

# Course Profile

## **Healthy Active Living**

Grade 9

Open

- *for teachers by teachers*

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## Unit #1: Interactive Activities

**Time:** 600 minutes

### Unit Description

Throughout this unit, students will participate and interact in a supportive, fun, and challenging setting to experience various types of activities that promote participation, responsible behaviour and effective group work skills.

### Strand(s) and Expectations

**Strands:** Active Living, Living Skills

**Overall Expectations:** ALV.01X, ALV.03X, LSV.03X

**Specific Expectations:** AL1.01X, AL1.02R, AL3.01X, LS3.01R, LS3.02R, LS3.03R, LS3.04R

### Activity Titles (Time and Sequence)

|            |   |             |
|------------|---|-------------|
| Activity 1 | Creating the Participation Picture                      | 200 minutes |
| Activity 2 | Taking Responsibility for Self and Others               | 200 minutes |
| Activity 3 | Exploring Group Interaction and Promoting Team Building | 200 minutes |

### Unit Planning Notes

The focus of this unit is to engage students in an active setting that provides them with numerous opportunities to participate as responsible members of a team/group. It is important for the teacher to develop a repertoire of inclusive non-threatening and challenging physical activities that the students will enjoy. The use of equipment and facilities, indoor and outdoor, must be planned and where appropriate booked in advance.

### Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- cooperative learning skills
- safe practices
- social skills
- communication skills
- self and peer assessment

### Teaching/Learning Strategies

1. The students will focus on and practice attaining the skills and knowledge through low organization, cooperative, initiative and trust activities. A variety of teaching/learning strategies are used in this unit including:
  - think/pair/share
  - cooperative learning
  - task cards
  - worksheets
  - logs
  - small and large group work
  - self-reflection
  - personal inventory

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- direction instruction

### **Assessment/Evaluation**

This unit will introduce students to the Living Skills in the course and provide opportunities for them to assess their participation, responsible behaviour and group working skills. The teacher and students will collect evidence of learning using observational checklists, rubrics and personal communication tools. Formative assessment will be the major focus as this is the first opportunity for students to become familiar with the expectations, practice them and then apply them. The expectations will be summatively evaluated later in the course.

### **Resources**

#### **Print**

1. Barbarash, Lorraine. Multicultural Games. Human Kinetics, 1997. ISBN 0-88011-565-3
2. Kasser, Susan. Inclusive Games. Human Kinetics, 1995. ISBN 0-87322-639-9
3. Morris, Lisa and Schultz, Linda. Creative Play Activities for Children with Disabilities. Human Kinetics, 1989. ISBN 0-87322-933-9
4. OPHEA. Physical Education: Ontario Safety Guidelines: Secondary Curricular Guidelines. Toronto: OPHEA, 1997 (416) 426-7120 Fax (416) 426-7373

### **Activity #1: Creating the Participation Picture**

**Time:** 200 minutes

#### **Description**

Students will actively and safely participate in a variety of physical activities that promote individual initiative and effort. They will work cooperatively and enthusiastically with their peers, demonstrating fair play and active listening skills. Students will develop an awareness of what motivates them to be physically active and the routines and procedures of the active classroom.

#### **Strand(s) and Expectations**

**Strands:** Active Living and Living Skills

#### **Overall Expectations**

At the end of Grade 9, students will:

- ALV.01X participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation
- ALV.03X demonstrate safe practices regarding the safety of themselves and others
- LSV.03X use appropriate social skills when working collaboratively with others

#### **Specific Expectations**

Students will:

- AL1.01X participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small-and large-group, outdoor and aquatic activities)
- AL3.01X apply guidelines and procedures related to safe participation in physical activity (e.g., using equipment correctly, wearing appropriate attire, using appropriate facilities, meeting expectations regarding supervision, using proper posture in minimizing injury)

#### **Planning Notes**

- develop a repertoire of low organization, initiative, cooperative and adventure games that will have all students vigorously participating (always moving) throughout each lesson

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- use physical activities that will encourage and stimulate maximum interaction and not require a high degree of movement skill competence
  - review safety guidelines related to the activities (see Activity Resource list #8)
  - incorporate activities suitable to the indoors and outdoors to accommodate varying weather conditions
  - develop a set of procedures and routines for the active classroom
  - create an outline for students to follow when completing personal communication assessments (e.g., journal/log)
  - establish criteria for assessing participation, responsible behaviour, safe practices and group work skills (see Unit 1 Appendix A, B and C)

### **Prior Knowledge Required**

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- group work skills
- safety practices related to physical activities
- communication skills
- social skills

### **Teaching/Learning Strategies**

1. Students will vigorously participate in low organization, cooperative, initiative and orienteering games designed to help them *identify the key components of participation*. See Unit 1 Appendix A for Participation Rubric.

- readiness to participate
- physical participation
- initiative
- effort
- motivating factors
- enjoyment
- self-expression
- social interaction
- challenge

2. The teacher will:
- outline the routines and procedures (e.g., attendance, punctuality, appropriate dress, guidelines for safe participation) of the physically active classroom and stress the importance of following instructions, helping other students, playing fair and playing safe
  - provide appropriate equipment for the student to be physically active prior to the beginning of the class
  - provide warm-ups that promote health-related fitness and group interaction (e.g., tag games)
  - provide indoor and outdoor physical activities that do not require a high level of movement skill ability
  - engage students to work individually, in partners and in large and small groups
  - outline strategies to check heart rate and breathing (e.g., talk test)
  - ensure students practice a variety of communication skills while interacting with others (e.g., active listening, using appropriate language, encouraging others)
  - work with students to develop a clear picture of good participation and create a rubric to assess participation (see Unit 1 Appendix A)

### **Assessment/Evaluation**

The teacher and students will gather evidence of the specific expectations outlined for this activity.

- a formative self-assessment using a journal to monitor vigorous participation (e.g., heart rate and breathing) and safe practices

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- a formative assessment using observation and rubric (see Unit 1 Appendix A) to assess participation

### **Accommodations**

- be prepared to change the composition of groups
- demonstrate or provide written directions
- use a buddy system
- use various visual aids
- provide instructions to accommodate wheelchairs, walkers, etc.
- use a variety of teaching strategies to accommodate learning styles

### **Resources**

#### **Print**

1. Canada's Physical Activity Guide to Healthy Active Living
2. CIRA. Zany Activities with Panty Hose, Boxer Shorts and Leotards. 1997. ISBN 1-895716-38-1
3. CIRA. Zany Activities with a Rubber Chicken. 1997. ISBN 1-895716-30-6
4. Lumsden, Ken, and Jones, Sally. Ready to Use Secondary P.E. Activities Program. Parker Publishing Company, 1996. ISBN 0-13-470007-4
5. Rohnke, Karl. Cowtails and Cobras II. Kendal/Hunt, Project Adventure Inc., 1989. ISBN 0-843-5434-7
6. Rohnke, Kar. Silver Bullets. Kendal/Hunt, Project Adventure Inc., 1984 ISBN 0-8403-5782
7. Zakrajsek, D. B.; Carnes, L. A.; and Pettigrew, F. E. Quality Lesson Plans for Secondary Physical Education. Human Kinetics, 1994. ISBN 0-87322-671-2

## **Activity #2: Taking Responsibility for Self and Others**

**Time:** 200 minutes

### **Description**

Students will practice responsible behaviour while participating in a variety of cooperative, initiative and adventure games. They will focus on playing fair, cooperation, encouraging others, active listening, following rules and the proper use of equipment.

### **Strand(s) and Expectations**

**Strands:** Active Living and Living Skills

#### **Overall Expectations**

At the end of Grade 9, students will:

- ALV.01X participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation
- ALV.03X demonstrate safe practices regarding the safety of themselves and others
- LSV.03X use appropriate social skills when working collaboratively with others

#### **Specific Expectations**

Students will:

- AL1.02R demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practicing regularly, encouraging others, playing fair) in physical settings
- AL3.01X apply guidelines and procedures related to safe participation in physical activity (e.g., using equipment correctly, wearing appropriate attire, using appropriate facilities, meeting expectations regarding supervision, using proper posture in minimizing injury)

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## Planning Notes

- develop a repertoire of low organization, initiative, cooperative and adventure games that will have all students vigorously participating throughout each lesson
- use physical activities that encourage responsible behaviour and do not require a high degree of movement skill competence
- review safety guidelines related to the activities
- incorporate activities suitable to the indoors and outdoors to accommodate varying weather conditions
- prepare task cards and equipment related to activities

## Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- group work skills
- safe practices related to physical activities
- communication skills
- social skills (e.g., taking responsibility for self)
- cooperative learning skills

## Teaching/Learning Strategies

1. Students will vigorously participate in cooperative, initiative and adventure games designed to help them *identify the key components of responsible behaviour* in the active classroom. See Unit 1 Appendix B for Safety Rubric and Unit 1 Appendix C for Social Skills Rubric.
  - demonstrates safe practices related to activities, equipment and facility
  - cooperation
  - respect
  - fair play and activity etiquette
2. The teacher will:
  - provide appropriate equipment for the student to be physically active prior to the beginning of the class
  - provide warm-ups that promote health-related fitness and responsible behaviour while working with others (e.g., arm wrestling and leg wrestling)
  - provide indoor and outdoor physical activities that do not require a high level of movement skill ability
  - engage students to work individually, in partners and in large and small groups
  - ensure students practice a variety of communication skills while interacting with others (e.g., active listening, using appropriate language, encouraging others)
  - work with students to develop a clear picture of responsible behaviour and create an observation checklist with students
  - provide task cards for challenging activities that allow students to start taking responsibility for their participation

## Assessment/Evaluation

The teacher and students will gather evidence of the specific expectations outlined for this activity.

- a formative self-assessment using a journal to monitor vigorous participation (e.g., heart rate and breathing) and safe practices
- a formative assessment by the teacher and student using a rubric (see Unit 1 Appendix B and C) or checklist to assess responsible behaviour

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## Accommodations

- provide written directions and task cards with pictures
- use buddy system
- use various visual aids
- provide instructions to accommodate wheelchairs, walkers, etc.
- provide simple overview of lesson
- use variety of teaching strategies to accommodate learning styles

## Resources

### Print

1. Begun, Ruth, Wetmann. Social Skills Lessons and Activities for Grades 7-12. The Centre for Applied Research in Education. 1996. ISBN 0-87628-866-2
2. Huggins, Pat. Teaching Cooperation Skills. Sorpris West, 1990-94. ISBN 1-57035-005-1

## Activity #3: Exploring Group Interaction and Promoting Team Building

**Time:** 200 minutes

### Description

Students will practise group work skills while participating in a variety of cooperative, initiative and adventure games. They will focus on contributing to the success of the group, peer mentoring and reaching group agreement.

### Strand(s) and Expectations

**Strands:** Active Living and Living Skills

#### Overall Expectations

At the end of Grade 9, students will:

- ALV.01X participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation
- ALV.03X demonstrate safe practices regarding the safety of themselves and others
- LSV.03X use appropriate social skills when working collaboratively with others

#### Specific Expectations

Students will:

- LS3.01R contribute to the success of the group verbally and non-verbally (e.g., by completing a fair share of the group task, by acknowledging others' contributions to the task)
- LS3.02R explain the benefits and disadvantages of working with others
- LS3.03R give and receive assistance (e.g., through peer mentoring)
- LS3.04R use appropriately a variety of methods for reaching group agreement (e.g., by consensus, by taking votes in which the majority rules)

### Planning Notes

- develop a repertoire of cooperative and adventure games that will provide students with the opportunity to work in groups and practice group work skills
- use physical activities that encourage group work and do not require a high degree of movement skill competence
- review safety guidelines related to the activities
- incorporate activities suitable to the indoors and outdoors to accommodate varying weather conditions

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- prepare assessment tools, task cards and equipment related to activities
  - establish set groups that include diverse membership where appropriate prior to the class

### **Prior Knowledge Required**

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- group work skills
- safe practices related to physical activities
- communication skills
- social skills (e.g., taking responsibility for self)
- group agreement
- cooperative learning skills
- responsible behaviour in a physical setting
- collaboration
- peer mentoring

### **Teaching/Learning Strategies**

1. Students will vigorously participate in cooperative, initiative and adventure games designed to help them *identify the key components of group work skills* in the active classroom.
  - self expression
  - response to others
  - group interaction
2. The teacher will:
  - provide appropriate equipment for the student to be physically active in groups prior to the beginning of the class
  - provide warm-ups that promote health-related fitness and group work (e.g., students must work together to get across the gym as quickly as possible in wheelbarrow race)
  - provide indoor and outdoor group activities that do not require a high level of movement skill ability
  - engage students to work in partners and in large and small groups
  - ensure students practice a variety of communication skills while interacting with others (e.g., active listening, using appropriate language, encouraging others)
  - work with students to develop a clear picture of group success (e.g. addressing task and process), the benefits and challenges of working in a group and methods of reaching group agreement
  - create assessment tools for students to log personal responses to group tasks (e.g., group success, benefits and challenges of group work, contributions to the group effort)
  - provide task cards for challenging activities that encourage group interaction, communication, initiative and decision-making

### **Assessment/Evaluation**

The teacher and students will gather evidence of the specific expectations outlined for this activity.

