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**Physical Education and Health
Grade 9/10**

New  Brunswick

**Department of Education
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Introduction

The goal of the Physical Education and Health Grade 9/10 curriculum is to promote healthy active living for life.

Curriculum Background

This curriculum is based on the New Brunswick Physical Education Framework Document K-12 (1998). Doing, Knowing, and Valuing are used as curriculum organizers in New Brunswick physical education curricula in Kindergarten to Grade 8. This document continues the use of these categories. The categories relate very closely to the work of Benjamin Bloom (1956) and the various additions that have been made to his work since, but are still generically referred to as Bloom's Taxonomy. This uses the Psychomotor, Cognitive, and Affective domains as the overlapping domains of learning and these can be interpreted as Skills, Knowledge, and Attitude; or, as Doing, Knowing, and Valuing. Descriptions of each of these areas as they relate to physical education are listed later in this document.

Approaches to Teaching

In recent years, significant research has indicated the effectiveness of a student-centred approach to learning that is often referred to as constructivist. Simply stated, this approach refers to the concept that learners construct knowledge for themselves. "Each learner individually (and socially) constructs meaning as he or she learns" (Hein 1991). The result is that teachers then focus on the needs of the learner more than the subject or lesson being taught. As a result, the curriculum outcomes focus primarily on what the students are expected to learn rather than what the teacher is expected to teach.

Although specific teaching approaches are not mandated by this document, the research that builds from the constructivist approach indicates significant success when "problem-based learning, group work, peer and cooperative learning, constructive listening, problem solving, and role plays ..." are used (Donovan 2002). These approaches foster essential learning and life long skills.

Traditional approaches to physical education have been questioned in the educational literature and also by teachers in New Brunswick during the formulation of this curriculum. The use of student centered approaches such as Teaching Games for Understanding (TGfU), have been shown to make learning more meaningful and improve motivation for participating in physical activity (Donovan 2002).

The three essential influences on motivation for physical activity are perception of confidence, enjoyment, and social support. The structuring of activities and environments to facilitate these factors can "impact significantly on the difference between lifelong physical activity and high levels of inactivity. The notion of allowing students choices about physical activity has proven to be effective in maintaining their interest and improving their participation in physical activity" (Donovan 2002).

Time Allocation, Blocks, and Scheduling

This curriculum document reflects the reality that is indicated in the Grade 9/10 companion document that identifies between 45 and 135 hours of physical education in the combined grade 9 and 10 years. For practical purposes this is almost always delivered in units of a half semester (45 hours if offered one class per day, 5 days per week) or a full semester (90 hours if offered one class per day, 5 days a week). These three 45 hour blocks may be offered in different combinations to suit individual school scheduling.

The intent is that the blocks be offered in such a way that if school A offers a 90 hour block in Grade 9 then Blocks 1 and 2 are delivered. If school B offers half a semester in Grade 9, then only Block 1 is offered and Blocks 2 and 3 may be offered in grade 10 to students who subsequently take a full semester.

Practical and Classroom Time

The curriculum is intended to take place primarily in gyms, swimming pools, on playing fields, and in other practical settings. Some classroom time will be required for the health related outcomes and for some of the more theoretical components of physical education. It is recommended that a maximum of 20% of

time be spent in the classroom with 80% of the focus on active learning. For practical purposes, if the program is offered on a five class per week basis, one class per week would be classroom work and the remaining four classes active learning time.

Assessment and Evaluation

Assessment is the systematic gathering of information about what students can do and what they know and value.

Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish, to make judgements about student performance in relation to learning outcomes.

Research indicates that students benefit most when evaluation is regular and ongoing and is used in the promotion of learning. This is often referred to as formative evaluation. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

It is recognized that summative evaluation is usually required in the form of an overall mark for a course of study and some competency profiles have been developed to assist teachers in this task. These profiles are not assessments or evaluations as such, but provide “pen pictures” or “rules of thumb” that are intended to help teachers assign marks.

It is **not** recommended that marks be offered based on criterion referenced testing, particularly in the area of fitness (for example – Do 50 push-ups and get an A) but rather should be based on individual improvement toward personal goals.

Layout of the Document

The main body of the document consists of a two page and four column spread similar to many provincial and Atlantic documents. The document is divided into Blocks 1, 2, and 3 and is further divided into Doing, Knowing, and Valuing within each block. The four columns are:

- 1. Specific Curriculum Outcome:** this indicates what the student will be expected to do;
- 2. Suggestions for Teaching and Learning:** this column provides examples intended to make the outcome clearer. These are suggestions rather than prescriptions and it is intended that teachers use their expertise to offer content that is appropriate for their students and their environment. For example, one school may offer aquatics because it has access to a swimming pool while another may offer orienteering to achieve a similar fitness related outcome;
- 3. Suggestions for Assessment:** these are generally broad assessment ideas that accommodate the variety of activities teachers may use to achieve the specific curriculum outcomes. Some specific examples are available in resources that are provided; and,
- 4. Resources:** this column has a list of resources that may be helpful to teachers in both the delivery and the assessment of a particular outcome. The anchor resource is *Healthy Active Living* by Ted Temertzoglou (2007).

Note: the ♥ symbol is used to indicate topics that may be sensitive in nature.

Works Cited

- Bloom, Benjamin., et al (1956) The Cognitive Domain, Taxonomy of Educational Objectives; Handbook 1
- Donovan, Elicia (2002) PDHPE Literature Review, A Report for the NSW Board of Studies.
- Temertzoglou, T. (2007) Healthy Active Living

General Curriculum Outcomes – Physical Education: Kindergarten – Grade Twelve

The general curriculum outcomes described below identify the skills, knowledge, and attitudes expected of students upon completion of their studies in physical education. Although the outcome statements are organized under the headings of doing, knowing, and valuing, it is important to recognize that these areas are interrelated and will frequently be developed interdependently.

DOING

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

KNOWING

Students will be expected to

- understand the principles and concepts that support active living
- understand how to maintain a personal level of functional physical fitness
- understand the importance of safety rules and procedures
- understand the basic concepts and principles related to movement categories
- understand basic strategies to work alone and with others to accomplish goals

VALUING

Students will be expected to

- develop positive personal and social behaviours and interpersonal relationships
- develop a positive attitude toward active living in the pursuit of lifelong health and well-being
- work with others to attain group and/or personal goals

Outcomes may need to be modified for children with anatomical, physiological, or psychological challenges (see “Moving To Inclusion”, 1994) (502765).

DOING

The elements of DOING include the skills, concepts, and body mechanics necessary for participation in activities from all movement categories. Over time, learners develop efficient and effective movement skills and an understanding of movement concepts and body mechanics that are necessary to develop activity-specific motor skills in all movement categories. Movement provides a unique medium in which learners apply their critical thinking processes in active and creative ways.

Demonstrate efficient and effective movement skills and concepts

Locomotor Skills: walk, run, hop, jump, leap, skip, climb, gallop, roll, slide, stop

Non-locomotor Skills: bend, curl, hold, lift, lower, pull, push, stand, stretch, swing, twist, turn, fall, stop

Motor Abilities: agility, balance, coordination, power, reaction time, speed

Manipulative Skills: bounce, carry, catch, dribble, roll, send, strike, throw, trap, kick

Body Awareness: body shapes, parts of the body, support and transfer of weight

Qualities: speed, force, time, flow

Relationships: to people, to objects

Space Awareness: personal, general, directional, pathways, levels, planes

Demonstrate a functional level of activity specific motor skills

Motor Skills: a combination of movement skills and movement concepts applied to specific activities selected from all movement categories

Demonstrate efficient and effective body mechanics

Body Mechanics: the proper body position for performing all physical activities in an efficient and safe manner. For example, in coming to an abrupt halt the feet should be apart, one foot in front of the other, knees and hips bent, arms out for balance, weight forward and head up. While walking, the head should be up, looking straight ahead, relaxed, and shoulders not slouched.

Demonstrate an ability to cooperate with others

Work with others: to achieve common team goals

Help others with learning: by respecting their space and abilities and by coaching them when appropriate

Provide good service to others: for example, providing a good throw to allow a partner to practice catching

KNOWING

Active living is a way of life that values physical activity and its integration into daily routines and leisure pursuits. Physical education provides opportunities for learners to participate in physical activities promoting well-being and personal functional physical fitness. Through active living, learners have opportunities to self evaluate, make appropriate choices, and set personal goals that enhance the quality of their lives.

Understand the principles and concepts that support active living

Active Healthy Lifestyle: enjoyment, individual activity selection, healthy behaviour, frequent involvement, daily routines, leisure pursuits, lifelong physical activities, success

Well-being: nutrition, rest/relaxation, regular physical activity, stress management, functional fitness

Knowledge of Physical Activities: terminology, etiquette, rules, strategies

Body Systems and Functions: body parts, skeletal/muscular, circulatory, digestive, respiratory, nervous

Factors Affecting Performance: age, gender, drugs, culture, role models, environment, special needs, fitness

Understand how to maintain a personal level of functional physical fitness

Physical Fitness: body composition, aerobic endurance, flexibility, muscular endurance, muscular strength

Understand the importance of safety rules and procedures

Safety: of self and others; rules are necessary for enjoyment and for creating a safe environment in a gymnasium or other facility

Skills can be used in support of safety: for example, moving under control, being able to stop quickly, etc.

Understand the basic concepts and principles related to all movement categories

Basic Concepts: tactics and strategies relating to offensive and defensive patterns of play within games and sports

Principles: general and activity specific analysis of skills

VALUING

Positive personal and social behaviours and interpersonal relationships are developed through active involvement in a variety of physical activities from all movement categories. Learners develop respect for self and others as they learn and practise communication and cooperation. Learners also acquire leadership skills.

Develop positive personal and social behaviours and interpersonal relationships

Fairplay: appropriate competitive behaviour, respect for property, rules, and authority, acceptance and appreciation of the abilities of others

Positive Self-Image: self-confidence, self-appreciation, pride in accomplishments

Cooperative Learning Skills: positive interdependence, collaborative skills, individual accountability

Nurturing Behaviours: support, empathy, praise

Leadership Skills: plan, organize, implement, motivate, communicate, volunteer

Develop a positive attitude toward active living in pursuit of lifelong health and well being

Physical activity as an enjoyable experience: joy of movement, skill, competence, self confidence, aesthetic appreciation, self-expression, accepting challenges

Physical fitness as a personal responsibility: as students mature, the responsibility for personal fitness shifts to the individual

MOVEMENT CATEGORIES

The Specific Curriculum Outcomes listed in the following sections do not specify particular sports, dances, or activities. Rather, the outcomes can be achieved in a number of ways using different activities. This flexibility is intended to provide schools with the opportunity to select activities appropriate to their environment while ensuring students attain consistent learning outcomes.

In order to ensure a degree of uniformity, it is expected that students will learn through the medium of each of the movement categories in Blocks 1, 2, and 3.

The four categories are:

- Alternative Environment Activities
- Dance and Rhythmics
- Games
- Individual and Dual Activities

It is expected that activities from each of the four categories will be included in each 45 hour block (see following page for chart of movement categories).

The New Brunswick Physical Education Safety Guidelines (2002) document (840570) is helpful in selecting appropriate activities.

MOVEMENT CATEGORIES

A physically educated person participates in a balanced physical education program that shall consist of activities selected from all movement categories.

