actively participate in a variety of vigorous fitness activities for sustained periods of time;
 - sufficient time for assessment, goal setting, and planning at various intervals throughout the course;
 - a minimum of three fitness assessments in order to support student goal setting, planning, and improvement of personal fitness levels.

Teaching & Learning Strategies

4.1 The teacher previously introduced Personal Fitness Portfolio in Activity 1.2. Students complete submissions, including the following:

- Why be physically fit? (Appendix 1A)
- Making Connections (Appendix 1B)
- Personal Fitness Article Response (Appendix 4A)
- Health-Related Physical Fitness Record Card (Appendix 1D)
- Participation/Fitness Activities Recording Chart (Appendix 1H)
- Training Principles (Activity 1.6)
- Lifestyle Questionnaire (Appendix 1C)
- Personal Fitness Program Analysis (Appendix 4B)
- Goal Setting (Appendix 1F) Planning (Appendix 1G)

4.2 Students reassess their health-related physical fitness. The final summative evaluation reflects the degree to which students have improved their health-related physical fitness. The teacher designs appropriate rubrics to assess students' physical fitness improvement, evaluates students' written portfolio entries, and evaluates students' level of fitness improvement and written portfolio entries after the final fitness testing. The teacher uses the Personal Fitness Portfolio as all or part of a final summative evaluation strategy for the course. Using this material, students develop a personal healthy active living portfolio to be presented in a variety of ways, selected by the student: student-teacher conference, an individual class presentation, a presentation to Grade 9/10 HPE students, an interactive presentation to a Grade 8 parents night. The final compilation of the Personal Fitness Portfolio reflect students' independent work, supported by student/teacher conferencing.

Assessment & Evaluation of Student Achievement

Student demonstration of learning continues to develop with formative assessment feedback throughout the course. The ongoing nature of goal setting for health-related physical fitness is supported by this feedback and will lead to quality demonstration of student learning in the summative evaluation of the portfolio.

Methods	Strategies	Assessment Categories	Tools
Personal Communication	<ul style="list-style-type: none"> Self-evaluation – Health-Related Physical Fitness Record Card (Appendix 1D) Self-evaluation – Personal Fitness Program Analysis (Appendix 4B) 	Knowledge/ Understanding Thinking/Inquiry Communication Application	<ul style="list-style-type: none"> checklist
Paper-and-Pencil	<ul style="list-style-type: none"> Article Response (Appendix 4A) 	Thinking/Inquiry Knowledge/ Understanding Thinking/Inquiry Application	<ul style="list-style-type: none"> rating scale
Performance	<ul style="list-style-type: none"> Logs – Participation/Fitness Record Chart (Appendix 1H) Personal Fitness Program Analysis (Appendix 4B) Lifestyle Inventory (Appendix 1C) Goal Setting (Appendix 1F) Planning (Appendix 1G) Participation/Activity Record Chart (Appendix 1H) Article Response (Appendix 4A) Self-assessment - norm-referenced criteria fitness test charts (Appendix 1E) Health-Related Physical Fitness Record Card (Appendix 1D) 	Knowledge/ Understanding Thinking/Inquiry Application Application Knowledge/ Understanding Thinking/Inquiry Communication Application	<ul style="list-style-type: none"> checklist rubric

Accommodations

- Reduce scope of portfolio submissions, e.g., Article Response, Personal Fitness Program Analysis, etc.
- Enrich student portfolio by providing opportunities to submit supplemental portfolio submissions including community involvement, employment activities, outside school recreational activities, provincial level involvement in sports, etc.

Resources

Canadian Standardized Test of Fitness (CSTF), Operations Manual, 3rd ed. 1986.

Canada's Physical Activity Guide. www.paguide.com This site includes *Canada's Physical Activity Guide for Healthy Active Living* created by the Canadian Society for Exercise Physiology.

FITNESSGRAM 6.0. www.humankinetics.com A comprehensive educational, and promotional tool for fitness and activity assessment in physical education.

OPHEA. www.ophea.net A wide variety of fitness and safety resources for the teacher.

Appendix 1A

Sample Chart – “Why be physically fit?”

Why be physically fit?	Ranking in Importance		
	15 Year Old	35 Year Old	55 Year Old
Improved appearance	1	3	N/A
Healthy heart	5	2	1
...			