- a formative self-assessment using a journal to monitor vigorous participation (e.g., heart rate and breathing) and safe practices
- a formative assessment by the teacher and student using a worksheet to assess group success and individual and group contribution and rubric (see Unit 1 Appendix C) to assess social skills
- a formative assessment using a checklist that addresses methods of reaching group agreement, giving and receiving assistance (e.g., checklist could include questions like... Did the group consider a number of ideas before coming to a decision?, Was there a method agreed upon to reach the group decision?, Did everyone agree to the decisions that were made?, Was there any organization in the group?, Did students provide support/assistance to one another during the task?)
- a summative evaluation using a direct written response to address the benefits and disadvantages of working with others

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## Accommodations

- be prepared to change the composition of groups
- use buddy system
- use various visual aids
- provide instructions to accommodate wheelchairs, walkers, etc.
- provide simple overview of lesson and model skills where appropriate
- use a variety of teaching strategies to accommodate learning styles
- offer students the opportunity to provide oral responses rather than written when appropriate

## Resources

### Print

1. CIRA. Activities for Groups of 50 or More. (905) 575-2083 Fax (905) 575-2264
2. Glover, Donald, and Midura, Daniel. More Team Building Challenges. Human Kinetics, 1995. ISBN 0-87322-785-9
3. Glover, Donald, and Midura, Daniel. Team Building Through Physical Challenges. Human Kinetics, 1992. ISBN 0-87322-359-4
4. Parker, Glenn, and Knapp, Richard. 50 Activities for Team Building. Human Resource Development Press, 1992. ISBN 0-87425-174-5
5. Scarce, Carol. 100 Ways to Build Teams. IRI/Skylight Publishing, Inc. ISBN 0-932935-47-8

## Appendix A – Participation Rubric

| Categories                      | Level 1   | Level 2   | Level 3  | Level 4  |
|---------------------------------|---|---|--|--|
| <b>Readiness to Participate</b> | <ul style="list-style-type: none"> <li>enters the gym late more than half of the occasions</li> <li>infrequently participates actively</li> </ul>   | <ul style="list-style-type: none"> <li>usually ready to participate on time</li> <li>usually participates in class activities</li> </ul>  | <ul style="list-style-type: none"> <li>regularly ready to participate on time</li> <li>regularly takes part in class activities</li> </ul>   | <ul style="list-style-type: none"> <li>always ready to participate on time</li> <li>always takes part in class activities</li> </ul>   |
| <b>Physical Participation</b>   | <ul style="list-style-type: none"> <li>infrequently participates in a variety of physical activities</li> <li>infrequently participates in physical activities outside of the classroom program</li> <li>experiences difficulty participating as an individual or in a group setting</li> </ul> | <ul style="list-style-type: none"> <li>sometimes participates in a variety of physical activities</li> <li>sometimes participates in a variety of physical activities outside of the classroom program</li> <li>sometimes participates positively as an individual or in a group setting</li> </ul> | <ul style="list-style-type: none"> <li>regularly participates in all physical activities independently</li> <li>regularly participates in a wide variety of physical activities outside the classroom program</li> <li>frequently participates positively as an individual and in a group setting</li> </ul> | <ul style="list-style-type: none"> <li>always or almost always promotes active participation in all physical activity</li> <li>routinely promotes and organizes physical activities outside the classroom program</li> <li>always participates positively as an individual and in a group-setting</li> </ul> |
| <b>Initiative</b>               | <ul style="list-style-type: none"> <li>infrequently tries new activities</li> <li>infrequently takes on a leadership role</li> <li>relies on others to begin physical activities</li> </ul>   | <ul style="list-style-type: none"> <li>sometimes attempts new activities with encouragement</li> <li>sometimes with encouragement leads the class in activities</li> <li>sometimes begins activities with some teacher intervention</li> </ul>  | <ul style="list-style-type: none"> <li>regularly attempts new activities</li> <li>regularly takes on a leadership role in class</li> <li>frequently begins activities independently</li> </ul>   | <ul style="list-style-type: none"> <li>always tries new things and encourages others to do the same</li> <li>routinely asks to play a leadership role in class</li> <li>routinely a self starter and provides opportunities for others to participate</li> </ul>   |
| <b>Effort</b>                   | <ul style="list-style-type: none"> <li>infrequently works hard (e.g., goes through the motions)</li> <li>easily distracted from task and often distracts others</li> </ul>  | <ul style="list-style-type: none"> <li>sometimes works hard with encouragement</li> <li>sometimes easily distracted from task and sometimes distracts others</li> </ul>   | <ul style="list-style-type: none"> <li>regularly demonstrates a determined effort</li> <li>regularly stays on task</li> </ul>  | <ul style="list-style-type: none"> <li>always strives for personal best</li> <li>routinely encourages others to stay on task</li> </ul>  |

## Appendix A – Participation Rubric

| Categories   | Level 1  | Level 2  | Level 3  | Level 4  |
|--|--|--|--|--|
| <b>Motivating Factors</b><br>(Why we like to be physically active and participate: enjoyment, social interaction, health, competition, relaxation, challenge, sensation) | <ul style="list-style-type: none"> <li>infrequently able to recall the motivating factors of physical activity</li> </ul>  | <ul style="list-style-type: none"> <li>sometimes recalls the motivating factors of physical activity</li> </ul>  | <ul style="list-style-type: none"> <li>regularly connects the motivating factors of daily physical activity to his/her personal action plan</li> </ul>   | <ul style="list-style-type: none"> <li>always or almost always connects the motivating factors of daily physical activity to his/her personal action plan and assists others in doing so</li> </ul>  |
| <b>Enjoyment</b><br>(Based on the activities they choose to participate in)  | <ul style="list-style-type: none"> <li>infrequently demonstrates enjoyment from participation in physical activities</li> </ul>  | <ul style="list-style-type: none"> <li>sometimes demonstrates enjoyment from participation in physical activities</li> <li>sometimes participates in a variety of physical activities</li> </ul>   | <ul style="list-style-type: none"> <li>regularly demonstrates enjoyment from participation in physical activities</li> <li>regularly seeks out a variety of opportunities to participate in physical activities</li> </ul>   | <ul style="list-style-type: none"> <li>always or almost always demonstrates enjoyment from participation in physical activities</li> <li>consistently creates opportunities for others to enjoy physical activity</li> <li>always or almost always seeks out familiar and new physical activities</li> </ul> |
| <b>Self-expression</b>   | <ul style="list-style-type: none"> <li>infrequently uses the body and movement activities to appropriately communicate ideas and feelings</li> </ul>   | <ul style="list-style-type: none"> <li>sometimes uses the body and movement activities to appropriately communicate ideas and feelings</li> </ul>  | <ul style="list-style-type: none"> <li>regularly uses the body and movement activities to appropriately communicate ideas and feelings</li> </ul>  | <ul style="list-style-type: none"> <li>always or almost always uses unique body movements to appropriately express ideas and feelings</li> </ul>   |
| <b>Social Interaction</b>  | <ul style="list-style-type: none"> <li>infrequently recognizes physical activity as a positive opportunity for social interaction</li> <li>infrequently recognizes the role that participation in physical activity plays in getting to know and understand self and others</li> </ul> | <ul style="list-style-type: none"> <li>sometimes recognizes physical activity as a positive opportunity for social interaction</li> <li>sometimes recognizes the role that participation in physical activity plays in getting to know and understand self and others</li> </ul> | <ul style="list-style-type: none"> <li>regularly recognizes physical activity as a positive opportunity for social interaction</li> <li>regularly recognizes the role that participation in physical activity plays in getting to know and understand self and others</li> </ul> | <ul style="list-style-type: none"> <li>always or almost always seeks out and motivates others to participate together</li> <li>always or almost always recognizes the role that participation in physical activity plays in getting to know and understand self and others</li> </ul>                        |

## Appendix A – Participation Rubric

| Categories                            | Level 1   | Level 2  | Level 3  | Level 4   |
|---------------------------------------|---|--|--|---|
| <b>Challenge</b>                      | <ul style="list-style-type: none"> <li>infrequently able to describe the feelings resulting from challenges, successes, and failures in physical activity</li> <li>infrequently open to new challenges or trying new activities</li> </ul>        | <ul style="list-style-type: none"> <li>sometimes able to accept the feelings resulting from challenges, successes, and failures in physical activity</li> <li>sometimes open to new challenges or trying new activities</li> </ul> | <ul style="list-style-type: none"> <li>regularly accepts the feelings resulting from challenges, successes, and failures in physical activity</li> <li>regularly open to new challenges and trying new activities</li> </ul>   | <ul style="list-style-type: none"> <li>always or almost always accepts the feelings resulting from challenges, successes, and failures in physical activity and encourages others to do so</li> <li>always or almost always open to new challenges or trying new activities</li> </ul>  |
| <b>Respect and Support for Others</b> | <ul style="list-style-type: none"> <li>infrequently plays or interacts with other students</li> <li>infrequently accepts others of different abilities, cultures, and genders</li> <li>infrequently offers positive comments to others</li> </ul> | <ul style="list-style-type: none"> <li>sometimes will partner with other students</li> <li>sometimes accepts others of different abilities, cultures, and genders</li> <li>sometimes offers positive comments to others</li> </ul> | <ul style="list-style-type: none"> <li>regularly participates with anyone in class</li> <li>regularly accepts others including those of different ability, cultures and genders</li> <li>regularly encourages others with positive comments (e.g., fabulous, great work, your getting better)</li> </ul> | <ul style="list-style-type: none"> <li>always or almost always initiates changes in partners or groups to resolve conflict or address an imbalance</li> <li>always or almost always encourages the inclusion of others of different ability, cultures, and genders</li> <li>always or almost always encourages others with positive comments</li> </ul> |

## Appendix B – Safety Rubric

| Categories | Level 1  | Level 2  | Level 3  | Level 4  |
|------------|--|--|--|--|
| Activity   | <ul style="list-style-type: none"> <li>• rarely dresses appropriately for vigorous physical activity</li> <li>• with direct instruction participates in appropriate warm-up conditioning and cool-down activities</li> <li>• with frequent reminders listens attentively to promote safe and successful participation in instructional physical activity</li> <li>• beginning to use and explain (when asked) the importance of safe and controlled movements</li> <li>• with assistance can suggest modifications to activities to ensure safety</li> <li>• with assistance applies safety rules and safety procedures while participating in a variety of physical activities</li> <li>• rarely makes safe calculated decisions when performing a skill</li> <li>• with assistance can outline the school's emergency action plan related to injuries</li> </ul> | <ul style="list-style-type: none"> <li>• sometimes dresses appropriately for vigorous physical activity</li> <li>• sometimes participates in appropriate warm-up conditioning and cool-down activities</li> <li>• with reminders listens attentively to enhance safe and successful participation in instructional physical activity</li> <li>• sometimes uses and explains (when asked) the importance of safe and controlled movements</li> <li>• beginning to modify activities to ensure safety</li> <li>• sometimes applies safety rules and safety procedures while participating in a variety of physical activities</li> <li>• sometimes makes safe calculated decisions when performing a skill</li> <li>• can outline the steps of the school's emergency action plan related to injuries</li> </ul> | <ul style="list-style-type: none"> <li>• regularly dresses appropriately for vigorous physical activity</li> <li>• regularly participates in appropriate warm-up conditioning and cool-down activities</li> <li>• listens attentively to achieve safe and successful participation in instructional physical activity</li> <li>• regularly uses and explains (when asked) the importance of safe and controlled movements when asked</li> <li>• regularly practises modifications to activities to ensure safety (e.g., reducing the size of the playing surface if walls are too close)</li> <li>• regularly applies safety rules and safety procedures while participating in a variety of physical activities</li> <li>• regularly makes safe calculated decisions when performing a skill</li> <li>• can explain the school's emergency action plan related to injuries</li> </ul> | <ul style="list-style-type: none"> <li>• always or almost always dresses appropriately for vigorous physical activity and is able to explain the reasons for doing so</li> <li>• always or almost always participates in appropriate warm-up conditioning and cool-down activities independently</li> <li>• always or almost always listens attentively to achieve safe and successful participation in instructional physical activity</li> <li>• always or almost always uses and explains (when asked) the importance of safe and controlled movements and encourages others to do so</li> <li>• always or almost always practises modifications to activities to ensure safety and can explain why</li> <li>• always or almost always applies safety rules and safety procedures while participating in a variety of physical activities</li> <li>• always or almost always makes safe calculated decisions when performing a skill</li> <li>• can demonstrate the school's emergency action plan related to injuries if an accident occurs</li> </ul> |

## Appendix B – Safety Rubric

| Categories       | Level 1   | Level 2  | Level 3  | Level 4   |
|------------------|---|--|--|---|
| <b>Equipment</b> | <ul style="list-style-type: none"> <li>rarely recognizes and reports unsafe conditions and situations and suggests changes</li> <li>rarely assumes responsibility for self and others</li> </ul>  | <ul style="list-style-type: none"> <li>sometimes recognizes and reports unsafe conditions and situations and suggests changes</li> <li>sometimes assumes responsibility for self and others</li> </ul>   | <ul style="list-style-type: none"> <li>regularly recognizes and reports unsafe conditions and situations and suggests changes</li> <li>regularly assumes responsibility for self and others (e.g., helping to set up equipment in a safe manner with adult assistance)</li> </ul>  | <ul style="list-style-type: none"> <li>always or almost always recognizes and reports unsafe conditions and situations and suggests changes</li> <li>always or almost always assumes responsibility for self and others</li> </ul>  |
| <b>Facility</b>  | <ul style="list-style-type: none"> <li>with assistance, recognizes environments unsafe for playing</li> <li>requires encouragement to practise modifications of rules to suit facility</li> </ul> | <ul style="list-style-type: none"> <li>sometimes recognizes environments unsafe for playing</li> <li>requires encouragement to practise modifications of rules to suit facility</li> <li>sometimes reports unsafe conditions to teacher and peers</li> </ul> | <ul style="list-style-type: none"> <li>regularly recognizes environments unsafe for playing</li> <li>regularly accepts and practises modifications of rules to suit facility use (e.g., identifying an area out of bounds if part of the field is unsafe)</li> <li>regularly reports unsafe conditions to teacher and peers</li> </ul> | <ul style="list-style-type: none"> <li>always or almost always recognizes environments unsafe for playing</li> <li>always or almost always accepts and practises modifications of rules to suit facility uses and encourages others to do the same</li> <li>always or almost always reports unsafe conditions to teacher and peers</li> </ul> |

## Appendix C – Social Skills Rubric

| Categories                | Level 1  | Level 2  | Level 3   | Level 4  |
|---------------------------|--|--|---|--|
| <b>Self Expression</b>    | <ul style="list-style-type: none"> <li>rarely expresses personal feelings, ideas and experiences</li> </ul>  | <ul style="list-style-type: none"> <li>sometimes expresses personal feelings, ideas and experiences</li> </ul>   | <ul style="list-style-type: none"> <li>regularly and accurately expresses own feelings, ideas and experiences with an awareness of audience e.g., uses “I” messages</li> </ul>  | <ul style="list-style-type: none"> <li>always or almost always accurately expresses own feelings, ideas and experiences with an awareness of audience</li> <li>integrates own feelings, ideas and experiences with those of others (e.g., develops empathy)</li> </ul>   |
| <b>Response to Others</b> | <ul style="list-style-type: none"> <li>listens to others when topics are of personal interest and is attentive for short periods of time</li> <li>with assistance follows basic instructions and directions</li> </ul> | <ul style="list-style-type: none"> <li>sometimes listens attentively to others</li> <li>sometimes follows and outlines instructions and directions for familiar games, activities and events</li> <li>with assistance identifies verbal and non-verbal feelings of others</li> </ul> | <ul style="list-style-type: none"> <li>regularly listens actively to others (e.g., restates information accurately, uses effective questioning)</li> <li>regularly follows and explains instructions when pursuing a task individually or with others</li> <li>regularly identifies and interprets verbal and non-verbal feelings</li> <li>regularly respects other people’s ideas</li> <li>regularly acknowledges others and contributes to tasks</li> </ul> | <ul style="list-style-type: none"> <li>always or almost always listens actively to others</li> <li>encourages others to listen (e.g., assists the group in questioning)</li> <li>focus, demonstrates active listening, states different points of view)</li> <li>always or almost always interprets and adapts instructions and directions with and for others</li> <li>always or almost always identifies and interprets verbal and non-verbal feelings and assists others in doing so</li> <li>always or almost always respects other people’s ideas and encourages others to do so</li> <li>always or almost always acknowledges others and contributes to the tasks</li> </ul> |

