

Catholic District School Board Writing Partnership

Health and Physical Education

Course Profile **Exercise Science**

Grade 12
University Preparation
PSE4U

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Acknowledgments

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Course Overview

Exercise Science, PSE4U, Grade 12, University Preparation

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

Prerequisite: Any Grade 11 University or University/College Preparation course in Science, or any Grade 11 or 12 Open course in Health and Physical Education

Course Description

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

How This Course Supports The Ontario Catholic School Graduate Expectations

Exercise Science challenges students to understand the importance of human movement and factors that affect the development of all humans. Students work as interdependent team members to critically assess material and present it to their peers. Students show initiative and leadership in the development of projects and activities for youth. This Course Profile will challenges students to be sensitive to others and accept that each individual is a gift from God with something to offer. Christian beliefs are reinforced as students analyse the relationship of society and culture in sports. In identifying issues in society related to sport, such as violence, cheating, exploitation, and equality, students examine their morals and values as a person formed in Catholic traditions. Students accept accountability for themselves and their actions as they set and achieve goals. Class debates and discussions contribute to the understanding and acceptance of others and of others' ideas and opinions.

Course Notes

Exercise Science is a combination of scientific and sociological information. This information can be presented in an order that suits the teacher. The units have been clustered according to information that naturally flows together. Although the order of the units can be changed, it is suggested that the first science unit taught be Anatomy and Physiology so that students understand that the premise of the course is scientifically based. Unit 1 is also the basis for all the scientific units taught within this course. Unit 4, Physical Activity and Sport in Society, can be taught at any time throughout the course. The teacher is also able to explore other avenues related to sport such as psychology, history, and business. There are a number of presentations and a significant amount of group work included throughout this course, particularly in the Physical Activity and Sport in Society unit. It is suggested that the teacher develop a rubric for peer assessment of group members and presenters. At the beginning of the course, the teacher introduces the Independent Study Unit and provides students with a variety of topics. It has been included as a separate unit but it has not been allotted a specific time. The teacher, however, can organize the independent study into parts due at specific times throughout the semester. This will help to keep students on track and provide the opportunity for discussion around their chosen topic. The focus of the independent study can be a subject area chosen by the teacher, or students can investigate and research a specific topic of interest. The independent study can be presented in written form and/or presented to the class. The teacher decides the appropriate amount of class time to work on the independent study. The teacher allots time for student-teacher conferences. It is also suggested that teachers include portfolio projects that relate specifically to units or focus on activities that improve students' skill base and enhance one's resume. Examples of these projects can include: creating an anatomical joint, taking a course in CPR or First Aid, completing an organized run or walk, teaching a physical education class in

an elementary or high school, or referee or score-keep a game. The final exam can be completed in many formats. It is suggested that a paper-and-pencil test is included to test knowledge and understanding and to prepare students for examination at the postsecondary level. Teachers can evaluate communication through a written essay or position paper based on knowledge learned throughout the course or as a culminating activity to the final unit taught. Application and Thinking and Inquiry can be evaluated using a culminating activity from the final unit taught or in any of the portfolio projects you may choose to include.

Units: Titles and Times

Unit 1	Anatomy and Physiology	40 hours
Unit 2	Biomechanics and Human Performance	20 hours
Unit 3	Motor Development	20 hours
* Unit 4	Physical Activity and Sport In Society	30 hours
Unit 5	Independent Study	

* This unit is fully developed in this Course Profile.

Note: The time included in the above chart fulfills the required hours for the course, however the independent study unit is not included within these hours. Teachers are expected to allocate the hours throughout units in order to incorporate Unit 5.

Unit Overviews

Unit 1: Anatomy and Physiology

Time: 40 hours

Unit Description

Students learn the structure and function of the body, and the physiological principles relating to human performance. Through the use of practical lab exercise, students further their understanding of skeletal and muscular concepts. Group work within these lab activities emphasize social responsibility, and build on student integrity, morals and ethics. Challenging students to examine and evaluate specific muscle location, structure, and function encourages them to apply their knowledge of interdependent systems. Students are provided with an opportunity to understand muscle contraction and energy systems and to link this information to physical activity. Comprehension of exercise physiology is acquired through the study of the cardio-respiratory system and the production of energy. Students focus on acute and chronic effects of physical activity and on the effects of environmental conditions on the body.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus	Teaching Strategies
1	BBV.01, BB1.01 CGE2b, CGE4b	Knowledge/ Understanding Application	Anatomical terminology Skeletal system	Storytelling Pin the Tail on the Skeleton Think/Pair/Share Lecture Video/Posters
2	BBV.01, BB1.02 CGE2b, CGE2c, CGE2e, CGE3c, CGE3e, CGE4a, CGE5a, CGE5e, CGE5g, CGE7d	Knowledge/ Understanding Communication	Muscle location, structure, function and characteristics	Flash Cards Dissection Lecture Guided Reading Problem Posing Jigsaw Video A.D.A.M (CD-ROM) Bones and Skeleton Model
3	BBV.01, BB1.03 CGE4c	Knowledge/ Understanding Communication	Muscle contraction	Role Playing Lecture Guided Reading
4	BBV.01, BB1.04 CGE2b, CGE3c, CGE4b, CGE5f	Knowledge/ Understanding Communication	Energy systems	Group Presentations Guided Reading Collaborative/Cooperative Learning Library Resource Centre
5	BBV.01, BB1.05 CGE3e	Knowledge/ Understanding Communication Application	Cardio-respiratory system and energy production	Laboratory Activity Question Matrix Student Surveys
6	BBV.01, BB1.06 CGE1e, CGE2b, CGE3f	Knowledge/ Understanding Communication	Acute and chronic effects of physical activity	Case Study Guest Speaker Issue-Based Analysis Problem Posing Jigsaw Directed Reading
7	BBV.03, BB3.03 CGE2b, CGE2c	Knowledge/ Understanding Thinking/Inquiry	Training methods	Lab Activity (Steady State)
8	BBV.01, BB1.07 CGE2c, CGE2d, CGE3f, CGE4f, CGE7f, CGE7i	Thinking/Inquiry Communication	Environmental conditions and affects on the body	Issue-Based Analysis Directed Reading Lecture Classifying Activity

Unit 2: Biomechanics and Human Performance

Time: 20 hours

Unit Description

Students learn the biomechanical principles related to improving movement. They explain and describe the laws of physics, biomechanical principles and joint mechanics as they relate to movement. Examples include Newton's laws related to levers, velocity and linear acceleration, stability, the relationship between force and movement, angular motion, types of joints and range of motion. Students use these laws to analyse human performance. Students describe the relationship between nutrition and activity, including caloric and nutrient balance, hydration, and the needs of specific populations. They analyse the effects of performance-enhancing methods and substances, and evaluate the effects of various training methods on human performance. They use their acquired knowledge to adapt physical fitness and activity programs to address their personal needs.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus	Teaching Strategies
1	BBV.02, BB2.01, BB2.02, BB2.03 CGE2b	Knowledge/ Understanding Communication Application	Laws of physics Biomechanical principles	Lecture Inquiry Demonstration
2	BBV.03, BB3.01 CGE5a, CGE5e	Knowledge/ Understanding Communication	Nutrition	Lecture Research Nutrition Lab
3	BBV.03, BB3.02 CGE4a, CGE7a, CGE7d	Knowledge/ Understanding Thinking/ Inquiry	Performance- enhancing methods and substances	Experiential Learning Research Lecture
4	BBV.03, BB3.04 CGE2c, CGE4e	Knowledge/ Understanding Application	Physical fitness and activity programs	Reflection Goal Setting Fitness Plan Development

Unit 3: Motor Development

Time: 20 hours

Unit Description

This unit focuses on the motor development of individuals from infancy to adulthood. Students examine performance, growth and development, and the principles of motor learning. Students incorporate the knowledge of fundamental skills in sports to understand and examine the process of skill acquisition. They investigate physical and psychological factors that affect skill performance. Students apply their knowledge of motor learning, and growth and development in designing activities and teaching skills to people of all ages.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus	Teaching Strategies
1	MDV.01, MD1.01 CGE2a	Knowledge/ Understanding Communication	Stages of development	Direct Instruction Jigsaw Observation Research
2	MDV.02, MD2.01, MD2.02, MD2.03 CGE2b	Knowledge/ Understanding Communication Application	Skill acquisition-physical and psychological factors	Reciprocal Teaching Peer Teaching Case Study Lab Activities
3	MDV.01, MD1.02, MD2.04 CGE1d, CGE2c, CGE5c	Thinking/Inquiry Communication Application	Design activities Teaching a skill to youth	Presentation