Appendix 1B

Sample Questions – Making Connections

- What are the physiological benefits of being physically active?
- Why do I need to train, e.g., weight train, aerobics, to supplement my involvement in activities?
- List the factors that influence the activities you get involved in.
- What are the factors that affect your level of fitness? Can you control any of these factors? If so, give suggestions as to how you might control these factors.
- If our bodies are a gift from the Creator, why is a personal healthy active lifestyle important?
- List as many ideas as you can in two columns:
 - Physiological Factors improved by being fit.
 - Psychological Factors improved by being fit.
- Why is it important to have a high level of health-related personal fitness?
- Reflect on your personal amount of physical activity outside of school. What challenges do you face in keeping physically active? How might you overcome these challenges?
- What activities are you interested in pursuing to maintain/improve your level of personal fitness?
- What factors will affect whether or not you participate in these activities?
- As you grow out of the teenage years, all of your fitness test results will start to decline. Identify how you can counteract the effects of aging and continue to maintain or improve your fitness level.
- What do you see yourself doing to stay active after secondary school is over?
- State ways that “being fit” or “being unfit” will help/hinder you throughout this school year.

Appendix 1C

Lifestyle Inventory

[Based on the Lifestyle Questionnaire from *Canadian Standardized Test of Fitness (CSTF)* operations manual (p. 23 – 27).]

As Christians, we are called to treat our bodies with respect. Students reflect on this Gospel call as it relates to personal abilities and aspirations that influence life choices. Students begin to collect data to analyse the connection between their leisure/fitness activities and a healthy lifestyle.

Lifestyle Inventory Follow-Up Questions - Physical Activities

Review your responses in the Lifestyle Questionnaire for questions number 1, 2, 3, 4 and 5 in order to help you put together your ideas for this section.

- What percentage of your physical activities is:
 - (a) connected to school activities _____?
 - (b) connected to activities outside of school _____?
- At what intensity do you normally perform the majority of these physical activities?
(see questionnaire for intensity ratings that you checked off)
- Will finishing secondary school change your level or intensity of physical activity?
- Will your answer above have an impact on your overall level of health?
- List activities you could do to maintain a physically active lifestyle after Grade 12.
- List possible barriers to maintaining a physically active lifestyle after Grade 12.
- Explain how your activities have reflected a holistic balance of the social, emotional, physical, spiritual, and intellectual realm of personal fitness.

Lifestyle Inventory Follow-Up Questions - Nutritional Fitness

Review your responses in the Lifestyle Questionnaire for questions number 13 and 14 in order to help you put together your ideas for this section.

- What percent of your food intake is controlled by:
 - (a) you _____ (b) family _____ (c) friends _____?
- Do you feel these percentages will change in the next several years?
- What do you feel is:
 - (a) the worst part of your nutritional fitness?
 - (b) the best part of your nutritional fitness?
- What changes do you feel you are capable of making to your nutritional fitness?
- If our bodies are a gift from the creator, why is nutritional health important?
- List possible barriers to maintaining nutritional fitness in a healthy active lifestyle after Grade 12.
- List ideas to overcome these barriers in maintaining nutritional fitness after Grade 12.

Lifestyle Inventory Follow-Up Questions - Emotional Fitness

Review your responses in the Lifestyle Questionnaire for questions number 6, 12, 15, 16, and 17 in order to help you put together your ideas for this section.

- What do you feel are the three main factors that affect your emotional fitness? Rank the factors.
(1) _____ (2) _____ (3) _____
- How will improved physical fitness help you “control” these emotional fitness factors?
- What do you feel is the best part of your emotional fitness?
- What changes are you capable of making to social factors that affect your emotional fitness?
- If our bodies are a gift from the Creator, why is emotional health important?
- List possible barriers to maintaining emotional fitness in a healthy active lifestyle after Grade 12.
- List ideas to overcome these possible barriers in maintaining emotional fitness after Grade 12.