## Appendix C – Social Skills Rubric

| Categories                              | Level 1  | Level 2  | Level 3  | Level 4  |
|---|--|--|--|--|
| <b>Cooperation</b>                      | <ul style="list-style-type: none"> <li>with extensive support shows consideration for others</li> <li>with encouragement, accepts leadership of teachers, peers, and officials</li> <li>based on examples modeled in class, encourages others</li> <li>with direct supervision stays on task</li> <li>rarely gives and accepts assistance</li> </ul> | <ul style="list-style-type: none"> <li>sometimes shows consideration for others</li> <li>sometimes accepts leadership of teachers, peers, and officials</li> <li>sometimes encourages others</li> <li>with some supervision stays on task</li> <li>sometimes gives and accepts assistance</li> </ul> | <ul style="list-style-type: none"> <li>regularly shows consideration for others</li> <li>regularly accepts leadership of teachers, peers, and officials</li> <li>regularly encourages others</li> <li>regularly stays on task without direct supervision</li> <li>regularly gives and accepts assistance</li> </ul>              | <ul style="list-style-type: none"> <li>always or almost always shows consideration for others and encourages others to do so</li> <li>always or almost always accepts leadership of teachers, peers, and officials</li> <li>always or almost always encourages others</li> <li>always or almost always stays on task and is self-directed</li> <li>always or almost always gives and accepts assistance</li> </ul> |
| <b>Respect</b>                          | <ul style="list-style-type: none"> <li>shows limited patience with others of different abilities</li> <li>with encouragement, treats others of diversity equally</li> <li>with encouragement uses appropriate language when talking with peers and teachers</li> </ul>   | <ul style="list-style-type: none"> <li>sometimes shows patience with others of different abilities</li> <li>sometimes treats others of diversity equally</li> <li>sometimes uses appropriate language when talking with peers and teachers</li> </ul>  | <ul style="list-style-type: none"> <li>regularly shows patience with others of different abilities</li> <li>regularly treats others of diversity equally</li> <li>regularly uses appropriate language when talking with peers and teachers</li> </ul>  | <ul style="list-style-type: none"> <li>always or almost always shows patience with others of different abilities and encourages others to do so</li> <li>always or almost always treats others of diversity equally</li> <li>always or almost always uses appropriate language when talking with peers and teachers and encourages others to do so</li> </ul>  |
| <b>Fair Play and Activity Etiquette</b> | <ul style="list-style-type: none"> <li>rarely follows the rules of fair play in games and activities</li> <li>rarely displays good activity etiquette</li> <li>rarely respects the decisions made by officials, be they students, teachers, or coaches</li> </ul>  | <ul style="list-style-type: none"> <li>sometimes follows the rules of fair play in games and activities</li> <li>sometimes displays good activity etiquette</li> <li>sometimes respects the decisions made by officials, be they students, teachers, or coaches</li> </ul>                           | <ul style="list-style-type: none"> <li>regularly follows the rules of fair play in games and activities</li> <li>regularly displays good activity etiquette (e.g. maintain self control whether winning or losing)</li> <li>regularly respects the decisions made by officials be they students, teachers, or coaches</li> </ul> | <ul style="list-style-type: none"> <li>always or almost always follows the rules of fair play in games and activities and encourages others to do so</li> <li>always or almost always promotes good activity etiquette to others</li> <li>always or almost always respects the decisions made by officials, be they students, teachers or coaches</li> </ul>   |

## Appendix C – Social Skills Rubric

| Categories                   | Level 1   | Level 2   | Level 3   | Level 4  |
|------------------------------|---|---|---|--|
| <b>Group Interaction</b>     | <ul style="list-style-type: none"> <li>• with encouragement follows instructions</li> <li>• with encouragement communicates using a variety of appropriate strategies</li> <li>• with encouragement works well with others</li> <li>• with encouragement takes turns</li> </ul> | <ul style="list-style-type: none"> <li>• sometimes follows instructions</li> <li>• sometimes communicates using a variety of appropriate strategies</li> <li>• sometimes works well with others</li> <li>• sometimes takes turns</li> </ul> | <ul style="list-style-type: none"> <li>• regularly follows instructions</li> <li>• regularly communicates using a variety of appropriate strategies (e.g., uses appropriate language, listens attentively to teachers and peer)</li> <li>• regularly works well with others</li> <li>• regularly takes turns</li> </ul> | <ul style="list-style-type: none"> <li>• always or almost always follows instructions</li> <li>• always or almost always communicates using a variety of appropriate strategies</li> <li>• always or almost always works well with others</li> <li>• always or almost always takes turns and encourages others to do so</li> </ul> |
| <b>Group Decision-making</b> | <ul style="list-style-type: none"> <li>• with encouragement and support discusses options and agrees with the group's decisions</li> </ul>  | <ul style="list-style-type: none"> <li>• sometimes discusses options and agrees with the group's decisions</li> </ul>   | <ul style="list-style-type: none"> <li>• regularly discusses options, participates in making decisions and agrees with the group's decisions</li> <li>• regularly encourages everyone in the group to participate in the decision-making process</li> </ul>   | <ul style="list-style-type: none"> <li>• always or almost always discusses options, participates in making decisions and agrees with the group's decisions</li> <li>• always or almost always encourages everyone in the group to participate in the decision-making process</li> </ul>  |

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## Unit #2: Physical Fitness

**Time:** 1200 minutes

### Unit Description

Students will develop an understanding of the components of health-related fitness (cardiorespiratory, muscle strength and endurance, flexibility) and the potential benefits that can be achieved. They will assess their fitness levels and design a personal program intended to address self-identified goals. Through engagement in a variety of fitness activities, students will demonstrate improvement in their personal fitness level.

### Strand(s) and Expectations

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

**Overall Expectations:** ALV.02X, PAV.02X, LSV.01X

**Specific Expectations:** AL2.01X, AL2.02X, AL2.03X, AL2.04X, AL2.05X, LS1.01X, LS1.02X, LS1.03X, LS1.04X, PA2.04X

### Activity Titles (Time and Sequence)

|            |   |                             |
|------------|---|-----------------------------|
| Activity 1 | Understanding the Concept of Healthy Active Living                        | 60 minutes                  |
| Activity 2 | Understanding Health-Related Fitness                                      | 100 minutes                 |
| Activity 3 | Fitness Appraisals  | 400 minutes                 |
| Activity 4 | Setting Goals and Developing an Action Plan                               | 240 minutes                 |
| Activity 5 | Designing a Personal Fitness Program                                      | 200 minutes                 |
| Activity 6 | Participation in Fitness Activities Through the Physical Activities Units | Integrated into other units |
| Activity 7 | Developing a Personal Fitness Profile                                     | 200 minutes                 |

### Unit Planning Notes

The intent of the unit is that the learning expectations will be delivered through activity based experiences. Through active participation in a wide range of fitness activities, students will develop the knowledge and skills necessary to build a Personal Fitness Profile.

### Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- cooperative learning skills
- use a rubric to assess self or peer
- time management
- group work skills

### Teaching/Learning Strategies

1. Outline learning expectations and assessment/evaluation strategies for the unit.
2. The teaching and learning strategies used in this unit are:
  - think/pair/share
  - task cards
  - concept mapping
  - cooperative learning
  - brainstorming

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- self-reflection
  - active participation in fitness activities
  - direct instruction
  - web
  - discussion
  - worksheets
  - case studies
  - collage design
  - assignments

### **Assessment/Evaluation**

This unit will introduce students to the knowledge and skills necessary to develop and monitor their physical fitness. It is essential that the teacher provides an opportunity for students to perform a diagnostic assessment of their level of fitness to assist them in demonstrating personal improvement over the course of the semester/year. The knowledge expectations will be summatively evaluated within the unit. Skills will be formatively assessed during the unit to provide students with lots of opportunity to practise and receive helpful feedback. Throughout the course, students will demonstrate their ability to monitor their personal fitness plan, maintain or improve their level of fitness, and participate in fitness activities. Consider the summative evaluation of these skills as an essential component of their performance task that makes up 30% of their final grade.

**Note:** *The Fitness Profile* is a collection of the student's work that demonstrates his/her efforts, progress, achievements and reflections related to physical fitness. It should include:

- table of contents
- profile introduction- that explains how the collection of work is organized and how pieces demonstrate specific learning expectations
- work sheets and notes from classes
- journal/log reflections
- assessment, monitoring, tracking and recording charts of fitness assessments throughout the semester/year
- goal-setting and action plan worksheets
- Personal Fitness Plan (e.g., the first plan, revised plans, the most recent plan)

### **Resources**

1. The Canadian Active Living Challenge. Program 3: Ages 12 to 14; Theme: Making Choices and Setting Goals, 1994, CAHPERD. ISBN 0-919068-55-3
2. Fitness for Children and Youth. Fitness Ontario Leadership Program, Ministry of Tourism and Recreation, 1989. ISBN 0-7729-6210-3
3. Lookin' Good, Feelin' Good, A Health Kit for Grades 7 - 9. Beef Information Centre
4. Ontario Physical and Health Association. Key to Fitness 7-9.
5. Physical Education Active Health. Resource Book Levels I - IV
6. Vitality Leaders Kit. Health Canada (613) 954-5995 Fax (613) 952-7266
7. How to Design and Teach Using Outcomes. Scarborough Board of Education
8. Moving to Inclusion: Active Living Through Physical Education: Maximizing opportunities for students with a disability. Active Living Alliance for Canadians with a Disability
9. Bud, L. F. and Turner, Sue. Success Oriented P.E. Activities for Secondary Students. Prentice-Hall ISBN 0-13-447434-1
10. Zakrajsek, D. B., Carnes, L. A., Pettigrew, F.E. Quality lesson plans for Secondary Physical Education. Human Kinetics, 1994 ISBN 0-87322-671-2
11. Fun 'n Motion - Helping girls and young women set goals for lifelong physical activity. FAME
12. The Recommended Quantity and Quality of Exercise for Developing and Maintaining

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13. Cardiorespiratory and Muscular Fitness and Flexibility in Healthy Adults. American College of Sports Medicine, Position Strand, 1998
  14. Ontario Physical and Health Association. Activ8. (416) 426-7120 1-888-446-7432
  15. Pangra, Robert P. and Darst, Paul W. Dynamic Physical Education for Secondary School Students - Curriculum and Instruction. MacMillan Publishing Company. ISBN 0-02-390674-X
  16. Randazzo, Deborah and Corless, Kris. Activity for Everyone - Children Of All Abilities In A Regular Physical Activity Program - A Hands On Plan Book. AAHPERD. ISBN 0-88314-650-9
  17. Canada's Physical Activity Guide to Healthy Active Living
  18. Ontario Physical and Health Association. Healthy Active Living Standards for Physical and Health Education in Ontario Gr. 1-9. (for rubrics)
  19. OAC I: The Bio-Scientific Perspective (Core Concept C). Halton District School Board, 1993 (905) 335-3663 Fax (905) 332-1891

## **Activity #1: Understanding the Concept of Healthy Active Living**

**Time:** 60 minutes

### **Description**

Students will develop the concept of healthy active living and its components in a personal context. They will focus on developing an understanding of the benefits of health-related fitness and the importance of these components to active living.

### **Strand(s) & Expectations**

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

#### **Overall Expectations:**

By the end of Grade 9, students will:

- ALV.02X demonstrate improvement in personal health-related physical fitness
- LSV.01X use appropriate decision-making skills to achieve goals related to personal health
- PAV.02X demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities

#### **Specific Expectations:**

Students will:

- AL2.05X describe the benefits of each health-related fitness component and the relationship to active living (e.g., the relationship of cardiovascular fitness to increased stamina and lower risk of heart disease, healthy eating to improved well-being)

### **Planning Notes**

- provide students with file folders to store their worksheets throughout the unit and to build towards their Personal Fitness Profiles
- create Getting Started worksheet to include
  - i) sentence stems (see Activity #1 Teaching and Learning Strategies #2)
  - ii) Healthy Active Living: Definitions, Benefits and Barriers of Active Living
  - iii) definition of Physical Fitness
- review appropriate safety guidelines related to warm-ups, cool downs, fitness equipment (e.g., free weights), etc. (see Activity#1 Resource list #1)

### **Prior Knowledge Required**

Students will require some prior knowledge and experience in the following to successfully

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accomplish the activities in this unit.

- use diagnostic assessment to determine prior learning attained in previous grades
- group work skills

### **Teaching/Learning Strategies**

1. Outline what students will be expected to do throughout the unit to develop their Personal Fitness Profile.
2. Students will reflect on their fitness knowledge and past experiences by completing sentence stems on a Getting Started worksheet. (e.g. Health practices that have been shown to extend life include...., I am currently active in the following activities...., I think my fitness level is..., My attitudes toward physical fitness are shaped by....., I could improve my fitness if .....). Use a think, pair, share strategy to engage students in sharing and discussing their responses with their peers.
3. In small groups, students will record their thoughts and ideas on the worksheet, related to Healthy Active Living. Ensure students address the definition, benefits and barriers to Healthy Active Living and record the information on a worksheet. Build on the information by discussing the concept with the large group. Ask students to add any additional points to their worksheets.
4. Students will go back to their small groups to develop a definition of Physical Fitness. Lead the class in a discussion to formulate the definition.
5. The teacher will lead the class in a discussion to clarify the 5 components of health-related fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition). Have students experience different movements that demonstrate the components where appropriate.

### **Assessment/Evaluation Techniques**

The teacher and students will gather evidence of the specific expectations outlined for this activity through:

- a formative assessment using the worksheets to determine to what extent the students know the benefits of health-related fitness and the relationship to active living

### **Accommodations**

- provide key pieces of information in a format appropriate to the needs of students (e.g., graphic organizer)
- pre-arrange groups to partner students when additional support is required
- provide opportunities for students to physically experience fitness components to further develop their understanding

### **Resources**

1. Ontario Physical and Health Education (OPHEA). Ontario Safety Guidelines: Secondary Curricular Guideline, Toronto: OPHEA, 1997
2. Williams C., Harageonies, E., Johnson, D., and Smith, C. Personal Fitness: Lookin' Good, Feelin' Good. Maxwell MacMillan, 1994. Text ISBN 0-02-954289-8 and Activity Handbook ISBN 0-02-954288-X

## **Activity #2: Understanding Health Related Fitness**

**Time:** 100 minutes

### **Description**

In this activity, students will gain a further understanding of the components and benefits of health-related fitness by participating in an activity-based circuit.