Unit 4: Physical Activity and Sport In Society

Time: 30 hours

Unit Description

Students explore the relationship between physical activity, sport, and society. They explore the evolution of physical activity by studying the history of sport. They identify issues in society that are related to sports and physical activity. These may include violence, exploitation, cheating, equal access, and physical activity trends. Students analyse the factors that influence participation in physical activity and sports, including current trends, coaching, role models and personal perception of physical activity. Students identify Canadian athletes who have contributed to sports and physical activity and describe their contributions. The relationship of society and culture to sports and physical activity is taught through the study of various issues. These include sport management, physical activity and the importance of being an informed consumer. Students describe how societal and cultural factors, including gender representation and ethno-cultural preferences, influence programs. They describe the benefits of school and community programs, and identify career opportunities in fields related to physical activity and sports.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus	Teaching Strategies
1	PAV.01, PA1.01 CGE2b, CGE5a, CGE7f, CGE7g	Communication	History of sport	Lecture DRTA Position Paper
2	PAV.01, PA1.03, PA2.03, PA2.06 CGE5a, CGE5e, CGE5g, CGE7f	Knowledge/ Understanding Thinking/Inquiry Communication	Participation in physical activity/sport	Brainstorming Research Investigation
3	PAV.02, PA2.01 CGE4d, CGE5a	Thinking/Inquiry	Business and sport	Research
4	PAV.02, PA2.02 CGE2b	Thinking/Inquiry Communication	Informed consumer	Peer Coaching

Cluster	Learning Expectations	Assessment Categories	Focus	Teaching Strategies
5	PAV.02, PA2.04 CGE1g, CGE2a, CGE2c	Knowledge/ Understanding Thinking/Inquiry	Benefits of school and community physical activity and sports programs	Community Resource Investigation Peer Teaching
6	PAV.02, PA2.05 CGE1g, CGE2b, CGE5d	Knowledge/ Understanding Thinking/Inquiry	Career opportunities	Investigation
7	PAV.01, PA1.02 CGE1d, CGE3d, CGE3f, CGE4g	Knowledge/ Understanding Communication	Issues in society	Jigsaw Case Study Debate Concept Attainment

Unit 5: Independent Study

Time: Decided by Instructor

Unit Description

The Independent Study unit focuses on students' specified areas of interest. The teacher presents various topics at the beginning of the course. Students are expected to research and write an essay (expository or report) and prepare a fifteen to thirty-minute presentation to the class.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus	Teaching Strategies
1	BBV.01, BBV.02, BBV.03, MDV.01, MDV.02, PAV.01, PAV.02 CGE2b, CGE2c, CGE3c, CGE4c, CGE4f, CGE5b	Knowledge/ Understanding Thinking/Inquiry Communication Application	Topic of choice	Expository or Report Essay Presentation Peer Teaching Conferencing

Teaching/Learning Strategies

- Issue-Based Analysis
- Journal/Learning Log
- Brainstorming
- Observation
- Case Study
- Classifying
- Collaborative/Cooperative Learning
- Directed Reading-Thinking Activity (DRTA)
- Field Trip
- Guest Speaker
- Guided Reading
- Independent Study
- Research
- Sketching to Learn
- Think/Pair/Share
- Know, Want to know, Learned (KWL)
- Cope
- Goal Setting
- Question Matrix
- Lab Activities
- Four-Way Recording and Reporting
- Editorial Analysis
- Conferencing
- Demonstration

- Inquiry
- Interview
- Jigsaw/Expert Groups
- Community Resource Investigation
- Learning Centres
- Direct Instruction
- Lecture
- Peer Teaching
- Problem Posing
- Role Playing
- Reciprocal Teaching
- Media Investigations

Assessment & Evaluation of Student Achievement

In order to properly assess and evaluate students' achievement, teachers are encouraged to involve them in the assessment process. Rubrics can be created with students so that they clearly understand the expectations of the task or assignment. There is a significant amount of group work throughout the course and it is suggested that a peer assessment of group work is included to promote equality in the distribution of work. The intent of this Course Profile is to provide a variety of ways in which to present information as well as to assess students on the information learned.

Assessment Method	Assessment Strategy	Assessment Tools
Personal Communication	<ul style="list-style-type: none"> • Student-teacher conferencing • Student-parent-teacher conferencing • Peer conferencing • Oral presentations 	<ul style="list-style-type: none"> • Rating scales • Checklist
Paper-and-Pencil Tests	<ul style="list-style-type: none"> • Unit tests and quizzes • Examinations 	<ul style="list-style-type: none"> • Marking Scheme
Performance Assessment	<ul style="list-style-type: none"> • Skill rubrics and checklists • Peer and group teaching • Formal writing assignments (essays, newspaper articles, research projects) • Projects (poster presentations, fitness assessments, brochures, portfolios, etc.) • Oral presentations • Skill analysis (video/audio/taping) • Developmental profiles 	<ul style="list-style-type: none"> • Rubrics • Checklist

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

Accommodations

Teachers should read individual IEPs for specific direction on accommodation for exceptional students and those who are not formally identified but are receiving special education programs and/or services. In all cases, the students should be helped to learn to take the initiative to ask for the accommodations he or she requires. The following are accommodations which could be considered:

Behavioural/Exceptionalities

- Use visual aids, demonstrations, simulations, manipulations to ensure that students understand concepts presented.
- Break down large tasks into small tasks. Provide reinforcement as each part is completed.

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- Provide models of completed tasks so students can visualize a completed project.
 - Assist students to set short-term goals, and ensure frequent opportunities for monitoring progress towards those goals.

Learning Disability

- Present information to as many modalities as possible, including oral presentation, board notes, overheads, diagrams, class discussion, activity-based learning.
- Provide extra time to complete assignments that might otherwise be completed in class and/or reduce the quantity of the assignment.
- Allow opportunities for alternatives to writing e.g., graphic representations, drama, media presentations, timelines, and collages.

Enrichment

- Encourage leadership ability in small group situations.
- Allow students to organize games or change rules to form new game.

Resources

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

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Moore, Keith and Anne Agur. *Essential Clinical Anatomy*. New York: Lippincott, Williams and Wilkins, 1995.

Vandu, Sherman, and Luciano. *Human Physiology: The Mechanisms of Body Function*, 8th ed. New York: McGraw Hill Inc., 2001.

Active Ontario Network – www.activeontario.org (1-416-426-7239)

A.D.A.M. (CD-ROM)

American Council on Exercise – www.acefitness.org

Canadian Health Network – <http://www.canadian-health-network.ca>

Direct Connect – Fitness Business Canada – www.fitnet.ca

Human Kinetics – The Information Leader In Physical Education – www.humankinetics.com

IDEA – The Health and Fitness Source Local Ontario University. Kinesiology Department.

Ministry of Education (policy documents) – www.edu.gov.on.ca

Ministry of Health – www.gov.on.ca/health/index

Ontario Association of Sport and Exercise Science

OSS Considerations

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

Coded Expectations, Exercise Science, Grade 12, University Preparation, PSE4U

The Biological Basis of Movement

Overall Expectations

- BBV.01** · describe the structure and function of the body and of physiological principles relating to human performance;
- BBV.02** · demonstrate an understanding of biomechanical principles related to improving movement;
- BBV.03** · demonstrate an understanding of the ways in which nutrition and training principles affect human performance.

Specific Expectations

Anatomy and Physiology

- BB1.01** – use correct anatomical terminology when describing human performance;
- BB1.02** – describe the various parts of the skeletal and muscular systems, and the ways in which they relate to human performance (e.g., according to their location, structure, function, and characteristics);
- BB1.03** – describe muscle contraction, demonstrating their understanding of sliding filament theory, the use of adenosine triphosphate (ATP) and calcium, excitation/coupling contraction theory, and concentric, eccentric, and static contractions;
- BB1.04** – demonstrate an understanding of the energy systems (e.g., ATP/PC, anaerobic and aerobic systems) and their contribution to muscular contraction and activity (e.g., as in long-distance running as compared to sprinting);
- BB1.05** – demonstrate an understanding of the relationship between the cardiorespiratory system and the production of energy (e.g., the transporting of nutrients and oxygen to the working muscles);
- BB1.06** – describe the acute and chronic effects of physical activity on the body (e.g., increased cardiac output, increased endorphin levels, increased muscular strength and endurance);
- BB1.07** – analyse the effects of different environmental conditions (e.g., altitude, climate, air quality) on the body during activity.