Alternative Environment Activities	Dance/Gymnastics	Games	Individual and Dual Activities
<p>Aquatics</p> <ul style="list-style-type: none"> • Water adjustment • Survival techniques • Stroke development • Skills application <ul style="list-style-type: none"> – Snorkelling – Water games – Diving – Synchronized swimming – Underwater games <p>Land-based</p> <ul style="list-style-type: none"> • Hiking • Backpacking • Rock climbing • Camping • Orienteering • Snowshoeing • Skiing (cross country & Alpine) • Snowboarding • Skating • Horseback riding <p>Water-based</p> <ul style="list-style-type: none"> • Rowing • Canoeing • Kayaking • Sailing • Sailboarding 	<p>Rhythmics</p> <ul style="list-style-type: none"> • Singing games • With/without equipment • Aerobic dance <p>Creative</p> <ul style="list-style-type: none"> • Interpretive • Modern <p>Cultural</p> <ul style="list-style-type: none"> • Folk • Square <p>Contemporary</p> <ul style="list-style-type: none"> • Line • Jive • Partner <p>Jazz</p> <ul style="list-style-type: none"> • Traditional • Hip hop • Funk <p>Ballroom</p> <ul style="list-style-type: none"> • Waltz • Fox-trot • Tango • Latin-style • Two-step <p>Educational Gymnastics</p> <ul style="list-style-type: none"> • Shape • Balance • Weight transfer • Travel • Flight • Take off and land <p>Rhythmic Gymnastics</p> <ul style="list-style-type: none"> • Hoop • Ball • Ribbon • Clubs • Scarf, rope 	<p>Simple Games</p> <ul style="list-style-type: none"> • Schoolyard/Backyard • Chasing • Throwing • Kicking <p>Innovative</p> <ul style="list-style-type: none"> • Creative/novel • Initiative tasks • Cooperative challenges • Parachute activities <p>Bat and Ball</p> <ul style="list-style-type: none"> • Softball • Cricket/rounders • T-ball <p>Territorial</p> <ul style="list-style-type: none"> • Soccer • Basketball • Touch football • Hockey (field, floor, ice) • Team handball • Rugby (non-contact) <p>Net/Wall</p> <ul style="list-style-type: none"> • Volleyball • Tennis • Badminton • Pickleball • Table Tennis • Handball <p>Target</p> <ul style="list-style-type: none"> • Archery • Boccie • Bowling • Golf 	<p>Athletics (Track & Field)</p> <ul style="list-style-type: none"> • Runs • Jumps • Throws • Combative • Martial Arts • Self-defence • Wrestling • Fencing <p>Individual manipulatives</p> <ul style="list-style-type: none"> • Juggling • Skipping • Hacky sack <p>Training programs</p> <ul style="list-style-type: none"> • Aerobics • Rope jumping • Walking • Jogging • Lap swimming • Cycling • Use of exercise equipment • Weight training

Refer to NB Safety Guidelines document for appropriateness of activities.

Adapted from CAHPERD – Physical Education 2000 – Learning Outcomes



GENERAL CURRICULUM OUTCOMES

Students will be expected to

- demonstrate efficient and effective movement skills and concepts
- demonstrate a functional level of activity specific motor skills
- demonstrate efficient and effective body mechanics
- demonstrate an ability to cooperate with others

GENERAL CURRICULUM OUTCOMES - DOING

Block 1	Block 2	Block 3
<p><i>Students will be expected to</i></p> <p>1.D.1 Apply principles of training to a fitness program.</p> <p>1.D.2 Participate in physical activities at a level that contributes to the goals of a fitness plan. (Relates to outcome 1.K.3)</p>	<p><i>Students will be expected to</i></p> <p>2.D.1 Assess personal results of health related fitness tests and design a personal program.</p> <p>2.D.2 Refine and apply the principles of training in the development of personal fitness. (Relates to outcome 2.K.3)</p> <p>2.D.3 Design and implement effective warm-up and cool-down routines for specific activities.</p>	<p><i>Students will be expected to</i></p> <p>3.D.1 Design and participate in planned and self-directed activities that demonstrate knowledge of fitness principles.</p>
<p>1.D.3 Apply basic offensive strategies in a variety of games and activities.</p> <p>1.D.4 Apply basic defensive strategies in a variety of games and activities.</p>	<p>2.D.4 Apply increasingly complex offensive strategies in a variety of games and activities.</p> <p>2.D.5 Apply increasingly complex defensive strategies in a variety of games and activities.</p>	<p>3.D.2 Demonstrate a basic understanding of the principles of coaching while coaching a peer in an activity with which they are familiar.</p> <p>3.D.3 Apply and refine individual, dual, and team strategies on offence in an opposed situation.</p> <p>3.D.4 Apply and refine individual, dual, and team strategies on defence in an opposed situation.</p> <p>3.D.5 Apply basic game strategies in the variation/invention of games.</p>
<p>1.D.5 Create and/or follow movement sequences to music.</p>	<p>2.D.6 Create, refine and present a variety of dance sequences alone and with others.</p>	<p>3.D.6 Choreograph, develop, and perform more complex dances and sequences.</p>
<p>1.D.6 Demonstrate movement principles in individual, dual, and team activities.</p>	<p>2.D.7 Demonstrate and/or extend movement principles in individual, dual, and team activities.</p>	<p>3.D.7 Demonstrate and/or extend movement principles in individual, dual, and team activities.</p>
<p>1.D.7 Demonstrate cooperative skills in interactions with others.</p>	<p>2.D.8 Demonstrate cooperation and supportive behaviour in interactions with others.</p>	<p>3.D.8 Demonstrate leadership skills in interactions with others.</p>

GENERAL CURRICULUM OUTCOMES		
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> — understand the principles and concepts that support active living — understand how to maintain a personal level of functional physical fitness — understand the importance of safety rules and procedures — understand the basic concepts and principles related to all movement categories 		
GENERAL CURRICULUM OUTCOMES - KNOWING		
Block 1	Block 2	Block 3
<p><i>Students will be expected to</i></p> <p>1.K.1 Explain the concept of healthy active living and the wellness-awareness continuum.</p>	<p><i>Students will be expected to</i></p> <p>2.K.1 Differentiate between the benefits of active living and physical fitness development, based on the wellness continuum.</p>	<p><i>Students will be expected to</i></p> <p>3.K.1 Develop a personal plan for healthy active living.</p>
<p>1.K.2 Explain the differences between health related fitness and skill related fitness and how they relate to healthy active living.</p> <p>1.K.3(a) Design a fitness program based on the principles of training. (Relates to outcome 1.D.2)</p> <p>1.K.3(b) Explain the importance of an appropriate warm-up and cool-down.</p>	<p>2.K.2 Demonstrate an understanding of the major systems of the body and apply the knowledge to goal setting, personal health, wellness, and fitness.</p> <p>2.K.3 Explain the principles of training for physical activities. (Relates to outcome 2.D.2)</p>	<p>3.K.2 Specify the factors related to health and fitness development that affect choices of physical activities within a personal plan.</p>
<p>1.K.4 Demonstrate an understanding of the concepts of balanced diet using Health Canada Standards and an ability to apply them to a personal plan.</p>	<p>2.K.4 Apply knowledge of food labelling information in order to make healthy food choices.</p>	<p>3.K.3 Adapt concepts of energy consumption and expenditures, for use within their own healthy eating plan.</p>
<p>1.K.5 Explain the effects of substances on the body and the consequences of their misuse.</p> <p>1.K.6 Explain how to prevent sexually transmitted infections (STIs) and pregnancy.</p>	<p>2.K.5 Apply decision making models with regard to substance use and abuse and to sexual decision making.</p>	<p>3.K.4 Select, research, and report on a wellness topic.</p>
<p>1.K.7 Apply safety rules, routines and procedures while participating in physical activity.</p>	<p>2.K.6 Demonstrate an understanding of appropriate precautions when exercising in a variety of environments.</p>	<p>3.K.5 Demonstrate an understanding of rules and etiquette associated with selected sports/activities while participating and/or officiating.</p>

GENERAL CURRICULUM OUTCOMES		
<p><i>Students will be expected to</i></p> <ul style="list-style-type: none"> — develop positive personal and social behaviours and interpersonal relationships — develop a positive attitude toward active living in the pursuit of lifelong health and well being 		
GENERAL CURRICULUM OUTCOMES - VALUING		
Block 1	Block 2	Block 3
<p><i>Students will be expected to</i></p> <p>1.V.1 Demonstrate self-control and willingness to participate in a variety of activities.</p>	<p><i>Students will be expected to</i></p> <p>2.V.1 Apply safety rules, routines, and procedures consistently while participating in physical activity.</p>	<p><i>Students will be expected to</i></p> <p>3.V.1 Demonstrate leadership and be proactive in the application of safety rules, routines, and procedures in their participation in physical activities.</p>
<p>1.V.2 Demonstrate sporting behaviour and fair play concepts in interactions with others.</p>	<p>2.V.2 Demonstrate sporting behaviour and fair play concepts in interactions with others.</p>	<p>3.V.2 Demonstrate sporting behaviour and fair play concepts in interactions with others.</p>
<p>1.V.3 Attempt new activities and define success for themselves.</p>		

Specific Curriculum Outcomes - Block 1 (45 Hours)

GENERAL CURRICULUM OUTCOMES

<p>Students will be expected to</p> <ul style="list-style-type: none"> • Demonstrate efficient and effective movement skills and concepts • Demonstrate a functional level of activity specific motor skills • Demonstrate efficient and effective body mechanics • Demonstrate an ability to cooperate with others 	
Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>1.D.1 Apply principles of training to a fitness program.</p>	<p>Use the FITT formula to create a fitness program; Frequency, Intensity, Time, Type.</p> <p>This relates to outcome 1.K.3.</p>
<p>1.D.2 Participate in physical activities at a level that contributes to the goals of a fitness plan.</p>	<p>Fitness training activities: circuit training, cardiovascular/endurance activities, weight training/strength training, aerobics, stability ball work. Instruction to be given by teacher and personal programs to be organized by students.</p> <p>Note that playing games contributes to fitness as well as more traditional activities like running, biking, etc. This relates to outcome 1.K.3. See Appendix A & B.</p>
<p>1.D.3 Apply basic offensive strategies in a variety of games and activities.</p>	<p>It is intended that classes be structured around commonalities in the types of games categorized as Invasion/Territory games, Net/Wall games, Striking/Fielding games and Target games. (See <i>Healthy Active Living</i> Unit 8 Ch 21)</p> <p>Exploiting space entails getting open to receive passes, deceiving opponents, creating space in a variety of activities; for example, soccer, field hockey, fencing, tennis, volleyball, and the individual skills that allow these strategies to exist.</p> <p>If, as research indicates, students transfer cognitive learning in a manner such that playing one game helps the learning of another, then it may be wise to consecutively teach games with similar tactical goals (examples are provided in <i>Teaching Sport Concepts and Skills</i> p 23 & 24). Blocks would be structured around the outcome and would not be sport specific.</p>
<p>1.D.4 Apply basic defensive strategies in a variety of games and activities.</p>	<p>This outcome is intended to cover individual and dual activities as well as team games played both with and without implements, such as, individual defensive skills, body position, and footwork. <i>Teaching Sport Concepts and Skills</i> provides many examples.</p> <p>Defending space and defending against an attack by marking, pressuring, covering, delaying, goal keeping, etc., in a variety of games and activities.</p>
<p>1.D.5 Demonstrate the ability to create and/or follow movement sequences to music.</p>	<p>Dance, aerobics, jazz, folk dances, modern dance, social dance, novelty dances, inventive dance, mixer dances, group dances, line dances.</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Demonstrate efficient and effective movement skills and concepts
- Demonstrate a functional level of activity specific motor skills
- Demonstrate efficient and effective body mechanics
- Demonstrate an ability to cooperate with others

Suggestions for Assessment:	Resources:
Application of the principles learned in 1.K.3 is observed. Rubrics, checklists, and other observation techniques can be used.	<i>Healthy Active Living</i> Unit 3 p 107 for FITT Principle See Appendix D for charts on personal fitness development.
Rubrics, checklist. See Appendix A and B for examples.	<i>Healthy Active Living</i> Unit 3 Ch 7 & 8 p 98-102 <i>Fitness For Life</i> Ch 5, 8, 11, & 12 <i>NB Safety Guidelines</i> (840570) Note: Pay particular attention to weight room guidelines.
A range of reproducible assessment instruments is available at the back of <i>Teaching Sport Concepts and Skills</i> p 509-525.	<i>Teaching Sport Concepts and Skills</i> <i>Healthy Active Living</i> Unit 8 p 336-447
A range of reproducible assessment instruments is available at the back of the <i>Teaching Sport Concepts and Skills</i> p 509-525.	See levels of technical complexity in <i>Teaching Sport Concepts and Skills</i> for relevant games. <i>Healthy Active Living</i> Unit 8 p 336-447
See Appendix R for sample assessment sheet.	High School Physical Education Dance Video, NB Dept. of Education Portal. <i>Step Lively</i> and <i>Step Lively 2</i> <i>Healthy Active Living</i> p 434-438

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Demonstrate efficient and effective movement skills and concepts
- Demonstrate a functional level of activity specific motor skills
- Demonstrate efficient and effective body mechanics
- Demonstrate an ability to cooperate with others

Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>1.D.6 Demonstrate movement principles in individual, dual, and team activities.</p>	<p>This outcome is intended to cover all four movement categories listed on page 6. Look at applying movement principles to a variety of activities. Stability, Maximum Effort and Linear Motion, Angular Motion, and include the 7 Principles of Biomechanical Analysis.</p> <p>Examine positioning and technique in a variety of exercise environments. For example: walking, running, weight lifting, long-jumping, fencing, shot-putting, individual and dual games, and in team games.</p>
<p>1.D.7 Demonstrate cooperative skills in interactions with others.</p>	<p>Use a variety of cooperative games and activities to ensure students are required to cooperate in order to achieve certain goals. Debrief the games and invite responses about what did or did not work.</p> <p><u>Teacher Note:</u> It is important to note that cooperative skills need to be actively taught in the same manner as other more concrete skills.</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Demonstrate efficient and effective movement skills and concepts
- Demonstrate a functional level of activity specific motor skills
- Demonstrate efficient and effective body mechanics
- Demonstrate an ability to cooperate with others

