

# Physically Active Living 11

*Guide*

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Physically Active Living 11

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# Physically Active Living 11

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# Contents

Introduction. . . . . 1

Contexts for Learning and Teaching. . . . . 3

    Principles of Learning. . . . . 3

    A Variety of Learning Styles and Needs. . . . . 5

    The Senior High School Learning Environment. . . . . 6

    The Role of Technology in Physically Active Living 11. . . . . 13

Module 1: Active Lifelong Pursuits. . . . . 15

Module 2: Community Participation. . . . . 25

Module 3: Personal Fitness and Goal Setting. . . . . 35

Module 4: Healthy Living. . . . . 41



# Introduction

Physically Active Living 11 should be a highly active course. It is recommended that a minimum of 10%, and a maximum of 20% of the time allotted for each module, be allocated to theory. This can be presented in various ways, including

- first ten minutes of an active class
- the first and last five minutes of an activity class
- take-home assignments related to the content of the activity class

If the gymnasium is not available, possible alternate spaces are

- the outdoors
  - walking, snow fort making, ultimate Frisbee, obstacle races, archery, playground games
- liaise with/use community facilities
  - bowling, swimming, skating
- use a classroom / music room / stage / cafeteria / auditorium
  - fitness circuit charts, fitness bingo, yoga, aerobics, dance, skipping, fitness stations, fitness assessments
- use school fitness centre / multipurpose rooms
- resource – No Gym? No Problem





# Contexts for Learning and Teaching

## Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

### **1. Learning is a process of actively constructing knowledge.**

Therefore, teachers and administrators have a responsibility to

- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn
- provide learners with experiences that actively involve them and are personally meaningful

### **2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.**

Therefore, teachers and administrators have a responsibility to

- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identity
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

### **3. Learning is enhanced when it takes place in a social and collaborative environment.**

Therefore, teachers and administrators have a responsibility to

- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others

- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

**4. Students need to continue to view learning as an integrated whole.**

Therefore, teachers and administrators have a responsibility to

- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

**5. Learners must see themselves as capable and successful.**

Therefore, teachers and administrators have a responsibility to

- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

**6. Learners have different ways of knowing and representing knowledge.**

Therefore, teachers and administrators have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

**7. Reflection is an integral part of learning.**

Therefore, teachers and administrators have a responsibility to

- challenge their beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learnings
- help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

## A Variety of Learning Styles and Needs

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into links between learning styles and preferences and the physiology and function of the brain has provided educators with a number of helpful concepts of and models for learning. Howard Gardner, for example, identifies eight broad frames of mind or intelligences. Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas, but that the intelligences can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' ability to learn is also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, nutrition, proximity to others, opportunities to move around, and time of day.

How students receive and process information and the ways they interact with peers and their environment, in specific contexts, are both indicators and shapers of their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type and form of information the student is dealing with, just as most teachers have a preferred teaching style, depending on the context. By reflecting on their own styles and preferences as learners and as teachers in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness of and expertise in a number of learning and teaching styles and preferences
- identify differences in student learning styles and preferences
- organize learning experiences to accommodate the range of ways in which students learn, especially for whom the range of ways of learning is limited

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and that others may learn differently
- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking
- opportunities to return to preferred learning styles at critical stages in their learning
- opportunities to reflect on other factors that affect their learning, for example, environmental, emotional, sociological, cultural, and physical factors
- a time line appropriate for their individual learning needs within which to complete their work

# The Senior High School Learning Environment

## Creating Community

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To establish the supportive environment that characterizes a community of learners, teachers need to demonstrate a valuing of all learners, illustrating how diversity enhances the learning experiences of all students. For example, by emphasizing courtesy in the classroom through greeting students by name, thanking them for answers, and inviting, rather than demanding participation. Students could also be encouraged to share interests, experiences, and expertise with one another.

Students must know one another in order to take learning risks, make good decisions about their learning, and build peer partnerships for tutoring, sharing, co-operative learning, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modelling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying learners' strengths and needs for future conferences on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities. Whether students are working as a whole class, in small groups, in triads, in pairs, or individually, teachers can

- encourage comments from all students during whole-class discussion, demonstrating confidence in and respect for their ideas
- guide students to direct questions evenly to members of the group
- encourage students to discover and work from the prior knowledge in their own social, racial, or cultural experiences
- encourage questions, probing but never assuming prior knowledge
- select partners or encourage students to select different partners for specific purposes
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and conference with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes

## Engaging All Students

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A supportive environment is important for all learners and is especially important in encouraging disengaged or underachieving learners.

Physically Active Living 11 provides opportunities to engage students who lack confidence in themselves as learners, who have a potential that has not yet been realized, or whose learning has been interrupted, for example, refugees. These students may need substantial support in gaining essential knowledge and skills and in interacting with others.

Teachers can engage learners by

- getting to know their students as persons, while at the same time respecting their privacy
- incorporating opportunities for students to have a voice
- establishing criteria for learning and for individual assignments collaboratively to ensure students' ownership of their learning
- setting goals that are attainable and that will promote a sense of accomplishment and self-satisfaction
- offering choice, whenever possible, of reading material, of methods to present knowledge and information, and of assignment topic or focus within a topic
- being honest and sincere in order to develop a trusting relationship, while at the same time responding to student work in a positive and encouraging way

Students need to engage fully in learning experiences that

- are perceived as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirming their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities for teachers and others to provide individuals with clarification and elaboration
- are not threatening or intimidating
- focus on successes rather than failures
- are organized into clear, structured segments

Acting as facilitators to encourage students to take more responsibility for their own learning, teachers can provide opportunities for students to decide how intensively to focus on particular areas. Within the Physically Active Living 11 curriculum outcomes framework, teachers can work with individual students to identify learning outcomes that reflect the student's interests and career plans.