Biomechanics

- BB2.01** – explain the laws of physics as they relate to movement (e.g., Newton’s laws related to levers, velocity, and linear acceleration);
- BB2.02** – describe the biomechanical principles (e.g., stability, the relationship between force and movement, angular motion) and joint mechanics (e.g., types of joints, range of motion);
- BB2.03** – use the appropriate laws of physics and biomechanical principles to analyse human performance (e.g., in running or jumping).

Human Performance

- BB3.01** – describe the relationship between nutrition and activity (e.g., caloric balance, nutrient balance, hydration, needs of specific populations);
- BB3.02** – analyse the effects of performance-enhancing methods and substances (e.g., drugs, alcohol, nutritional and herbal supplements, steroids, blood doping) on human performance;
- BB3.03** – evaluate the effects of various training methods on performance (e.g., effects of sports- or activity- specific and nonspecific training, effects of overtraining);
- BB3.04** – adapt physical fitness and activity programs to address personal needs.

Motor Development

Overall Expectations

- MDV.01** · demonstrate an understanding of individual differences in performance, growth, and development;
- MDV.02** · demonstrate an understanding of the principles of motor learning.

Specific Expectations

Growth and Development

- MD1.01** – explain the stages of development from infancy to adulthood and the factors that affect physical growth and development;
- MD1.02** – demonstrate an ability to design activities appropriate for different ages and stages of development.

Motor Learning

- MD2.01** – apply knowledge of the phases of a skill (e.g., the phases of a golf stroke: preliminary movement, backswing and recovery, force-producing movement, critical instant, follow-through) to analyse movement;
- MD2.02** – explain skill acquisition processes (e.g., the stages of learning, the role of feedback, transferability);
- MD2.03** – describe the physical and psychological factors that affect skill performance (e.g., fatigue, visualization, audience, motivation);
- MD2.04** – apply motor-learning principles to analyse or teach a skill.

Physical Activity and Sports in Society

Overall Expectations

- PAV.01** · describe the evolution of physical activity and sports;
- PAV.02** · analyse the relationship of society and culture to sports and physical activity.

Specific Expectations

Physical Activity and Sports Issues

- PA1.01** – describe the historical development of physical activity and sports;
- PA1.02** – identify issues in society related to sports and physical activity (e.g., violence in sports, exploitation in sports, cheating in sports, equal access to sports, physical activity trends);
- PA1.03** – analyse the factors that influence participation in physical activity and sports (e.g., current trends, coaching, role models, personal perception of physical activity).

Society and Culture

- PA2.01** – analyse the relationship between business and sports and physical activity (e.g., compare an amateur sport to a professional sport, explore the nature of sponsorship);
- PA2.02** – explain the importance of being an informed consumer with regard to sports and physical activity;
- PA2.03** – describe societal and cultural factors (e.g., gender representation, ethno-cultural preferences) that influence sports and physical activity programs;
- PA2.04** – describe the benefits of school and community physical activity and sports programs for themselves and for society (e.g., increased fitness and participation, better school spirit);
- PA2.05** – identify career opportunities in fields related to physical activity and sports;
- PA2.06** – identify Canadian athletes who have contributed to sports and physical activity and describe their contributions.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a - illustrates a basic understanding of the **saving story** of our Christian faith;

CGE1b - participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

CGE1c - actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;

CGE1d - develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity, and the common good;

CGE1e - speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)

CGE1f - seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;

CGE1g - understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;

CGE1h - respects the **faith traditions**, world religions and the life- journeys of **all people of good will**;

CGE1i - integrates faith with life;

CGE1j - recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

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

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

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

CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.

A Self- Directed, Responsible, Life Long Learner who

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b - demonstrates flexibility and adaptability;

CGE4c - takes initiative and demonstrates Christian leadership;

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

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

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

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

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

A Collaborative Contributor who

CGE5a - works effectively as an interdependent team member;

CGE5b - thinks critically about the meaning and purpose of work;

CGE5c - develops one's God- given potential and makes a meaningful contribution to society;

CGE5d - finds meaning, dignity, fulfillment, and vocation in work which contributes to the common good;

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

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

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5 - applies skills for employability, self- employment, and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a - relates to family members in a loving, compassionate, and respectful manner;

CGE6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c - values and honours the important role of the family in society;

CGE6 - values and nurtures opportunities for family prayer;

CGE6e - ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7b - accepts accountability for one's own actions;

CGE7c - seeks and grants forgiveness;

CGE7 - promotes the sacredness of life;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society;

CGE7h - exercises the rights and responsibilities of Canadian citizenship;

CGE7i - respects the environment and uses resources wisely;

CGE7j - contributes to the common good.

Unit 4: Physical Activity and Sport in Society

Time: 30 hours

Unit Description

Students explore the relationship between physical activity, sport, and society. They explore the evolution of physical activity by studying the history of sport. They identify issues in society related to sports and physical activity. These may include violence, exploitation, cheating, equal access, and physical activity trends. Students analyse the factors that influence participation in physical activity and sports, including current trends, coaching, role models and personal perception of physical activity. Students identify Canadian athletes who have contributed to sports and physical activity and describe their contributions. The relationship of society and culture to sports and physical activity is taught through the study of various issues. These include sport management, physical activity, and the importance of being an informed consumer. Students describe how societal and cultural factors, including gender representation and ethno-cultural preferences, influence programs. They describe the benefits of school and community programs, and identify career opportunities in fields related to physical activity and sports.

Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
1. The Historical Development of Sport	3.75 hours	PAV.01, PA1.01 CGE2b, 5a, 7f, 7g	Communication	Lecture DRTA Position Paper
2. Participation in Physical Activity and Sport	3.75 hours	PAV.01, PA1.03, PA2.03, PA2.06 CGE5a, 5e, 5g, 7f	Knowledge/ Understanding Thinking/Inquiry Communication	Brainstorming Research Investigation
3. The Business of Sports	3.75 hours	PAV.02, PA2.01 CGE4d, 5a	Thinking/Inquiry	Research
4. The Sports Consumer	1.25 hours	PAV.02, PA2.02 CGE2b	Thinking/Inquiry Communication	Peer Coaching
5. Benefits of School and Community Physical Activity and Sports Programs	3.75 hours	PAV.02, PA2.04 CGE1g, 2a, 2c,	Knowledge/ Understanding Thinking/Inquiry	Community Resource Investigation Peer Teaching
6. Career Opportunities in Sport and Physical Activity	6 hours	PAV.02, PA2.05 CGE1g, 2b, 5d	Knowledge/ Understanding Thinking/Inquiry	Investigation
7. Issues in Society Related to Sports and Physical Activity	7.75 hours	PAV.01, PA1.02 CGE1d, 3d, 3f, 4g	Knowledge/ Understanding Communication	Jigsaw Case Study Debate Concept Attainment

Activity 1: The Historical Development of Sport

Time: 3.75 hours

Description

Students describe the historical development of sport and physical activity. Students learn why sports were developed and why individuals participated in sport both in early rural and urban settings. The influence of both Aboriginal peoples and early European settlers on today's activities is examined. Popular sports in modern society are examined from the perspective of their roots, origins, and influences on today's games. Students briefly examine the history of the Olympics and Canada's level of participation and rate of success. As a culmination activity, students write a position paper on one of the most important aspects of the history of sport in Canada.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE5a - works effectively as an interdependent team member;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Physical Activity and Sports in Society

Overall Expectations

PAV.01 - describe the evolution of physical activity and sports.

Specific Expectations

PA1.01 - describe the historical development of physical activity and sports.

Prior Knowledge & Skills

- Brainstorming
- Research
- Essay writing
- Collaborative learning/cooperative group skills
- Dialogue
- Peer and self-editing
- Note taking
- Communication skills

Planning Notes

- Book computers and library for research activity. Bookmark possible websites for efficient Internet use.
- Photocopy sport chart (Appendix 1A – Research Assignment – The History of Sport in Canada) for research activity.
- Review information on the various sports and events in Canadian sport history to aid in facilitation of discussion.
- Create a rubric for the position paper.
- Create questions for a sport history game.