Suggestions for Assessment:	Resources:
	<p><i>Healthy Active Living</i> Unit 8 p 336-447</p> <p><i>Fitness For Life</i> Ch 18</p> <p>See Appendix G for The 7 Principles of Biomechanical Analysis and examples of the principles.</p>
<p>Self assessment and that of peers/teacher using rubrics or checklists.</p> <p>See Appendix U for a sample affective domain assessment sheet.</p>	<p><i>Silver Bullets: A Guide to Innovative Problems, Adventure Games and Trust Activities</i> (020290 BK)</p> <p><i>Essentials of Team Building (Principles and Practices)</i> – Daniel W. Midura / Donald R. Glover. Human Kinetics (2005)</p> <p><i>Team Building through Physical Challenges</i> – Donald R. Glover / Daniel W. Midura. Human Kinetics (1992)</p> <p><i>More Team Building Challenges</i> – Daniel W. Midura / Donald R. Glover. Human Kinetics (1995)</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to <ul style="list-style-type: none"> • Understand the principles and concepts that support active living • Understand how to maintain a personal level of functional physical fitness • Understand the importance of safety rules and procedures • Understand the basic concepts and principles related to all movement categories 	
Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>1.K.1 Explain the concept of healthy active living and the wellness-awareness continuum.</p>	<p>Brainstorm and chart the advantages and benefits of a healthy active lifestyle. Provide descriptions and explanations of the benefits of healthy active living. Describe the Wellness Awareness Continuum.</p> <p>Discuss controllable and non-controllable risk factors, e.g. diabetes, cardio-vascular disease, osteoporosis, obesity, cancer.</p> <p>The wellness – awareness continuum is a concept that moves individuals from being conscious of their state of health through to being active and knowledgeable, and finally to being committed to life long healthy active living; page 3 of the <i>Healthy Active Living</i> text provides more detail. Examine BMI and waist-hip ratio measurements; this needs to be dealt with sensitively. ♥</p>
<p>1.K.2 Explain the differences between health related fitness and skill related fitness.</p>	<p>Invite students to brain storm what it means to be fit. Ask students to explain their answers. Probe with questions about different aspects of fitness to ensure all the components are covered. Use textual material to provide appropriate information.</p> <p>Health related fitness components: cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition. Skill related fitness: agility, balance, coordination, power, reaction time, speed; page 8 of <i>Healthy Active Living</i> provides more detail.</p>
<p>1.K.3(a) Design a fitness program based on the principles of training.</p> <p>1.K.3(b) Explain the importance of an appropriate warm-up and cool-down.</p>	<p>This outcome relates to 1.D.2</p> <p>Use the FITT formula in <i>Healthy Active Living</i> Unit 3 Ch 7, to design a fitness program.</p> <p>Students should be able to follow warm-up and cool-down routines that are teacher led and begin to explain the benefits associated with them; pages 138 & 139 of the <i>Healthy Active Living</i> text provides the basic information students should know.</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to <ul style="list-style-type: none"> • Understand the principles and concepts that support active living • Understand how to maintain a personal level of functional physical fitness • Understand the importance of safety rules and procedures • Understand the basic concepts and principles related to all movement categories 	
Suggestions for Assessment:	Resources:
Written tests, assignments, oral presentations.	<i>Healthy Active Living</i> Unit 1 Ch 1 Ch 1, 3, & 6 of <i>Fitness For Life</i>
Written test, assignments, or observation of students explaining the concepts.	<i>Healthy Active Living</i> Unit 1 Ch 1 p 8-11 When available, heart rate monitors and pedometers may assist with this outcome.
Students produce a personal program based on the FITT principles. This will require significant teacher help and input.	<i>Healthy Active Living</i> Unit 3 p 107 <i>Healthy Active Living</i> Unit 3 p 138 & 139

GENERAL CURRICULUM OUTCOMES

Students will be expected to <ul style="list-style-type: none"> • Understand the principles and concepts that support active living • Understand how to maintain a personal level of functional physical fitness • Understand the importance of safety rules and procedures • Understand the basic concepts and principles related to all movement categories 	
Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>1.K.4 Demonstrate an understanding of the concepts of balanced diet, using Health Canada Standards, and an ability to apply them to a personal plan.</p>	<p>Discuss <i>Canada's Food Guide</i> and <i>Canada's Guide to Healthy Eating and Physical Activity</i> www.eatwellbeactive.gc.ca. Focus on the food groups, servings, portion sizes.</p> <p>Students list their food intake from the previous day, then review Canada's Food Guide to allow students to analyze their personal intake. Students create a plan to adjust their food intake following Canada's Food Guide.</p>
<p>1.K.5 Explain the effects of substances on the body and the consequences of their misuse.</p>	<p>The types of drugs include: stimulants, depressants, hallucinogens, cannabis, and anabolic steroids. Also, drugs should include tobacco, alcohol, marijuana and any other illegal drug. <i>Healthy Active Living</i> Unit 5 Ch 13-15</p>
<p>1.K.6 Explain how to prevent sexually transmitted infections (STIs) and pregnancy.</p>	<p>Using information cards, students will move around the class and quiz each other on facts regarding STIs and pregnancy. Following the quiz, students will discuss facts that surprised or impacted them. Overheads/textual material with information can be given along with a handout. <i>Healthy Active Living</i> Unit 4 Ch 12</p>
<p>1.K.7 Apply safety rules, routines, and procedures while participating in physical activity.</p>	<p>Proper instruction to be given for set up, take down, and care of equipment for activities chosen. Identify safety and risk factors for selected activities related to individuals, facilities, and equipment.</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Understand the principles and concepts that support active living
- Understand how to maintain a personal level of functional physical fitness
- Understand the importance of safety rules and procedures
- Understand the basic concepts and principles related to all movement categories

Suggestions for Assessment:	Resources:
Students make a group/individual presentation which is graded, written tests, journals, etc.	<p><i>Healthy Active Living</i> Unit 7 Ch 18-19 p 290</p> <p><i>Canada's Food Guide for Healthy Eating and Physical Activity</i></p> <p>www.eatwellbeactive.gc.ca</p> <p>NB Department of Education Policy 711</p> <p>See Appendix F for Nutrivia Chart, Questions and Answers</p>
Oral or written tests, presentation, etc.	<p><i>Healthy Active Living</i> Unit 5 Ch 13-15 p 212-219, p 234-240 and p 242-255</p>
Oral or written tests, presentation on topics.	<p><i>Healthy Active Living</i> Unit 4 Ch 12 p 195-208 and chart on p 472-473</p>
Observation, checklists, rubrics.	<p><i>New Brunswick Department of Education Safety Guidelines</i> (2002) (840570)</p> <p><i>Healthy Active Living</i> Unit 3 Ch 9 p 140, p 148-149</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Develop positive personal and social behaviours and interpersonal relationships
- Develop a positive attitude toward active living in the pursuit of lifelong health and well being

Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>1.V.1 Demonstrate a willingness to participate in a variety of activities.</p>	<p>Provide opportunities for varied activities for students in unit blocks. Students will be able to participate on a regular basis. E.g., Alternate environment activities – swimming, skiing, rowing, canoeing, kayaking. Dance – aerobics, cultural, ballroom, and square. Games (including modifications) badminton, soccer, volleyball, tennis, softball, basketball. Individual and dual activities - aerobics, weight training, track & field, skipping, fitness and low organized games.</p>
<p>1.V.2 Demonstrate sporting behaviour and fair play concepts in interactions with others.</p>	<p>Fair play concepts can be defined as integrity, fairness, and respect. The principles of fair play involve respecting the rules, respecting officials and their decisions, respecting opponents, having an equal opportunity to participate, and maintaining self-control at all times.</p> <p>Sporting behaviour, sometimes referred to as good sportsmanship, can be defined as embodying all the concepts and principles involved in fair play. In addition, sporting behaviour involves acts; such as, shaking hands before and after competition, acknowledging good plays made by other team mates and opponents, and maintaining personal dignity while respecting that of others.</p>
<p>1.V.3 Attempt new activities and define success for themselves.</p>	<p>Invite students to try new activities to determine for themselves what would constitute success. <i>Healthy Active Living</i> Unit 3 Ch 7 has information on goal-setting.</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to <ul style="list-style-type: none"> • Develop positive personal and social behaviours and interpersonal relationships • Develop a positive attitude toward active living in the pursuit of lifelong health and well being 	
Suggestions for Assessment:	Resources:
Rubrics, checklists, observations.	<i>Healthy Active Living</i> Unit 8 <i>Fitness For Life</i> p 142-146 Appendix U has a sample of an Affective Domain Assessment sheet
Rubrics, checklists, observations, etc. These may be peer assessed or teacher assessed. See Appendix U for sample affective domain assessment sheet.	<i>NBIAA Fair Play Codes</i> – see NB Physical Education Safety Guidelines, High School <i>Student Responsibilities</i> – see NB Physical Education Safety Guidelines, High School, Curricular Guidelines, Appendix D of safety document. www.truesportpur.ca/index.php/home <i>Healthy Active Living</i> p 14
Students set goals and assess personal success. A checklist/rubric may be used.	<i>Healthy Active Living</i> Unit 3 Ch 7

Specific Curriculum Outcomes - Block 2 (45 Hours)

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Demonstrate efficient and effective movement skills and concepts
- Demonstrate a functional level of activity specific motor skills
- Demonstrate efficient and effective body mechanics
- Demonstrate an ability to cooperate with others

Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>2.D.1 Assess personal results of health related fitness tests and design a personal program.</p>	<p>Students will take health related fitness tests for a starting point in their fitness program. This will provide a baseline for monitoring their improvement. Further testing can be used for formative assessment and to allow students to measure their success in attaining personal goals.</p>
<p>2.D.2 Refine and apply the principles of training in the development of personal fitness.</p>	<p>This relates to outcome 2.K.3.</p> <p>Work with students to design a circuit training course that includes types of conditioning in Health Related and Skill Related fitness. Teach all the elements of the circuit to ensure proper technique.</p> <p>And/or</p> <p>Use pedometers and ask students to record their steps in a journal and compare different types of activity.</p> <p>Teacher Note: the focus will be on the health related components to ensure all are covered.</p>
<p>2.D.3 Design and implement effective warm-up and cool-down routines for specific activities.</p>	<p>Stress the importance of warm up (increasing body temperature) and cool down (prevention of blood pooling in muscles).</p> <p>Sports injuries- prevention and care, tears, SHARP and PIER, etc. (definitions of these are found in <i>Healthy Active Living</i> Unit 3, Ch 9 p 141).</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Demonstrate efficient and effective movement skills and concepts
- Demonstrate a functional level of activity specific motor skills
- Demonstrate efficient and effective body mechanics
- Demonstrate an ability to cooperate with others