Appendix 1D

Sample – Health-Related Physical Fitness Record Card

Health-Related Physical Fitness Record Card

Fitness Analysis for: _____

	Predict 1st Test	Actual 1st Testing	2nd Testing Goal	Actual 2nd Testing	3rd Testing Goal	Actual 3rd Testing
Muscle Endurance - Sit-Ups - Curl-Ups - Flexed Arm Hang - Push-Ups						
Muscle Strength - Hand Grip - Pull-Ups - Push-Ups						
Flexibility - Trunk Forward Flexion - Prone Trunk - Arm Lift						
Cardiorespiratory - CSTF Step Test - Aerobic Sub. Max. Step Test - 20m. Shuttle - 12 min. Run - 2.4 km. Run						
Body Mass Index						

Appendix 1E

Muscle Endurance Norm Referenced Criteria Charts

Sit Ups: see *Canadian Standard Test of Fitness*, procedure p. 13, Norms and Percentile by Age Groups and Gender for Sit-Ups Appendix I: Table 9, p. 39.

Norms and Percentiles for 90° Knee – Wall Curl-Ups /90° Flexed Arm Hang

Classification	Standard Score	Female 15 years and under		Male 15 years and over	
		Curl-Ups Female	Flex Arm Female	Curl-Ups Male	Flex Arm Male
Excellent	95	36 or more	12 seconds or more	48 or more	20 seconds or more
	90				
	85				
	80				
Good	75	18 – 35	10 – 11 seconds	24 – 47	18 – 19 seconds
	70				
	65				
	60				
Fair	55	15 – 17	8 – 9 seconds	20 – 23	15 – 17 seconds
	50				
	45				
	40				
Poor	35	14 or less	7 seconds or less	19 or less	14 seconds or less
	30				
	25				
	<20				

Push-Ups: see *Canadian Standard Test of Fitness*, procedure p. 12, Norms and Percentile by Age Groups and Gender for Push-Ups Appendix I: Table 7, p. 37.

Muscle Strength Norm Referenced Criteria Charts

Grip Strength: see *Canadian Standard Test of Fitness*, procedure p. 13, Norms and Percentile by Age Groups and Gender for Combined Right and Left Hand Grip Strength (kg) Appendix I: Table 6, p. 36.

Push-Ups: see *Canadian Standard Test of Fitness*, procedure p. 12, Norms and Percentile by Age Groups and Gender for Push-Ups Appendix I: Table 7, p. 37.

Flexibility Norm Referenced Criteria Charts

Trunk Forward Flexion: see *Canadian Standard Test of Fitness*, procedure p. 13, Norms and Percentile by Age Groups and Gender for Trunk Forward Flexion (cm) Appendix I: Table 8, p. 38.

Cardiorespiratory Norm Referenced Criteria Charts

Appendix 1E (Continued)

Norms and Percentiles for multistage 20-metre shuttle run test for maximal functional aerobic power

Rating	%	Male			Female		
		16	17	>17	16	17	>17
Excellent	> 80	12.0	12.5	13.0+	8.5	8.5	7.0+
		11.5	12.0	12.5	7.5	8.0	7.0
Good	60 – 80	10.5	11.0	11.5	7.0	7.0	6.5
		10.0	10.5	11.0	6.0	6.0	
Average	40 – 60	9.5	10.0	10.5	5.5	5.5	6.0
		9.0	9.5	10.0	5.0	5.0	
Below Average	20 – 40	8.5	9.0	9.5	5.0	5.0	5.0
		8.0	8.5	9.0	4.5	4.5	4.0
Poor	> 20	7.0	7.5	8.0	4.0	4.0	<3.5
		<7.0	<7.0	<7.5	<4.0	<4.0	

Norms and Percentiles for Cooper 2.4-km. Run

Rating	%	Male	Female
Superior	> 85	8:36 or less	11:49 or less
Excellent	> 70	8:37 - 9:40	11:50 - 12:29
Good	> 55	9:41 - 10:48	12:30 - 14:30
Fair	> 40	10:49 - 12:10	14:31 - 16:54
Poor	> 25	12:11 - 15:30	16:55 - 18:30
Very Poor	> 10	15:31 or more	18:31 or more

Norms and Percentiles for Cooper 12-Minute Run

Rating	%	Male	Female
Excellent	> 80	2800 m. or more	2400 m. or more
Good	> 60	2400 m. – 2799 m.	2000 m. - 2399 m.
Fair	> 40	2000 m. – 2399 m.	1600 m. - 1999 m.
Poor	> 20	1600 m. – 1999 m.	1200 m. - 1599 m.
Very Poor	> 10	1599 m. or less	1199 m. or less

Canadian Aerobic Fitness Test – Step Test: see *Canadian Standard Test of Fitness*, procedure p. 10 – 11, Norms and Percentile by Age Groups and Gender for Heart Rate Final Scores Appendix I: Table 5, p. 35.