It is important that teachers design learning experiences that provide a balance between challenge and success, and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. An effective instructional design provides a balance of the following grouping strategies:

- large-group or whole-class learning
- teacher-directed small-group learning
- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning
- peer or cross-age tutoring
- mentoring

## **Health and Safety**

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Activities in skilled-trades centres, shops, laboratory, or workplace settings should include an element of safety education. Teachers should plan learning experiences with a specific safety focus, and also embed safe practices in classroom procedures and routines in order that students may acquire a strong orientation toward both personal and group safety an awareness of potential safety hazards at school and in the workplace a knowledge of safety procedures and safe work habits a knowledge of emergency procedures the ability to design and maintain safe work areas.

## **Learning beyond the Classroom**

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Physically Active Living 11 offers many opportunities for students to extend learning beyond the classroom.

Alternative settings provide students with opportunities to connect their learning to tangible, practical purposes; their future education and career plans; and the world beyond the high school setting. Teachers may choose to organize learning experiences which include workplace settings for some or all students. Learning experiences may include

- practices and procedures to encourage students to use technology properly and with care activities with mentors classroom visits from workplace experts
- field trips to local business, industry, and community sites a focus on career exploration through job shadowing work placements which extend and reinforce learning entrepreneurship-related projects community and service learning projects use of Internet listserv, newsgroup, bulletin board, and on-line conversations

It is important that administrators and teachers work to establish mutually beneficial relationships with businesses, organizations, and industries in the community. Class or group field trips are an effective way to initiate the contact. In organizing field trips teachers should visit the facility beforehand to identify potential safety issues, establish a relationship with personnel and clarify the purposes of the trip establish class practices and procedures that promote positive and ongoing community relationships work with students to articulate clear expectations for learning during the field trip experience schedule field trips to complement preceding and subsequent classroom learning experiences ensure that the field trip complies with their Board's guidelines and policies.

## **Meeting the Needs of All Students**

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Learners require inclusive classrooms, where a wide variety of learning experiences ensure that all students have equitable opportunities to reach their potential.

In designing learning experiences, teachers must accommodate the learning needs of individuals and consider the abilities, experiences, interests, and values that they bring to the classroom.

In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- give consideration to the social and economic situations of all learners
- model the use of inclusive language, attitudes, and actions supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and use strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available. All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping.

Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with Workplace Health and Safety 11 in the classroom, in the community, and in the media.

Teachers should look for opportunities to

- promote critical thinking
- recognize knowledge as socially constructed
- model gender-fair language and respectful listening in all their interactions with students
- articulate high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choice in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping
- include the experiences and perceptions of all students in all aspects of their learning
- recognize the contributions of men and women of all social, cultural, linguistic, and racial backgrounds to all disciplines throughout history

Social and cultural diversity in student populations expands and enriches the learning experiences of all students. Students can learn much from the backgrounds, experiences, and perspectives of their classmates. In a community of learners, participants explore the diversity of their own and others' customs, histories, values, beliefs, languages, and ways of seeing and making sense of the world.

When learning experiences are structured to allow for a range of perspectives, students from varied social and cultural backgrounds realize that their ways of seeing and knowing are not the only ones possible. They can come to examine more carefully the complexity of ideas and issues arising from the differences in their perspectives and understand how cultural and social diversity enriches their lives and their culture.

The curriculum outcomes designed for Physically Active Living 11 provide a framework for a range of learning experiences for all students. Teachers must adapt learning contexts, including environment, strategies for learning, and strategies for assessment, to provide support and challenge for all students, using curriculum outcomes to plan learning experiences appropriate to students' individual learning needs. When these changes are not sufficient for a student to meet designated outcomes, an individual program plan is required. For more detailed information, see *Special Education Policy* (2008), Policy 2.6.

A range of learning experiences, teaching and learning strategies, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and



individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

In order to provide a range of learning experiences to challenge all students, teachers may adapt learning contexts to stimulate and extend learning. Teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Some learners can benefit from opportunities to negotiate their own challenges, design their own learning experiences, set their own schedules, and work individually or with learning partners.

Some students' learning needs may be met by opportunities for them to focus on learning contexts that emphasize experimentation, inquiry, and critical and personal perspectives. In these contexts, teachers should work with students to identify and obtain access to appropriate resources.

## Vision for the Integration of Information

The Nova Scotia Department of Education has articulated five strands in the learning outcomes framework areas for the integration of information and communication technology within public school programs:

**Basic Operations and Concepts**—concepts and skills associated with the safe, and efficient operation of a range of information and communication technology

**Social, Ethical, and Human Issues**—the understanding associated with the use of ICT, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster strong relationships with their peers and others who support their learning

**Productivity**—the efficient selection and use of ICT to perform tasks such as

- the exploration of ideas
- data collection
- data manipulation, including the discovery of patterns and relationships
- problem solving
- the representation of learning

**Communication**—specific, interactive technology use that supports student collaboration and sharing through communication

**Research, Problem Solving, and Decision Making**—students' organization, reasoning, and evaluation of their learning, which rationalize their use of information and communication technology

## **Integrating Information and Communication Technologies within the Physically Active Living 11 Classroom**

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As information technologies shift the ways in which society accesses, communicates, and transfers information and ideas, they inevitably change the ways in which students learn.

Students must be prepared to deal with an information and communications environment characterized by continuous, rapid change, an exponential growth of information, and expanding opportunities to interact and interconnect with others in a global context.

Because technologies are constantly and rapidly evolving, it is important that teachers make careful decisions about applications, always in relation to the extent to which technology applications help students to achieve the curriculum outcomes. Technology can support learning for the following specific purposes.

### **Inquiry**

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**Theory Building:** Students can develop ideas, plan projects, track the results of growth in their understanding, develop dynamic, detailed outlines, and develop models to test their understanding, using software and hardware for modelling, simulation, representation, integration, and planning.

**Data Access:** Students can search for and access documents, multimedia events, simulations, and conversations through hypertext/hypermedia software; digital, CD-ROM, and Internet libraries, and databases.

**Data Collection:** Students can create, obtain, and organize information in a range of forms, using sensing, scanning, image and sound recording and editing technology, databases, spreadsheets, survey software, and Internet search software.