Suggestions for Assessment:	Resources:
<p>Assessment should be based on personal improvement and learning, not on attainment of a particular standard.</p>	<p><i>Healthy Active Living</i> Unit 2 Ch 4, 5 & 6 Unit 3 Ch 7</p> <p><i>Fitness For Life</i> Ch 7-13</p> <p>See Appendices C and E for Personal Fitness Development and Assessment form.</p>
<p>Students can be assessed on their design of circuit training or other program. Evidence of application of the principles of training is the key element.</p>	<p><i>Healthy Active Living</i> Unit 3 Ch 7 & 8 <i>Fitness For Life</i> Ch 7, 11 & 12</p>
<p>Students may be assessed on their practical appreciation of the need for warm-up and cool-down through observation of their daily behaviour. A checklist or rubric can be used.</p> <p>See Appendix C for a sample rubric.</p>	<p><i>Healthy Active Living</i> Unit 3 Ch 9 p 135-139 Sports injuries - prevention and care, tears, SHARP, PIER, etc.</p> <p><i>Fitness For Life</i> – p 27-28</p> <p>Video – Dynamic Stretching – NB Dept. of Education Portal</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to <ul style="list-style-type: none"> • Demonstrate efficient and effective movement skills and concepts • Demonstrate a functional level of activity specific motor skills • Demonstrate efficient and effective body mechanics • Demonstrate an ability to cooperate with others 	
Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>2.D.4 Apply increasingly complex offensive strategies in a variety of games and activities.</p>	<p>With or without an implement, moving to space in a variety of invasion/net/wall games, faking, deceiving defenders, body language, communication with team mates.</p> <p>The level of tactical complexity must match with the student's development. The text <i>Teaching Sport Concepts and Skills</i> provides an explanation of levels by sport/activity.</p>
<p>2.D.5 Apply increasingly complex defensive strategies in a variety of games and activities.</p>	<p>Defending space as a team/group (see <i>Teaching Sport Concepts and Skills</i> for level of complexity).</p> <p>Defensive skills and positioning within a team concept. Adjusting defensive position based on movement of ball, opponents, and team mates.</p> <p>The level of tactical complexity must match with the student's development. The text <i>Teaching Sport Concepts and Skills</i> provides an explanation of levels by sport/activity.</p>
<p>2.D.6 Create, refine, and present a variety of dance sequences alone and with others.</p>	<p>Dance, aerobics, jazz, folk dances, modern dance, social dance, novelty dances, inventive dance, mixer dances, group dances, line dances.</p> <p>Extend dances or styles from Block 1 or offer different styles of dance.</p>
<p>2.D.7 Demonstrate and/or extend movement principles in individual, dual, and team activities (refer to Movement Category chart).</p>	<p>Extend 1.D.6 outcomes activities or select different activities.</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Demonstrate efficient and effective movement skills and concepts
- Demonstrate a functional level of activity specific motor skills
- Demonstrate efficient and effective body mechanics
- Demonstrate an ability to cooperate with others

Suggestions for Assessment:	Resources:
<p>Assess within a game playing context (a modified game is often appropriate) so that all aspects of performance are acknowledged.</p> <p>A range of assessment instruments is available in <i>Teaching Sport Concepts and Skills</i> pp 509-525.</p>	<p><i>Teaching Sport Concepts and Skills</i> Levels of Tactical Complexity p 11-12; continue throughout the book for specific activities.</p> <p><i>Healthy Active Living</i> p 336-439</p>
<p>Assess within a game-playing context (a modified game is often appropriate) so that all aspects of performance are acknowledged. A range of assessment instruments is available in <i>Teaching Sport Concepts and Skills</i> pp 509-525.</p>	<p><i>Teaching Sport Concepts and Skills</i> Levels of Tactical Complexity Charts Defending space as a team</p> <p><i>Healthy Active Living</i> p 336-439</p>
<p>See Appendix R for sample of an assessment.</p>	<p>High School Physical Education Dance Video – NB Dept. of Education Portal</p> <p><i>Step Lively</i> and <i>Step Lively 2</i></p> <p><i>Healthy Active Living</i> p 434-438</p>
<p>Analysis of video of student performance regarding the performance of specific principles. Rubrics or checklists for self, peer, or teacher assessment.</p>	<p>Refer to Movement Category chart Appendix G The 7 Principles of Biomechanical Analysis.</p> <p><i>Healthy Active Living</i> Unit 8 (second last page of each sport/activity)</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Demonstrate efficient and effective movement skills and concepts
- Demonstrate a functional level of activity specific motor skills
- Demonstrate efficient and effective body mechanics
- Demonstrate an ability to cooperate with others

Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
2.D.8 Demonstrate cooperation and supportive behaviour in interactions with others.	Through cooperative games, encourage students to discuss what works well in regard to supporting the learning of others. Explore how to provide help and support and to create a non-threatening atmosphere.

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Demonstrate efficient and effective movement skills and concepts
- Demonstrate a functional level of activity specific motor skills
- Demonstrate efficient and effective body mechanics
- Demonstrate an ability to cooperate with others

Suggestions for Assessment:	Resources:
<p>Rubrics/checklists for self, peer, and or teacher assessment.</p>	<p><i>Silver Bullets; A Guide to Innovative Problems, Adventure Games and Trust Activities</i> (020290 BK)</p> <p><i>Right Fielders Are People Too</i>, Hichwa, John Human Kinetics (1998) (071110 BK)</p> <p><i>Essentials of Team Building (Principles and Practices)</i> – Daniel W. Midura / Donald R. Glover. Human Kinetics (2005)</p> <p><i>Team Building through Physical Challenges</i> – Donald R. Glover / Daniel W. Midura. Human Kinetics (1992)</p> <p><i>More Team Building Challenges</i> – Daniel W. Midura / Donald R. Glover. Human Kinetics (1995)</p> <p><i>Healthy Active Living</i> p 14</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Understand the principles and concepts that support active living
- Understand how to maintain a personal level of functional physical fitness
- Understand the importance of safety rules and procedures
- Understand the basic concepts and principles related to all movement categories

Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>2.K.1 Differentiate between the benefits of active living and physical fitness development, based on the wellness continuum.</p>	<p>The components of the wellness continuum are: Activity, Process, Awareness, Choice and Decisions. (See <i>Healthy Active Living</i>). <i>Healthy Active Living</i> encompasses Physical Health, Mental Health, Social Health, Spiritual Health and Emotional Health (see Wellness Wheel).</p>
<p>2.K.2 Demonstrate an understanding of the major systems of the body and apply the knowledge to personal goal setting in health, wellness, and fitness.</p>	<p>Describe the main body systems with students and identify the key components of each system and their function. Focus on the cardio vascular, respiratory, skeletal, muscular systems. <i>Healthy Active Living</i> Unit 1, Ch 2 & 3.</p> <p>Discuss with students the application of knowledge about the systems as they relate to their health, wellness, and fitness. Set personal goals for health and wellness.</p> <p>Key terms: heart rate, resting heart rate, target heart rate, maximum heart rate, blood pressure, stroke volume, flexion, extension, isotonic and isometric, bone strength, and density.</p>
<p>2.K.3 Explain the principles of training for physical activities.</p>	<p>This relates to outcome 2.D.2. Progression, overload, specificity, reversibility, individual variability.</p>
<p>2.K.4 Demonstrate the ability to use information on food labels to make daily healthy food choices.</p>	<p>Ask students to bring in samples of food labels. Discuss content and percentage of daily nutritional requirements of each sample. <i>Healthy Active Living</i> Chapter 19 has good Canadian information.</p> <p>Compare needs of different individuals for example: high performance athletes, adolescents, and pregnant women.</p>
<p>2.K.5 Apply decision making models with regard to substance use and abuse and to sexual decision making.</p>	<p>Examine decision making models (see Appendix J and <i>Healthy Active Living</i> p xviii and xix). Using the consumption of substances and/or sexual issues, invite students to use the decision making models to work out responses to issues. Look at practicing refusal skills in role playing situations.</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to <ul style="list-style-type: none"> • Understand the principles and concepts that support active living • Understand how to maintain a personal level of functional physical fitness • Understand the importance of safety rules and procedures • Understand the basic concepts and principles related to all movement categories 	
Suggestions for Assessment:	Resources:
Using personal information gleaned from the Wellness Wheel activity, students analyze their personal strengths and gaps with a view to remediating any weaknesses and building on strengths. This may be done in a written or oral fashion.	<i>Healthy Active Living</i> Unit 1 Ch 1 p 2-7 Wellness Wheel Appendix I
Written/oral tests, assignments, etc.	<i>Healthy Active Living</i> Unit 1 Ch 2 & 3 p 22-53, p 108-109
Written/oral tests, assignments, etc.	FITT principles and training principles; see <i>Healthy Active Living</i> Unit 3 p 104-107.
Written/oral tests, assignments, etc.	<i>Healthy Active Living</i> Unit 7 Ch 19 & 20 p 312-321 See Appendix E for Nutrition Facts and Labels. www.eatwellbeactive.gc.ca
Students can explain in written format or orally (individually or in small groups) how decision making models can be used with regard to issues. Role play situations can be used to test students application of this knowledge.	<i>Healthy Active Living</i> p xviii & xix and Unit 4 & 5 <i>Healthy Active Living</i> p xix and xx for Decision Making and IDEAL See Appendix J for decision making model

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Understand the principles and concepts that support active living
- Understand how to maintain a personal level of functional physical fitness
- Understand the importance of safety rules and procedures
- Understand the basic concepts and principles related to all movement categories

Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>2.K.6 Demonstrate an understanding of appropriate precautions when exercising in a variety of environments.</p>	<p>Indoor, outdoor, summer and winter sports, appropriate behaviours (use a mat), clothing, hydration, nutrition.</p> <p>Examine issues of extreme heat and extreme cold and the steps that can be taken to avoid negative impacts, e.g. dressing warmly for winter sports, avoiding over exposure to the sun.</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Understand the principles and concepts that support active living
- Understand how to maintain a personal level of functional physical fitness
- Understand the importance of safety rules and procedures
- Understand the basic concepts and principles related to all movement categories

Suggestions for Assessment:	Resources:
Written/oral tests, assignments, etc.	<p><i>Healthy Active Living</i> Unit 3 Ch 9 p 146-147</p> <p>www.coach.ca is the Canadian coaching website. It contains reliable information on exercising safely in a variety of environments (heat, cold, etc.).</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to <ul style="list-style-type: none"> • Develop positive personal and social behaviours and interpersonal relationships • Develop a positive attitude toward active living in the pursuit of lifelong health and well being 	
Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>2.V.1 Apply safety rules, routines, and procedures consistently while participating in physical activity.</p>	<p>Proper instruction to be given for set up, take down, and care of equipment for activities chosen. Identify safety and risk factors for selected activities related to individuals, facilities, and equipment.</p>
<p>2.V.2 Demonstrate sporting behaviour and fair play concepts in interactions with others</p>	<p>Fair play concepts can be defined as integrity, fairness, and respect. The principles of fair play involve respecting the rules, respecting officials and their decisions, respecting opponents, having an equal opportunity to participate, and maintaining self-control.</p> <p>Sporting behaviour, sometimes referred to as good sportsmanship, can be defined as embodying all the concepts and principles involved in fair play. Good sportsmanship also involves acts; such as shaking hands before and after competition, acknowledging good plays made by others and by opponents, and maintaining personal dignity while respecting that of others.</p> <p>Provide opportunities for students to act as officials.</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Develop positive personal and social behaviours and interpersonal relationships
- Develop a positive attitude toward active living in the pursuit of lifelong health and well being

Suggestions for Assessment:	Resources:
Rubrics, checklists, observations. Can be self assessed, peer assessed, or teacher assessed.	New Brunswick Department of Education Safety Guidelines (2002) (840570) Healthy Active Living Unit 3 Ch 9 p 137, p 148-149
Rubrics, checklists, observations. Can be self assessed, peer assessed, or teacher assessed. Ask students to discuss (or write) how they felt concerning how they were treated. Appendix L has a sample Social Behaviour checklist	<i>NBIAA Fair Play Codes</i> – see NB Physical Education Safety Guidelines, High School <i>Student Responsibilities</i> – see NB Physical Education Safety Guidelines, High School, Curricular Guidelines, Appendix D www.truesportpur.ca/index.php/home <i>Healthy Active Living</i> , p 14

Specific Curriculum Outcomes - Block 3 (45 Hours)

GENERAL CURRICULUM OUTCOMES

<p>Students will be expected to</p> <ul style="list-style-type: none"> • Demonstrate efficient and effective movement skills and concepts • Demonstrate a functional level of activity specific motor skills • Demonstrate efficient and effective body mechanics • Demonstrate an ability to cooperate with others 	
Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>3.D.1 Design and participate in planned and self-directed activities that demonstrate knowledge of fitness principles</p>	<p>Use the principles learned in Blocks 1 and 2 to design a personal fitness plan. The intent is to challenge students to use their knowledge to develop their own plan. Reinforcing the use of the principles learned in Blocks 1 and 2 is intended to equip students with the ability to develop their own fitness once they leave formal physical education.</p>
<p>3.D.2 Demonstrate a basic understanding of how to assist (coach) a peer in an activity with which they are familiar.</p>	<p>Using checklists, rubrics, etc., ask students to coach a peer in an activity with which they are familiar. Students will need to have a basic understanding of how to give praise and information that will be helpful to improvement (e.g. The Praise Sandwich); see Appendix K.</p>
<p>3.D.3 Apply and refine individual/team strategies on offence in an opposed situation.</p>	<p>Examine increasingly complex offensive strategies. Build on work in Blocks 1 and 2 and examine different types of games and more complex strategies.</p>
<p>3.D.4 Apply and refine individual/team strategies on defence in an opposed situation.</p>	<p>Examine increasingly complex defensive strategies. Build on work in Blocks 1 and 2 and use different games or further refine ones already covered.</p>
<p>3.D.5 Apply basic game strategies in the variation/invention of games.</p>	<p>Use the strategies of Invasion/Territorial Games, Net/Wall Games, Striking/Fielding Games, and Target Games to explain modified games. Students should explain the games to the class or a small group of peers and help classmates play the game successfully.</p>
<p>3.D.6 Choreograph, develop, and perform more complex dances and sequences.</p>	<p>Apply principles of dance learned in Blocks 1 and 2 to develop and perform more complex dances. Students choreograph their own dances in various styles of dance from aerobics to folk and inventive to line dances.</p>
<p>3.D.7 Demonstrate and/or extend movement principles in individual, dual, and team activities.</p>	<p>Extend outcomes 1.D.6 and 2.D.7 activities or select different activities. Refer to movement category chart.</p>