Body Mass Index Norm Referenced Criteria Charts

Body Mass Index (BMI): see *Canadian Standard Test of Fitness*, procedure p. 13, Percentile and Associated Risk Zones by Age Groups and Gender for Body Weight, Adiposity and Fat Distribution Measures Appendix I: Table 1, p. 30.

Appendix 1F

Personal Fitness Plan - Goal Setting (using selected tests for each factor)

Health-Related Physical Fitness – Actual First Testing Results				
Fitness Factor	Test Score	Norm Chart Rating	Personal Satisfaction Level	Goal for next testing
Muscle Endurance Sit-Ups			Low Medium High	___ Increase to ___ ___ Maintain
Muscle Strength Hand Grip			Low Medium High	___ Increase to ___ ___ Maintain
Flexibility Trunk Forward Flexion			Low Medium High	___ Increase to ___ ___ Maintain
Cardiorespiratory 20m. Shuttle			Low Medium High	___ Increase to ___ ___ Maintain
Body Mass Index			Low Medium High	___ Improve to ___ ___ Maintain

Appendix 1G

Personal Fitness Plan - Planning Sheet (using selected tests for each factor)

Fitness Factor	Goal for next testing	Set two realistic activities that you can do over the next six weeks to improve or maintain the fitness factor.
Muscle Endurance Sit-Ups	___ Increase to ___ ___ Maintain	Increase: Maintain:
Muscle Endurance Push-Ups	___ Increase to ___ ___ Maintain	Increase: Maintain:
Muscle Strength Hand Grip	___ Increase to ___ ___ Maintain	Increase: Maintain:
Flexibility Trunk Forward Flexion	___ Increase to ___ ___ Maintain	Increase: Maintain:
Cardiorespiratory 20 m. Shuttle	___ Increase to ___ ___ Maintain	Increase: Maintain:
Body Mass Index	___ Improve to ___ ___ Maintain	Increase: Maintain:

Appendix 1H

Personal Fitness Plan - Participation/Fitness Activities Recording Chart

Date	Activity	Duration				Category		Intensity			Staff Verified
		< 15	< 30	< 60	> 60	Fitness	Leisure	Light	Medium	Heavy	
Mon. 10/12/02	Cross Country Practice			X		X			X		Coach
Tues. 10/13/02	Fit Blitz – PPL 40		X			X				X	Teacher
Thurs. 10/15/02	Walked dog in neighbourhood		X				X	X			Parent
Fri. 10/16/02	Wall Climbing with friends				X		X			X	Club Staff

Appendix 2A

Sample – Goal Setting Action Plan

Students give written details of goals with reference to Appendix 1D: Health Related Physical Fitness Record Card, Appendix 1F: Personal Fitness Plan – Goal Setting, and Appendix 1G: Personal Fitness Plan – Planning Sheet.

- two short-term goals/three long-term goals
- detailed listing of steps needed to reach each short-and long-term goal
- using SMART Formula to check goals once they have been set
- seeking peer, parent, and/or teacher feedback on goals
- explaining personal benefit of reaching these goals
- connection of goals to appendices referenced above
- reflecting on barriers that may prevent goal attainment
- planning strategies to overcome perceived barriers
- listing resource people to assist in overcoming barriers and attaining goals

Appendix 2B – 1

Sample – Activity-Based Planning Chart

Monday	Tuesday	Wednesday	Thursday	...
AM – swim team practice		AM – swim team practice		
	PM – weight room after school		PM – weight room after school	
			Evening – walk/jog with dog	

Appendix 2B – 2

Sample - Daily Blocks of Time Chart

	Monday	Tuesday	Wednesday	Thursday ...
School	8 AM – 3 PM	8 AM – 3 PM	8 AM – 3 PM	8 AM – 3 PM
Work	4PM – 9 PM		4 PM – 9 PM	
Personal	9:30 PM →	5 PM →	9:30 PM →	5 PM →
Fitness/Activity	AM – swim team practice	PM – weight room	AM – swim team practice	PM – weight room

Appendix 2C

SMART Formula

Students evaluate the effectiveness of their fitness program by answering the following questions.