**Data Analysis:** Students can organize, transform, analyse, and synthesize information and ideas using spreadsheets, simulation, statistical analysis or graphing software, and image processing technology.

### **Communication**

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**Media Communication:** Students can create, edit, and publish, present, or post documents, presentations, multi-media events, Web pages, simulations, models, and interactive learning programs, using word processing, publishing, presentation, Web page development, and hypertext software.

**Interaction/collaboration:** Students can share information, ideas, interests, concerns, and questions with others through e-mail; Internet audio, video, and print conferences; information servers; Internet news groups and listservs; and student-created hypertext environments.

Teaching and Learning: Students can acquire, refine, and communicate ideas, information, and skills using tutoring systems and software, instructional simulations, drill and practice software, and telementoring systems.

## **Construction**

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Students can explore ideas and create simulations, models, and products using sensor and control systems, robotics, computer-aided design, artificial intelligence, mathematical and scientific modelling, and graphing and charting software.

## **Expression**

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Students can shape the creative expression of their ideas, feelings, insights, and understandings using graphic software, music making, composing, editing and synthesizing technology; interactive video and hyper media, animation software; multimedia composing technology; sound and light control systems and software; and video and audio recording and editing technology.

# **The Role of Technology in Physically Active Living 11.**

[Insert course specific information. To follow.]



# Module 1: Active Lifelong Pursuits

**1.1 Students will be expected to demonstrate competence in a variety of lifelong physical activities.**

## Suggestions for Assessment

Students can demonstrate their understanding of safe participation by

- creating and using a checklist for various safety equipment such as helmets, elbow pads, knee pads, eyewear, PFDs, first-aid kits
- demonstrating safety procedures when walking on a trail, riding a bike, skating,
- providing an assessment of proper footwear
- assessing proper clothing/attire
- creating a poster or public service announcement for the practice of sun safety when participating in outdoor physical activities
- setting criteria for safe participation, by researching injury prevention statistics

Students can demonstrate competence in of a variety of lifelong physical activities by

- choosing a physical activity of interest and investigating what essential competencies they need to participate, setting their own criteria as a class, or individually for assessment
- showing a willingness to learn new competencies in order to participate in a lifelong physical activity of choice
- writing a reflection piece on the activities they took part in that highlights a newly acquired competency
- conducting peer interviews to discover others' experiences of developing new competencies and share their own
- creating a t-chart of an activity/activities they wish to pursue and which essential competencies they wish to develop
- identifying lifelong activities and then making a list of activities and using it to create a time line of where they see themselves in relation to those activities for example, in the next year, and different stages of their lives
- forming a walking group at lunch
- designing and participating in a school garden project

## Suggestions for Learning and Teaching

Students can

- brainstorm various forms of lifelong physical activity and have students differentiate between lifelong physical activities
- make a list of physical activities they may wish to pursue individually as a class and/or as individuals
- research effects of head and spinal cord injuries, including concussions
- research injury prevention in relation to skin cancer
- investigate research that indicates the kinds of physical activity that Canadians identify/rank in terms of participation across the lifespan
- take an inventory of the kinds of physical activities they already enjoy
- interview family members and/or other adults as to which forms of physical activities they participate in now and any changes over time
- plan for and engage in a gardening experience on the school site or in the community, perhaps working on a school garden project
- research data related to physical activities of children and youth provincially and nationally and analyse findings (analyse PACY data)
- investigate seasonal opportunities for physical activity and promote physical activity across the seasons, especially in the winter

Teachers can

- have students reflect on their various forms of physical activity as activities that they can participate in at various stages of their lives
- invite a speaker in to share information on proper footwear, injury prevention (head and neck injuries)
- provide opportunities for students to choose physical activities they may wish to try during the course

## Notes and Resources

*Active Healthy Living: Physical Education in Nova Scotia*, Student Resource, Unit 3 and 4 (25528)

*Healthy for Life* (8 titles) (25664)

*Interdisciplinary Teaching through Outdoor Education* (18258)

*Motivating People to Be Physically Active* (24996)

*Pedometer Power* (18260)

*Teaching Adventure Education Theory: Best Practices* (25665)

*Walking for Fitness: The Beginner's Handbook* (Marnie Ceun, Greystone Books, ISBN: 9781553652199)

*Walking Games and Activities: 40 New Way to Make Fitness Fun* (18254)

**Websites**

thinkfirst curriculum: [thinkfirst.org](http://thinkfirst.org)

[safekidscanada.ca](http://safekidscanada.ca)

[taketherooffwinter.ca](http://taketherooffwinter.ca)

[smartrisk.ca](http://smartrisk.ca)

Department of Health Promotion and Protection webpage: [www.gov.ns.ca/hpp](http://www.gov.ns.ca/hpp)

## **1.2 Students will be expected to demonstrate competence in a variety of modes of active transportation, applying appropriate safety procedures and exploring opportunities and challenges.**

### Suggestions for Assessment

Students can use checklists, rubrics, t-charts, reflection journals, and presentations to

- evaluate their use of various safety equipment such as helmets, elbow pads, knee pads, eyewear, personal floatation devices, etc.
- assess personal safety issues
- demonstrate safety procedures while using various active modes of transportation
- proper choice of footwear and clothing
- identify opportunities for active transportation in their own lives
- reflect on strategies to overcome challenges to active transportation

Students can provide evidence for demonstration of essential competencies by

- demonstrating to a peer, instructions for proper walking technique, running technique, skate boarding, biking
- provide written instructions
- do a "how-to" film production, role-play, presentation, or PowerPoint promoting an active mode of transportation

### Suggestions for Learning and Teaching

Students can

- wear pedometers to identify the number of steps taken in a school day
- identify personal safety concerns for active modes of transportation
  - distracted driving and pedestrian safety
  - use of iPods or MP3 players while walking, biking, or skateboarding
  - use of trails that are not highly trafficked
  - walking at night
  - use of networking devices while involved in active modes
- develop promotional material for active modes of transportation
- choose an opportunity for an active mode of transportation for one week and reflect on challenges and/or further opportunities
- create and lead an opportunity for active transportation for the wider school community or target group
  - lead a walking school bus for school-aged children
  - walking seniors to the grocery store
  - challenge another section of the class for a total number of steps
- create signs around the schools for opportunities for increasing number of steps/physical activity, i.e., posting signs by the stairs or elevator noting the benefits, walking to the garbage can in the cafeteria, using lunch period for walking



