

Physical and Health Education 10

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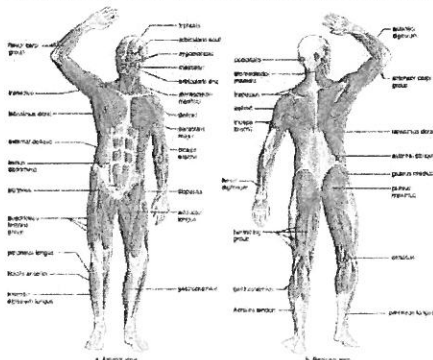


What are the **Big Ideas** in Physical and Health Education 10?

- 💡 Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our **goals**.
- 💡 Trying a variety of **physical activities** can increase the likelihood that we will be active throughout our lives.
- 💡 Healthy **choices** influence, and are influenced by, our physical, emotional, and mental well-being.
- 💡 Personal **fitness** can be maintained and improved through regular participation in physical activities.

Hello, and welcome to Physical and Health Education 10. In the coming semester, we will be exploring these Big Ideas together to become safe, active, and healthy citizens throughout our lives, and gaining the **Core Competencies** of:

- 🗨 Understand of the many aspects of well-being, including physical, mental, and social.
- 🗨 Develop lifelong participation in a range of physical activities.
- 🗨 Build respectful relationships, positive self-identity, self-determination, and mental well-being.
- 🗨 Make informed decisions that support personal and community health and safety.



Classroom Expectation

- 👍 Regular attendance is mandatory. Please come to the class on time.
- 👍 If you are going to miss class, please talk to me ahead of time.
For sudden illness or emergency, please email me at your earlier convenience.
- 👍 Please dress appropriately for participating in physical activities.
- 👍 Try your best and encourage your classmates.
- 👍 Respect your teacher and classmates by not using your cellphone in class.

Assessment

The process of your learning will be evaluated in various ways.

25% Fitness Training

- Set training goals and develop a corresponding personalized training plan.
- Perform the fitness plan and record the process.

25% Run Training

- Participate in two training runs per week and demonstrate improvement in distance on the long runs and speed on the short runs.
- Complete a 10-km run at the end of the semester.

25% Participation in a variety of Physical Activities

25% Social and Mental Health

- Actively participate in guest speaker talks
- Stress level log
- Psychoactive substance use research and presentation
- Self-reflection assignment on a potentially harmful situation for social health, the resolution and improvement for future encounter.

Unit	Big Ideas
1. Fitness Training	💡 Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals. 💡 Personal fitness can be maintained and improved through regular participation in physical activities.
2. Run Training	💡 Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals. 💡 Personal fitness can be maintained and improved through regular participation in physical activities.
3. Variety of Physical Activities	💡 Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives. 💡 Personal fitness can be maintained and improved through regular participation in physical activities.
4. Social and Community Health	💡 Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.
5. Mental Wellness	💡 Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals. 💡 Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
1 – 3 (1/7 – 1/25)	Run Training	Fitness Training	Run Training	Fitness Training	Variety of Physical Activities
			Variety of Physical Activities		
4 – 8 (1/21 – 2/22)	Run Training	Fitness Training	Run Training	Social and Community Health	Fitness Training
			Variety of Physical Activities		
9 – 14 (2/25 – 4/11)	Run Training	Fitness Training	Run Training	Mental Wellness	Fitness Training
		Variety of Physical Activities	Variety of Physical Activities		Variety of Physical Activities

The two Run Training days will not take place consecutively.

The two Fitness Training days will also not take place consecutively.

Run Training days can be adjusted depending on the weather.

<u>Big Ideas:</u> • Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals. • Personal fitness can be maintained and improved through regular participation in physical activities. <u>First Peoples Principles of Learning:</u> • Learning is holistic, reflexive, reflective, experimental, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) • Learning involves recognizing the consequences of one's actions. • Learning involves patience and time. <u>Question to Support Inquiry:</u> • How might participating in physical activities maintain and improve my fitness level? • How will learning about the various benefits of different physical activities help me to develop my personal fitness?	<u>Core Competencies:</u> Communication • Connect and engage with others Creative Thinking • Generating ideas • Developing ideas Critical Thinking • Analyze and critique • Question and investigate • Develop and design Positive Personal and Cultural Identity • Personal values and choices • Personal strength and abilities Personal Awareness and Responsibilities • Self-determination • Self-regulation • Well-being
<u>Curricular Competencies:</u> Physical literacy • Refine and apply movement skills in a variety of physical activities and environments • Apply and refine movement concepts and strategies in different physical activities • Apply methods of monitoring and adjusting exertion levels in physical activity • Demonstrate safety and leadership in physical activities • Identify and participate in preferred types of physical activity • Identify and explain motivational factors influencing participation in physical activities Healthy and active living • Participate in physical activities designed to enhance and maintain health components of fitness • Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities • Plan ways to overcome potential barriers to participation in physical activities • Analyze and explain how health messages might influence health and well-being • Identify and apply strategies to pursue personal healthy-living goals • Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies • Analyze how health-related decisions support the achievement of personal healthy-living	<u>Content:</u> • proper technique for movement skills • movement concepts and strategies • ways to monitor and adjust physical exertion levels • health benefits of physical activities • individual and dual activities • training principles, including the FITT principle, SAID principle, and specificity • potential short- and long-term consequences of health decisions, including those involving physical activity • sources of health information • strategies for goal-setting and self-motivation