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## Strand(s) and Expectations

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

### Overall Expectations

By the end of Grade 9, students will:

- ALV.02X demonstrate improvement in personal health-related physical fitness
- LSV.01X use appropriate decision-making skills to achieve goals related to personal health
- PAV.02X demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sports activities

### Specific Expectations

Students will:

- AL2.05X describe the benefits of each health-related fitness components and its relationship to active living (e.g. the relationship of cardiovascular fitness to increased stamina and lower risk of heart disease, healthy eating to improved well-being)

## Planning Notes

- develop a Health-Related Fitness worksheet for students to use as they progress through the circuit
- collect information (e.g., pamphlets, posters, videos, etc.) for students to use at circuit stations
- prepare signs and circuit stations related to health-related fitness components
- prepare equipment (e.g. benches, ropes, pylons, mats, weights, etc.) for circuit stations
- develop a repertoire of warm-up activities that demonstrate each of the health-related fitness factors in different ways
- instruct students on how to do the tasks properly and safely

## Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- diagnostic assessment of knowledge about components from Gr. 7
- group work skills
- research skills
- using a rubric for assessment

## Teaching/Learning Strategies

1. The teacher will demonstrate to students a Five Station Circuit that addresses the components of health-related fitness (i.e. continuous biceps curls with a light bar at station 1 to address muscular endurance, information on body types at the body composition station ). **Note:** circuit stations activities are not designed to measure or test performance, but demonstrate and explain fitness components. The body composition station should be an information centre only.
2. The students will complete the health-related circuit and follow-up Health Related Fitness worksheet. The worksheet will require students to match each exercise/activity in the circuit with the appropriate health-related fitness component. The worksheet activity also requires students to begin to develop answers that list the definition and benefits of each health-related fitness component. The teacher will discuss with the class how their bodies reacted to each activity in the circuit. The teacher will review worksheet answers with students. The students will brainstorm to identify an additional set of activities that contribute primarily to each component of health-related fitness (e.g. jogging - cardiorespiratory endurance).
3. For homework, students will create a collage that depicts the health-related components of fitness and an accompanying written assignment that explains the benefits of each.

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## Assessment/Evaluation

The teacher and students will gather evidence of the specific expectations outlined for this activity through:

- a formative assessment of the worksheet for knowledge
- a summative evaluation of the student's knowledge of health related fitness demonstrated through the collage assignment

## Accommodations

- adapt the circuit to address the needs of individual students with disabilities
- partner or group students to assist with the note taking tasks.
- provide students with a definition sheet of the components of fitness as a guide for the specific information required
- provide fitness resources (e.g., print, video, computer) for students to use to complete their tasks
- emphasize that there are other opportunities for those with different learning styles to express their learning (e.g. collage could be delivered through audio or video tape, interview, dramatic presentation, etc.)

## Resources

1. Canadian Society for Exercise Physiology. The Canadian Physical Activity, Fitness & Lifestyle Appraisal Guide. 1996. ISBN 0-9691374-7-8 (613) 234-3755 Fax (613) 234-3565
2. Williams C., Harageonies, E., Johnson, D., and Smith, C. Personal Fitness: Lookin' Good, Feelin' Good. Maxwell MacMillan, 1994. Text ISBN 0-02-954289-8 and Activity Handbook ISBN 0-02-954288-X

## Activity #3: Fitness Appraisals

**Time:** 400 minutes

### Description

Students will be able to describe how each health-related fitness component can be improved. Students will appraise their own fitness levels using a variety of fitness appraisal techniques.

### Strand(s) and Expectations

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

**Overall Expectations:**

By the end of Grade 9, students will:

- ALV.02X demonstrate improvements in personal health-related physical fitness
- LSV.01X use appropriate decision-making skills to achieve goals related to personal health
- PAV.02X demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities

**Specific Expectations:**

Students will:

- AL2.04X monitor exercise intensity (e.g., using a manual or computerized heart-rate monitor, breath sound check, talk test)
- AL2.05X describe the benefits of each health-related fitness component and its relationship to active living (e.g., the relationship of cardiovascular fitness to increased stamina and lower risk of heart disease, healthy eating to improved well-being)

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## Planning Notes

- familiarize yourself with fitness terminology (e.g., talk test, borg scale of perceived exertion)
- ensure classroom appraisals in this activity are guided by the following principles:  
Fitness testing should...
  - be used to measure change and to monitor progress not as a performance standard
  - be conducted in a non competitive / non-threatening atmosphere
  - focus on self directed learning
  - allow students to test their own fitness levels and interpret their own test results
- refer to The Canadian Physical Activity, Fitness and Lifestyle Appraisal Guide produced by the Canadian Society for Exercise Physiology or other fitness texts for descriptions on how to conduct fitness assessments safely and accurately
- refer to the guide (mentioned above) for equipment requirements (Section 7 page 3)
- provide worksheets for recording fitness appraisal information
- refer to the guide (mentioned above) for criterion reference charts of the fitness appraisals

## Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- review prior knowledge and skills (diagnostic assessment) from previous grades
  - Gr. 7 - identify the training principles that affect their fitness levels.
  - Gr. 8 - assess their personal levels of physical fitness on an ongoing basis comparing to past performances, and apply the information to their short and long-term goals.
- Cooperative learning skills/experiences

## Teaching/Learning Strategies

1. Review the definition of cardiorespiratory fitness. Distinguish between Aerobic and Anaerobic fitness.
2. Instruct students how to monitor their heart rate using their carotid or radial artery.
3. Define heart rate terminology including Resting Heart Rate, Exercising Heart Rate, Recovery Rate, F.I.T.T. Formula (frequency, intensity, time and type).
4. Introduce students to the components of the Fitness Appraisal:  
Cardiorespiratory test (e.g. 12 minute run)  
Muscular strength (e.g. hand grip dynamometer)  
Muscular endurance (e.g. flexed arm hand)  
Flexibility (e.g. trunk forward flexion)
5. Conduct the cardiorespiratory test. Have students record their results on a Fitness Appraisal worksheet.
6. Discuss other factors that affect heart rate (e.g. smoking, stress, body weight etc.).
7. Briefly review the definitions and benefits of muscular strength, muscular endurance and flexibility.
8. Complete the Fitness Appraisal by setting up 3 stations to measure muscular strength, muscular endurance and flexibility. Have students collect and record their own data on the worksheet. Remind students that the purpose of the Fitness Appraisal is to monitor their personal progress throughout the year.
9. Discuss with students how all components can be improved. Introduce concepts of Overload, Regularity, and Progression.
10. To address the issue of body composition, teachers should be aware that this is a sensitive issue for many adolescents. Teachers may wish to use the *Vitality* program, which was developed in 1991 by Health and Fitness Canada. This program promotes overall well being for the individual, enhanced quality of life and maintenance of a healthy body weight.  
*“Vitality is an integrated approach to healthy living that shifts from rigid ideals, dieting and overly prescriptive exercise toward acceptance of a range of body shapes and sizes and the emphasis on healthy eating, active health and a positive self and body image.”*

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11. Teachers should also discuss the following issues regarding body composition.
- genetically predetermined body types
  - the importance of fat
  - fat as a health issue (cardiovascular efficiency, heart disease etc.)
  - the inaccuracy of height and weight charts
  - the risks of dieting

### **Assessment/Evaluation**

The teacher and students will gather evidence of the specific expectations outlined for this activity through:

- a formative assessment of worksheet and labs
- a diagnostic assessment of student's fitness level to begin to monitor personal improvement of health-related fitness

### **Accommodations**

- fitness testing should reflect unique criteria for students with physical disabilities (e.g., cerebral palsy).
- partner or group students to assist with task completion.
- use short simple instructions.
- provide visual aids or graphic organizers
- photocopy notes
- provide extra time for completion of appraisals
- provide vocabulary lists
- help individual students with appraisals (e.g., accommodation needed for wheelchair/walker users).

### **Resources**

1. Canadian Society for Exercise Physiology. The Canadian Physical Activity, Fitness & Lifestyle Appraisal Guide. 1996. ISBN 0-9691374-7-8 (613) 234-3755 Fax (613) 234-3565
2. Vitality Leaders Kit - What and Why, Health Canada

## **Activity #4: Setting Goals and Developing an Action Plan**

**Time:** 240 minutes

### **Description**

In this activity, students will be identifying their personal strengths and areas for growth in terms of their own fitness levels. They will develop personal fitness goals and an action plan to achieve these goals.

### **Strand(s) and Expectations**

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

#### **Overall Expectations**

By the end of Grade 9, students will:

- ALV.02X demonstrate improvement in personal health-related physical fitness
- LSV.01X use appropriate decision-making skills to achieve goals related to personal health
- PAV.02X demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities

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### Specific Expectations

Students will:

- LSI.01X identify personal strengths and areas for growth
- LSI.02X demonstrate how they have achieved short-term goals based on a personal vision
- LSI.03X demonstrate an understanding of parents, the media and culture on values and goals related to healthy, active living
- LSI.04X produce sequential action plans to achieve personal health goals
- PA2.04X describe career opportunities related to sport and recreation

### Planning Notes

- develop a clear set of steps related to goal setting and action planning since this activity will lead to more specific fitness goal setting in Activity 5
- adapt this activity into a homework assignment for students to work with a peer/parent if appropriate

### Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- goal setting and planning skills
- cooperative learning skills

### Teaching/Learning Strategies

1. Students will brainstorm a list of factors that influence personal activity choices including peers, parents, media, culture, etc.
2. Students will individually select three factors that are most important to them and will share this information with a partner. Each individual will also share with their partner the answers to the following sentence stems:  
A physical activity is best for me if it is .....  
Activities I like to do are.....  
New activities that I would like to try are.....
3. Teachers will lead a class discussion on the difference between short and long term goals. Introduce the students to the **SMART** goal-setting process.
  - **Specific** Is it clear and identifiable?
  - **Measurable** Can results be determined?
  - **Attainable** Is it possible?
  - **Realistic** Is it probable?
  - **Time** When will it conclude?
4. Using **SMART**, the students will individually develop an action plan for one goal related to Healthy Active Living. In the development of this plan, students should consider home/school/community resources and support available to them.
5. For homework, students will create a list of career opportunities related to healthy, active living in their community. Students will combine their lists in class and create a more comprehensive list. The teacher will lead a class discussion to help students categorize the opportunities under various headings such as sport, leisure, facility, health, community leadership, etc. Teachers may wish to refer students to Guidance personnel or other community experts.
6. Students will brainstorm as a class, the challenges and barriers they have in achieving their goals and the actions they can take to overcome these challenges.
7. Consider inviting a guest speaker to present his/her personal Healthy Active Living plan and how obstacles to achieve set goals were overcome.

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## Assessment/Evaluation

The teacher and students will gather evidence of the specific expectations outlined for this activity through:

- a formative assessment of the student's understanding of expectations through discussion, questions and clarification
- a formative assessment of an action plan
- a formative assessment of student's identification of personal strengths and areas for growth
- a summative evaluation of student's homework assignment on career opportunities in sport and recreation

## Accommodations

- students work with a partner or in a group
- brainstorm as a whole class key concepts using a web or other graphic organizer
- provide vocabulary or reference notes
- provide board outline of "agenda" of lesson.

## Resources

1. Canadian Society for Exercise Physiology. The Canadian Physical Activity, Fitness & Lifestyle Appraisal Guide. 1996. ISBN 0-9691374-7-8 (613) 234-3755 Fax (613) 234-3565

## Activity #5: Designing a Personal Fitness Program

**Time:** 200 minutes

### Description

Students will review the categories of fitness and their appraisals. They will use their appraisal data sheets to direct their participation in a personal health-related fitness program.

### Strand(s) and Expectations

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

#### Overall Expectations:

By the end of Grade 9, students will:

- ALO.02X demonstrate improvement in personal health-related physical fitness
- LSV.01X use appropriate decision-making skills to achieve goals related to personal health
- PAV.02X demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities

#### Specific Expectations:

Students will:

- AL2.01X monitor a personal plan (e.g. self-designed or computerized program) reflect their personal fitness goals

### Planning Notes

- develop case studies using a variety of subjects (e.g., male, female, adolescent, adult)
- provide opportunities for students to connect with physical activities they like doing in their leisure time (e.g., Several circuits could be used over successive days with different activities that address the components. Expose students to additional activities that could be considered for selection in their fitness plan, provide variety and fun, and connect to something they like doing.)

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### **Prior Knowledge Required**

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- cooperative learning skills
- time management skills
- recording skills

### **Teaching/Learning Strategies**

1. Students should experience a variety of fitness circuits/programs prior to this activity.
2. The teacher will present a case study of an individual with low scores in most of the fitness appraisal tests. The teacher will model the process of designing a fitness plan for this individual. The discussion should include the principles of fitness and considerations for safety.
3. Using their own Fitness Appraisal results, the students will design a Personal Fitness Plan that incorporates *multiple goals*. Teachers should distribute several different model programs for students to use as a resource in the development of their own program. Computerized programs that are available can be adapted.
4. The teacher will provide students with Monthly Tracking Sheets that require daily recording of activity performed. These will assist students as they monitor their personal fitness programs.
5. The teacher will provide future opportunities for students to reassess their goals, celebrate their successes or rethink their strategies to overcome any barriers that hindered them from achieving their goals. Provide opportunities for conferencing (peer or teacher) to assist or advise the students on the progress of their Personal Fitness Plan.

### **Assessment/Evaluation**

The teacher and students will gather evidence of the specific expectations outlined for this activity through:

- a formative assessment by the teacher of students' personal fitness programs on relevancy, evidence of planning and thoroughness
- a self assessment of progress of individual fitness goals based on completion of monthly tracking sheets

### **Accommodations**

- hand out a complete sample fitness program with the case study
- encourage students to select from a wide variety of activities (e.g., pool, rehabilitation centre, yoga, dance, etc.)
- provide fitness resources for students (e.g. texts, pamphlets, video, CD Rom).
- allow students to work in pairs to design their individual programs
- consult with the exceptional student and board support personnel in developing a personal fitness program (e.g. physiotherapist, itinerant teacher for hearing or visually impaired).
- instruct students on modified use of fitness room apparatus where available

### **Resources**

1. Canadian Society for Exercise Physiology. The Canadian Physical Activity, Fitness & Lifestyle Appraisal Guide. 1996. ISBN 0-9691374-7-8 (613) 234-3755 Fax (613) 234-3565
2. Canadian Active Living Challenge, CAHPERD

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## Activity #6: Participation in Fitness Activities through the Physical Activities Units

**Time:** Integrated into the physical activity lessons.

### Description

Students will continue to be involved in fitness activities throughout the year. They will participate in class sessions and in their personal life.

### Strand(s) and Expectations

**Strands:** Active Living, Living Skills, Physical Activity

#### Overall Expectations:

By the end of Grade 9, students will:

- ALO.02X demonstrate improvement in personal health-related physical fitness
- LSV.01X use appropriate decision-making skills to achieve goals related to personal health
- PAV.02X demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities

#### Specific Expectations:

Students will:

- AL2.03X maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods of time (e.g. minimum of two ten-minute time periods or one twenty-minute time period for a minimum of four times a week)
- AL2.04X monitor exercise intensity (e.g. using a manual or computerized heart-rate monitor, breath sound check, talk test)
- AL2.02X participate in personal health-related fitness programs

### Planning Notes

- plan opportunities to develop and maintain fitness throughout the course
- offer a variety of fitness activities throughout the year in each lesson (e.g., in games and warm-ups)

### Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- monitoring their exercise intensity
- appropriate and safe warm ups and cool downs
- using a rubric.