- take a week-long inventory of the places they typically go and analyse ways in which they could adjust it to incorporate active transportation

Teachers can

- encourage students to think of ways in which they can increase opportunities for physical activity throughout the day
  - walked to the mailbox instead of driving
  - taking the stairs versus elevators/escalators
  - parking farther away from the door
  - organize an Active Participation Day, whereby the students use active modes of transportation to school; consider partnering with your municipal recreation department, RCMP/local police and other community partners

## Notes and Resources

*Healthy for Life*, 8 titles (25664)

Making Tracks, Active Transportation Module Resources (Ecology Action Centre)

*Pedometer Power* (18260)

*Walking Games and Activities: 40 New Way to Make Fitness Fun* (18254)

### Websites

Ecology Action Centre: [ecologyaction.ca](http://ecologyaction.ca)

Active Kids, Healthy Kids: [gov.ns.ca/hpp/pasr](http://gov.ns.ca/hpp/pasr)

[pathwaysforpeople.ca](http://pathwaysforpeople.ca)

**1.3. Students will be expected to lead an active game in a natural setting that would be inclusive of and appeal to all ages and abilities, and explain the value of play in leisure time throughout the lifespan.**

## Suggestions for Assessment

Students can

- create rubrics for self- and peer-assessment
- design criteria to determine whether an active game or experience is inclusive
- in a group or individually, create a rubric for their game and assess it (Students can come up with their own criteria, but may use some of the following:)
  - rules are clear
  - specific target group
  - equipment needed for the game
  - time management
  - fair play
  - game is safe
- write a reflection on the value of active play as a healthy component of leisure time examining physical, mental, social, and emotional benefits
- use role-plays or develop a dramatization that highlights play in leisure time for people of all ages
- create and/or modify adaptive kits
- create a booklet, brochure, or handout for families that explain the value of play and active living highlighting easy, cost-effective ways to be active during leisure time
- publish an adapted games book that each student would receive a copy of for use in other settings
- make a presentation on the value of play
- debate the value of play
- debate the role of natural settings as important to or non-essential to the element of play in the context of physical activity

Teachers can

- assess games/active experiences from student-generated criteria
- share examples

## Suggestions for Learning and Teaching

Students can

- lead younger students in active play
- organize a staff or student active play event
- research and play traditional playground games; suggest and try ways to enhance and modify the game for active and new twists on the game
- research and play games from cultures around the world

- look for ways to modify games for children and youth with a range of abilities (children with various impairments), perhaps using or creating adaptive kits
- prepare a reference chart of the types of special needs that exist among youth in their school and community setting and indicate possible ways to adapt activities and games to accommodate people with these needs
- reflect on games played in the natural environment versus games played indoors; are some experiences enhanced through a natural setting?
- lobby local recreation departments, and community facilities to provide better accessibility and inclusion services

Teachers can

- lead the class in a low-organized game, and explain how minimal equipment and minimal rules can often maximize playing time
- provide opportunities for students to use the parachute and experience different parachute games
- provide students with a small assortment of equipment, and ask students, in small groups or pairs, to take three pieces of equipment and create a game
- provide opportunities for active play in various environments, e.g., classroom, field, gymnasium, playground, park, wooded area, farm, corn maze
- share adaptive kits for use with special needs students
- provide opportunity for students to participate in adaptive activities and games (disability awareness obstacle course)
- provide opportunity for students to volunteer with or visit a group or organization dealing with special needs, perhaps facilitating an active experience

## Notes and Resources

*Chicken and Noodle Games: 141 Fun Activities with Innovative Equipment* (18588)

*Child's Play* (ALR Pending)

*Cooperative Games and Sports* (18255)

*International Games: Building Skills through Multicultural Play* (18993)

*Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder* (Richard Louv, Algonquin Books of Chapel Hill, ISBN: 9781565125223)

*Parachute Games* (18444)

*Silver Bullets: A Guide to Initiative Problems, Adventure Games, Stunts and Trust Activities* (22102)

*Strategies for Inclusion: A Handbook for Physical Educators* (18591)

*40 Years in the Gym: Favorite Physical Education Activities* (18253)

### Website

Right to Play: [www.righttoplay.com](http://www.righttoplay.com)

## **1.4 Students will be expected to experience and reflect upon diverse lifelong outdoor recreation activities, as environmentally conscious participants.**

### Suggestions for Assessment

Students can

- write reflective pieces after participating in lifelong outdoor recreation activities
- complete activity logs in which they list the outdoor activities in which they participated, how long they participated in them and their reflection upon their impressions of these activities
- create a checklist of items necessary for safe and ecologically friendly participation in lifelong outdoor recreation activities
- create or gather supplies and equipment necessary for participation in outdoor recreation activities, such as a first-aid kit, camping stove, tarp, healthy nourishment, etc.
- create an audio or video recording that reflects upon their experiences during lifelong outdoor recreation activity or activities
- create a media product (poster, public service announcement, brochure, moodle, experience, etc.) promoting ecologically friendly recreation practices
- develop promotional material for ecologically friendly recreation practices
- achieve certification from an agency such as the Nova Scotia Outdoor Leadership program (NSOLD program)
- write a report or deliver a presentation explaining the safety equipment necessary for a specific outdoor recreation activity or a variety of outdoor recreation activities
- use various art mediums to depict a physically active experience in the outdoors and display creations around the school
- create an inventory of outdoor activities available in their community
- create and participate in role-plays depicting actions that are environmentally conscious
- take digital photographs of themselves, their family, their friends, participating in an outdoor recreation

experience

Teachers can

- have students create an annotated photo exhibit of various outdoor recreation activities
- conference with students regarding their experiences as active and environmentally conscious participants in an outdoor recreation activity
- have student do role-plays on various Leave No Trace principles and have others guess the principle