Learning Targets:	Assessments:
1. I can warm-up and stretch at the beginning of the routine to improve performance and prevent injury. 2. I can activate the correct muscle targeted by the training activity. 3. I can move and transfer my weight at a smooth and steady speed to prevent injury. 4. I can monitor my physical exertion level by measuring my pulse. 5. I can self-assess my physical exertion level by perception. 6. I can spot another classmate so he/she can perform the activity safely. 7. I can perform dual activities such as medicine ball toss to collaborate with others in my training program. 8. I can set fitness goals and identify the activities needed through the SAID principle and the use of exercise ball, medicine ball, resistance bands, free weights and my own body weight. 9. I can use activities such as yoga to increase my strength and flexibility. 10. I can develop my own personal training plan using the FITT principle. 11. I can research reputable training activities to increase the diversity of my training routine. 12. I can motivate myself and others to participate in training activities.	Assessments: Formative: • Teacher feedback on training plan • Train with partners in training station circuits for peer assessment • Self-record the activity to improve technique • Teacher feedback on the technique during training time Summative: • Training plan including goals, rationale, activities, reps, sets and intensity • Training log to demonstrate participation, self-evaluation and adjustment • Self-reflection on the training plan at the end of the term • Teacher observation on the execution of the training activities

<u>Big Ideas:</u> • Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals. • Personal fitness can be maintained and improved through regular participation in physical activities.	<u>Core Competencies:</u> Creative Thinking • Novelty and value Positive Personal and Cultural Identity • Personal values and choices • Personal strength and abilities Personal Awareness and Responsibilities • Self-determination • Self-regulation • Well-being Social Responsibilities • Contributing to the community and caring for the environment.
<u>First Peoples Principles of Learning:</u> • Learning involves patience and time. <u>Question to Support Inquiry:</u> • How should the training routine change through time to adapt to the improvement of my personal fitness? • How can the correct running technique increase my performance?	
<u>Curricular Competencies:</u> Physical literacy • Refine and apply movement skills in a variety of physical activities and environments • Apply methods of monitoring and adjusting exertion levels in physical activity • Demonstrate safety and leadership in physical activities • Identify and explain motivational factors influencing participation in physical activities Healthy and active living • Participate in physical activities designed to enhance and maintain health components of fitness • Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities • Plan ways to overcome potential barriers to participation in physical activities Social and community health • Develop skills for maintaining healthy relationships and responding to interpersonal conflict	<u>Content:</u> • proper technique for movement skills • ways to monitor and adjust physical exertion levels • health benefits of physical activities • training principles, including the FITT principle, SAID principle, and specificity • potential short- and long-term consequences of health decisions, including those involving physical activity • strategies for goal-setting and self-motivation

<u>Learning Targets:</u>	<u>Assessments:</u>
1. I can warm-up and stretch at the beginning of the routine to improve performance and prevent injury. 2. I can run with the correct posture and rhythm to maximize my performance. 3. I can vary my stride length to adjust my physical exertion level according to the terrain. 4. I can monitor my physical exertion level by measuring my pulse. 5. I can self-assess my physical exertion level by perception. 6. I can improve my aerobic capacity through run training. 7. I can motivate myself and others to participate in run training.	Formative: • Teacher feedback on running posture • Provide time result for students as well as a recommended time for completion each training run • Use of run tracking applications on mobile device to analyze performance Summative: • Participation in training runs, demonstrate appropriate physical exertion level, and show improvement in performance. • Complete of a 10-km run.

<u>Big Ideas:</u> - Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives. - Personal fitness can be maintained and improved through regular participation in physical activities.	<u>Core Competencies:</u> Communication - Connect and engage with others - Collaborate to plan, carry out and review constructions and activities Creative Thinking - Novelty and value Positive Personal and Cultural Identity - Personal strength and abilities Personal Awareness and Responsibilities - Well-being Social Responsibilities - Value diversity - Building relationships
<u>First Peoples Principles of Learning:</u> - Learning involves recognizing the consequences of one's actions. <u>Question to Support Inquiry:</u> - What role does participating in physical activities play in lifelong health and well-being? - How does participating in a variety of physical activities increase the likelihood that I will continue to have an active lifestyle?	
<u>Curricular Competencies:</u> Physical literacy - Refine and apply movement skills in a variety of physical activities and environments - Apply and refine movement concepts and strategies in different physical activities - Apply methods of monitoring and adjusting exertion levels in physical activity - Demonstrate safety, fair play, and leadership in physical activities - Identify and participate in preferred types of physical activity - Identify and explain motivational factors influencing participation in physical activities Healthy and active living - Participate in physical activities designed to enhance and maintain health components of fitness - Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities Social and community health - Develop skills for maintaining healthy relationships and responding to interpersonal conflict	<u>Content:</u> - proper technique for movement skills - movement concepts and strategies - health benefits of physical activities - individual and dual activities, rhythmic activities, games, and outdoor activities - strategies for goal-setting and self-motivation