### Teaching/Learning Strategies

1. The teacher will review safety concerns for physical activity (e.g. warm-up, cool-down, proper equipment, environment etc.)
2. The teacher will instruct the students to monitor their heart rate during the activity.
3. The teacher should use 10 to 20 minutes of each physical activity lesson to provide the students with a vigorous fitness workout. The 10 to 20 minutes can come from a warm-up or be embedded into the body of the lesson. A variety of activities should be selected that will incorporate flexibility, muscular strength, muscular endurance and cardiorespiratory endurance. This will allow students to meet most of the goals set in their personal plans. The activities could include the following:
  - circuit training
  - mirror drills
  - partner resistance exercises
  - tag games

- 
- interval training
  - obstacle courses
  - speed orienteering
  - low organizational games/run/ relays
  - weight training
  - aerobics

### **Assessment/Evaluation**

The teacher and students will gather evidence of the specific expectations outlined for this activity through:

- a formative assessment by the teacher and student using a participation rubric (see Unit 1 Appendix A, B and C)
- a formative assessment by the student of monitoring heart rate during activities and tracking in journal/log for their Fitness Profile
- a formative assessment of fitness appraisals used in Activity #3 to monitor improvement in fitness levels

### **Accommodations**

- provide alternate fitness workout times to address student needs
- the 10-20 minute fitness workout may be performed prior to Physical Activity lessons in other venues (e.g. swimming pool, track, field)
- direct students to work in pairs
- develop a personalized warm up and cool down appropriate to students' needs
- recognize when students need direct support and/or differing equipment
- consult with the student and board support personnel to develop personal fitness workouts for individual students (e.g., physiotherapist, etc.)

### **Resources**

1. Pangrazi, Robert and Darst, W. Paul. Dynamic Physical Education For Secondary School Students Curriculum and Instruction. Collin Macmillan, Canada.
2. Fitness For Children and Youth. Ministry of Tourism and Recreation, Province of Ontario

## **Activity 7: Developing a Personal Fitness Profile**

**Time:** 200 minutes

### **Description**

In this culminating activity, students will demonstrate their learning of the physical fitness expectations of the unit. As fitness is an integral part of the Healthy Active Living Education course, the profile will serve as a performance assessment of the knowledge and skills they have developed and will be used as a summative evaluation at the end of a term or mid-semester and end of year evaluation.

### **Strand(s) and Expectations**

**Strands:** Active Living, Living Skills, Physical Activity

#### **Overall Expectations:**

By the end of Grade 9, students will: •ALO.02X demonstrate improvement in personal health-related physical fitness

- 
- LSV.01X use appropriate decision-making skills to achieve goals related to personal health
  - PAV.02X demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities

### **Specific Expectations:**

Students will:

- AL2.01X monitor a personal plan for daily health-related fitness plan (e.g., self-designed or computerized program) that reflects their personal fitness goals
- AL2.05X describe the benefits of each health-related fitness component and its relationship to active living (e.g., the relationship of cardiovascular fitness to increased stamina and lower risk of heart disease, healthy eating to improved well-being)
- LS1.01X identify personal strengths and areas of growth
- LS1.02X demonstrate how they have achieved short-term goals based on a personal vision
- LS1.04X produce sequential action plans to achieve a personal health

### **Planning Notes**

- set criteria for the assessment of the profile and fitness participation expectations
- develop self-assessment worksheets for students to assess their current fitness level in relation to their goals and to revise their plan
- develop a summative self-assessment sheet for students to complete at the end of the course

### **Prior Knowledge Required**

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- critical thinking skills

### **Teaching/Learning Strategies**

1. As work in the unit progresses, students are encouraged to monitor their progress, using their Monthly Tracking Sheets. These sheets will become part of their Personal Fitness Profile.
2. Using the same fitness tests initially used, the students should be reassessed to gage their fitness growth. This needs to occur at the end of the term and possibly mid-term.
3. As part of the Personal Fitness Profile, students should complete a Summary Reflection worksheet outlining:
  - knowledge obtained
  - growth in their personal fitness levels
  - attitudinal changes realized regarding Healthy Active Living

Use the Achievement Levels (Knowledge/Understanding and Communications) to outline how the reflection paper will be assessed. Use exemplars of reflection papers to demonstrate the four levels.

### **Assessment/Evaluation Techniques**

The teacher and students will gather evidence of the specific expectations outlined for this activity through:

- a formative assessment during the unit and later in the semester/year a summative evaluation (consider using the Personal Fitness Profile as part of the performance task for the required 30% summative evaluation of the course)
- a formative assessment by the student and teacher of the Personal Fitness Profile using a rubric that addresses the key criteria

### **Accommodations**

- the culminating activity has been built in such a way that there is an opportunity for every student to be successful in this activity

- 
- encourage students to demonstrate their learning through a variety of methods (e.g., oral, visual, mural, cartoons, webs, song, audio/video tapes, games, play, photographs, etc. to replace the knowledge and skills on the worksheets included in the profile)

### **Resources**

1. Canadian Society for Exercise Physiology. The Canadian Physical Activity, Fitness & Lifestyle Appraisal Guide. 1996. ISBN 0-9691374-7-8 (613) 234-3755 Fax (613) 234-3565
2. Williams C., Harageonies, E., Johnson, D., and Smith, C. Personal Fitness: Lookin' Good, Feelin' Good. Maxwell MacMillan, 1994. Text ISBN 0-02-954289-8 and Activity Handbook ISBN 0-02-954288-X



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## Unit #3: Healthy Living

**Time:** 1800 minutes

### Unit Description:

This unit emphasizes the knowledge and skills students need to lead a healthy active life. Students will investigate issues related to healthy sexuality, the use and abuse of alcohol, tobacco, and other drugs, personal safety and conflict resolution, and CPR (cardiopulmonary resuscitation). Opportunities to develop decision-making and assertion skills will be provided throughout each topic.

### Strand(s) and Expectations

**Strands:** Healthy Living, Living Skills, Active Living

**Overall Expectations:** HL.V.01R, HL.V.02X, HL.V.03X, HL.V.04X, LSV.01X, LSV.02X, LSV.03X, AL.V.03X

#### Specific Expectations:

**Healthy Growth and Sexuality:** HL2.01X, HL2.02R, HL2.03X, HL2.04R, HL2.05X, HL2.06X

**Substance Use and Abuse:** HL3.01X, HL3.02X, HL3.03X, HL3.04X, HL3.05X,

**Personal Safety and Conflict Resolution::** HL4.01R, HL4.02X, HL4.03X, HL4.04X, HL4.05X, HL4.06X, LS2.01R, LS2.02R, LS2.03R, LS2.04R, LS2.05R, LS2.06R

**CPR:** AL3.04X, AL3.03X

### Activity Titles (Time and Sequence)

|            |   |                 |
|------------|---|-----------------|
| Activity 1 | Understanding Sexuality and Sexual Relationships (in Phase II of Course Profile)      | 200 minutes     |
| Activity 2 | Investigating Protective Measures Regarding Sexuality (in Phase II of Course Profile) | 140 minutes     |
| Activity 3 | Demonstrating Assertiveness and Decision-making (in Phase II of Course Profile)       | 200 minutes     |
| Activity 4 | Understanding Substance Use and Abuse   | 220-260 minutes |
| Activity 5 | Using Strategies to Manage Substance Use and Abuse                                    | 280-320 minutes |
| Activity 6 | Understanding Violence  | 280-320 minutes |
| Activity 7 | Using Strategies to Manage Conflict   | 220-260 minutes |
| Activity 8 | Understanding Cardiopulmonary Resuscitation   | 220-260 minutes |

### Unit Planning Notes

The focus of this unit is to provide students with the opportunity to acquire and discuss information related to healthy living. Due to the nature of the health topics, be aware of and be sensitive to students' needs, individual life circumstances, cultural beliefs and values. Consider investigating appropriate community counseling and support services that are available for students.

Some topics may be further enhanced with additional resources. Book and pre-plan visits by community experts (e.g., speakers from agencies are often willing to make presentations or set up displays and/or information booths for the students). Use media products when appropriate and read/preview them carefully for the presentation of accurate and up-to-date information.

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Role plays and scenarios are useful tools for students to practice living skills. Teachers should develop scenarios that are realistic, relevant and reflect students' needs.

Where appropriate, be aware of the legal implications and the consequences of policies related to the health topics being presented.

### **Prior Knowledge Required**

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- knowledge and skills related to health topics as identified in the curriculum of previous grades
- group work skills
- note making skills
- library and Internet research skills
- ability to use a rubric to assess self and/or peers

### **Teaching/ Learning Strategies**

1. Outline learning expectations and assessment/evaluation strategies for the unit.
2. The teaching/ learning strategies used in this unit are:
  - think, pair, share
  - cooperative learning
  - brainstorming
  - worksheets
  - assignments
  - case studies/scenarios
  - role playing
  - sort and classify
  - sentence stems
  - jigsaw
  - direct teaching
  - modeling/demonstrations

### **Assessment/ Evaluation**

This unit will provide students with the opportunity to demonstrate their knowledge related to health topics and the skills related to making wise choices, assertiveness and responding to emergency situations. The knowledge expectations will be summatively evaluated through pencil and paper strategies and tools. The skill expectations will be formatively assessed and summatively evaluated through performances and personal communication strategies and tools.

### **Resources for the Unit**

#### **Print**

1. The Centre for Addiction and Mental Health (formerly Addiction Research Foundation)
2. Ontario Physical and Health Education Association. Break On Through, Choose to be Smoke-Free, A Smoking Cessation Resource Package. (416) 426-7120 Fax (416) 426-7373
3. Edwards, Peggy. Evening the Odds, Tobacco, Physical Activity and Adolescent Women. Canadian Association for the Advancement of Women in Sport
4. Freeman, Shelley MacKay. From Peer Pressure to Peer Support, Johnson Institute, Minneapolis, 1989. ISBN 0-935908-48X
5. Gerne, Patricia, J. and Gerne, Timothy, A. Substance Abuse Prevention Activities for Secondary Students, Prentice Hall, New Jersey, 1991 ISBN 0-13-876707-6
6. CIRA. Health in Perspective: Smoking Prevention and Cessation Resource for Young Females, 1997. ISBN 1-895716-32-2
7. Toronto Lung Association. Lungs are for Life. 1998
8. Ontario. Ministry of Health. Tobacco- Sounding the Alarm. 1996

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9. Schaefer, Dick. Choices and Consequences- What to do when a teenager uses Alcohol/Drugs. Minneapolis, Johnson Institute Books, Minneapolis, 1987
  10. Ministry of Health, Ontario. The Action Guide for Smoke-Free High Schools.
  11. Toner, Patricia Risso. Substance Abuse Prevention Activities- New York Center for Applied Research in Education. 1993. ISBN 0-87628-879-4
  12. Ontario Physical Health Education Association. You Can Make a Difference: Helping Young Women Choose a Tobacco-Free Lifestyle (416) 426-7120 Fax (416) 426-7373
  13. Rhode, Itega. Dealing with Conflict and Confrontation. (Tapes and Workbook) 1993

#### **Videos**

1. Harney, Kerri and Pontillo, Loretta. You Use, You Lose. Human Relations Media, Inc., 1997
2. Keep Off the Grass: Hidden Dangers of Marijuana Use. McIntyre Media Limited, Mississauga, 1997 (Videocassette and Teacher's Guide)

### **Activity #1: Understanding Sexuality and Sexual Relationships**

**Time:** 200 minutes

#### **Description**

Students develop an understanding of sexuality and sexual relationships and recognize the changes that take place over the course of our lives. The learning focusses on responsible sexual relationships and the pressure on teens to be sexually active. Students will understand that sensitivity to and awareness of the impact of one's own behaviour on others is an interactive process that requires respect for self and others.

#### **Strand(s) and Expectations**

**Strand(s):** Healthy Living and Living Skills

##### **Overall Expectations**

- HLV.01R - identify the factors that contribute to positive relationships with others;
- HLV.02X - explain the consequences of sexual decisions on the individual, family and community.

##### **Specific Expectations**

- HL2.01X - identify the developmental stages of sexuality throughout life;
- HL2.02X - describe the factors that lead to responsible sexual relationships;
- HL2.05X - demonstrate understanding of the pressures on teens to be sexually active.

#### **Planning Notes**

- Prepare a diagnostic assessment to determine prior learning attained in previous grades and other courses (e.g., Grade 9 Science).
- Gather resources for students to research the developmental stages of sexuality.
- Prepare developmental stages chart and influences on adolescent sexuality worksheets.

#### **Prior Knowledge Required**

Students will require some prior knowledge and experience in the following to successfully accomplish the activity:

- group work skills;
- prior learning attained in previous grades and other courses (e.g., Grade 9 Science - structure and function of the sex organs);
- library and Internet research skills.

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## Teaching/Learning Strategies

1. In groups of three, students brainstorm and generate a definition for the terms sex, sexy and sexuality. The teacher works with the class to define the terms by collecting common elements from the students' definitions and listing them on the board under the appropriate term.

Example:

“Human sexuality is the total expression of an individual’s femaleness or maleness through that person’s feelings, beliefs, attitudes, values and behaviours. It is a complex expression of the whole person. Sexuality reinforces and affirms the individual as a human being and allows the role of female or male to develop. One’s sexuality is the integration of a multitude of personal characteristics and factors (Campbell, 1996).”

2. Design a worksheet outlining the developmental stages of sexuality throughout the individual’s life span.

### Example: Developmental Stages of Sexuality

| Stages                                | Physical | Emotional | Social | Mental |
|---------------------------------------|----------|-----------|--------|--------|
| Early Childhood<br>(birth to 3 years) |          |           |        |        |
| Late Childhood<br>(4 to 8 years)      |          |           |        |        |
| Adolescence<br>(9 to 18 years)        |          |           |        |        |
| Adulthood<br>(19 to 64 years)         |          |           |        |        |
| Late Adulthood<br>(65 to death)       |          |           |        |        |

Divide the class into small groups and give each group one stage of life and a gender to research. Provide students with a variety of resources to develop a general picture of the sexuality of the male and female at the particular stage they have been assigned. Students may be given this assignment to do outside of class time.

3. Post a lifeline around the room that identifies the different life stages and ages. Have students present and post their findings on the lifeline. This should provide a visual display that the class can add to as the lessons progress.

4. Provide students with the chart on an 8” x 14” piece of paper on which to record the key points related to each stage. Indicate to students that this chart will be collected and evaluated.