- **Specific** Are the goals clear and identifiable?
- **Measurable** Can the results be determined?
- **Attainable** Is it possible to reach the goal?
- **Realistic** Is it probable that you will reach the goal?
- **Time** What is the timeline for reaching the goal?

Appendix 2D

Sample – Personal Journal Entry

	2-3 Weeks later	5-6 Weeks later	8-9 Weeks later
Strengths	I feel that my aerobic ability has really improved ...		
Challenges and Barriers	Getting out everyday with work and homework is really difficult.		
Strategies I've used	I've tried to encourage my mom to come with me and now she is getting me out, even when I don't want to.		
I feel good about...	... the effort I've made these first three weeks to do some aerobics every day possible.		
My goals are right on track for my aerobics – I think my next fitness test will really show an improvement.		
My plan is too complicated to keep track of every time block. I'm much better trying to fit it in everyday – sometime!		

Appendix 3A

Sample – Sport and Recreation Career Assignment

Students select one of the following assignments:

- interview a person working in the sport and recreation field
- research a sport and recreation career using appropriate resources

Assignment Requirements

Students create a written report, career poster, or a video. Their presentations should include the following information:

- A description of the career researched, including specific tasks or responsibilities of the person
- Opportunities for career advancement and potential timelines for advancement
- Postsecondary courses, additional qualifications, or certifications required for the position
- Approximate salary range for the position
- Advantages/disadvantages of working in this career
- The attraction of the career for the student

Appendix 3B

Sample – Risk Chart

Risk	Degree of Risk (low to high)	Avoidable, unavoidable, predictable	Potential consequences	Solutions
Wall Climbing	Medium	Predictable	Injury due to equipment failure, human error	Certification Equipment checks Use of proper equipment
ATV or snowmobile vehicle operation	Varies from Low to High	Avoidable, unavoidable, predictable	Loss of vehicle Loss of license Injury	Licensed Use of proper safety equipment Control of speed Use on marked trails

Appendix 3C

Sample – Risk Scenarios

The scenarios are possible examples that can be used in the classroom. The teacher may have students:

1. identify all possible/potential risks
2. give solutions as to how the risks can be resolved/avoided
3. provide situations when gender norms in society impact differently on the risk/outcome, e.g., male vehicle insurance rates vs. female vehicle insurance rates, etc.
4. provide situations when cultural norms in society impact differently on the risk/outcome, e.g., cultural limitations on dancing, drinking, physical activity, etc.
5. role-play scenarios and potential outcomes
6. create advertisements similar to those produced in www.thetruth.com website

Appendix 3C (Continued)

7. design a debate or ethical challenge/discussion on specific advertisements or the following risk scenarios:
 - a) A seventeen year-old male student has just received his G-2 driver’s licence. His friends are always “pushing” him to race his car against some of the students from a rival school.
 - b) Sarah works at an isolated convenience store in a strip mall. She is regularly scheduled to work late and close up the store by herself. She is uncomfortable about this, but is hesitant to voice her concerns.
 - c) Karl, an 18 year old student, has never exercised before, never had a physical assessment, and is overweight. On his first day at the gym, he does a two-hour weight-lifting routine and forty-five minutes on the stairmaster. The next day he wakes up feeling like he’s been hit by a truck.
 - d) Ashley began a fitness program and has lost five pounds and increased her strength and flexibility in two months. A year later, she is doing the same program, but she has not seen improvement for a long time.
 - e) Tim is a constant worrier. He is concerned about getting good grades, excelling at hockey, and being popular with his female classmates. Although Tim seems like a well-rounded individual he occasionally experiences chest pain, has headaches, and does not sleep well.

Appendix 3D

Sample – Participation Pattern Timeline

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14 - 15 - 16 - 17 - 18 - 19 - 20 - 21 - 22 - 23 - 24 - 25 - 26	
← Competitive Sports →	← Competitive Sports →
High	Medium
← Free Play →	← Leisure →
High	High

Appendix 3E

Sample – Interview Questions

These are sample questions that can be used for conducting the interview. The list is not exhaustive and has room for additions or deletions.