Teaching/Learning Strategies

1. Begin with a short discussion in which students brainstorm major events in the history of sport. Divide the class into two teams for a game of sport history review. The sport history game consists of answers given to students who in return provides the question.
2. Ask students the question, “Why were sports developed, and why did individuals participate in sport?” Answers that could be elicited include nation building, physical fitness/development of the body, social development, moral development, profit, and gender identities. Discuss with students the similarities and differences in the reasons people participate at the present time.
3. Discuss with students the influences of a variety of groups on the sports of today. Begin with the influences of Canada’s Aboriginal peoples. Have students brainstorm ways in which Aboriginal peoples were influential in sport development, i.e., lacrosse, hockey, archery, footraces, canoeing, kayaking. Continue the discussion with the influences of the European settlers. Have students examine how settlers to Canada influenced the country’s sport development. Focus on lacrosse, horseracing, tennis, cricket, rugby/football, and curling. The teacher may also include other important areas.
4. Students focus on a few of the more popular sports in Canada. Each of the sports listed below have at least some portion of their roots tied to Canada. Students spend time researching the sports and completing the chart in Appendix 1A – Research Assignment – The History of Sport in Canada. Students can either do the research on their own or in pairs. For each particular sport, students research the inventor, year of invention, place of origin, the story behind the invention, and the contribution of this sport to Canadian society today.
5. Upon completion of the research, students regroup as a class and share their information. The teacher facilitates the discussion elaborating on students’ knowledge of each particular sport. The completed chart serves as a branching-off tool to delve deeper into the subject. The teacher may also want to discuss significant sports that the students have not researched but are nevertheless important to Canadian sport. These include curling, racing (car and horse), boxing, rowing and lacrosse. Below is information that the teacher may want to use and supplement:

Hockey

- Birth of the National Hockey League
- Origin of the Stanley Cup
- Original six teams
- Expansion of teams
- 1972 summit series (Paul Henderson)
- Proliferation of international players
- Movement of teams out of Canada
- Growth of women’s hockey
- Minorities in the NHL
- Stars of hockey

Basketball

- Origins of the sport
- James Naismith
- Edmonton Grads
- Birth and successes of the Toronto Raptors
- Birth and loss of the Vancouver Grizzlies

Football

- 1861, the start of football at the University of Toronto
- Founding of the Canadian Football League
- Development of the League

- Origin of the Grey Cup
- Rule Changes
- Expansion to the United States
- League highlights and low points
- Dominance of import players
- Stars of football

Baseball

- Origins in Canada
 - All-American Girls Professional Baseball League and its dominant Canadian players
 - Jackie Robinson and the Montreal Royals
 - Rise and fall of professional teams in Canada
 - Stories of the Toronto Blue Jays and the Montreal Expos
6. Students briefly examine the Olympic games and their place in the history of Canadian sport. The teacher presents significant events and individuals in Olympic history and discuss their impact on sport with the students. The following is a list of important events and athletes that the teacher may want to discuss. Other events may be included as well. Due to time, focus only on the highlights.
- Canada's entry into the Games (1904)
 - Inclusion of women athletes (1928)
 - Percy Williams (1928)
 - Harry Jerome (1960)
 - Elaine Tanner (1968)
 - Canada's powerhouse in rowing (1950s)
 - Munich massacre (1972)
 - Montreal Olympics (1976)
 - Moscow boycott (1980)
 - Los Angeles boycott and Canada's best summer games ever (1984)
 - Ben Johnson and the Dublin Inquiry
 - Calgary Olympics (1988)
 - Gaetan Boucher
 - Sylvie Frechette
 - Donovan Bailey
 - Canada's Most Successful Winter Olympics to date (2002)

The teacher creates a list of important events in Canadian sport history. Have students examine the list and make further inclusions from what they have learned. As a culminating activity students select the one event they believe to be the most influential in Canadian sport today. Students write a short position paper to support their claim. The teacher can use this activity to assess student's writing and editing skills. Depending on students' writing backgrounds, the teacher may want to review fundamental writing skills.

Assessment & Evaluation of Student Achievement

- Formative assessment of research activity demonstrating understanding of the origin of popular sports played in Canada.
- Formative peer assessment and summative evaluation of position paper demonstrating an understanding of major events in the history of sport.

Accommodations

- Implement strategies recommended in students IEPs.
- Use heterogeneous groupings for group work.
- Make appropriate alterations for ESL students.
- Provide notes for students, if necessary.
- Provide alternative assessment for students where necessary.

Resources

Fishler, Stan. *Fishler's Illustrated History of Hockey*. Toronto: Warwick Publishing Inc., 1993. ISBN 1-895629-21-7

Fox, Stephen. *Big Leagues: professional baseball, football, and basketball in national memory*. New York: Morrow, 1994. ISBN 0688093000

Howell, Colin D. *Blood, Sweat and Cheers. Sport and the Making of Modern Canada*. Toronto: University of Toronto Press, 2001. ISBN 0-8020-4466-2

Humber, William. *Diamonds in the North: A Concise History of Baseball in Canada*. Toronto: Oxford University Press, 1995. ISBN 0-19-541039-4

Kelly, Malcolm G. *The Complete Idiot's Guide to Canadian Sports History and Trivia*. Scarborough: Prentice Hall Canada Inc., 1999. ISBN 0-13-014658-7

McFarlane, Brian. *Everything You've Always Wanted to Know about Hockey*. New York: Charles Scribner's Sons, 1971. ISBN 684-12605-2

Metcalfe, Alan. *Canada learns to play: the emergence of organized sport, 1807-1914*. Toronto: McClelland and Stewart, 1987. ISBN 0771058705

Morrow, D., M. Keyes, W. Simpson, F. Cosentino, and R. Lappage. *A Concise History of sport in Canada*. Toronto: Oxford University Press, 1989. ISBN 0195406931

Turner, Dan. *Heroes, Bums & Ordinary Men. Profiles in Canadian Baseball*. Toronto: Doubleday Canada Limited, 1988. ISBN 0-385-25189-0

Wise, S.F. and Fisher, Douglas. *Canada's Sporting Heroes. Their Lives & Times*. Don Mills: General Publishing Co., 1974. ISBN 0771058705

Wong, Wendy. *Celebrating Excellence: Canadian Women Athletes*. Vancouver: Polestar, 1995. ISBN 1-896095-04-6

Complete Idiot's Guide to Women in Sports. Toronto: Prentice Hall Canada, 2001. ISBN 0-13-089940-2
Sports in Canada: historical readings. Ed. By Morris Moll. Toronto: Copp Clark Pitman, 1989. ISBN 0773049282

Winners, A century of Canadian sport. Written by the Canadian Press and Canada's top sport writers. Toronto: Montreal: Governor House, 1985. ISBN 0919959229

Websites

Amateur Athletic Foundation of Los Angeles – www.aafra.com

This site provides links to information on the Olympics and articles related to Canadian Sport History. Sport history and P.E. journals can also be found at this site.

International Centre for Olympic Studies – www.uwo.ca/olympic

This site gives information on the Olympics.

North American Society of Sport History – www.nassh.org

This site contains articles related to Canadian Sport History.

SportQuest – www.sportquest.com

This site contains links to a variety of related sport subjects.

Activity 2: Participation in Physical Activity and Sport

Time: 3.75 hours

Description

Students analyse the factors that influence participation in physical activity, e.g., aerobics, jogging. They compare these factors to those that influence participation in sport, e.g., hockey, baseball. Students examine how current trends in sports and coaching influence participation levels. They develop an understanding of their personal perception of physical activity and the impact this has on participation. The influence of gender representation and ethno-cultural preferences on sports and physical activity are also examined.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE5a - works effectively as an interdependent team member;

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

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Physical Activity and Sports in Society

Overall Expectations

PAV.01 - describe the evolution of physical activity and sports.

Specific Expectations

PA1.03 - analyse the factors that influence participation in physical activity and sports e.g., current trends, coaching, role models, personal perception of physical activity;

PA2.03 - describe societal and cultural factors (e.g., gender representation, ethno-cultural preferences that influence sports and physical activity programs);

PA2.06 - identify Canadian athletes who have contributed to sports and physical activity and describe their contributions.

Prior Knowledge & Skills

- Research Skills
- Collaborative learning/cooperative group skills
- Dialogue
- Communication skills
- Brainstorming
- Mind Mapping
- Presentation skills
- Journal Writing

Planning Notes

- Define the goals of studying the sociology of sport. Create a definition for sport.
- Review current trends in sport, e.g., coaching, role models.
- Book necessary equipment and/or rooms, e.g., TV/VCR, Power Point, Computer Lab, Gymnasium.
- Create rubric for Sport and Culture assignment. Decide if this will be done individually or in groups.
- Have necessary materials ready, e.g., chart paper, markers, etc.
- Decide how the New Games Assignment will be presented. It may be necessary to book gym time.
- Create a rubric with students for peer, self and teacher evaluation of New Games assignment.
- Schedule Canadian Athlete Presentations.