GENERAL CURRICULUM OUTCOMES

<p>Students will be expected to</p> <ul style="list-style-type: none"> • Demonstrate efficient and effective movement skills and concepts • Demonstrate a functional level of activity specific motor skills • Demonstrate efficient and effective body mechanics • Demonstrate an ability to cooperate with others 	
Suggestions for Assessment:	Resources:
Checklists or rubrics may be developed to assess aspects of the design and participation.	<i>Healthy Active Living</i> Unit 3 p 102-103, p 106-109, p 112-135 <i>Fitness For Life</i> p 110-116
Checklists, rubrics, etc. for self, peer, and/or teacher assessment.	See Appendix K for example of a Praise Sandwich.
Analyze video or create checklists and rubrics to ensure use of appropriate strategies. Consider student choice of activities that are to be assessed.	<i>Teaching Sport Concepts and Skills.</i>
Analyze video or create checklists and rubrics to ensure use of appropriate strategies. Consider student choice of activities that are to be assessed.	<i>Teaching Sport Concepts and Skills.</i>
Debrief learning experiences with game devisors and participants. Focus (by using a checklist) on devisors understanding of the game type and the construction of realistic rules.	<i>Healthy Active Living</i> Unit 8 Ch 22-25
See Appendix S for sample assessment sheet.	High School Physical Education Dance Video, NB Dept. of Education Portal.
Video analysis of student performance of specific principles. Rubrics for self, peer, or teacher assessment.	Refer to Movement Category chart Appendix G The Principles of Biomechanical Analysis Healthy Active Living Unit 8 – second last page of each sport/activity.

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Demonstrate efficient and effective movement skills and concepts
- Demonstrate a functional level of activity specific motor skills
- Demonstrate efficient and effective body mechanics
- Demonstrate an ability to cooperate with others

Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
3.D.8 Demonstrate leadership skills in interactions with others.	Ensure students have an opportunity to be leaders within a group. Leading a warm-up, a dance session, or coaching a peer or small group are all good examples of this type of experience. Skills required will tie to coaching needs indicated in 3.D.2.

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Demonstrate efficient and effective movement skills and concepts
- Demonstrate a functional level of activity specific motor skills
- Demonstrate efficient and effective body mechanics
- Demonstrate an ability to cooperate with others

Suggestions for Assessment:	Resources:
<p>Rubrics/checklists for self, peer, and/or teacher assessment.</p>	<p>See Appendix K The Praise Sandwich</p> <p><i>Right Fielders Are People Too</i>, Hichwa, John Human Kinetics (1998) (071110 BK)</p> <p><i>Essentials of Team Building (Principles and Practices)</i> – Daniel W. Midura / Donald R. Glover. Human Kinetics (2005)</p> <p><i>Team Building through Physical Challenges</i> – Donald R. Glover / Daniel W. Midura. Human Kinetics (1992)</p> <p><i>More Team Building Challenges</i> – Daniel W. Midura / Donald R. Glover. Human Kinetics (1995)</p>

GENERAL CURRICULUM OUTCOMES

<p>Students will be expected to</p> <ul style="list-style-type: none"> • Understand the principles and concepts that support active living • Understand how to maintain a personal level of functional physical fitness • Understand the importance of safety rules and procedures • Understand the basic concepts and principles related to all movement categories 	
Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>3.K.1 Develop a personal plan for healthy active living.</p>	<p>Use information learned in Blocks 1,2, and 3 to design a personal plan for healthy living. Use wellness wheel to self assess and then develop a plan to address specific areas. This plan should reflect life outside the school environment.</p>
<p>3.K.2 Specify the factors related to health and fitness development that affect choices of physical activities within a personal plan.</p>	<p>Health benefits, physical attributes, interpersonal interaction, influence of family, availability of facilities/equipment, etc.</p> <p>Develop a plan for healthy active living that extends beyond physical education class and exists outside the school curriculum.</p>
<p>3.K.3 Adapt concepts of energy consumption and expenditures for use within their own healthy eating plan.</p>	<p>Charts and graphs of basal metabolic rates, energy cost of activities. Influencing factors (heredity, etc.). Use Canada's Food and Activity Guide.</p> <p>Calorie expenditures and intakes, and the concept of energy balance <i>Healthy Active Living</i> Ch 18.</p>
<p>3.K.4 Select, research, and report on a wellness topic.</p>	<p>Invite students to select an aspect of health, wellness, or physical activity that is of interest. Note: CIHI web site has excellent background information as does Health Canada web site.</p> <p>A focus on areas of particular relevance to teens may be appropriate: such as, sexuality issues, substance use and abuse, automotive accidents, stress, suicide, healthy relationships, anger management, eating disorders, and violent behaviour. Ask students to research a topic and provide a report (oral, written, multimedia, etc.).</p>
<p>3.K.5 Apply rules and etiquette associated with selected sports/activities while participating and/or officiating.</p>	<p>As part of regular teaching, rules and etiquette should be taught and then reinforced. Rules can be found in sport specific texts while etiquette should be taught in appropriate contexts (for example; shaking hands after a badminton game or staying still and quiet when a foul shot is being taken in basketball).</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Understand the principles and concepts that support active living
- Understand how to maintain a personal level of functional physical fitness
- Understand the importance of safety rules and procedures
- Understand the basic concepts and principles related to all movement categories

Suggestions for Assessment:	Resources:
<p>Students write up a plan for assessment.</p> <p>Appendix M has a sample plan.</p>	<p><i>Healthy Active Living</i> Unit 3 Ch 7 p 99-102, p 106-109</p> <p><i>Fitness For Life</i></p> <p>See Appendix I for Wellness Wheel</p>
<p>This may be assessed in conjunction with 3.K.1.</p>	<p><i>Healthy Active Living</i> Unit 3 Ch 7 p 102-103</p>
<p>Mark the assignment by assessing the presentation, whether it is oral, written, multimedia, etc. You may wish to involve students in helping to develop the criteria for the evaluation of the assignment.</p>	<p>Use Canada's Food and Activity Guide (included in <i>Healthy Active Living</i> text) or www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html</p> <p><i>Healthy Active Living</i> Unit 7 Ch 18 p 290-311</p> <p>www.cihi.ca</p> <p><i>Improving the Health of Canadians</i>, CIHI (2004)</p> <p><i>Improving the Health of Young Canadians</i>, CIHI (2005)</p> <p>www.hc-sc.gc.ca</p> <p><i>Healthy Active Living</i> – various sections</p>
<p>Rubrics, checklists for self, peer, and/or teacher assessment.</p>	<p>Sports governing bodies' websites are often a good resource for specific rules and etiquette.</p> <p><i>Healthy Active Living</i> Unit 8 (see pages for each sport)</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to <ul style="list-style-type: none"> • Develop positive personal and social behaviours and interpersonal relationships • Develop a positive attitude toward active living in the pursuit of lifelong health and well being 	
Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to</i></p> <p>3.V.1 Demonstrate leadership and be proactive in the application of safety, rules, routines, and procedures in their participation in physical activities.</p>	<p>Students will be increasingly expected to take responsibility for set up, take down, and care of equipment. Students identify safety and risk factors for selected activities related to individuals, facilities, and equipment.</p>
<p>3.V.2 Demonstrate sportsmanship and fair play concepts in interactions with others.</p>	<p>Fair play concepts can be defined as integrity, fairness, and respect. The principles of fair play involve respecting the rules, respecting officials and their decisions, respecting opponents, having an equal opportunity to participate, and maintaining self-control.</p> <p>Sporting behaviour, sometimes referred to as good sportsmanship, can be defined as embodying all the concepts and principles involved in fair play. Good sportsmanship also involves acts; such as, shaking hands before and after competition, acknowledging good plays made by others and by opponents, and maintaining personal dignity while respecting that of others.</p>

GENERAL CURRICULUM OUTCOMES

Students will be expected to

- Develop positive personal and social behaviours and interpersonal relationships
- Develop a positive attitude toward active living in the pursuit of lifelong health and well being

Suggestions for Assessment:	Resources:
Rubrics, checklists for peer, self and/or teacher assessment.	NB Dept. of Education Safety Manual – High School (840570) <i>Healthy Active Living</i> p 14
Rubrics, checklists for self, peer and/or teacher assessment. Appendices P & Q have samples of peer and group assessment forms that may be used or adapted to meet the specific circumstances of the school environment.	<i>NBIAA Fair Play Codes</i> – see NB Physical Education Safety Guidelines, High School <i>Student Responsibilities</i> – see NB Physical Education Safety Guidelines, High School, Curricular Guidelines, Appendix D. Appendix U www.truesportpur.ca/index.php/home <i>Healthy Active Living</i> p 14, p 137-140

Appendices

Appendix A

Suggestions for Instruction

◆ Walk, Jog, Sprint

Using a 400-metre track (or similar measured distance), students walk one lap, jog one lap, and then sprint one lap. After a period of rest (the length depending on each student's fitness level), students move around the track again but this time they do three laps, alternating between walking and sprinting at half lap intervals.

Following the activity or as part of the cool-down, students form an Opinion Line in the centre of a teaching space (room, gym, blacktop), with one side of the space representing "Agree," another side representing "Disagree," and the third side representing "Unsure." Ask questions, which students can agree, disagree, or indicate uncertainty, related to how exercise of different intensities affects the cardiovascular and respiratory systems structurally and functionally. Students respond to questions by moving in the direction of their opinion. Students return to the centre line after every response.

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Appendix A

Suggestions for Assessment A

◆ Journal/Reflection: Walk, Jog, Sprint

Teacher Assessment: Anecdotal Notes

After students have participated in the Walk, Jog, Sprint activity, they respond to the following questions in their journals:

1. What did it feel like to move from mild to vigorous exercise?
2. What occurred with your breathing?
3. Which schedule of exercise was easier: the continuous or the intermittent? Explain.
4. What changes will have occurred in your cardiovascular system while completing these tasks? Explain.
5. In what activities do you currently participate? Are these examples of mild, moderate, and/or vigorous activities? Do you perform them on continuous or intermittent schedules? Explain.
6. What diseases could you be helping to prevent by participating in the various intensities and schedules of exercise? Explain.

Tips

In this learning activity, students experience exercise of different intensities (mild, moderate, and vigorous); as well as, continuous versus intermittent schedules of exercise.

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Appendix B

Suggestions for Instruction

◆ Putting Principles into Action

Arrange students in groups of four and have each group select one of the four fitness components: cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Ensure that all four components are selected. Students research and develop a six-week program that would be appropriate for their age group and the selected fitness component. Groups present their results to the class, including

- a description and application of the principles of training and conditioning for the selected fitness component, with specific reference to the FITT principle
- visuals and/or graphics that support the program content
- a template for a daily and/or weekly log schedule of the plan for action

◆ Warm-up/Cool-down Routines

Divide the students into small groups. One student in each group

- leads the warm-up or cool-down exercises for a specific fitness component
- explains the principles of training and conditioning as students are performing the exercises
- corrects group members if they are doing the exercises incorrectly

Designate new leaders for each class.

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Appendix B

Suggestions for Assessment

◆ **Performance Task: Putting Principles into Action**

Group/Teacher Assessment: Rating Scale

Assess group presentations according to pre-established criteria, using the following rating scale.

Rating Scale for Putting Principles into Action			
Criteria	3 Accomplished	2 Satisfactory	1 Limited
The student/group			
<ul style="list-style-type: none"> ▪ describes and applies training and conditioning principles, with specific reference to the FITT principle 			
<ul style="list-style-type: none"> ▪ uses visual and/or graphic aids that support the program content 			
<ul style="list-style-type: none"> ▪ uses a template for daily and/or weekly log of the plan for action 			

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Appendix C

Suggestions for Instruction

◆ Design and Lead Warm-up and Cool-down Routines

The class brainstorms and lists individual physical activities and dual-type physical activities. Working in pairs, students

- select a physical activity from each list
- design and demonstrate effective warm-up and cool-down routines for their chosen activities, and
- explain their choice of routines for their selected activities

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Appendix C

Suggestions for Assessment

◆ **Performance Task: Design and Lead Warm-up and Cool-down Routines**

Peer Assessment: Rating Scale

Students assess the demonstration and explanation of each pair of students, using the following rating scale.