5. Brainstorm and discuss the influences that affect adolescent development of sexuality (e.g., heredity, environment, parental influence, sibling influence, birth order, media, culture, peers).

6. Introduce the concept of self-responsibility (e.g., making good choices). Provide students with a worksheet that has thought-provoking statements, sentence stems, and questions related to self-responsibility and a space under each for reflections, thoughts, and ideas.

Worksheet examples:

- Self-responsibility is a central part of growing up and maturing.
- People demonstrate self-responsibility when...
- To become truly self-responsible, do we need to be the one calling the shots in our lives?
- This is a time in our lives when friends are all-important. Can you lose your *self* as you try to fit in with the group?
- Every individual is special and unique and can make decisions for themselves, even if those decisions go against group norms. Why is this sometimes hard to do?
- To what extent do each of the following influence decisions: personal goals, family values, social norms?
- What role can parents and other adults play to support teens in developing responsibility for themselves?

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- How are you demonstrating self-responsibility?  
Divide the class into groups of three or four. Using the list generated from Teaching/Learning Strategy 5, provide students with the opportunity to discuss their thoughts and ideas about the types of influences in their life and the importance that self-responsibility plays in dealing with those influences.
7. Ask each group to develop a group response to the following question. What influences teens to be sexually active? What influences teens to practise abstinence? Have each group present their thoughts and lead a class discussion to develop a list of pressures. Ask each group to develop strategies for students to deal with the pressures. Post the strategies in the classroom.
8. Review the class discussions that have taken place to date.

Example: There are:

- a variety of stages of sexuality throughout a person's life;
- a variety of influences that affect adolescent development of sexuality;
- there are different pressures that influence our sexual decision making.

Lead a discussion to determine the factors that lead to responsible sexual relationships. Ask students to identify what people need to know and be able to do. Provide students with the opportunity to describe (e.g., written assignment, oral presentation, video) these factors in detail and determine what they need to know and be able to do to be responsible in their sexual relationships as adolescents. Indicate that this assignment is to be handed in to be evaluated.

### **Assessment/Evaluation**

The teacher gathers evidence of the specific expectations outlined for this activity through:

- a diagnostic assessment to determine prior learning attained in previous grades and other courses (e.g., Grade 9 Science);
- a summative evaluation of the student's chart of the Developmental Stages of Sexuality;
- a summative evaluation of written assignment related to the Responsible Sexual Relationships.

### **Accommodations**

- Provide a visual outline of lessons on the blackboard, overhead or handout.
- Provide key visuals or graphic organizers for assignments as an alternative
- Partner students with appropriate people or resources.
- Provide key vocabulary or reference notes.
- Be sensitive and attentive to cultural norms.
- Assist students to recall prior knowledge before introducing new information.
- Use contemporary videos rather than print material to convey information.

## **Activity #2: Investigating Protective Measures Regarding Sexuality**

**Time:** 140 minutes

### **Description**

Students continue to focus on responsible sexual relationships relative to methods of preventing pregnancies and sexually transmitted diseases. They build their knowledge base to assist them in making informed decisions related to their sexuality.

### **Strand(s) and Expectations**

**Strand(s):** Healthy Living and Living Skills

#### **Overall Expectations**

- HLV.01R - identify the factors that contribute to positive relationships with others;
- HLV.02X - explain the consequences of sexual decisions on the individual, family, and community.

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### Specific Expectations

- HL2.02X - describe the factors that lead to responsible sexual relationships;
- HL2.03X - describe the relative effectiveness of methods of preventing pregnancies and sexually transmitted diseases (e.g., abstinence, condoms, oral contraceptives).

### Planning Notes

- Visit various community agencies (e.g., health department, sexuality clinic, library, family planning clinics) to acquire up-to-date resources and contemporary videos related to adolescent sexuality, birth control and STDs.
- Book guest speaker.
- Develop What do you know about birth control? worksheets.
- Develop Methods of Birth Control worksheet and research kits that include samples/models, print material, Internet sites, audio and video resources related to each type of birth control OR develop Sexually Transmitted Diseases worksheet and research kits that include print material, Internet sites, audio and video resources related to each type of STD.
- Create a wall chart to post birth control method information consistent with the students' worksheets and a wall chart to post sexually transmitted disease information.

### Prior Knowledge Required

Students require some prior knowledge and experience in the following to successfully accomplish the activity:

- group work skills
- prior learning attained in previous grades and other courses (e.g., Grade 9 Science - structure and function of the reproductive organs, conception)
- library and Internet research skills.

### Teaching/Learning Strategies

1. Students individually complete the worksheet What do you know about birth control? and then participate in a class discussion based on the worksheet. The worksheet should include statements that students respond true or false. Provide space on the worksheet for students to correct the statements when they respond false.

Example:

- A woman can become pregnant during her menstrual period. (true)
- Effective birth control methods are not available to teenagers. (false)
- The Pill is an effective method of birth control as soon as you start taking it orally. (false)
- It is safe to have intercourse without birth control in the days just prior to her period. (false)
- A condom should be put on just prior to ejaculation. (false)
- Pregnancy can occur the first time a couple have sexual intercourse. (true)
- Foam and condoms used together are an effective means of birth control. (true)
- Saying "no" (abstinence) is the best (most effective) method of birth control. (true)
- Birth control is not romantic and destroys the spontaneity of sex. (false)
- There are some birth control methods that are 100% effective. (false...only if you abstain)
- Condoms aren't very effective because they break easily. (false)
- Girls who haven't started their periods cannot get pregnant. (false)
- Douching after intercourse will wash out the sperm and protect against pregnancy. (false)
- A diaphragm must be placed in the vagina immediately before intercourse and removed immediately afterwards. (false)

2. a) Divide the class into groups of three or four. Give each group one method of birth control to research (e.g., abstinence, oral contraceptive, foam and condoms, IUD, diaphragm). Provide a Methods of Birth Control worksheet and research kits to each group. The groups present their research to the class. Direct the discussion, correct any misinformation, add relevant information, and post key points related to each Birth Control Method on a wall chart. The wall chart should have the same headings as the worksheets given to students (e.g., Method of Birth Control,

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Description/Picture/Model/Sample, Advantages, Disadvantages, Effectiveness as a Birth Control Method and Protection from STDs, and Other things I should know...)

OR

b) Book a professional as a guest speaker (e.g., health department professional, nurse, doctor, family planning clinic professional) to bring samples and address the methods of birth control.

**Note:** Try to provide up-to-date statistics and actual samples of all the various methods of birth control for students to examine in any type of lesson.

3. Use a variety of short video clips to initiate discussion related to:

- abstinence as a positive choice for teens;
- reasons why teenagers have sex;
- when is it safe to have sex?
- why teenagers do not use birth control when they are sexually active;
- why it is difficult for some students to discuss birth control honestly or openly with their parents.

4. Post the following sentence stems on chart paper around the room.

- People who get an STD are...
- People who practise sexual abstinence to prevent STDs are...
- People who use a condom to prevent STDs are...
- For most young people, giving an STD to someone would make them feel...
- Telling your sex partner that he or she might have an STD would make most young people feel...
- If their boyfriend or girlfriend got an STD most young people would...
- Going to an STD clinic would make most young people feel...
- If their child got an STD, most parents would...

Instruct students to circulate around the room to complete the statements and jot down their thoughts and ideas related to the sentence stems. Encourage them to talk with other students about their thoughts and ideas. Lead a discussion based on the key issues that arise.

5. Refer to Teaching/Learning Strategy 2. Use the alternative type of instruction to provide learning opportunities on STDs.

a) Divide the class into groups of three or four. Provide a Sexually Transmitted Diseases worksheet and research kits. Each group reports to the class on the information they have researched. Direct the discussion, correct any misinformation, add relevant information, and post key points related to each Sexually Transmitted Disease on a wall chart. The wall chart should have the same headings as the worksheets given to students (e.g., Type of STD, How do people get it?, How do they know they have it?, How can they stop from giving it to someone else?, How do they get rid of it?, Who can they talk to to get help/advice/information?)

OR

b) Book a professional as a guest speaker (e.g., health department professional, nurse, doctor, family planning clinic professional) to address sexually transmitted diseases (including HIV/AIDS)

6. Provide fact sheets from the public health department. Review and set up a jig-saw activity with the class. Ask students to outline the key facts related to HIV/AIDS from fact sheets and share with their small group.

Example:

- What is HIV/AIDS?
- How is HIV transmitted?
- Does AIDS have a cure?
- What are the common misconceptions/myths about AIDS?
- How does HIV affect the body?
- How can you protect yourself against HIV?

### **Assessment/Evaluation**

The teacher gathers evidence of the specific expectations outlined for this activity through:

- a summative evaluation involving a test at the end of Activity 3

### **Accommodations**

- Provide a visual outline of lessons on the blackboard, overhead, or handout.

- 
- Provide key visuals or graphic organizers for assignments as an alternative.
  - Partner students to work with appropriate people or resources.
  - Provide key vocabulary or reference notes.
  - Be sensitive and attentive to cultural norms.
  - Assist students to recall prior knowledge before introducing new information.
  - Use contemporary videos rather than print material to convey information.

### **Activity #3: Demonstrate Assertiveness and Decision-making**

**Time:** 200 minutes

#### **Description**

Students learn, practise, and demonstrate decision-making and assertiveness skills by examining case studies and role-playing scenarios.

#### **Strand(s) and Expectations**

**Strand(s):** Healthy Living and Living Skills

##### **Overall Expectations**

- HL.V.01R - identify the factors that contribute to positive relationships with others;
- HL.V.02X - explain the consequences of sexual decisions on the individual, family and community.

##### **Specific Expectations**

- HL2.02X - describe the factors that lead to responsible sexual relationships;
- HL2.04X - demonstrate understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality (e.g., healthy human relationships, avoiding unwanted pregnancies and STDs such as HIV/AIDS);
- HL2.06X - identify community support services related to sexual health concerns.

#### **Planning Notes**

- Develop a variety of scenarios related to sexually transmitted diseases, birth control, teen pregnancy and relationships.
- Develop a decision-making and assertiveness rubric.

#### **Prior Knowledge Required**

Students require some prior knowledge and experience in the following to successfully accomplish the activity:

- group work skills;
- peer assessment using a rubric;
- prior learning attained in previous grades and other courses (e.g., decision-making and assertiveness skills).

#### **Teaching/Learning Strategies**

1. Review the steps involved in the decision-making process. Based on diagnostic assessment, if you believe that guided review is necessary, read a scenario to the class and have students as a large group follow a decision-making process to address the specific scenario.

The model should include:

- *Identify* the decision to be made (What is it? Is there more than one decision to be made?)
- *Discuss* the decision options and their consequences (What are the positive and negative consequences?)

- 
- *Evaluate* the options and select a choice (Which solution is the best choice?)
  - *Act* on your decision. (Follow through. Is there anything else you need to consider?)
  - *Learn* from your decision (What did you learn? Would you make the same choice again?)

Encourage students to learn the acronym **IDEAL** to remember the steps.

2. Divide the class into groups of three. Distribute a copy of a decision-making rubric, and two copies of a case study/scenario related to sexually transmitted diseases to each group.

Example of case study/scenario:

Dawn has been dating an older boy from another school for almost two months. He is very popular and has a reputation for being sexually active with many girls. Dawn knows that they are at a point in their relationship when she has to make a decision regarding whether she wants to be intimate with him.

Two members of the group take a few minutes to independently work through the case study/scenario to make a decision. Encourage them to consider all factors and variables (e.g., physical, emotional, social, and mental) connected to the situation. The third person then brings them together and guides both through the decision-making model (using the sample provided by teacher) so that viewpoints are shared for each step. The third person also provides them with feedback based on the decision-making rubric.

Rotate the roles so that each person is given the opportunity to guide the other group members through the model. Use different case studies/scenarios related to different topics each time you rotate the task roles.

3. Use the same groups or create new groups of three. Have the groups write new case studies/scenarios for the class. Use these case studies/scenarios to provide opportunities to role play the situations and demonstrate their decision-making skills. Identify the roles for each member of the group to play in the case study/scenario. Rotate the roles each time the group is given an new scenario.

Example:

Person 1- person to make the decision

Person 2- person to try and change their mind

Person 3- peer assessor using the decision-making rubric

4. Once students have had an opportunity to begin dealing with others who try to change their mind, introduce assertiveness skills. Include the following information in the discussion.

a) What is assertiveness? Assertiveness involves choosing behaviours (verbal, non-verbal communication, and actions) which are appropriate to meeting your needs but also appropriate to the needs and rights of others. People can choose to be assertive but may need to learn the skills. It is the learned ability to express your feelings and preferences, in a way which doesn't disrespect the feelings, preferences, and rights of others. Responsible assertive behaviour involves affirming that I COUNT as a person, and that OTHERS COUNT as well. Behaviours that demonstrate assertive behaviour include, eye contact, "I" messages, controlled emotions, speaking with assurance and confidence, and speaking with a steady voice.

b) What are the skills of assertiveness? The skills include recognizing your needs, giving yourself permission to have these needs and wants, communicating these needs to others, and negotiating the right to have these needs met.

c) Define and compare passive, aggressive, and assertive behaviour.

d) Describe the different ways people can assert themselves.

Example: A person can be assertive by:

- choosing to express his/her anger (e.g., "I am angry about..." or "I do not like...")
- expressing his/her desires and wishes, setting goals, and then choosing the most appropriate behaviour to achieve these desires or goals

e) Discuss the benefits and challenges of being an assertive adolescent. Refer back to the discussion related to pressures and influences on adolescents.

4. Continue using the student case studies/scenarios to provide students with additional opportunities to role play and practise the decision-making skills and assertion skills. Peers continue to use the decision-making rubric and add the assertion skills rubric into the assessment.

5. Distribute the following scenarios to groups and ask them to:

- discuss the actions taken by people in the scenario;
- decide who is responsible for potential consequences;
- explain why they believe the person is responsible for what happened;
- role play the scenario to the same or different conclusion that demonstrates their own decision-making and assertiveness.

Use the rubric to assess/evaluate the students. See Appendix F- Decision-making, Goal-setting, Strategies Achievement Chart.

Sample Scenarios for “Who is Responsible?”:

- A couple is in a public place on a date (e.g., dance club). One of them starts making suggestive comments and gestures. Show how the other can set the guidelines and reinforce more appropriate behaviour.
- The night before, a girl in your class had to deal with unwelcome advances by her date. At school the next morning she tells her friends what happened. She thinks she might be to blame. Her friends give her advice.
- You have just started going out with someone you have known for years. You have been neighbours and school classmates since grade one. While walking home from school you get into a discussion about your dating expectations.
- You are baby-sitting. The parents, who you know very well, come home at 3:00 a.m. One parent drives you home. He/she has been drinking and does not drive up in front of your house, but parks the car a block away.
- Dan has herpes. Since all the sores have healed he decides that he won't tell his steady girlfriend with whom he is having sexual relations.
- Your family is having a discussion about family rules on dating and dating relationships. Identify what each rule is and what will happen if the rule is broken. Do any rules need to be re-negotiated? How?
- Your boyfriend/girlfriend wants to come over to your house while your parents are away. This is against your parents' rules.