# Suggestions for Learning and Teaching

Students can

- participate in an outdoor recreation activity for a specific period of time and reflect upon challenges and/or further opportunities
- participate in various lifelong outdoor recreation activities both in and outside of class time
- lead a lifelong outdoor recreation activity with a group of students in their class, in another class, or in the wider school community
- organize a lifelong outdoor recreation activity experience for their friends, family, community group (guides, seniors, boys and girl club, youth group)
- participate in a trail building exercise
- build a trail on the school site

Teachers can

- invite a speaker from an outdoor recreation organization to address the class
- provide time for students to reflect on outdoor experiences at the end of class
- conduct peer interviews to investigate their peers' experience of regarding outdoor recreation
- provide opportunities for students to experience a range of outdoor recreational activities, such as
  - archery
  - camping
  - canoeing
  - cross-country skiing
  - cycling
  - gardening
  - geocaching
  - hiking
  - horseback riding
  - kayaking
  - nordic skiing
  - orienteering
  - rappelling
  - rock climbing
  - rope activities
  - rowing
  - sailing
  - skating
  - snowshoeing
  - surfing
  - swimming
  - walking
  - windsurfing
  - woods proofing

**Note:** It is preferable that activities that can be held indoors or outdoors (e.g., archery, swimming) are held in an outdoor setting when fulfilling this outcome.

## Notes and Resources

*Active Healthy Living: Physical Education in Nova Scotia*, Student Resource, Unit 3 and 4 (25528)

*Gibson's Guide to Bird Watching and Conservation* (25462)

*Healthy for Life*, (8 titles) (25664)

*Interdisciplinary Teaching through Outdoor Education* (18258)

*Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder* (Richard Louv, Algonquin Books of Chapel Hill, ISBN: 9781565125223)

*Teaching Adventure Education Theory: Best Practices* (25664)

*Teaching Orienteering* (25240)

*Teaching Physical Activity: Change, Challenge, and Choice* (18695)

*Waterfalls: Nova Scotia Masterpieces* (25464)

*Outdoor Adventures* (7 titles) (25476)

### Websites

Leave no trace: [www.lnt.org](http://www.lnt.org)

NSOLD (Nova Scotia Outdoor Leadership Program)

[orienteeringns.ca](http://orienteeringns.ca)

[usorienteering.org](http://usorienteering.org)

[trails.gov.ns.ca](http://trails.gov.ns.ca)

# Module 2: Community Participation

**2.1 Students will be expected to demonstrate awareness of the range of human and physical resources, including natural and built environments, supportive of physical activity, sport, and recreational in the community, region, and province.**

## Suggestions for Assessment

Students can

- create a map of the community, region, or province indicating where these resources are located; the teacher could post the maps around the school
- create asset maps of different aspects of physical activity, sport, and recreation environments (e.g., playgrounds, trails, active and safe routes, skate parks, lakes, recreation facilities, rinks for community, region, or province)
- create a brochure to present to the class representing a community resource
- create a short film of one of the resources available
- create a phone book/directory using business cards from these community places
- gym fair (each student has to find a different resource, from the community, and prepare a display); all displays would be set up at the same time to create a fair
- set up a physical activity EXPO in the gym; ask representatives from different community resources to come in to promote themselves

## Suggestions for Learning and Teaching

Students can

- brainstorm resources available in the community, region, province and organize the list into a table with the following headings: Exist in the Community, Resources Used Before, Interested in Trying, Friend or Family Member Uses
  - the students think about what exists in the community
  - make a list of resources they might have used before
  - make a list of resources they would be interested in trying
  - make a list of resources to which a family member or friend belongs
  - make a table of the above

Teachers can

- discover what students are interested in, then to inform the development of learning experiences whereby students research cost, time, access, etc. (This learning experience can be partnered with 2.2.)
- develop a bingo card from brainstorm ideas and have students circulate around the room to find peers who have used the various community, provincial, and regional resources
- have students ask their peers who have participated in physical activity experiences a question about their experience, such as time involved, cost, access, injury prevention.
- discuss resources/activities available that support mental health and stress reduction (e.g., yoga, martial arts, tai chi, outdoor pursuits)
- have students choose an activity that they would like to explore further
- have students locate and contact a resource for purpose of information gathering (e.g., interview, questionnaire)
- provide information resources
- organize a trip to one of the places
- invite municipal recreation co-ordinators to the class
- choose 10 different places in the community and send students in groups of 3 to investigate opportunities to initiate and negotiate a come-and-try program and then participate in the program

## Notes and Resources

*Service Learning for Health, Physical Education, and Recreation (25521)*

*Walking Games and Activities: 40 New Way to Make Fitness Fun (18254)*

Municipal Recreation Departments



## **2.2 Students will be expected to identify barriers and solutions to participation in their physical activity interests in regard to cost, time, and access based upon a projected disposable income.**

### Suggestions for Assessment

Students can show understanding of feasibility of participation in physical activities in regard to cost, time, and access by

- choosing a physical activity of interest and investigating what factors (equipment, fee, gas, uniform, or clothing) are involved in the cost of participation
- participating in role-play skits that emphasize the cost, time, and access barriers that people may face when it comes to participating in different forms of physical activity
- writing a reflection piece on a physical activity they have participated in and what they would do with the money and time if they hadn't done that physical activity
- creating a chart of physical activities listing total cost, time, and access requirements for each if they are known
- identifying and then making a list of physical activities that require little or no cost to the individual participating in them
- conducting interviews to discover others' experiences in physical activity in regard to cost, time, and access with peers and adults at different stages of their lives
- completing a project that outlines the cost, time, and access of activities that they may like to do at various stages of their lives
- evaluating physical activity opportunities available in their community using questionnaires they have developed after a group discussion on criteria
- doing a comparison study of opportunities in regard of cost, time, and access and present to small groups or whole class