Scoring Rubric for Warm-up and Cool-down Routines			
Score	Relevant Content	Demonstration	Justification
	the student/group		
4 Exemplary	<ul style="list-style-type: none"> ▪ identified a variety of specific exercises 	<ul style="list-style-type: none"> ▪ gave clear and thorough demonstrations 	<ul style="list-style-type: none"> ▪ provided clear and thorough justification for choice of exercises relating to selected activities
3 Accomplished	<ul style="list-style-type: none"> ▪ identified some specific exercises 	<ul style="list-style-type: none"> ▪ gave brief demonstrations 	<ul style="list-style-type: none"> ▪ provided justification for choice of exercises relating to selected activities
2 Developing	<ul style="list-style-type: none"> ▪ identified a few specific exercises 	<ul style="list-style-type: none"> ▪ gave somewhat confusing demonstrations 	<ul style="list-style-type: none"> ▪ provided limited justification for choice of exercises relating to selected activities
1 Beginning	<ul style="list-style-type: none"> ▪ identified very few specific exercises 	<ul style="list-style-type: none"> ▪ gave incomplete demonstrations 	<ul style="list-style-type: none"> ▪ provided little, if any, justification for choice of exercises relating to selected activities

Tips

- Encourage students to lead warm-up and cool-down activities at all times during the school year, not only for this learning outcome.
- Have students explain principles of training and conditioning where applicable.

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Appendix D

Suggestions for Instruction

◆ **My Personal Fitness-Development Program**

Students identify and create a master list of various physical training and conditioning activities that contribute to each of the major fitness components (e.g., for cardiovascular endurance – distance running; for flexibility – yoga; for muscular strength – weight training; for muscular endurance – bench-step class; for body composition – resistance training).

Each student selects a number of activities from the major fitness component categories. Students participate in the chosen activities and log them weekly, using the following chart as a guide.

My Personal Fitness-Development Program						
Date	Activity	Fitness Component				Personal Comments
		(Check applicable column)				
		Cardiovascular Endurance	Muscular Endurance	Muscular Strength	Flexibility	Body Composition
<i>Example:</i> Monday	<i>Example:</i> School team volleyball practice (1.5 hours)		✓	✓	✓	<i>Example:</i> <ul style="list-style-type: none">▪ Hard work▪ Enjoyed it

◆ **Fun and Fitness**

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

Appendix D

Suggestions for Assessment

◆ **Performance Task: My Personal Fitness-Development Program**

Self-Assessment: Inventory

At the end of every week, students analyze their log sheets and assess their participation using the following prompts.

My Personal Fitness-Development Program			
This week, I	Yes	No	Reflection
<ul style="list-style-type: none"> ▪ participated in a variety of activities (cross-training) 			Explain:
<ul style="list-style-type: none"> ▪ participated in activities that addressed my personal fitness development 			Explain:
<ul style="list-style-type: none"> ▪ tried a new activity 			Specify:
<ul style="list-style-type: none"> ▪ felt good about my level of participation in fitness activities 			Comment:

Tip

Discuss the significance of participating in a variety of activities (i.e., cross-training), as each activity contributes to personal fitness development.

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Appendix E

Suggestions for Instruction

◆ Nutrition Facts

Students identify two products that have food labels containing the following information:

- Product 1: low in fat, high in carbohydrates
- Product 2: high in protein, high in fat

Students reproduce the labels (poster size), display them for the class, and justify/explain why the product they selected is a low-fat, high-carbohydrate food or a high-protein, high-fat food.

Nutrition Label Example:

Nutrition Facts	
Serving Size	1 cup (228 grams)
Amount Per Serving	
Calories	260
Calories from fat	120
	% DV
Total fat	13 g 20%
Saturated fat	5 g 25%
Cholesterol	30 mg 10%
Total carbohydrate	31 g 10%
Dietary fibre	0 g
Protein	5 g

% Daily Value (DV) – how much of a day’s worth of the nutrient the food contains, according to Health Canada.

Total fat – this figure includes the amount from all sources of fat (saturated, unsaturated).

Saturated fat – the fat from animal sources. High consumption of this type of fat is related to an increase in cholesterol level.

Protein – no set DV since most Canadians get ample protein in their diet, according to Health Canada.

Total carbohydrate – grams of carbohydrate per serving, including starch, fibre, and sugars (which include those that naturally occur in the food, plus any added during processing).

◆ The Right Label Choice

Students pair up and identify labels of two food products that would be ideal examples of appropriate nutrition choices for one of the following:

- an Olympic weightlifter
- a senior citizen
- a high school student
- a marathon runner

Students present their product to the class for assessment, providing justification of why the products are appropriate for the selected individual.

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Appendix E

Suggestions for Instruction

◆ **Observation: Nutrition Facts**

Teacher Assessment: Inventory

As students present their poster-size labels, check their ability to justify/explain the nutrition information as it relates to Product 1 or Product 2.

◆ **Performance Task: The Right Label Choice**

Peer/Teacher Assessment: Rating Scale

Student presentations are assessed using the following rating scale.

Rating Scale	
Rating	The students present their product labels and provide
A	<ul style="list-style-type: none"> ▪ significant justification of the appropriateness of all nutrition criteria for their selected individual
B	<ul style="list-style-type: none"> ▪ satisfactory justification of the appropriateness of all nutrition criteria for their selected individual
C	<ul style="list-style-type: none"> ▪ limited justification of the appropriateness of all nutrition criteria for their selected individual
D	<ul style="list-style-type: none"> ▪ little, if any, justification of the appropriateness of all nutrition criteria for their selected individual

Tips

- Trans fatty acids are polyunsaturated oils that are hardened by hydrogenation to keep the food fresh longer and to change its physical properties. Many researchers suggest that trans fat raises the low-density lipoprotein (LDL) cholesterol and lowers the high-density lipoprotein (HDL) cholesterol, thereby increasing the risk of heart and artery disease.
- Health Canada recommends a limit of 20 grams daily of saturated and trans fat.

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Appendix F

“Nutrivia”

This game may take 25 to 30 minutes to play; choose 5 to 10 minutes worth on any given day.

Categories

Questions from six categories (and point values) are suggested on the following pages. Questions can also be added or substituted, based on a monthly theme (e.g., Thanksgiving).

“Nutrivia”					
General	Vitamins/ Minerals	Canada’s Food Guide	Fat	Grains	Physical Activity
100	100	100	100	100	100
200	200	200	200	200	200
300	300	300	300	300	300
400	400	400	400	400	400
500	500	500	500	500	500

Procedure

- ◆ Divide the class into teams. Each team chooses a team name representing a type of food (e.g., Red Hot Chili Peppers).
- ◆ Read out questions from a given list of categories, such as those represented on the following pages.
- ◆ The captain of each team needs a “bell” or “buzzer” to indicate when the team has the required answer.
- ◆ The team captain must wait to “buzz in” until the entire question is read – otherwise answers will not count.

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Appendix F

“Nutrivia”: Questions

General

1. What is called the most important meal of the day?
2. What stimulant increases respiration rate, heart rate, blood pressure, and the secretion of hormones?
3. What word describes a person who does not consume any animal products in his or her diet?
4. What is the practice of eating five or six small portions of healthy food throughout the day called?
5. What nutrients provide 4 cal/g, 9 cal/g, and 4 cal/g respectively?

Vitamins/Minerals

1. What mineral is required for developing strong bones?
2. What vitamin controls the way your body uses calcium?
3. What are the water-soluble vitamins?
4. What mineral is part of the haemoglobin in blood that carries oxygen?
5. The lack of antioxidant vitamins in our diets has been associated with increasing the risk of what disease?

Canada’s Food Guide to Healthy Eating

1. According to *Canada’s Food Guide to Healthy Eating*, one should eat five to twelve servings daily from what food group?
2. One 100-gram serving of tofu and an egg would meet the lower recommendation for what food group?
3. One cup of juice counts as one serving (out of a possible five to ten servings) from what food group?
4. Gravy, mayonnaise, and potato chips fall into what category?
5. What food group contains the richest natural food source of calcium?

Fat

1. Our daily diet should be composed of what percentage of fat?
2. What can be removed from chicken, making it one of the leanest meats?
3. The fat content in a sandwich can be reduced if you replace butter with what?
4. The diet should be composed of 10% from each of which three fats?
5. What type of fat is most connected with heart disease?

Grains

1. What energy nutrient is the major component of cereals, breads, grains, fruit, and vegetables?
2. What non-energy-yielding component of breads, cereals, fruit, and vegetables is digested by bacteria in the colon and helps increase cholesterol clearance?
3. High-fibre foods may help prevent colon and breast cancer and are generally low in what energy nutrient?
4. The majority of grains in an individual’s daily diet should not be simple, but should be what?
5. A slice of whole rye bread, as opposed to a slice of “white” bread, releases its energy into the bloodstream at a slow rate. The index identifying this is called what?

Physical Activity

1. The physically active person’s diet should be higher in what energy-yielding nutrient?
2. What non-energy-yielding nutrient should be higher during physical activity to prevent dehydration?
3. What type of exercise helps increase the amount of good cholesterol (high-density lipoprotein [HDL]) in the body?
4. What type of regular physical activity helps prevent osteoporosis?
5. As you exercise, what increases in the body that causes you to burn more calories?

Appendix F

“Nutrivia”: Answer Key

General

1. What is called the most important meal of the day?
Breakfast (100)
2. What stimulant increases respiration rate, heart rate, blood pressure, and the secretion of hormones?
Caffeine (200)
3. What word describes a person who does not consume any animal products in his or her diet?
Vegetarian (300)
4. What is the practice of eating five or six small portions of healthy food throughout the day called?
Grazing (400)
5. What nutrients provide 4 cal/g, 9 cal/g, and 4 cal/g respectively?
Carbohydrates (CHO), fat, and protein OR protein, fat and CHO (500)

Vitamins/Minerals

1. What mineral is required for developing strong bones?
Calcium (100)
2. What vitamin controls the way your body uses calcium?
Vitamin D (200)
3. What are the water-soluble vitamins?
Vitamins B and C (300)
4. What mineral is part of the haemoglobin in blood that carries oxygen?
Iron (400)
5. The lack of antioxidant vitamins in our diets has been associated with increasing the risk of what disease?
Cancer (500)

Canada’s Food Guide to Healthy Eating

1. According to *Canada’s Food Guide to Healthy Eating*, one should eat five to twelve servings daily from what food group?
Grain products (100)
2. One 100-gram serving of tofu and an egg would meet the lower recommendation for what food group?
Meat and alternatives (200)
3. One cup of juice counts as one serving (out of a possible five to ten servings) from what food group?
Vegetables and fruit (300)
4. Gravy, mayonnaise, and potato chips fall into what category?
“Other” foods or extras (400)
5. What food group contains the richest natural food source of calcium?
Milk products (500)

Appendix F

“Nutrivia”: Answer Key

Fat

1. Our daily diet should be composed of what percentage of fat?
25% to 30% (100)
2. What can be removed from chicken, making it one of the leanest meats?
Skin (200)
3. The fat content in a sandwich can be reduced if you replace butter with what?
Lower fat spreads such as mustard or light salad dressing (300)
4. The diet should be composed of 10% from each of which three fats?
Polyunsaturated fat, monounsaturated fat, and saturated fat (400)
5. What type of fat is most connected with heart disease?
Saturated fat (500)

Grains

1. What energy nutrient is the major component of cereals, breads, grains, fruit, and vegetables?
Carbohydrates (100)
2. What non-energy-yielding component of breads, cereals, fruit, and vegetables is digested by bacteria in the colon and helps increase cholesterol clearance?
Fibre (200)
3. High-fibre foods may help prevent colon and breast cancer and are generally low in what energy nutrient?
Fat and protein (300)
4. The majority of grains in an individual's daily diet should not be simple, but should be what?
Complex (400)
5. A slice of whole rye bread, as opposed to a slice of “white” bread, releases its energy into the bloodstream at a slow rate. The index identifying this is called what?
Glycemic Index (500)

Physical Activity

1. The physically active person's diet should be higher in what energy-yielding nutrient?
Carbohydrates (CHO) (100)
2. What non-energy-yielding nutrient should be higher during physical activity to prevent dehydration?
Water (200)
3. What type of exercise helps increase the amount of good cholesterol (high-density lipoprotein [HDL]) in the body?
Aerobic exercise (300)
4. What type of regular physical activity helps prevent osteoporosis?
Weight-bearing activity (400)
5. As you exercise, what increases in the body that causes you to burn more calories?
Basal Metabolic Rate (BMR) (500)

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Appendix G

The 7 Principles of Biomechanical Analysis

1. The lower the centre of gravity, the larger the base of support, the closer the line of gravity to the centre of the base of support, and the greater the mass, the more stability increases. (Stability)
2. The production of maximum force requires the use of all joints that can be used. (Maximum Effort)
3. The production of maximum velocity requires the use of joints in order – from largest to smallest. (Maximum Effort)
4. The greater the applied impulse, the greater the increase in velocity. (Linear Motion)
5. Movement usually occurs in the direction opposite that of the applied force. (Linear Motion)
6. Angular motion is produced by the application of a force acting at some distance from an axis, that is, by a torque. (Angular Motion)
7. Angular momentum is constant when an athlete or object is free in the air. (Angular Motion)

Please note this is a very abbreviated version of the principles and as a result does not contain all relevant information.