Teaching/Learning Strategies

1. Split the class into groups. The teacher provides each group with chart paper and different coloured markers. Students write “physical activity” in the centre of the chart paper and brainstorm the different types of physical activity. Students begin their mind maps by doing the same on the chart paper. Within their groups have students identify which types of physical activity are sport, recreation or fitness.
2. As a class, discuss the goals of studying the sociology of sport. The teacher writes on the board, What is sport? i.e., specific activities, conditions under which the activities must take place, subjective orientations of sport – intrinsic/extrinsic motivation. As a class discuss the characteristics of sport. As a journal activity, have each student reflect on his or her own definition of sport. Create a class definition of sport.
3. As a whole group, discuss what sports are popular today and why? Continue the mind map by having students link each activity with the culture or country related to it.
4. Hand out Appendix 2A – Sports and Culture Assignment. Discuss the project and a due date.
5. Return to the mind map by having students link a role model to each activity and culture.
6. Have the students complete a journal answering the following questions:
 - What makes a good role model?
 - Are the majority of role models male or female and why?
 - Does gender, race or ethnicity relate specifically to certain sports? Why?
 - Is it the responsibility of an athlete to be a “good” role model?

Discuss the questions as a class.

7. Review role models from mind mapping activity. How many of these role models are Canadian?
8. Students research a Canadian athlete and present it to the class in a 3- to 5-minute presentation. Information students should have for presentation should be a collection of the following:
 - Name and age of athlete
 - Sport they participated in and when
 - Interesting facts about this athlete (within their sports and outside of their sport)
 - What has this athlete contributed to sport in the past, present and for the future?
 - What makes this athlete a “good” role model?

Appendix 2B will assist students with the assignment

9. Students write a journal to summarize what they learned from the presentations of their peers.
10. Review current trends in sport today from previous day’s mind map. Discuss what makes a successful sport, fitness activity, or recreation activity.
11. Hand out Appendix 2C – New Games Assignment. Students can complete this activity by creating a sport, fitness or recreation activity. Allow students time to research current trends and work on New Games assignment. Book presentation times for New Games Assignment.

Assessment & Evaluation of Student Achievement

- Formative or summative assessment of journals demonstrating an understanding of issues surrounding role models using a marking scheme.
- Summative evaluation of Sports and Culture assignment demonstrating an understanding of how cultures affect one another, especially in the area of sport.
- Summative assessment of leadership and organizational skills during implementation of New Games assignment using a student-developed checklist or rubric.
- Summative evaluation of Canadian Athlete presentation demonstrating understanding of the athlete’s personal history and credibility as a role model, using a rubric.

Accommodations

- Allow students to work alone on the Sport and Culture summative project.
- Make adaptations to summative projects, e.g., less extensive, extra time to work on in class, group work.
- Provide alternative assessment for students where necessary.
- Provide resource material for students with an IEP to aid in development of summative assignments.
- Use heterogeneous groupings for group work.

Resources

DeKnop, Paul. *Worldwide Trends in Youth Sport*. Human Kinetics Publishers, 1996. ISBN 0873227298

Johnson, Anne Janette. *Great Women in Sports*. Detroit: Visible Ink Press, 1996. ISBN 0787608734

Koppett, Leonard. *Sports Illusion, Sports Reality; A Reporter's View of Sports, Journalism, and Society*. University of Illinois Press, 1994. ISBN0252064151

Mednick, Robin and Thomas, Wendy. *Heroes in our Midst: Top Canadian Athletes Share Personal Stories from their Lives in Sport*. Toronto: McClelland and Stewart Ltd., 2001. ISBN 0771056818

Rediger, Pat. *Great Canadians: Athletes*. Weigl Educational Publishers, 1999. ISBN 1896990118

Websites

Coaching Trends – www.access.ch/lssfb/trendengl.html

This site contains a valid article on the trends of different sports in today's society.

Sociology of Sport – www.coe.unt.edu/maughan/2050home.htm

This site shares information about sociology and its relation to sport. It has good information for introduction notes to the unit.

Women in Sports – www.sportsfemmes.com

This site provides information on female athletes and the progression of females in sports.

Activity 3: The Business of Sport

Time: 3.75 hours

Description

Students analyse the relationship between business and sports and physical activity. They explore the different levels of sport (i.e., youth programs, high school and national teams) and investigate the differences in their philosophies, finances, administration, sponsorship opportunities, and marketing techniques.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

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

CGE5a - works effectively as an interdependent team member.

Strand(s): Physical Activity and Sports in Society

Overall Expectations

PAV.02 - analyse the relationship of society and culture to sports and physical activity.

Specific Expectations

PA2.01 - analyse the relationship between business and sports and physical activity, e.g., compare an amateur sport to a professional sport, explore the nature of sponsorship.

Prior Knowledge & Skills

- Communication skills
- Research skills
- Collaborative learning
- Cooperative group skills
- Oral presentation skills
- Brainstorming skills
- Peer and self-editing skills

Planning Notes

- Obtain a copy of the financial reports for a specific team in the school.
- Book computers and library/resource centre for research assignment.
- Provide access to telephones so that students may contact minor sport organizations through the city.
- Prepare and photocopy research assignment chart.
- Prepare a rubric to assess culminating activity portfolio.

Teaching/Learning Strategies

1. Introduce this activity by informing students that they will investigate the relationship between business and sports. They are to look at various levels of sports and how they are related to business.
2. In small groups, have the students attempt to list the costs in operating high school sports programs. Pick one sport, e.g., basketball, and have students break down all the costs involved to run this particular team. Try to avoid helping them in anyway with the figures. Once everyone has completed the task, compare students' estimates with the actual amounts. Discuss the differences found. Discuss the nature of sponsorship for high school sports. Have the students list the pros and cons of this practice. Look at the nature of sponsorship in other sports categories, e.g., youth programs, amateur teams, and national teams. How does it differ? What problems arise with sponsors?
3. Divide the class into three groups. Assign each group a category, e.g., minor sport team, national team, and professional team. Each group will be responsible for researching two teams in their category. Give the groups a designated amount of time to research their area and complete the chart in Appendix 3A – Research Assignment – The History of Sport in Canada. Students need access to computers, magazines, library/resource centre, and telephone. They must find the following information: the team/organization's mission statement or philosophy, administration (coaches, managers, etc.), athlete's status (amateur/professional), finances, sponsorships and marketing techniques.
4. Upon completion of the research, the groups pick one of their two teams and present them to the rest of the class. As an entire class, discuss the findings of the groups and note the differences in the levels of sport. Discuss the current trends in the national team category. Touch on the financial issues facing national athletes today and the role of the Canadian government. Address the issues of amateurism vs. professionalism and the pros and cons of each.
5. For the culminating activity, students work in partners. The goal of this activity is for students to create their own teams. They must decide on what level teams will be, (minor, national or professional) the mission statement for their team, the administration that runs the team, the appropriate finances that are required to operate the organization, the sponsors, and the marketing plan. Students present their creation to the class and hand in a complete portfolio for their particular team.

Assessment & Evaluation of Student Achievement

- Formative or summative assessment of research activity demonstrating an understanding of team organization.
- Formative or Summative assessment of team portfolio demonstrating an understanding of the organization and finances involved in operating a team.

Accommodations

- Students should be given extra time to complete activities, if necessary.
- Provide alternate assessment for students where necessary.

Resources

Berry, Robert, C. and Glenn M Wong. *Law & Business of the Sports Industries: Common Issues in Amateur & Professional Sports*. Greenwood Publishing Group, 1993.

Gorman, J., K. Calhoun, and S. Rozin. *The Name of the Game is Money: The Business of Sport*. John Wiley and Sons Canada Limited, 1994. ISBN 0471594237

MacIntosh, Donald and David Whitson. *The Game Planners: Transforming Canada's sport system*. Montreal: McGill-Queen's University Press, 1990. ISBN 0773507582

McIntosh, Donald and Michael Hawes. *Sport & Canadian diplomacy*. Montreal & Kingston: McGill - Queen's University Press, 1994. ISBN 077351161X

McIntosh, D., T. Bedecki, and C.E.S. Franks. *Sports & Politics in Canada: Federal government involvement since 1961*. Kingston: McGill-Queen's University Press, 1987. ISBN 0773506098

Patterson, Gary. *Behind the superstars: The business side of sports*. Scarborough: Prentice Hall of Canada, 1978. ISBN 0130741531

Weiss, Ann E. *Money Games: The Business of Sports*. Houghton Mifflin Company, 1993. ISBN 0395574447

Wetzel, Dan and Don Yaeger. *Sole Influence. Basketball, Corporate Greed, and the Corruption of America's Youth*. New York: Warner Books, Inc., 2000. ISBN 0-446-52450-6

Websites

SportsQuest – www.sportquest.com

This site provides links to a variety of national sport organizations, along with links to other related subjects.