1. As a professional, what is your greatest concern regarding the health of individuals?
2. What specific information/strategies would you give an individual who wants to become fit?
3. How long does it take to see measurable changes in one’s health?
4. What physical activities would you suggest to someone who does not like to ‘work out’?
5. Is it better to stick with one activity or to do numerous activities?
6. How long does someone have to do the activity, for what duration?
7. Do leisure activities count, e.g., gardening, etc.?

Appendix 4A

Personal Fitness Profile - Article Response

Timeline: This activity should reflect three hours of work, which includes finding an article, reading it, reflecting on it, and writing your response.

The Background

- There are many issues that affect your level of Health-Related Physical Fitness. The course focuses on fitness-training principles, body adaptation, and the role of vigorous exercise and physical fitness. You are challenged to look critically at your own level of health-related physical fitness and your lifestyle.
- You need to select one training principle, physical fitness factor, healthy active lifestyle, or personal health article that interests you and provides you with in-depth information. This article needs to be something that you are interested in and that directly affects your level of personal health. There is little sense in reading about an issue that doesn't have connections with your own health-related physical fitness and your lifestyle! Select your article with care!

The Task

- Find an article based on the criteria outlined above.
- Read it. Reflect on it.
- Write a personal response or reflection paper that will summarize what your article has discussed and the connection this topic has to your health-related physical fitness and your lifestyle. This paper should be no more than two typed pages, double-spaced, regular font. Use the attached checklist to help you prepare and write your response or reflection paper.
- Include a copy of the article with your submission.

Personal Fitness Profile

Article Response Checklist

First Draft Copy Guidelines	Yes	No
1. I read my selected article, thinking about what the article is saying and how it applies to me.		
2. I prepared an outline by listing four key points that the article was discussing.		
3. I put an informative/attention-getting title on a separate page with my name and the date.		
4. I wrote an opening paragraph that introduced the article, with its source, date of publication, and author. This opening paragraph also includes two or three sentences at the start to get the reader's attention.		
5. I connected and sequenced all the paragraphs in the body of my paper logically, i.e., first paragraphs telling what the article was about and the next paragraphs telling the connection to my health-related physical fitness and my lifestyle.		
6. I used specific details from the article to support all the connections to me.		
7. I made a very clear connection between the information that I discovered and my own health-related physical fitness and my lifestyle.		
8. I wrote a concluding paragraph that reflected my thoughts and summarized the article.		
9. I proofread (and spell checked) my article.		
10. I asked a classmate, parent, relative... to proofread my article.		

Appendix 4B

Sample – Personal Program Analysis

Students will assess a variety of physical fitness equipment programs and approaches they used to maintain or improve their personal fitness levels.

Task

1. Students sort, total, and organize the data from their Participation/Fitness Activities Recording Charts. This process groups common activities, total Duration data, total number of Fitness and Leisure Category entries, and total Intensity data. Students present this data in charts and/or graphs.
2. Students analyse their participation/fitness activity levels based on the sorting, totalling, and organizing of the Participation/Fitness Activity data. Student analysis is based on the following themes and patterns: participation trends – fitness vs. leisure, individual vs. group, weekday vs. weekend, duration of activities, intensity of activities, strengths of participation/fitness activities, weaknesses of participation/fitness activities, changes to patterns that students feel need to be made.
3. Students construct comparative graphs using fitness test predictions, goal-setting, and actual test results from Health-Related Physical Fitness Record Card.
4. Students assess the effectiveness of their Participation/Fitness Activity levels in relation to their personal fitness levels. This assessment emphasizes success in maintaining or improving level of fitness, in reaching goals established, connection between Participation/Fitness Activity levels and ability to improve fitness, selection of activities that demonstrated specific training principles applied, subjective evaluation of benefits received from being physically active, fitness equipment that is available at home or in the community to continue fitness activities, activities that are available in the community to pursue after high school graduation.
5. By comparing responses from the Lifestyle Questionnaires, students analyse and summarize the changes that have taken place during the course.
6. Using timeline developed and research data collected, students discuss the benefits (physical, mental, emotional, social etc.) of different activities, and the ways individuals' participation patterns are likely to change. Students include a personal timeline, showing how their participation patterns have changed during their lives.