Information adapted from Temerzeglou, T and Challen, P, *Exercise Science*, 2003 (P231-239) and *National Coaching Certification Program Coaching Theory Level 2 Chapter 5*

Appendix G

Principle 1

The lower the centre of gravity, the larger the base of support, the closer the line of gravity to the centre of the base of support, and the greater the mass, the more stability increases. (Stability)

The principle has 4 sub components:

- i. The height of the centre of mass
- ii. The line of gravity
- iii. The base of support
- iv. Mass

An extreme example of the stability concept is seen in Sumo wrestling. These huge athletes adopt a legs-spread-wide-apart stance to increase their base of support and ensure a lower centre of mass. The object of the sport is to force your opponent out of the ring and/or to topple the opponent over. It is clear that a wrestler's stability is a very important aspect of the sport.

Principle 2

The production of maximum force requires the use of all joints that can be used. (Maximum Effort)

In golf, for example, beginners often rely too much on their arm strength as a way of hitting the ball a long distance without using the joints of the pelvis, legs, back, and other body parts in their swing. If an experienced golfer can instruct the beginner in an integrated swing – one that uses the many joints as opposed to just a few - the novice can often experience great improvement.

Principle 3

The production of maximum velocity requires the use of joints in order – from largest to smallest. (Maximum Effort)

When basketball coaches, for example, tell players that their jump shot should come from their legs they are merely restating this principle. The large joints in the leg begin the shooting motion in sequence (the pelvis, the trunk, the shoulder, the elbow, the wrist, and the fingers) until the proper follow-through is complete.

Principle 4

The greater the applied impulse, the greater the increase in velocity. (Linear Motion)

When trying to dunk a basketball it is often the player who bends his knees the deepest at take off who ends up furthest above the rim when dunking. Similarly, a high jumper who has a more pronounced crouch phase may be more successful. Note: simply making the deepest crouch does not guarantee the maximum height since great leg strength is needed to accommodate this maximal range of movement.

The principle often occurs in reverse when forces have to be absorbed. An example of this is the inexperienced soccer player who sticks out a foot stiffly and causes the ball to bounce away. A more experienced player will “cushion” the ball by drawing the foot backward at impact thus dissipating the force over a slightly longer instant.

Appendix G

Principle 5

Movement usually occurs in the direction opposite that of the applied force. (Linear Motion)

Essentially, this is Newton's Third Law that holds that every action has an opposite and equal reaction. An example of this is when a sprinter exerts force on the ground the surface pushes back with the same force and in the opposite direction thus propelling the runner.

Principle 6

Angular motion is produced by the application of a force acting at some distance from an axis, that is, by a torque. (Angular Motion)

There are three kinds of rotations that concern athletes: rotations of the entire body, rotations of individual body segments, and rotations of projectiles. The entire body is rotated by the application of an off-centre force. Body segments rotate when muscles produce torque around a particular axis of rotation. Projectiles can have their flight adjusted by the imparting of spin, e.g. throwing a curve ball in baseball, using back spin or top spin in tennis. Spins occur when off-centre forces are imparted at the moment of release or the moment of impact. Rotator cuff injuries to baseball pitchers are common because of the muscle wear and tear from thousands of repetitions of curve balls and other spinning pitches.

Principle 7

Angular momentum is constant when an athlete or object is free in the air. (Angular Motion)

Put another way, the amount of angular momentum is constant after take off. Angular momentum for rotations must therefore be created before take off. When a diver rotates in the air after leaving the board her angular momentum is constant while in the air. As angular momentum is the product of the diver's moment of inertia and her rate of rotation (angular velocity), changes in the rate of rotation will result as the diver repositions her limbs and trunk to change how far the mass of the body is distributed from the axis of rotation.

In order to ensure a controlled entry, the diver must "open up" from the tuck position thereby increasing the moment of inertia and reducing the rate of rotation.

Appendix H

Heart-Rate Zone Levels

Heart-Rate Zone	Heart-Rate Range (Age Based)	Rate of Perceived Exertion (RPE) Scale Category-Ration (CR) Scale	Descriptive Exertion
Zone 1 Sedentary Activity	50% - 60% of maximum heart rate (MHR)	<ul style="list-style-type: none"> ◆ RPE: 6 - 8 ◆ CR 10: 0.0 – 0.5 	<ul style="list-style-type: none"> ◆ No exertion to extremely light. ◆ Very easy to have a conversation.
Zone 2 Mild Activity	60%-70% of MHR	<ul style="list-style-type: none"> ◆ RPE: 9 - 12 ◆ CR 10: 1.0 – 3.0 	<ul style="list-style-type: none"> ◆ Moderately light exertion. ◆ Breathing becomes somewhat noticeable.
Zone 3 Moderate Activity	70%-80% of MHR	<ul style="list-style-type: none"> ◆ RPE: 13 - 14 ◆ CR 10: 3.5 – 4.5 	<ul style="list-style-type: none"> ◆ Somewhat hard to strong exertion. ◆ Still able to converse.
Zone 4 Vigorous Activity	80%-90% of MHR	<ul style="list-style-type: none"> ◆ RPE: 15 - 16 ◆ CR 10: 5.5 – 6.5 	<ul style="list-style-type: none"> ◆ Hard to very strong exertion. ◆ Heavier breathing is evident.
Zone 5 Maximum Activity (e.g., 100-metre sprint)	90%-100% of MHR	<ul style="list-style-type: none"> ◆ RPE: 17 - 20 ◆ CR 10: 7.5 – 12.0 	<ul style="list-style-type: none"> ◆ Very hard to maximum exertion (extremely strong, maximum pain).

Senior 1 and Senior 2 Physical Education/Health Education 2004 – Manitoba Education, Citizenship and Youth RM G-6

Appendix I

Wellness Wheel

Objective: To have students assess their personal wellness.
 To have student set goals for improving areas of their wellness which need enhancement.

Each student will complete a wellness wheel.

Directions: Answer the following questions and score at the end of each section. Colour the section of the wheel with the appropriate score.

1. Physical

I am active for at least 30-60 minutes a day.	Yes ___	No ___
I eat fresh fruits and vegetables, and include fibre in my daily diet.	Yes ___	No ___
I eat breakfast every morning.	Yes ___	No ___
I drink at least 4-6 glasses of water a day.	Yes ___	No ___
I get enough sleep so that I feel rested and alert.	Yes ___	No ___

Number of Yes responses ___ x 2 = ___
 Number of No responses ___ x 0 = ___
 Total _____

2. Social

I get along well with my family.	Yes ___	No ___
I develop and maintain strong friendships.	Yes ___	No ___
I help others in need.	Yes ___	No ___
I have friends who support a positive lifestyle.	Yes ___	No ___
My behaviour reflects a positive attitude.	Yes ___	No ___

Number of Yes responses ___ x 2 = ___
 Number of No responses ___ x 0 = ___
 Total _____

3. Emotional

I have a good sense of humour.	Yes ___	No ___
My sleep is restful, I receive adequate sleep.	Yes ___	No ___
I am able to express my feelings appropriately.	Yes ___	No ___
I relax my body and mind without using drugs.	Yes ___	No ___
I feel positive about myself.	Yes ___	No ___

Number of Yes responses ___ x 2 = ___
 Number of No responses ___ x 0 = ___
 Total _____

4. Intellectual

I am interested in learning new concepts and skills.	Yes ___	No ___
I listen to the radio, watch TV, read a newspaper to be aware of current events.	Yes ___	No ___
I read 6 or more books a year.	Yes ___	No ___
I am interested in understanding the views of others.	Yes ___	No ___
I understand that I will be a lifelong learner.	Yes ___	No ___

Number of Yes responses ___ x 2 = ___
 Number of No responses ___ x 0 = ___

Total _____

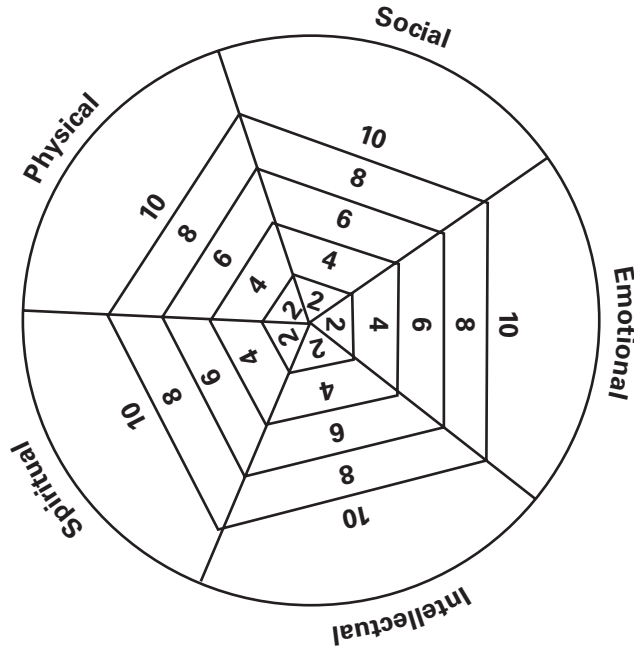
4. Spiritual

I spend time thinking, wondering or writing about my life and its meaning (prayer, meditation, journal writing).	Yes ___	No ___
I am part of something greater than myself. I realize that my actions affect those around me as well as myself.	Yes ___	No ___
My beliefs demonstrate a respect for myself as well as others.	Yes ___	No ___
I enjoy being outside and experiencing the wonders of nature. (solitude, energy level, appealing to the senses).	Yes ___	No ___
I am optimistic.	Yes ___	No ___

Number of Yes responses ___ x 2 = ___
 Number of No responses ___ x 0 = ___

Total _____

Have students colour in their wellness wheels with the appropriate score. Is the wheel in balance? What areas need to be improved? The goal is to be as close to 10 in all domains of wellness.



Goal setting

Is your wheel well balanced? The goal is to be as close to 10 in all domains of wellness.

Are there areas of your wellness that need to improve?

This year I am going to improve in my _____ domain.

I will do this by

Definitions of Personal Wellness Domains

Wellness is a state of being which includes the physical, social, emotional, intellectual, and spiritual dimensions of life, which, when working in harmony, lead to a sense of well-being and satisfaction.

Physical includes physical activity, healthy diet, adequate sleep, and other good health habits.

Social emphasizes the interdependence one shares with other people and with nature.

Emotional reflects the degree to which one feels positive and enthusiastic about one's self and life.

Intellectual reflects the degree to which one engages the mind in creative and stimulating mental activities that contribute to lifelong learning.

Spiritual reflects one's ongoing involvement in seeking purpose and meaning in life, guided by values that have been developed through family and life lessons. As a spiritual person, one is in harmony with nature and all its creations.

Teacher note: Some students may identify their religious beliefs with spirituality. For others, spirituality is an all-encompassing term that promotes the principles of harmony, respect, interdependence, and balance.

Appendix J

Decision-Making Skills

Life is a continuous decision-making process. To help people gain more control over their lives and to enhance their lifestyle, they need to approach life in a thoughtful rather than in a haphazard way. Using a decision-making process can help serve as a plan of action, when you are faced with a problem or decision.

Decision-Making Process

1. Clearly define the problem.
2. Establish your criteria (what is important to you).
3. List your alternatives.
4. Evaluate your alternatives based on your criteria.
5. Make a decision.
6. Devise an action plan to carry out the decision.
7. Review and evaluate your decision and alter it as possible/necessary/appropriate.

W.W.I.N Problem-Solving Process

Just as a mechanic or a doctor uses a checklist when inspecting a car or a patient, you may use a checklist when you are trying to solve problems. This checklist is called the W.W.I.N Process. Each of the four letters has a special meaning presented below.