### Suggestions for Learning and Teaching

Students can

- research how cost and time spent on physical activities varies from their local area to other areas around their province, country, and all over the world
- interview a local individual who has expertise in physical activity (such as recreation director or coaches) to find out any "hidden costs" to participate in physical activities that they may not have considered
- take an inventory of physical activities participated in already by the students in the class and the time they spend doing them
- develop a budget with limited money that needs to be split between entertainment activities, including physical activities for each student
- investigate volunteer or work opportunities that support participation in PASR activities whereby the employer compensates for membership or participation fees (golf courses, YMCA, DND Reserves, community stables, sporting equipment stores, fitness clubs)
- investigate student discounts for participation in physical activities, used equipment sites

- rank activities from least to most expensive
- compare and contrast public versus private community programs
- do a search for funding support for participation in physical activity, sport, and recreation in Nova Scotia
- investigate access issues (urban versus rural) and write to government officials to share comments and concerns
- investigate careers that allow the opportunity to be physically active and/or careers that are physically active by their nature (e.g., fishing industry, physical education teacher, coach)
- develop questions for community organizational classroom visits

Teachers can

- invite a speaker in to share information on physical activities that have limited or no cost attached for participation
- provide opportunities for students to choose physical activities they want to try that take small amounts of time and money

## Notes and Resources

Municipal Recreation Department  
Community Brochures and Websites  
Trails.gov.ns.ca  
Career Options  
Sport Nova Scotia: sportnovascotia.ca

### **2.3 Students will be expected to locate, access, and participate at a moderate to vigorous intensity level in a new physical activity experience, structured or unstructured, available in their community.**

## Suggestions for Assessment

Students can

- make a map of the community and highlight important areas of interest
- go out into the community and visit at least three places that offer a recreational physical activity, synthesize the information gathered, and do a comparison study of the three places, both inside and outside
- write journal reflections of activities in which they participated
- make a checklist of places to visit and locate
- create and use a checklist of things you would look for in a beneficial physical activity
- set criteria for what would make a good choice for them and evaluate each facility/organization
- do self-evaluations of their commitment to participation
- assess proper footwear/attire pertaining to the activity
- create a brochure promoting a physical activity of choice
- add written reflections and experiences to their Life/Work Portfolio

## Suggestions for Learning and Teaching

Students can

- locate and participate in a physical activity within their community
- identify a wide range of activities and create a mind map illustration
- create an infomercial on their new-to-them physical activity
- reflect on their experiences in a journal
- create a T-chart listing the advantages and disadvantages of the activity
- invite a friend or family member along to take part in the activity
- compare and contrast different activities and the health benefits of each
- share experiences with the class
- collect media pieces on the activities to share with the class on different assessable physical activities within their community
- identify opportunities that are missing in their community

Teachers can

- brainstorm, as a class, different physical activities assessable in their community
- invite a community recreation department leader in to speak to class about different physical activity possibilities in the community
- organize a community Active Living fair inviting recreation departments, karate club, canoeing club, running club, golf pros, aerobic instructors, etc.
- look for opportunities to integrate community activities or events into actual class instruction

## **2.4 Students will be expected to facilitate a learning experience that promotes active, healthy living within their school and/or community.**

### Suggestions for Assessment

Students can

- conduct peer, group and self-assessments
- keep a weekly reflective journal
- co-create criteria for each stage of project
- self- and peer assess growth in communication and teamwork skills
- assume leadership roles and willingness to learn from them
- revise an action plan, as necessary, perhaps by creating T-charts to outline what is working and what needs improvement
- conduct student interviews
- submit a final assessment and a report of the project
- create action plans detailing different strategies for future reference

### Suggestions for Learning and Teaching

Students can

- brainstorm in small groups a list of project ideas and decide how a project will be carried out
- visit potential community agencies that could be part of the project
- look for opportunities to integrate previous learning from coursework into a service learning project
- research service learning and opportunities for service learning in their community
- write daily and weekly journals
- create goals and objectives of a project
- create tasks and time lines
- create checklists and action plans (See Table 3.2, page 49 in *Service Learning for Health, PE, and Recreation*)
- create posters or brochures to promote their project

Teachers can

- contact community organizations to explain the plans and ideas
- explore the concept of service
- provide students with opportunities for service learning within the community, i.e. taking seniors on walks, participating in a trail-building exercise, a community environmental project that incorporates physical activity
- lead a brainstorming activity on project possibilities
- provide students with necessary supplies needed to run a project
- engage students in frequent group discussions throughout the duration of a project
- accompany students to several potential community organizations that might act as project possibilities

- visit and assist students at project locations
- act as a contact or liaison between school and/or community organization

## Notes and Resources

*Service Learning for Health, Physical Education, and Recreation (25521)*

Doctors of Nova Scotia, Youth Running Series

## **2.5 Students will be expected to apply their understanding of fair play and monitor their own behaviour in a variety of physical activities.**

### Suggestions for Assessment

Students can demonstrate their understanding of fair play by

- examining human rights issues and recognize forms of discrimination
- demonstrating fair play practices
- creating dramatizations
- creating a fair play rubric
- completing self-assessments
- demonstrating and creating a fair play rubric used for peer and self-assessments
- evaluating peers via a fair play rubric
- creating a fair play code, which may include items such as
  - respect for officials
  - respect for opponents and accept their decisions
  - respect for the rules
  - demonstration of self-control
  - giving everybody an equal chance to participate
  - sharing equipment, space, and facilities willingly
  - condemning violence and harassment
- using exit slips to self-assess their practice of fair play during the class
- creating a brief instruction manual of how to play fairly
- creating, administering, and interpreting the results of a survey regarding students' experiences in relation to fair play
- making a presentation to peers or younger students on fair play
- creating a PowerPoint presentation on fair play
- investigating fair play codes for community and national physical activity, sport, and recreation organizations
- debating the topic: Does participation in sports and other forms of group physical activity encourage the development of fair play?
- designing posters promoting fair play and display them around the school

Teachers can

- observe students' application of fair play
- conference with students on their capacity to engage in fair play
- create scenarios or case studies for fair play

Students can monitor their personal etiquette in a variety of physical activities by

- conferencing with their teacher
- demonstrating appropriate personal etiquette

- creating dramatizations—not putting away fitness equipment, e.g., weights, resistance bands, walking across a badminton course, cleaning of cardio equipment after use, talking/interrupting during periods of necessary concentration
- completing self-assessments
- completing peer assessments
- creating a brief instruction manual detailing personal etiquette in a variety of physical activities (e.g., golf etiquette, fitness centre etiquette)
- creating a "personal etiquette in physical activity" rubric
- creating media products (posters, videos, etc.) promoting appropriate personal etiquette during physical activity.