Activity 4: The Sports Consumer

Time: 1.25 hours

Description

Students evaluate sport/fitness-related products and gain the necessary knowledge to prioritize consumer needs as they apply to an active lifestyle. They reflect on personal expectations and experiences they have had in purchasing a sport/fitness product or service, and research current items on the market, e.g., fad diets, fitness infomercials, sporting equipment, fitness facilities, weight-management facilities, sports stores, etc. In this activity students are challenged to reflect critically when evaluating sport specific consumer goods. The knowledge they gain empowers them to make healthy choices about purchasing sport/fitness merchandise and services and to feel confident about the choices they make.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively.

Strand(s): Physical Activity and Sports in Society

Overall Expectations

PAV.02 - analyse the relationship of society and culture to sports and physical activity.

Specific Expectations

PA2.02 - explain the importance of being an informed consumer with regard to sports and physical activity.

Prior Knowledge & Skills

- Critical-thinking skills
- Active-listening skills
- Communication skills
- Reflection processing and related skills
- Research skills
- Brainstorming skills
- Group-work skills

Planning Notes

- Obtain current information from various publications or websites on consumerism concepts.
- Prepare and provide students with a consumerism questionnaire.
- Book a video that discusses consumerism topics.
- Prepare examples of products on the market that are not safe or mislead the consumer.

Teaching/Learning Strategies

1. Initiate class discussion regarding the issue of consumerism, e.g., What is it? How do we become wise, informed consumers?
2. The teacher shows students examples of current products used in sports, recreation and fitness, e.g., therapy balls, creatine powder, abdominal roller, power bars, one-piece graphite hockey sticks. Have students brainstorm in pairs, then in groups of four, the Product Information Survey Appendix 4A – Product Information Survey. Discuss as a class, highlighting key points on the board or overhead.
3. Students create an inventory of all the fitness equipment they have in their home. Students research why this product was purchased, i.e., why were they drawn to this product, and share it with the class.
4. The teacher distributes the assignment Appendix 4B – Becoming a Wise and Informed Consumer. Students may use one of the pieces of fitness equipment they have in their home or arrange to use equipment at the school to complete this assignment. Discuss the expectations and valued outcomes.

Assessment & Evaluation of Student Achievement

- Summative evaluation of individual presentation on consumerism using a rubric.
- Formative assessment of learning skills and work habits.

Resources

Furlong, Carla. *Marketing For Keeps*. New York: John Wiley and Sons Inc., 1993.

Torek, George. *Secrets of Power Marketing*. New York: General Distributing Limited, 1999.

Activity 5: Benefits of School and Community Physical Activity and Sports Programs

Time: 3.75 hours

Description

Students identify the link between community sport/fitness programs and those run in a school environment. They research a local community establishment that offers various sport/fitness programs. Students are in charge of creating, organizing, and running a FIT week or month within their school by offering different programs for students before, during, and after school. By reviewing the expectations and outcomes of each type of program, they will be able to identify, classify, and market specific fitness needs for various populations.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others.

Strand(s): Physical Activity and Sports in Society

Overall Expectations

PAV.02 - analyse the relationship of society and culture to sports and physical activity.

Specific Expectations

PA2.04 - describe the benefits of school and community physical activity and sports programs for themselves and for society (e.g., increased fitness and participation, better school spirit).

Prior Knowledge & Skills

- Critical-thinking skills
- Active-listening skills
- Communication skills
- Reflection processing and related skills
- Research skills
- Brainstorming skills
- Group-work skills
- Independent-work skills

Planning Notes

- Research various community physical activity and sports programs that are made available to students of various ages/levels.
- Book the gym for intramural programs. Be aware of safety concerns in the gymnasium.
- Teaching/Learning Strategy 3 can be done at any level, i.e., elementary or high school, or within the community. The teacher may choose to decide prior to class or give students the option.

Teaching/Learning Strategies

1. As a class, brainstorm the benefits of physical fitness and the benefits of school and community physical activity and sports programs.
2. Compare community and school sports programs, i.e., how physical activity increases productivity of low-level achieving students, increased safety, the variety of programs offered within local schools and the community, continued participation.

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3. Hand out assignment Appendix 5A – FIT Weeks and take time to choose a theme; create an intramural game(s); designate referees; prepare game sign-ups, promotion and marketing, announcements, equipment organizers, music, water station, awards, etc.
 4. Read and review Appendix 5B – Community Outreach Assignment. As a class, brainstorm career opportunities in fields related to physical activity and sport. Divide career opportunities into specific disciplines, i.e., physical education or kinesiology. Discuss the secondary school requirements necessary for specific programs.
 5. Invite several guest speakers to come in to act as a “Career Panel” to which students can ask questions related to their specific career using Appendix 5C – Career Options Worksheet – Where Will I Go From Here?

Assessment & Evaluation of Student Achievement

- Summative assessment of reflective paper concerning community sport/fitness programs.
- Formative assessment of learning skills and work habits.
- Summative assessment of FIT Weeks assignment demonstrating an understanding of healthy active living within a school community.

Resources

Local Health Unit
Local Community Centres

Activity 6: Career Opportunities in Sport and Physical Activity

Time: 5 hours

Description

This activity provides an opportunity for students to reflect on goal setting and career possibilities in the field of sport and fitness. Job shadowing with a professional of their choice enables them to see first hand what knowledge and educational/personal background is required to perform their jobs well. As a culminating activity, students share their experience by participating in a career fair.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1g - understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey;

CGE2b - reads, understands, and uses written materials effectively;

CGE5d - finds meaning, dignity, fulfillment, and vocation in work, which contributes to the common good.

Strand(s): Physical Activity and Sports in Society

Overall Expectations

PAV.02 - analyse the relationship of society and culture to sports and physical activity.

Specific Expectations

PA2.05 - identify career opportunities in fields related to physical activity and sports.

Prior Knowledge & Skills

- Critical-thinking skills
- Active-listening skills
- Communication skills

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- Reflection processing and related skills
 - Research skills
 - Independent-work skills

Planning Notes

- Create a list of career opportunities in fields related to sport and physical activity.
- Develop a list of kinesiology-related professionals in the community who would be willing to have students job-shadow for two days.
- Book several guest speakers to discuss job/career opportunities.
- Book the gym for the career fair. Be aware of safety concerns in the gymnasium.
- Create rubric for the career fair project.
- Decide how class time will be used, e.g., class time for career fair, and job shadowing.
- Make arrangement with the school administration re: the Career Health Fair and ensure that parent consent is obtained for the job-shadowing exercise.

Teaching/Learning Strategies

1. The teacher ensures that students and person being job-shadowed are fully informed about board health and safety policy and procedures before the job-shadowing begins. The teacher also ensures that parent consent forms have been obtained before students proceed, where the student is under 18 years of age.
2. Students make arrangement for job-shadowing, prepare, and present their Community Outreach assignment.
3. Review with students the importance of goal setting and highlight key factors of the career project, Appendix 6A – Career Health Fair.

Assessment & Evaluation of Student Achievement

- Formative assessment of learning skills and work habits.
- Summative evaluation of career project demonstrating an understanding of career opportunities in the field of physical and health education and kinesiology by means of a rubric.

Resources

Bonner, Staci. *Sports: Careers in Sports*. Silver Burdett Press, 1994. ISBN 0896867897

Edwards, Lois. *Great Careers for People Interested in Sports and Fitness*. Gale Research, Incorporated, 1994. ISBN 0810399652

Field, Shelly. *Career Opportunities in the Sports Industry: A Comprehensive Guide to the Exciting Careers Open to You in Sports or Sports Related Fields*. Facts on File, 1999. ISBN0816037949

Heitzmann, William, R. *Opportunities in Sports and Athletics Careers*. NTC Publishing Group. ISBN 0844240524

Heitzmann, Ray. *Opportunities in Sports and Fitness Careers*. Vam Career Books, 2001. ISBN 0658010441

Lee, Barbara. *Working in Sports and Recreation*. Lerner Group, 1996. ISBN 0822517620

Wilson, Robert F. *Careers in Sports, Fitness and Recreation*. Barron's Educational Series, 2001. ISBN 0764115623

Activity 7: Issues in Society Related to Sports and Physical Activity

Time: 7.75 hours

Description

Students identify and explore issues in society related to sport and physical activity. Students discuss topics in sport such as violence, exploitation, cheating, gambling, equal access, politics, and physical activity trends. As a culminating activity, students prepare a debate on the topics discussed in class and present it in an open forum.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE3f - examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society (physical, political, ethical, socio-economic and ecological);

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

Strand(s): Physical Activity and Sports in Society

Overall Expectations

PAV.01 - describe the evolution of physical activity and sports.