6. Provide students with a list of community support services related to sexual health concerns.

OR

Have students visit various sexual health agencies and community support services in the community to identify and share with other students the types of supports that are available in the community.

OR

Have students visit the school Health Fair and identify all the community agencies and supports they can provide.

7. Give students a take-home test/written assignment.

**Assessment/Evaluation**

- a formative peer-assessment of decision-making and assertiveness skills using a rubric
- a formative teacher assessment or summative teacher-evaluation using rubric for decision-making and assertiveness skills using a rubric (Assessment or evaluation depends on when these three activities are taught in relationship to the other decision-making and assertiveness learning opportunities.) See Appendix F - Decision-making, Goal-setting, Strategies Achievement Chart for sample.
- a summative evaluation through a take-home test/written assignment

**Accommodations**

- Provide a visual outline of lessons on the chalkboard, overhead, or handout.
- Provide key visuals or graphic organizers for assignments as an alternative.
- Partner students to work with appropriate people or resources.
- Provide key vocabulary or reference notes.
- Be sensitive and attentive to cultural norms.
- Assist students to recall prior knowledge before introducing new information.
- Use contemporary videos rather than print material to convey information.

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## Activity #4: Understanding Substance Use and Abuse

**Time:** 220 - 260 minutes

### Description

Students will develop an understanding of facts and myths of substance use and abuse. They will classify a variety of drugs and understand their short and long term effects. They will examine why people use drugs and identify school and community support resources.

### Strand(s) and Expectations

**Strands:** Healthy Living and Living Skills

#### Overall Expectations:

At the end of Grade 9, students will:

- HL.V.01R identify the factors that contribute to positive relationships with others,
- HL.V.03X demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g. cannabis)

#### Specific Expectations:

Students will:

- HL3.01X identify facts and myths related to the use and abuse of alcohol, tobacco and other drugs (e.g.. cannabis)
- HL3.02X explain the effects of the use and abuse of alcohol, tobacco and other drugs
- HL3.04X identify the school and community resources involved in the education, prevention and treatment of the use and abuse of alcohol, tobacco and other drugs

### Planning Notes

- review jigsaw strategy (see Activity Resource list #3)

### Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- use diagnostic assessments to determine prior learning attained in previous grades
- group work skills
- self and peer assessment strategies
- note taking from lecture

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## Teaching / Learning Strategies

1. Introduce the topic and outline the learning expectations and assessment/evaluation strategies.
2. Distribute a reflective worksheet containing a collection of sentence stems. (e.g., To me, drug abuse means...., One thing I have trouble believing that people tell me about drugs is....., A law concerning drugs I would like to see changed is....., A question I have concerning drugs is....., One thing I have learned about drugs is.....) Use a think, pair, share strategy to engage students in sharing and discussing their responses with peers.
3. Post three headings on chart paper: Stimulants, Depressants, and Hallucinogens. Place each on a wall in the classroom. In small groups, students will brainstorm the names of as many drugs as they can. Students will copy the name of the drug onto a piece of paper or post-it. Ask students to sort and classify the drugs and then place their groupings on the chart paper under the appropriate heading. Use the chart paper to discuss the classifications of drugs and develop the definitions of a drug, stimulant, depressant and hallucinogen.
4. Students will complete a worksheet on the facts and myths of alcohol, tobacco and other drugs. Discuss students' responses related to worksheet.
5. Use a jigsaw strategy (see Activity Resource list #3 page 92), to investigate the short and long term effects of alcohol, tobacco and other drugs and their legal status. Include short term effects, long term effects and legal status (Canada) as headings on a worksheet. Each student will investigate a drug using the worksheet to guide their learning in the expert group and report back to the home group. Students should research the following drugs: alcohol, tobacco, cannabis, caffeine, opiates/solvents and crack/cocaine. The teacher may choose to include additional drugs as determined by community needs (e.g., date rape drugs). Students should use resources provided by the teacher or what is available in the classroom or library to research their topic. Students will need to take notes as their peers present their findings. Part of this activity should also include an opportunity for students to reflect on how the new information/learning disproves myths about drug use/abuse.
6. In triads, have students build a chart that identifies the pros/cons or advantages/disadvantages of drug use. Ensure students consider the following:
  - drugs interfere with their thinking and responsible behaviour
  - drugs can make you feel relaxed
  - drugs damage their major body systems (e.g. liver, brain)
  - drugs interfere or impede their social and emotional development
  - drugs increase the frequency of chemical dependence
  - drugs lead to social problems such as failure in school, teenage pregnancy, violence etc.
7. Introduce this topic with a brief discussion of why the teenage population is particularly vulnerable to substance use and abuse. Assist students in making the connection between drug use as the leading cause of death amongst youth (e.g., motor vehicle accidents, homicides, suicides and drownings) using up-to-date statistics. Discuss the impact of chemical dependence on a teenager's life and define the stages of chemical dependence (initial use, regular use, preoccupation, dependence). Students will brainstorm why teenagers are at risk of becoming chemically dependent. The list might include:
  - developing brains and bodies are more sensitive to drugs
  - teenagers tend to use drugs more heavily and frequently
  - teenagers are more likely to use more than one drug
  - social and environmental factors (e.g., families and friends taking drugs)
8. Outline the criteria for the summative evaluation. Students will prepare a report or presentation for a grade 7 class. The report/presentation must:
  - identify facts and myths related to the use and abuse of alcohol, tobacco and other drugs (e.g., cannabis)
  - explain the effects of the use and abuse of alcohol, tobacco and other drugs
  - identify the school and community resources involved in the education, prevention and treatment of the use and abuse of alcohol, tobacco and other drugs

Use the Achievement Levels (Knowledge/Understanding and Communication) to outline how the report will be evaluated. Students should demonstrate:

- knowledge of facts and terms
- understanding of concepts related to drug use and abuse and the relationship between concepts
- information and ideas clearly
- a clear understanding of the needs of the receiver of the letter

Use exemplars (of reports/presentations) to demonstrate the four levels.

9. Invite a local community health representative (e.g., school nurse, public health official, school counselor, police officer) to speak to students about community resources and support systems available. During the presentation, students will complete a chart that summarizes available school and community resources related to the headings of alcohol, tobacco and other drugs.

### **Assessment/Evaluation**

The teacher and students will gather evidence of the specific expectations outlined for this activity through:

- a formative self-assessment of worksheets to determine whether students can identify the facts and myths
- a formative peer assessment of jigsaw notes to determine the students' ability to explain the effects of drug use and abuse
- a summative evaluation by the teacher of the note taking chart to determine students' ability to identify school and community resources
- a summative evaluation of the report/presentation related to the knowledge/understanding and communication of information

### **Accommodations**

- provide a visual outline of lessons on the blackboard, overhead or handout
- provide key visuals or graphic organizers
- partner students to work with appropriate people or resources
- provide key vocabulary or reference notes
- be sensitive and attentive to cultural norms
- assist students to recall prior knowledge before introducing new information
- use contemporary videos rather than print material to convey information

### **Resources**

1. Ontario Physical and Health Education Association. [ACTION—Alcohol, Cannabis and Tobacco Health Promotion Project for Youth](#). (416) 426-7120 Fax (416) 426-7373
2. Apacki, Carol. [Exploring the Issues- Teens- Alcohol and other Drugs](#). Quest International, Ohio ISBN 1-56095-147-8
3. OSSTF. [Grass Roots II: More Practical Strategies for the Transition Years](#). Educational Services Committee, Toronto, 1993. (see page 92 for Jigsaw explanation) ISBN 0-920930-58-1

## **Activity #5: Using Strategies to Manage Substance Use and Abuse**

**Time:** 280 - 320 minutes

### **Description**

Students will develop an understanding of the major factors (e.g. peer pressure, media, adolescent attitudes) that influence decisions to use alcohol, tobacco and other drugs. Students will demonstrate the use of a decision making model and the use of assertion and refusal skills with respect to the influences of peer pressure and media related to alcohol, tobacco and other drug use.

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## Strand(s) and Expectations

**Strands:** Healthy Living and Living Skills

### Overall Expectations:

By the end of Grade 9, students will:

- HL.V.01R identify the factors that contribute to positive relationships with others
- HL.V.03X demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g. cannabis)

### Specific Expectations:

Students will:

- HL3.03X identify the major factors (e.g. environmental influences such as peer pressure, media influence, adolescent attitudes) that contribute to the use of alcohol, tobacco and other drugs
- HL3.05X demonstrate and use both decision-making and assertion skills with respect to media influences and peer pressure related to alcohol, tobacco and other drugs

### Planning Notes

- ask students to select one or more advertisements on tobacco or alcohol prior to doing the activity
- review role playing, decision-making model, assertion and refusal skills

### Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- review the learning expectations addressed in previous grades
- knowledge of decision-making model and assertion/refusal techniques
- group work skills.
- role playing skills
- assessment using a rubric

### Teaching / Learning Strategies

1. Walk students through the steps of a decision-making model. Use a relevant drug related problem (e.g., being offered a ride from someone who had been drinking). The model should include:
  - *Identify* the decision to be made (What is it? Is there more than one?)
  - *Discuss* the decision options and their consequences (What are the positive and negative consequences?)
  - *Evaluate* the options and select a choice (Which solution is the best choice?)
  - *Act* on your decision. (Follow through. Is there anything else you need to consider?)
  - *Learn* from your decision (What did you learn? Would you make the same choice again?)Encourage students to learn the acronym *IDEAL* to remember the steps.
2. Review the concept of assertion and refusal skills. Have students create a list of strategies that teenagers would use to refuse drugs. Ask them to describe the technique and its suitability in various situations. Refusal techniques that should be included are: no thanks, making an excuse, walking away, avoidance and changing the subject.
3. Introduce the concept of peer pressure. Have students describe various situations that they would consider examples of peer pressure. Use the examples to define direct, subtle, internal or external peer pressure. In small groups, students will discuss situations involving drugs and describe the subtle and not so subtle pressures that promote drug use. Collect the responses from the groups and indicate whether they are internal or external. Review the responses noting that internal and external pressures are interrelated and that by dealing with internal pressures first, you can then deal with external pressures. Students will complete a homework assignment that summarizes peer pressure. On a separate page (to be handed in) students are to write: 3 helpful

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- things they can tell themselves if they feel pressure to use alcohol, tobacco and other drugs, 3 things they can tell someone who is pressuring them to use alcohol, tobacco and other drugs.
4. In small groups, students will list how companies promote tobacco, alcohol and other drugs to appeal to the adolescent market. They should include the use of colours, images, mood and feelings. Using a magazine advertisement related to tobacco or alcohol, students will analyze this advertisement based on the media images. Students will answer these questions:
    - Name three things about the product that the manufacturer wishes you to believe.
    - How does the advertisement give you these impressions?
    - Do you believe the messages in the ad? Why or why not?The teacher will build the concept of media influences on drug use and abuse by asking the following questions:
    - Why do companies advertise their products?
    - How do companies promote alcohol, tobacco and other drugs?Students will complete (for homework) and submit a worksheet that answers the above 3 questions on an advertisement of their choice.
  5. In small groups, using a visual organizer (e.g. web, diagram, map), students will brainstorm factors that influence their attitudes toward alcohol, tobacco and other drugs. The list could include: cultural beliefs and values, individual life circumstances, parental and family influences, influences of peers, religion, availability, finances, heredity etc.) Each group will rank their results from the group to arrive at a ranking for the class.
  6. Small groups will develop numerous scenarios to provide students with the opportunity to demonstrate their personal strategies to deal effectively with the social influences that contribute to the use and abuse of drugs. The teacher and students will develop the criteria and descriptors for a rubric to assess the learning expectation in the role playing scenarios. This will be a culminating activity for the substance use and abuse activities.

### **Assessment / Evaluation**

The teacher and students will gather evidence of the expectations outlined for this activity through:

- a formative assessment by the teacher on the two homework assignments to determine the students' ability to identify the major factors that contribute to drug use
- a formative assessment by teacher and peers of students ability to demonstrate personal strategies (e.g., decision-making and assertion skills) to deal effectively with the social influences that contribute to drug use
- a summative evaluation using a rubric as students demonstrate their skills in a variety of role playing scenarios

### **Accommodations**

- be sensitive to student needs, individual life circumstances, cultural beliefs and values
- provide written and verbal instructions
- consult with students to determine alternatives (e.g., tape recorder or computer) to written responses

### **Resources**

#### **Print**

1. Ontario Physical and Health Association. [ACTION-Alcohol, Cannabis and Tobacco Health Promotion Project for Youth](#). 1996. ISBN 0-921868-18-9
2. Apacki, Carol. [Exploring the Issues- Teens- Alcohol and other Drugs](#). Quest International, Ohio ISBN 1-56095-147-8
3. Canada. Ministry of Health and Welfare. [Improving the Odds- A Tobacco- Use Prevention Resource for School Aged Youth 10-14](#). Ottawa, Canada, 1995

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## Activity #6: Understanding Violence

**Time:** 280 - 320 minutes

### Description

Students will develop an understanding of the types and causes of physical and non-physical violence. By examining poetry, short stories or case studies, students will examine the impact of violence on victims' lives. They will examine effective intervention strategies that they might use to counteract abuse or violent situations in their lives. Students will examine how their school, local community and other community agencies develop strategies to prevent or end violence.

### Strand(s) and Expectations

**Strands:** Healthy Living and Living Skills

#### Overall Expectations:

By the end of Grade 9, students will:

- HL.V.04X identify strategies to minimize potentially dangerous situations (e.g. violence prevention, injury prevention)
- HL.V.01R identify the factors that contribute to positive relationships with others

#### Specific Expectations:

Students will:

- HL4.01R describe specific types of physical and non-physical violence (e.g. manipulation, intimidation, sexual harassment, verbal abuse)
- HL4.02X assess the impact of non-physical violence on victims
- HL4.03X identify the causes of abuse and violence
- HL4.04X describe solutions and strategies to address violence in the lives of young people
- HL4.05X explain how the school, the local community and other community agencies are involved in developing strategies (e.g. a school code of conduct) to prevent or end the violence in young people's lives

### Planning Notes

- given the sensitive nature of this topic, it is imperative that the teacher is aware of the school/board's policy and protocol on violence, safe schools and disclosures of abuse
- the teacher needs a poem or short story that depicts some form of violence. Use the help of an English teacher on staff if necessary
- use current case studies as examples of violent situations

### Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- use diagnostic assessment to determine prior learning attained in previous grades
- group work skills
- brainstorming skills
- how to conduct a survey and draw conclusions from data collected

### Teaching/Learning Strategies

1. The teacher will introduce the unit topic and outline the learning expectations and assessment and evaluation strategies.
2. Brainstorm with the class a list of potentially violent behaviours, both physical and non-physical (e.g. harassment, intimidation, taunts, extortion etc.) From the list generated, students will identify violent acts they have witnessed in their school. The students should avoid naming

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individuals, cultural or racial groups. Using a think, pair, share strategy, students will reflect on the severity and frequency of violence in their school. Through a class discussion, students will develop and report definitions of types of physical and non-physical violence (e.g. sexual harassment, manipulation, verbal abuse, gang violence, etc.).