Teachers can

- evaluate students through observation, conversation, and products

## Suggestions for Learning and Teaching

Students can

- create a list of examples of the characteristics of fair play
- investigate the Canadian Charter of Human Rights and discuss the role of the charter in regard to physical activity, sport, and recreation, including physical education in schools
- analyse bullying behaviour that takes places within physical education
- create an information video
- create a rubric that assesses fair play and sporting etiquette
- create and complete a fair play self-assessment such as the example below
- view and discuss fair play public service announcement such as those produced by national sport organizations
- develop a justification for a fair play policy or code
- create and role-play mock fair and unfair play situations and practice language and actions that make the active experience a positive one for all
- create and role-play mock and inappropriate sporting etiquette situations and practice using language and actions that facilitate a positive and respectful active experience for all
- look at the role of language, respect for all participants, and bullying within physically active experiences
- imagine what a fair play culture might look like at their school, at the elementary school(s) they attended, within their community, and across the province
- interview family members or a family friend on their expectations and/or experiences of fair play

Fair Play may be defined as the provision of equal playing time, during an athletic event, to all members of a participating team. Etiquette refers to those practices that respect playing time while sport or another physically active experience is taking place.

Teachers can

- use role-plays or develop a dramatization to promote fair play
- model appropriate fair play
- review characteristics of fair play discussed in earlier grades
- show and model alternate ways of making teams and have a discussion on how to make fair teams

Students can monitor their personal etiquette in a variety of physical activities by

- creating a list of examples of the characteristics of personal etiquette in a variety of physical activities
- creating an information video
- creating and completing a personal etiquette self-assessment such as the example below
- role-playing mock appropriate and inappropriate personal etiquette situations
- role-playing mock and inappropriate sporting etiquette situations
- creating a rating scale and rate examples of inappropriate physical activity etiquette from most severe to least severe (students can film scenarios to deconstruct)

Teachers can

- model appropriate physical activity etiquette
- discuss examples of appropriate physical activity etiquette

(e.g., Wiping down fitness centre equipment after using it, walking on someone's line in golf)

## Notes and Resources

*Character Building Activities: Teaching Responsibility, Interaction, and Group Dynamics* (18696)

### Websites

Hockey Canada - Public Service Announcements: [www.hockeycanada.ca/](http://www.hockeycanada.ca/)

SAMPLE

### Fair Play Self-Assessment

Check off the statements that apply to you.

The safety of the participants in the game is more important than the final score.

- I value the contribution of the coach/teacher/leader in developing the players' talents, even though I may not always agree with their methods.
- I understand that officials do not make the rules, they only apply them.
- I understand that officials are responsible to ensure that the game is played in a safe and fair manner for all participants.
- I understand that players, coaches, and officials are learning the game, and mistakes will be made in the learning process.
- I may choose not to cheer for the opposition team, but I will also not cheer against them or verbally abuse them.
- I understand that the biggest reason for players and officials quitting the game is abuse.
- I did everything possible to maximize everyone's participation on the team.



# Module 3: Personal Fitness and Goal Setting

**3.1 Students will be expected to assess their personal level of health-related physical fitness.**

**3.2 Students will be expected to develop a fitness plan using a goal-setting approach.**

## Suggestions for Assessment

Students can

- investigate various goal-setting approaches and develop their own
- evaluate their current level of fitness
- articulate the importance of being physically fit
- identify areas that need improvement
- develop a plan to address areas that need improvement
- monitor their plan and reassess periodically
- apply a goal-setting approach (SMART) while developing a fitness plan
- form a support group with friends and/or family and periodically discuss progress and report modifications
- compare fitness plans with friends or family and discuss similarities and differences
- design a health-related fitness program for a friend
- identify and explain ways to help maintain the desire to maintain a high level of physical fitness

Teachers can

- respond to a fitness plan developed by a student and offer suggestions for modifications

## Suggestions for Learning and Teaching

Students can

- maintain a daily journal record of physical activity
- evaluate their journal periodically and make modifications as necessary
- use a table or chart to maintain a record of daily activity
- set personal goals for their physical fitness based on their current fitness level
- develop a personal plan based on the SMART or another goal-setting approach
- monitor progress using a chart of daily activity or journal
- revise the plan periodically during the course
- discuss reasons why the plan may or may not work for them
- share with class challenges encountered in following the plan

- attend a fitness class within the school or community
- interview a health professional to discuss the importance of maintaining health-related fitness and the importance of goal-setting

Teachers can

- lead a discussion around goal setting, its meaning and importance
- introduce the key terminology associated with SMART goals
- demonstrate how SMART goals, for example, can be used in relation to developing a physical fitness plan
- provide students with a variety of sample fitness plans
- highlight the importance of a healthy life balance (e.g., balancing physical activity or physical fitness with rest, time for healthy relationships, work, or school)
- introduce students to the difference between being fit and being an athlete
- provide guidance for students when preparing a plan
- offer suggestions of alternate activities to support the student plan
- make students aware of changes of activities with the seasons
- invite professionals who work with developing fitness plans

## Notes and Resources

*Active Healthy Living: Physical Education in Nova Scotia*, Student Resource, Unit 2 and 3 (25528)

*Fitness Circuit Charts*, Secondary Series, (24993)

*Fitness Circuit Charts*, Elementary Series (18259)

*Physical Education: Self-Management for Healthy, Active Lifestyles* (25519)