Specific Expectations

PA1.02 - identify issues in society related to sports and physical activity (e.g., violence in sports, exploitation in sports, cheating in sports, equal access to sports, physical activity trends).

Prior Knowledge & Skills

- Communication skills
- Research skills
- Jigsaw/peer teaching
- Case study
- Collaborative learning/cooperative group skills
- Oral presentation skills
- Brainstorming skills

Planning Notes

- Prepare groupings for the jigsaw activity.
- Decide time frame for jigsaw activity (how far in the past should students look for issues and information) and case studies (how current should issues be – 5 years, 1 year, etc.).
- Discuss case study activity as early in the unit or activity as possible so students can begin to search for articles or issues related to the activity.
- Decide how the groupings for the debate will take place, e.g., students pick their own teams, or they are designated by the teacher.
- Schedule debates (time for debates can be changed in order for each one to take 30 minutes).
- Book computers and/or library/resource centre for research (jigsaw and debate).
- Bookmark possible sights for jigsaw and debate research.

Teaching/Learning Strategies

1. Refer back to Activity 2, when students researched and discussed, “why sports were developed and why people participated in sport?” Discuss how past societal issues have changed sport, e.g., race, gender, cheating (drugs, gambling), exploitation, etc.
2. Divide students into groups of four for the jigsaw activity. Each person within the group researches one of the jigsaw topics and then teach it to the rest of their group. See Appendix 7A – Sport and Society Jigsaw – PAST. Students can work with members of other groups, with the same topic, to fill in the jigsaw chart. Students are expected to look at past issues in sport and make conclusions as to how they have formed the sports of today.
3. Continue the discussion by having students brainstorm what encourages individuals to participate in sports and physical activity, today. Possible answers could be: love of sport, health conscience, money, fame, etc.
4. Discuss the case study activity. See Appendix 7B – Case Studies – PRESENT
5. In groups or as a whole class, students present their case study and share their opinions and conclusions.
6. Students write a one-page reflection on other case studies presented. They must discuss a minimum of three other issues they learned about from classmates.
7. Hand out debate project. See Appendix 7C – Debate
8. Discuss the debate project, e.g., groups, presentation dates, research days, etc.
9. Use the rest of the days to research and present debates.

Assessment & Evaluation of Student Achievement

- Formative assessment of learning skills and work habits.
- Formative assessment of jigsaw/peer teaching.
- Formative or Summative assessment of presentation and research skills of current issues in today’s society.
- Summative evaluation on an individual student basis (using a rating scale) of debate demonstrating the ability to research and argue a specific topic.

Accommodations

- Make adaptations to summative projects, e.g., less extensive, extra time to work on in class, group work.

Resources

Alvies, Claire. “How to keep Violence off the Court?” *Self Help Magazine*, February 15, 1998.

Brackenridge, Celia. *Spoilsports: Understanding and Preventing Sexual Exploitation in Sport*.

Routledge, 2001. ISBN 0419257802

Habib, Marlene. *Violence in Sport Rises in Times of War*. Canadian Press, October 19, 2001.

www.canoe.ca/Health0110/19_sport-cp.html

Leizman, Jon. *Let’s Kill’em; Understanding and Controlling Violence in Sport*. University Press of

America, 1999. ISBN 0761813780

Margolis, Jeffery. A. *Victory in Sport; Victory at What Price?* Enslow Publishers, 1999.

ISBN 0894909614

Websites

Amateur Athletic Foundation of Los Angeles – www.aafla.org/9arr/over_frmst.htm

www.shpm.com/articles/sports/violence.html

This site provides links to Amateur Athletic Foundation research reports on gender, race, ethnicity, and stereotyping in sport.

Canadian Centre for Ethics in Sport – www.cces.ca

This site provides information and advocates ethical conduct in all aspects of sport.

Feminist Research Center – Empowering Women in Sports – www.feminist.org/research/sports2.html

This site deals with issues in sport related to women. Specifically, this site discusses barriers to women in sport, such as gender equity, and violence and shows the progress of women since Title IX in the United States.

Sport in Society – www.sportinsociety.org

This site increases awareness of sport and society. It works to develop programs, identify problems and offer solutions to promote the benefits of sport.

Appendix 1A

Research Assignment – The History of Sport in Canada

Sport	Inventor	Year	Place of Origin	Story Behind the Invention	Contribution to Canadian Sport Today
Hockey					
Baseball					
Basketball					
Football					

Appendix 2A

Sports and Culture Assignment

Select a sport that originated in a particular country. It is understood that many sports have become international in scope, but for the purposes of this assignment students will look at the origin of a particular sport and identify and discuss the relationship to that culture, for example, Canadians – Ice hockey, Americans – Baseball, India – Cricket, New Zealand – Rugby

Students, in groups, should explain the following:

- If the particular sport your group chose was, or still is, associated with a particular culture, why is that so?
- What external factors may have influenced that particular sport with that culture?
- What internal factors may have influenced that particular sport with that culture?
- What role do men/women play in that sport in that culture?
- Why is that particular sport so important to that culture?
- What is the role of the media in relation to that sport in that particular culture?
- Is it a professional/amateur sport?
- Name and profile/role models for children from that particular sport in that culture.
- What are the facilities required for that particular sport?
- How has this sport grown internationally?
- Discuss the effect this sport has had on other cultures?

Appendix 2B

Rubric for Canadian Athlete Presentation (Summative Evaluation)

Expectation	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/Understanding <ul style="list-style-type: none"> demonstrates knowledge of a Canadian athlete's contributions 	- demonstrates limited knowledge of athlete's contributions	- demonstrates some knowledge of athlete's contributions	- demonstrates considerable knowledge of athlete's contributions	- demonstrates thorough knowledge of athlete's contributions
Thinking/Inquiry <ul style="list-style-type: none"> uses thinking and inquiry skills to interpret research about a Canadian athlete 	- uses thinking and inquiry skills with limited effectiveness	- uses thinking and inquiry skills with moderate effectiveness	- uses thinking and inquiry skills with considerable effectiveness	- uses thinking and inquiry skills a high degree of effectiveness
Communication <ul style="list-style-type: none"> communication of information about a Canadian athlete and ideas about the athlete's contribution 	- communicates information with limited clarity	- communicates information with some clarity	- communicates information with considerable clarity	- communicates information with a high degree of clarity
Application <ul style="list-style-type: none"> makes connections between an athlete's contribution to Canadian athletics today 	- makes connections with limited effectiveness	- makes connections with moderate effectiveness	- makes connections with considerable effectiveness	- makes connections with a high degree of effectiveness

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 2C

New Games Assignment

Students research the trends in sport and leisure in today's society. Using this information, students create a new game (recreation or sport) or fitness activity for our society. Students justify their choices in relation to current research. They hand in a detailed report that explains the following:

- Why was this game chosen (relate to current trends)
- Why will this game be successful if marketed
- Purpose of the game, how will it be played (individual or team)
- The number of players involved in this game
- Equipment required, safety requirements
- The level of competition

The games will be presented to the class in the gymnasium. Students have the opportunity to play the game and evaluate it based on information learned in class.

Appendix 3A

Research Assignment – The History of Sport in Canada

Name of Team: _____

Category (Circle One) Minor National Professional

Mission Statement/ Philosophy	
Administration (Coaches, Managers)	
Amateur/ Professional	
Finances	
Sponsors	
Marketing Strategy	

Appendix 4A

Product Information Survey

Get two sample products from the teacher to use in the following comparison survey. After you have successfully analysed your two products, share your information with a partner. You will be responsible for recording and reviewing your partner's two products as well. Find another group of two to share information with, repeating the above.

Product Name _____

Would you purchase this product?	Is it familiar?	What service does it provide?	What is the approximate cost?	Is it age specific? If yes, what is the target population?
Yes or No	Yes or No			Yes or No
Explain				

Appendix 4B

Becoming a Wise and Informed Consumer

Each student is responsible for researching a specific health/fitness product or service. These products/services will fall into three categories. Each category has a set of questions that need to be addressed in a written research paper. The categories are as follows:

- a. Sports Equipment/Accessories, e.g., shoes, helmets, protective gear
- b. Fitness Facilities and Weight Management, e.g., Good Life Fitness Club, Beverly Hills Weight Loss Centre
- c. Fad Diet Products and Fitness Apparatus, e.g., Dexatrim, Slim Fast, Ab Roller, exercise balls

Factors to consider when researching:

- What is your personal past experience with the product/service you are purchasing?
- Why are you buying it? What is the current problem you are trying to solve?
- What are your biomechanical, physiological/emotional needs?
- What environmental factors are involved? Which are changeable and non-changeable?
- What are the specific requirements your product/service needs to meet? E.g., comfort, affordability, hours, durability, etc.