- Using case studies, poems or short stories, students will examine the impact of non-physical violence on an individual. In small groups, students will discuss:
  - What is the type of violence depicted?
  - What are the character's feelings, thoughts, emotions?
  - What specific examples of violence did they experience?
  - What impact, both short and long term, did the violence have on the individual?
  - What do you think was the cause of the violence?
  - What impact did the poem/short story have on you?

Students will use the answers to the questions to examine the impact of non-physical violence on victims' lives.

- Students will brainstorm the many causes of abuse and violence and identify ways violence is fostered in our society. Using examples of music lyrics, TV programs, Internet sites, games etc., the teacher will lead a discussion of how the media depicts violence. Based on these examples, students will define the term desensitization and determine why this is a dangerous occurrence.
- In groups, students will examine solutions and strategies to counteract violent or abusive behaviour. Students will name a type of violence (e.g. sexual harassment, verbal abuse, etc.) and will identify solutions or strategies to counter the violence (e.g. speak up, get help, keep a record, etc.). The groups will report to the class and will supplement their list of strategies with the other suggestions from classmates.
- Students using a worksheet, will research the strategies developed in their school, their local community or other community agencies, that can help to prevent or end violence in their lives. In small groups, they will explain to their peers what they might expect from their school, neighborhood and community if they were experiencing different types of violence in their lives.
- Students will do an assignment as the summative evaluation in which they will demonstrate their knowledge of five types of violence (e.g. sexual harassment, verbal abuse etc.) and will describe five possible solutions and/or strategies to counter each type of violence. The assignment could be presented in a variety of ways including: a magazine or newspaper article; a letter to an editor, friend, sibling; a booklet; a play script; an essay or report; an audio or video tape.

### **Assessment/Evaluation**

The teacher and students will gather evidence of the specific expectations outlined for this activity through:

- a formative assessment of worksheet on knowledge of school and community agencies to prevent or end violence
- a summative evaluation of the assignment (ensure that the evaluation takes into consideration the Achievement Levels chart categories Knowledge/Understanding and Communication)

### **Accommodations**

- be sensitive to cultural concerns regarding this topic
- provide written instructions in addition to verbal
- provide a visual outline of the lesson to assist students with note taking
- photocopy notes or provide a set of reference notes
- students work individually or in pairs with *The Joke's Over* CD-ROM
- pair or group students to assist with tasks (i.e. assistance with reading the story)
- use a contemporary video to convey content information

### **Resources**

- OSSTF. *The Joke's Over - Student to Student Sexual Harassment on Secondary Schools*. North York, Ontario. (416) 751-3394

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2. Strauss, Susan. Sexual Harassment and Teens: A Program for Positive Change
  3. YWCA of Canada.. Taking Action on Violence in the Lives of Young Women - A Youth Leader's Kit. Toronto (416) 593-9886
  4. The Board of Education for the City of London. 65 Friendly Lessons for Violence Prevention. 1992. (519) 452-2000
  5. Larkin, June and Station, Pat. High School Education Kit on Sexual Harassment. OISE, Toronto
  6. Toronto District School Board. Challenging Ourselves: A Handbook for Teachers of the Transition Years to Assist in Addressing Issues of Violence. (416) 397-2509
  7. Mitchell, D., Fisher, J., Hibbins, K. and Woolfrey-Cooper, L. R.S.V.P. - Response by School to Violence Prevention. The Community Child Abuse Council of Hamilton-Wentworth, 1995

## **Activity #7: Using Strategies to Manage Conflict**

**Time:** 220 - 260 minutes

### **Description**

Students will develop an understanding of the triggers that escalate conflict and how personal values can lead to conflicts. Students will demonstrate the use of various strategies (e.g. assertiveness, active listening, conflict resolution) to manage conflict. They will also identify personal coping skills to manage internal conflict and stress.

### **Strand(s) and Expectations**

**Strands:** Healthy Living and Living Skills

#### **Overall Expectations**

By the end of Grade 9, students will:

- HL.V.04X identify strategies to minimize potentially dangerous situations (e.g. violence prevention, injury prevention)
- LSV.02X explain the effectiveness of various conflict resolution processes in daily situations
- HL.V.01R identify the factors that contribute to positive relationships with others

#### **Specific Expectations**

The student will:

- LS2.01R demonstrate understanding of personal values that can lead to conflict
- LS2.02R use assertiveness techniques to avoid escalating conflict
- LS2.03R demonstrate active listening skills (e.g. identify non-verbal feelings expressed by others, paraphrasing the message, asking questions for clarification) when managing conflict
- LS2.04R demonstrate the appropriate steps of conflict resolution in situations encountered in class, at school, with friends, and at home
- LS2.05R demonstrate understanding of the triggers of conflict (e.g. defensive behaviour in a group) to prevent escalation
- LS2.06R identify coping skills (e.g. involvement in physical activity, talk it out, participating in alternative activities or hobbies) to deal with internal conflict and stress that often accompanies change
- HL4.06X demonstrate effective personal strategies to minimize injury in adolescence

### **Planning Notes**

- review role playing, assertion, conflict resolution and active listening skills
- be sensitive to the perspectives of all cultures

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## Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- cooperative learning skills
- role playing skills

## Teaching/Learning Strategies

1. Students will list the three most common types of violent occurrences they have observed in their school. The teacher records the answers to the following questions:
  - What do you think triggered the occurrence of violence?
  - Where (hallway, classroom, outside, supervised/unsupervised area) did you observe the most violence?
  - What would you attribute this to?
  - What are the three most common triggers?
2. Discuss the difference between violence and conflict and establish a definition for each term. By providing several examples, the teacher will discuss how conflict can be both external and internal and how an individual's personal values are involved in conflict situations. In groups, students will brainstorm a number of internal conflict situations for adolescents (e.g. smoking, drinking, cheating on a test, curfews etc.) and will identify the values which are in conflict. The groups will give their situations to another group who will list coping skills to deal with the internal conflicts presented. The list of the coping skills may include being physically active, talking it out, having hobbies, etc.
3. Review the concept of assertiveness and have students brainstorm a list of assertion skills. Ask them to describe a skill and its suitability in various conflict situations. Assertion skills that should be included are: repeat; repeat, pause, reflect; maintain position; etc.
4. Using the guiding principle of win-win, the teacher will provide a definition of conflict resolution. The teacher will distribute a conflict scenario to students in small groups who will answer the following questions:
  - Did we state the conflict accurately and clearly?
  - What are realistic options to resolving the conflict?
  - What are the consequences to the above options?
  - What is the most appropriate solution to the conflict?
  - Why is conflict resolution an effective process to resolve conflict?
  - What would you advise someone to do if the conflict could not be resolved (e.g. ask for a mediator).
5. The teacher will introduce the concept of active listening skills and discuss its importance in managing conflict. The teacher will help students categorize behaviours of interrupters (e.g. speak too much, disinterested, non participant) and active listeners (e.g. ask clarifying questions, focus on speaker etc.). The students as a class will create a list of the top ten behaviours for effective listening.
6. The teacher will lead a discussion about the importance of "I" messages in order to clearly state feelings about a situation. Students complete a worksheet on which they change "blaming" messages to "I" feel statements (e.g., I feel angry when kids call me names).
7. Students will create scenarios which require the use of intervention strategies (e.g. assertiveness techniques, active listening skills, and conflict resolution skills) that teens would experience in their daily lives at home, school or in the community. These scenarios would be written on an index card. The student will obtain another student's card from the teacher. The teacher and students will develop the criteria and rubric to assess these skills. The assignment could be delivered in a written, audio or video format.

## Assessment/Evaluation

The teacher and students will gather evidence on the specific expectations outlined for this activity through:

- a formative assessment by the teacher of worksheet on knowledge "I" messages

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- a summative evaluation by teacher and peers of students ability to demonstrate strategies to resolve a conflict scenario (e.g. assertiveness techniques, active listening skills, conflict resolution skills)

### **Accommodations**

- pair or groups students to assist with the tasks
- provide key visuals of content/skills needed
- allow alternative assignment formats
- recommend selection of literacy examples appropriate to individual reading levels
- provide a set of reference notes
- use a contemporary video as another medium to convey content information
- provide verbal and written instructions
- make a videotape of a scenario

### **Resources**

1. Begun, Ruth. Social Skills Lessons and Activities for Gr. 7-12. Center for Applied Research in Education, New York
2. Shallhorn, Jack et al. Social Issues II A Guide to AIDS, Substance Abuse, Violence, Eating Disorders. OSSTF, Toronto
3. Bodine, R.J., Crawford, Donna, Schrupf, Fred. Creating the Peaceful School: A Comprehensive Program for Teaching Conflict Resolution. (Program Guide and Student Manual). Research Press, 1994
4. Conflict Resolution Services. Conflict Resolution: A Secondary School Curriculum. Community Board, San Francisco, 1981
5. Kearns, Tim, Pickering, Carole, and Twist, John. Managing Conflict: A Practical Guide to Conflict Resolution for Educators. OSSTF, Toronto, 1992
6. Successful Conflict Management: A Creative Approach.. Trifolium Books Inc., 250 Merton St. Toronto (416) 483-7211

## **Activity #8: Understanding Cardiopulmonary Resuscitation**

**Time:** 220-260 minutes

### **Description**

Students will develop an understanding of strategies to deal with emergency situations and the risk factors of heart disease. They will demonstrate how to access the emergency cardiac care system and how to perform the skill of one person CPR.

### **Strand(s) and Expectations**

**Strands:** Active Living and Living Skills

#### **Overall Expectations**

At the end of Grade 9, students will:

- ALV.03X demonstrate safe practices regarding the safety of self and others

#### **Specific Expectations**

Students will:

- AL3.03X identify strategies to deal with emergency situations related to physical activities
- AL3.04X demonstrate understanding of cardiopulmonary resuscitation (e.g., one person adult CPR)

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## Planning Notes

- consider using trained senior students or volunteers to assist with instruction
- review and update knowledge/skills related to CPR and school emergency plan
- provide checklists of emergency procedures and posters for visual references for students

## Prior Knowledge Required

Students will require some prior knowledge and experience in the following to successfully accomplish the activities in this unit.

- group work skills

## Teaching and Learning Strategies

1. Review the school emergency plan for injuries and discuss how many emergencies can be prevented in physical activities by using safety precautions and having a healthy lifestyle. Students will brainstorm types of emergency situations that they might be exposed to in a variety of sports (e.g., field, gymnasium, water, recreational, snow/ice, etc.). In small groups, students will complete a chart listing two emergencies in each category and strategies to deal with each emergency. The teacher will assist the students in making connections between the school's emergency action plan and the emergency situations.
2. Outline what CPR means, the four "R"s (**Risk, Recognize, React and Resuscitate**), and terms associated with CPR including Chain of Survival and Emergency Response System, angina, heart attack, cardiac arrest and defibrillation.
3. Lead the class in a discussion of the **RISK** factors for heart disease. Students will categorize whether the factors are major controllable risk factors or minor controllable risk factors. Assist students in making the connection between a healthy active lifestyle and the risk factors.
4. Discuss the importance of early **RECOGNITION** as the first link in the Chain of Survival. Students will brainstorm the signals of a heart attack.
5. Describe and demonstrate to students the appropriate steps- **REACT** - Action for survival to follow if they suspect a person is having a heart attack (Primary Assessment). Help students distinguish between heart attack and cardiac arrest and discuss secondary assessment. Students will practice the steps directed first by the teacher, then a peer and then independently.
6. **RESUSCITATION**- Demonstrate one person adult CPR and have students walk through the steps mentally several times. Working in pairs on mannequins (if available), all students will practise the procedure first following the teacher's verbal instructions and then by working with a partner using a checklist of the correct procedure. If mannequins are not available, the teacher could provide other opportunities for students to practise (e.g., practise simulated compressions and breaths- DO NOT compress on a living person, instead practise landing sites, pulse checks, simulated breaths, compressions on mats, pillows or a ball tied between two flutterboards).
7. Discuss the causes of choking and the characteristics of partially blocked and completely blocked airways. Walk students through the Heimlich maneuver procedure for helping a conscious choking person, a conscious choking person who becomes unconscious and an unconscious unwitnessed obstructed victim. Distribute performance checklists. Students will work in pairs to practise choking procedures by working through the checklist. The first few times have one partner guide the other through the steps providing prompts or cues. Once students have had an opportunity to practise, partners may provide a peer assessment using the performance checklist as the student performs the procedure.
8. Work with students to create scenarios where students can demonstrate the appropriate actions for simulated emergency situations including choking (conscious and unconscious), unconscious obstructed, not breathing, heart attack and cardiac arrest. Using file cards with scenarios described on one side and emergency procedure described on the other, students work in pairs and move through a circuit of scenarios. Select realistic situations which students would likely experience (e.g., at home, school, backyard pool, mall, dance, woods, etc.). Use a performance checklist to evaluate students ability to identify appropriate strategies to deal with physical activity emergencies.

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## Assessment/Evaluation

The teacher and students will gather evidence on the specific expectations outlined for this activity through:

- a formative assessment using the information on worksheet to determine whether students can identify strategies to deal with emergency situations related to physical activities
- a formative assessment by peers using a performance checklist
- a summative evaluation by teacher using a performance checklist related to emergency situation strategies
- a summative evaluation by teacher/students of knowledge of one person CPR

## Accommodations

- provide a visual materials (e.g., posters, videos, overheads) to outline emergency procedures and CPR
- provide a variety of methods of demonstrating understanding (e.g., written, verbal, performance)

## Resources

### Print

1. Advanced Coronary Treatment (ACT) Foundation. ACT for High School CPR: a suggested high school model. Ottawa, 1999. [www.actfoundation.ca](http://www.actfoundation.ca) or call 1-800-465-9111
2. Canadian Red Cross. First Aid- The Vital Link. Mosby Lifeline, 1994
3. Grafftey, Howard. Safety Sense at Play. Ottawa, 1991 ISBN 0-9695-568-0-2
4. Ontario Heart and Stroke Foundation. Heart Saver Newsletter
5. Ontario Physical and Health Association. Physical Education: Ontario Safety Guidelines, Secondary Curriculum, October, 1997 (see Appendix C in the guidelines)

### Video

1. Heart and Stroke Foundation. You can do it