### **3.3 Students will be expected to demonstrate an understanding of health-related fitness components and how to use them to improve personal fitness levels.**

## Suggestions for Assessment

Students can

- review a list of physical activities and determine which health-related fitness components each activity would help improve
- complete an assessment of the health-related fitness components
- monitor their physical activity over a period of time, and as they reassess their health-related fitness, and adjust using the principles of training

Teachers can

- assess knowledge of five components of fitness through personal goal-setting
- assess knowledge through projects that focus on the five components of fitness
- assess knowledge by having students develop a fitness portfolio

## Suggestions for Learning and Teaching

Students can

- perform fitness circuits where each component of fitness is demonstrated
- develop a fitness plan that involves all aspects of health-related fitness components
- develop a fitness circuit for others (class, another class)
- perform a dramatization to show an understanding of components of fitness
- keep a physical activity journal and identify the fitness component(s) they practice and identify areas of need
- participate in fitness blasts

Teachers can

- introduce the components of fitness
- post components of fitness where all students can see them
- have students perform exercises that use each component of fitness
- invite a teacher of Yoga 11 or other certified yoga instructor available to them to share how yoga address health-related fitness components

## Notes and Resources

*Active Healthy Living: Physical Education in Nova Scotia*, Student Resource, Unit 2 and 3 (25528)

*Fitness Circuit Charts*, Secondary Series, (24993)

*Fitness Circuit Charts*, Elementary Series (18259)

*Physical Education: Self-Management for Healthy, Active Lifestyles* (25519)

**3.4 Students will be expected to apply the principles of training within a personal fitness plan and analyse how these principles can help to improve or maintain personal fitness levels.**

## Suggestions for Assessment

Students can

- identify the principles of training involved while experiencing a movement activity
- set the criteria for themselves and monitor themselves against this criteria, modifying when or if necessary

## Suggestions for Learning and Teaching

Students can

- choose one principle of training and create a workout based on that principle
- create a board game that includes all the principles of training (e.g., a monopoly game in which, when they land on a space, they must perform a task such as 10 jumping jacks, 10 sit-ups, or 10 push-ups)
- identify key vocabulary terms associated with each of the principles (e.g., maximum heart rate, dynamic stretching, static stretching)

Teachers can

- post principles of training where all students can see them
- organize a visit to a local fitness club (or use the school fitness room) and discuss how machines and weight training can support enhancement of areas of fitness

## Notes and Resources

*Active Healthy Living: Physical Education in Nova Scotia*, Student Resource, Unit 2 (25528)

*Athletic Fitness for Kids* (ALR Pending)

*Building Dances* (18262)

*Building More Dances* (18263)

*Stretching Anatomy: Your Illustrated Guide to Improving Flexibility and Muscular Strength* (25571)

*Strength Training Anatomy Poster Series* (25298)

*Yoga Anatomy: Your Illustrated Guide to Postures, Movements, Breathing Techniques* (25572)

### **3.5 Students will be expected to increase skill level in a physical activity of choice and monitor, document, and reflect on progress over time.**

## Suggestions for Assessment

Students can

- set personal criteria for increasing skill level in a physical activity of their choice
- keep a log on the physical activity of choice showing the time and duration and reflect on their increase, if any, skill level, and their level of confidence each time
- create and present an aspect of their activity of choice to provide the classmates with an opportunity for feedback (This is one of the things I have been doing to get better.)
- participate in the activity during an optional activity day (day when the student plays or gets involved in the physical activity of choice)

Teachers can

- conference with students on their criteria setting periodically and provide skill-related feedback, where possible

## Suggestions for Learning and Teaching

Students can

- create/brainstorm a list of preferred physical activities and choose one as a favourite
- create a checklist of muscles and equipment used and the health advantages while performing this activity
- create a tentative schedule of when and where the chosen physical activity can be performed
- divide their chosen activity into different skills and then break this skill in to different components
- identify any possible resources to help them increase their skill level

Teachers can

- present a variety of physical activities
- set up a rotation of stations so that students can try different activities (putting, foul shooting, yoga, handball, serves for racquet sports, dance, climbing)
- highlight muscle groups involved in being physically active
- brainstorm health benefits of physical activity

## Notes and Resources

*Physical Education: Self-Management for Healthy Active Lifestyles* (25519)

*Teaching Yoga for Life: Preparing Children and Teens for Healthy, Balanced Living* (18990)

Municipal Recreation Departments

Community Facilities



# Module 4: Healthy Living

**4.3 Students will be expected to examine consumer rights and critically analyse issues related to health and fitness service products.**

## Suggestions for Assessment

Students can

- identify products that are targeted at youth in the area of health and fitness
- use a T-chart to analyse product pros and cons
- create a checklist for consumers of things to keep in mind when purchasing health and fitness products
- make a commercial for a health and fitness service product that serves a positive purpose for physical activity
- create a PowerPoint presentation on a health and fitness service product and then get the class to chart the positives and negatives
- create a poster or public service announcement to advertise a product and understand the process of marketing and targeting youth
- compose a reflection piece on a fitness or health-related product that they have not been happy with in the past (This could be done in dramatic form.)
- use different pieces of fitness equipment and compare its pros and cons of use

## Suggestions for Learning and Teaching

Students can

- create a list of products they know of and have been exposed to in their own lives relating to health and fitness
- interview someone in their life and question them on the purchase of a health or fitness product or service that they have made
- brainstorm various mediums that companies use to try to sell their product to youth
- make a list of health- and fitness-related products that are appealing to them and try to come up with the reasons why those products are appealing (What makes it attractive to youth?)
- create an inventory of health- and fitness-related products that they or their family have purchased in the last week, month, or year

Teachers can

- have students reflect on their personal experiences of their purchases related to health and fitness
- present the students with a variety of products and share opinions of them
- show students a variety of forms of advertising and have them record their reactions through a Think-Pair-Share exercise

- provide opportunities for students to write how they feel about a product prior to seeing it's advertisement and then again afterward
- encourage students to think about why they are consumers of certain products in their lives