Current information on your fitness product/service that should be included:

- Current statistics
- Laws and rules
- Comfort requirements and how the product/service works
- Product/service standards
- Types available
- Cost and where you can find the specific product/service
- Credibility
- Special problems/requirements
- Life expectancy, i.e., replacement time
- Well-trained, honest, knowledgeable sales staff

For weight management groups specifically, the following questions should be answered:

- Does the program provide counselling to help you change your eating habits and personal habits?
- Are the staff qualified health professionals?
- Is training available on how to deal with times when you are stressed?
- Is attention paid to keeping off the weight?
- Are food choices flexible and suitable for each individual?
- What percentage of people complete the program?
- What is the average amount of weight lost among people who complete the program?
- What percentage of people suffer problems or side effects? What type?
- Are there fees or costs for additional items, such as dietary supplements?

Appendix 5A

FIT Weeks

FIT Weeks are designed to help promote healthy active living within the school atmosphere by offering a variety of fitness programs throughout the school year on designated weeks. Students are in charge of running, organizing, and promoting this event. Jobs may include:

- Daily announcements, e.g., giving fit tips of the day, current health statistics, active songs, etc.
- Daily lunchtime/after school intramural programs (outside and indoors): score keepers, equipment organization, referees, sign-up and team scheduling, water stations, prizes, etc.
- Spirit squad (these individuals attend all school team games and promote school spirit)
- Athletes of the Month Bulletin Board (committee selects several athletes that are good role models and excellent sports enthusiasts)
- FIT Challenge (one day each month students can participate in an activity and help raise money for a specific health organization e.g., Hoops for Heart, aerobathon to raise money for MS, diabetes, etc.)

Students are expected to hand in a detailed report on what role they played in the FIT week. Further evaluation will be made by observation of participation, organization, and enthusiasm.

Appendix 5B

Community Outreach Assignment

Students research a specific community establishment that provides fitness programs for various populations, e.g., children and youth, adults, elderly, pregnant women, minor sports, physical disability programs, etc. Students may work in pairs to collect information, but each student will independently present their information in a 2- to 3-page research paper.

Students address the following questions in their Community Research paper:

- What specific population are you researching?
- What programs do they offer? What varieties/levels are available?
- Who runs the programs and what qualifications do they hold?
- What is the cost involved in participation?
- How long does the program run?
- In what location(s) are the programs run?
- What is your impression of the VALUE and presentation of the program itself?
- Is it a worthy program? Explain why.

Sample Community Outreach Establishment in the local region:

1. YMCA (local)
2. Fitness/Family Fitness Centers
3. Health Canada
4. Parks and Recreation
5. Community Centers
6. Recreation Centers
7. Healthy Living Centers
8. Local pools, rinks, fields, etc.

Appendix 5C

Career Options Worksheet – Where Will I Go From Here?

Kinesiology job options to consider: nursing, chiropractor, physiotherapist, massage therapy, fitness club manager, ergonomics, fitness instructor, personal trainer, team sports therapist, sports medicine, sports psychologist, teacher, camp coordinator/counsellor, sports recreation.

Arrange for a variety of professionals to act as a guest speaker panel for a class, to give students an opportunity to think about possible job options for the future.

Guest Speaker Survey:

1. How long have you been practising in your profession?
2. What type of education/qualifications do you need? How long did it take you?
3. What hours do you work?
4. What is the salary range for people in your occupation?
5. Do you have support staff?
6. What are your daily duties?
7. What do you enjoy most/least about your job?
8. Are you committed to life-long learning in your field?

Students create a chart answering these questions with each guest speaker on the panel. Discussion will follow.

Appendix 6A

Career Health Fair

Students, in pairs, choose a kinesiology-related profession that interests them, and working with the teacher, find a local professional to job shadow for two days. During the job shadow assignment which students perform outside of school, they record day-to-day activities while at the job site, and refer to questions from the Career Options Worksheet used during the guest speaker segment.

On a specific date chosen by the teacher, students and their sport/fitness-related mentors participate in a career health fair. Each student is responsible for creating a display board about the workplace they attended. Students and teachers from other senior classes are asked to attend the fair and ask questions. Mentors are also invited to stay for a in small healthy lunch made by the class.

Career Fair Guidelines:

- Display board must include: Job title, professional mentor's name, location, hours of operation, pictures at the job site, education required, income, day-to-day duties highlighted, specific populations targeted, colourful, creative and organized information displayed.
- Create a sample hand out about your experience including some of the information mentioned above.

Appendix 7A

Sport and Society Jigsaw – PAST

	WHERE (city, country, event)	WHEN (year, event)	WHY (what prompted this incident to occur)	HOW HAS THIS CHANGED SPORT TODAY? (your opinion)
Violence in Sport				
Cheating in Sport				
Inequality in Sport (gender, race, ethnicity)				
Exploitation in Sport				

Appendix 7B

Case Studies – PRESENT

As a class, we will be discussing current issues in sport related to society. Individually you will find a current issue in sport, related to the topics previously discussed in class, e.g., exploitation, violence, cheating, gambling, equal access, racism, etc. Your current issue in sport can be in any of the following forms:

- Article (newspaper, magazine)
- Journal
- Television Clip (news, TSN)
- Movie Clip

Examples

- Marty McSorely, banned from hockey due to dangerous hit
- Fuzzy Zoeller, racist comments
- Roberto Alomar, spitting on an umpire
- Bob Knight, controversy over coaching tactics
- Thomas Junta Murder Trial
- Little League World Series
- Professional Sports for Women
- Recruiting Tactics of American Universities
- Drug Use in Sports

You must be prepared to present this case study in either small group situations or to the whole class. You are also expected to complete a reflection paper that includes:

- Summary of the event
- Share your ideas and opinions about this event
- Draw a conclusion, e.g., what would you do if you had to make a judgment about this situation?
- Write a one-page reflection on classmates presentations (discuss a minimum of three issues)

Appendix 7C

Debate

A debate is a structured argument between two teams of debaters. Using the following information, you are expected to design and organize an educational debate. These materials will assist you in the principles of argument (i.e., research, speaking and refutation) in an atmosphere of good sportsmanship.

Topic

Topic should be open to divergent viewpoints and should be worded as an affirmative statement

Teams

Two temporary coalitions (teams of two), one called the affirmative, and one called the negative

Tools of the Trade

Facts, charts, pictures, logic, humour, speeches, emotional appeals, dramatic deliveries, etc.

Background Work

Plenty of **research** is necessary to have a convincing argument. Three verifiable facts are more valuable than ten unsubstantiated ones. It is also necessary to **prepare** and **practise**!

The Debate

Be positive!

Address the opposition with proper titles, e.g., Mr. Smith.

Never get personal.

Look at the audience and/or the opposition.

Pause between important points.

Be convincing.

Order of Speakers

Affirmative	Opening	5-minute maximum
Negative	Opening/rebuttal	10-minute maximum
Affirmative	Rebuttal	10-minute maximum
Negative	Rebuttal	5-minute maximum
Questions from the floor		10-minute maximum
Negative	Closing	5-minute maximum
Affirmative	Closing	5-minute maximum

Appendix 7C (Continued)

Debate Topics

1. Debate the notion that professional athletes are paid far too much money.
2. Debate the idea that athletes are justified in taking anabolic steroids because their competitors are on steroids as well.
3. Debate the viewpoint that in spite of substantial progress, there is still evidence of discrimination in sport for: a) women OR b) minorities
4. Debate the idea that violence in athletics (e.g., hockey) is an acceptable practice in today's society.
5. Debate the idea that athletic scholarships system at American universities should be implemented at Canadian universities.
6. Debate the notion that the purpose of sport is competition and to win at all costs.
7. Debate the idea that cheating in sports is acceptable. If you can get away with it, you should do it, if it will help you or your team win.
8. Debate the idea that at the secondary school and/or university level, competitive athletics should be abolished. Participation should be emphasized so that all students have the same opportunities, not just the elite athletes.
9. Debate the comment made by a professional athlete that amateurism only exists in elementary school.
10. Debate the idea that money is the root of all evil, especially in sport.
11. Debate the notion that sport has never been used for political purposes.
12. Debate the idea that the institution of sport is an essential part of Canadian society.

Note: These are only a few ideas. Please have your topic approved by the instructor.