W – What do you really want?	To pass my Math test.
W – What are you doing to get that?	Paying attention in class, doing my work at school and at home.
I – Is it working?	Yes.
N – New plans, if necessary.	I may choose to make new plans, which will help me to do better.

Personal Development and Career Planning Curriculum (2000) New Brunswick Department of Education.

Appendix K

Coaching With Constructive Criticism

The Praise Sandwich

So what do you say when you feel it's necessary to offer some "constructive criticism" to your athlete?

What do you say to the player who has become a bit of a "ball hog" in basketball and won't pass the ball to teammates, or the individual who doesn't play in position properly during the game, or the youngster who keeps making up excuses for a poor performance in gymnastics meets?

- **A slice of praise:** "John, there's no question that you've become quite a shooter on the basketball court. When you get an open shot, there's a real good chance that you're going to score"

This opening bit of praise always gets the person's attention because all of us like being praised and complimented for our skills. The player appreciates that you openly acknowledge that he's a good player. That makes the individual feel good about himself — and about you as well. After you have his attention, give him . . .

- **A slice of constructive criticism:** "And you know, Chris, if you can become as good at passing the ball as well as shooting it, why, there would be no stopping you at all. You'd be a true scoring machine!"

Note that even the criticism is still covered with praise. You want the person to really absorb what you have just said. Like taking a bit of sugar with some bad-tasting medicine, you're merely trying to sweeten the taste a bit.

- **The final bit of praise:** "Because if you master both the scoring and the passing aspects of basketball, you'd be on your way to having some terrific games. You'd be something really special."

And that's the praise sandwich.

What happens to someone who takes a bite?

- She realizes that you obviously think she's a good player — that's why you praised her.
- She has heard you about becoming a better passer. Instead of rejecting that advice out of hand, she's thinking, "Hmm . . . maybe that's a good point. Maybe I ought to work on my passing more. Because then I would really be a star."
- Praising her again provides the inspiration and motivation for her to go out and work on those new passing skills, which is what you wanted her to do in the first place.

What's the alternative approach? Sadly, too many times a coach or a parent simply tells the young athlete in a blunt manner: "Hey, stop being such a ball hog — pass the ball to some of your teammates, will ya?" This kind of approach not only demotivates the player, but it also ruins any rapport between the player and the coach.

Ask yourself: What approach would work better for someone you are coaching? Give the praise sandwich a couple of tries and see how it works for you.

Adapted from *Coaching Kids For Dummies*, Wolff, Rick (2000).

Appendix L

Self-Assessment Checklist

Name: _____ Date: _____

Social behavior: Interpersonal relations in a fitness group	Frequently	Sometimes	Seldom
1. I help others in my group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I isolate myself from my group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I interact consistently with both males and females in my group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I criticize others in my group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I show favoritism to those who are more physically fit in my group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I accept feedback from others in my group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional and Student Portfolios for Physical Education, Melograno, Vincent J. (1998).

Appendix M

FITNESS FOR LIFE

Physical Fitness Journal

Name: _____

	I wish I could ...	I predict that ...	I feel good about ...	My fears are ...
Before my fitness pre-tests Date: _____				
After my fitness pre-tests Date: _____				
One month after my fitness program Date: _____				
Two months after my fitness program Date: _____				
Three months after my fitness program Date: _____				

Professional and Student Portfolios for Physical Education, Melograno, Vincent J. (1998).

Appendix N

VOLLEYBALL

Self-Analysis Skills Rating Sheet

Name: _____

Overhand serve:	Not yet	OK	Good
1. Faces net in a stride position with foot opposite striking arm forward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ball tossed 2-3 feet above net and in front of hitting shoulder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Striking arm moves rearward at approximately shoulder height	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Elbow flexes, permitting forearm and hand to drop behind the head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Arm rotated forward at shoulder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Forearm lags behind upper arm and hand behind forearm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Upper palm/heel of hand used to contact ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ball contacted momentarily at its midpoint with little follow-through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Underhand serve:			
1. Faces net with foot opposite the striking arm in front	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Rest ball in nonstriking hand at about knee to waist height	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Striking arm moved rearward to shoulder height in a swinging action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Body weight shifted rearward onto back foot at same time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Hit ball off the holding hand with striking hand in an open and cupped position, a half fist for striking with heel of hand, or a fist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hitting arm swings forward and upward during hit (as in bowling a ball)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Hand follows ball straight through in the direction of the flight of the ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overhead pass/Front set:			
1. Perform "ready position" (stance of shoulder-width with body weight equally distributed over both feet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional and Student Portfolios for Physical Education, Melograno, Vincent J. (1998).

Appendix O

VOLLEYBALL

Setting Goals Based on Strengths and Problem Areas

Name: _____

My volleyball strengths	Performing volleyball skills	
	Understanding the rules of volleyball	
	Applying offensive strategies in volleyball	
	Applying defensive strategies in volleyball	
	Working with others on volleyball team	
My volleyball problem areas	Performing volleyball skills	
	Understanding the rules of volleyball	
	Applying offensive strategies in volleyball	
	Applying defensive strategies in volleyball	
	Working with others on volleyball team	

Volleyball goals	Target date

Professional and Student Portfolios for Physical Education, Melograno, Vincent J. (1998).

Appendix P

Name _____ Date _____ Period _____

Skills #1

PE-4-ME Radical Wellness Program

A Peer Evaluation Manners Checklist

Directions: Please evaluate your partner and yourself using the following scale:

Scoring #	What does it mean?
4	consistently / all of the time
3	usually / most of the time
2	occasionally / some of the time
1	rarely / seldom

Criteria	Self	Partner
Positive attitude during activities		
Hustles out from locker room		
Says thank you		
Welcomes new students to class		
Does PE-4-ME homework		
Helps the teacher		
Helps other students in class		
Is a team player		
Provides "put-ups" to peers		
Does not give up		
Provided input on this checklist		

Thanks for giving your best effort!

PE-4-ME: Teaching lifelong health and fitness. Summerford, Cathie (2000).

Appendix Q

Name _____ Date _____ Period _____

Skills #3

PE-4-ME Radical Wellness Program

A Group Evaluation Complimenting Checklist

Directions: Please evaluate yourself and your group using the following scale:

Scoring #	What does it mean?
4	consistently / all of the time
3	usually / most of the time
2	occasionally / some of the time
1	rarely / seldom

Criteria	Self	Group
Compliments a teammate		
Compliments everyone on the team		
Uses genuine appreciation		
Provides enthusiasm to group		
Does not give up		
Provided input on this checklist		

PE-4-ME: Teaching lifelong health and fitness. Summerford, Cathie (2000).

Appendix R

Name _____ Date _____ Period _____

Skills #8

PE-4-ME Radical Wellness Program

Moving a Body Through Space (Dance)

Partner Assessment

Directions: Please evaluate your partner and yourself using the following scale:

Scoring #	What does it mean?
4	consistently / all of the time
3	usually / most of the time
2	occasionally / some of the time
1	rarely / seldom

Criteria	Self	Partner
Knowledge of steps		
On count with music		
Enthusiastic while learning dance		
Provides “put-ups” to peers		
Does not give up		
Provided input on this checklist		

How did you do?

Are you ready to teach the class?

PE-4-ME: Teaching lifelong health and fitness. Summerford, Cathie (2000).

Appendix S

Name _____ Date _____ Period _____

Skills #15

PE-4-ME Radical Wellness Program

A Striking-With-Lower-Body Self-Evaluation Checklist

Striking with lower body	Strongly agree	Slightly agree	Agree	Disagree
Limited body movement, leg dominated action				
Moves toward a stationary ball and makes contact with dominant foot				
Can kick a stationary or moving ball and follow through toward target				
Can demonstrate a variety of kicks (stationary, dropkick, moving ball) using various types of balls				
Can transfer kicking skills to a "game situation"				
Performs a variety of kicks, with defenders, showing increased velocity and accuracy				

PE-4-ME: Teaching lifelong health and fitness. Summerford, Cathie (2000).

Appendix T



REPRODUCIBLE 16.3

**Game Performance Assessment Instrument:
Net/Wall Games**

Class _____ Evaluator _____ Team _____ Game _____

Observation Dates (a) _____ (b) _____ (c) _____ (d) _____

Components and Criteria

- **Skill execution**—Students perform underhand ground strokes into opponent’s court.
- **Decision making**—Students make appropriate choices of when to place a long or short shot.
- **Base**—Students return to recovery position between skill attempts.

Recording Procedures

- Use a tally to mark the observed category.
- Mark each player’s responses during the game. If the student you are evaluating strikes the ball long or short, be sure to mark whether the player made an appropriate (A) or inappropriate (IA) decision and whether the underhand ground strokes were executed efficiently (E) or inefficiently (IE).

Name	SKILL EXECUTION		DECISION MAKING		BASE	
	E	IE	A	IA	A	IA

From *Teaching Sport Concepts and Skills: A Tactical Games Approach*, Second Edition, by Stephen A. Mitchell, Judith L. Oslin, and Linda L. Griffin, Champaign, IL: Human Kinetics.

Appendix U



REPRODUCIBLE 16.13

Affective Domain Assessment

Name _____ Date _____

The purpose of this assessment is to keep track of behaviors displayed by students during learning tasks and game play. Whether or not you assign a point value to the categories is your decision. Keep in mind that the games are self-officiated, so there will be opportunities to observe students taking responsibility for their behavior.

Directions

For the following behaviors keep track of a student during the class (you may track different students for a set interval of time). Look for a ratio of acceptable to unacceptable behaviors that you judge as appropriate (e.g., 4:1).

- You may substitute behaviors as you see fit for your class and your expectations.
- You could adapt this assessment sheet into a scale form. Instead of tallying each of the behaviors the extremes listed previously could be part of a 5-point scale. Then total points for students from the scale:

positive behavior identified 5 4 3 2 1 negative behavior identified

Acceptable behaviors	Unacceptable behaviors
Supports and encourages teammates	Lacks any show of support or encouragement for teammates
Makes an effort to pass to all members of the team	Looks for only a select few in which to pass the Frisbee
Follows all calls without argument	Argues or breaks rules repeatedly
Returns Frisbee to opposing team in respectful manner	Makes getting the Frisbee difficult for the opponents when unnecessary
Does not taunt or demean anyone on either team	Taunts or demeans teammates or opponents
Other	Other
Total	Total
Ratio: Acceptable Unacceptable	

Adapted, by permission, from V. Meligrano, 1996, *Designing the physical education curriculum*, third ed. (Champaign, IL: Human Kinetics), 157. From *Teaching Sport Concepts and Skills: A Tactical Games Approach*, Second Edition, by Stephen A. Mitchell, Judith L. Oslin, and Linda L. Griffin, Champaign, IL: Human Kinetics.

TEACHER RESOURCES

Core Resources

Healthy Active Living; Keep Fit, Stay Healthy, Have Fun. Temertzoglou, Ted. Thompson Books (2007) (071140)

Healthy Active Living. Teachers Manual – New Brunswick Edition. (071150)

Supplementary Resources

Essentials of Team Building: Principles and Practices. Midura, Daniel W.; Glover, Donald R., Human Kinetics (2005) (071160)

Fitness For Life (5th Edition). Corbin, Charles B.; Lindsey, Ruth. Human Kinetics (2005) (070270)

Improving the Health of Canadians. Canadian Institute of Health Information (2004) (071190) Also available online.

Improving the Health of Young Canadians. Canadian Institute of Health Information (2005) (071200) Also available online.

More Team Building Challenges. Midura, Daniel W.; Glover, Donald R. Human Kinetics (1995) (071180)

New Brunswick Physical Education Safety Guidelines, High School. New Brunswick Department of Education (2002) (840570)

Right Fielders are People Too. Hichawa, John. Human Kinetics (1998) (071110)

Silver Bullets; A Guide to Initiative Problems, Adventure Games and Trust Activities. Kendall/Hunt Publishing (1989) (020290)

Teaching Sport Concepts and Skills (2nd Edition). Mitchell, Stephan A.; Oslin, Judith L.; Griffin, Linda L.; Human Kinetics (2006) (070540)

Team Building Through Physical Challenges. Glover, Donald R.; Midura, Daniel W., Human Kinetics (1992) (071170)

Web Sites

www.eatwellbeactive.gc.ca – Government of Canada Wellness site

www.coach.ca – Canadian Coaching website

www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html - Canada's Food and Activity Guide

www.cihi.ca – Canadian Institute for Health Information

www.hc-sc.gc.ca – Health Canada site