Learning Targets:

1. I can warm-up and stretch at the beginning of the routine to improve performance and prevent injury.
2. I can participate and enjoy in a variety of physical activities such as basketball, soccer, floor hockey, dodge ball, volleyball, badminton, ultimate frisbee, tennis and lacrosse.
3. I can describe which health components of fitness are influenced by the different types of physical activities that I participate in.
4. I can motivate myself and others to participate in different physical activities.
5. I can use strategies to gain advantage in a game situation.
6. I can identify the general spacing, directions and pathways as options available to me in a game situation.
7. I can command the parts of my body and transfer weight to achieve desired movement of my body.
8. I can control the speed and force of my effort to ensure safety and gain advantage in a game situation.

Assessments:**Formative:**

- Initial physical wellness profile at the beginning of the term
- Peer assessment on the "MVP" at the end of team activities
- Teacher interview on participation prior to mid-term
- Self-assessment on participation near mid-term

Summative:

- Teacher assessment on participation

<u>Big Ideas:</u> • Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being. <u>First Peoples Principles of Learning:</u> • Learning requires exploration of one's identity. <u>Question to Support Inquiry:</u> • What can you do if you are being bullied or see someone else being bullied? • How do I protect myself from unsafe or potentially exploitive situation on the Internet, at school, and in the community?	<u>Core Competencies:</u> Communication • Connect and engage with others • Collaborate to plan, carry out and review constructions and activities Creative Thinking • Novelty and value Positive Personal and Cultural Identity • Personal strength and abilities Personal Awareness and Responsibilities • Well-being Social Responsibilities • Solving problems in a peaceful way • Value diversity • Building relationships
<u>Curricular Competencies:</u> Social and community health • Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations • Analyze strategies for responding to discrimination, stereotyping, and bullying • Develop skills for maintaining healthy relationships and responding to interpersonal conflict • Analyze the potential effects of social influences on health	<u>Content:</u> • healthy sexual decision making • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • consequences of bullying, stereotyping, and discrimination

<u>Learning Targets:</u>	<u>Assessments:</u>
1. I can identify messages attempting to influence people's behaviours through social media, technology such as gaming and peer pressure. 2. I can make decisions related to my sexual health. 3. I can avoid an unsafe or potentially exploitive situation on the Internet, at school, and in the community. 4. I can react if I am being bullied or see someone else being bullied. 5. I can communicate and negotiate to resolve conflict peacefully. 6. I can understand that changes during adolescence can influence my relationships with others. 7. I can proudly describe the social and cultural factors that shape my personal identity.	Formative: • Group discussion on scenario resolution • Peer feedback during role play • Self-assessment on communication skills Summative: • Self-reflection writing assignment on a potentially harmful situation for your social health, the resolution and improvement for future encounter. • Teacher assessment of participation in discussions with guest speaker

<u>Big Ideas:</u> • Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals. • Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.	<u>Core Competencies:</u> Communication • Connect and engage with others Critical Thinking • Questioning and investigate Positive Personal and Cultural Identity • Personal strength and abilities Personal Awareness and Responsibilities • Well-being
<u>First Peoples Principles of Learning:</u> • Learning is holistic, reflexive, reflective, experimental, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)	
<u>Question to Support Inquiry:</u> • What are some factors leading to the use of substances?	
<u>Curricular Competencies:</u> Mental well-being • Evaluate and explain strategies for promoting mental well-being • Explore factors contributing to substance use • Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence • Explore and describe factors that shape personal identities, including social and cultural factors • Describe the relationships between physical activities, mental well-being, and overall health	<u>Content:</u> • physical, emotional, and social aspects of psychoactive substance use and potential behaviours • signs and symptoms of stress, anxiety, and depression • influences of physical, emotional, and social changes on identities and relationships
<u>Learning Targets:</u> 1. I can evaluate the effects of psychoactive substances such as alcohol, tobacco, illicit drugs and solvents. 2. I can identify signs and symptoms indicating my mental wellness such as problems sleeping, restlessness, loss of appetite and energy and wanting to be away from friends and/or family. 3. I can understand that my thoughts and feelings will evolve or change during puberty and adolescence. 4. I can overcome challenges to my mental well-being.	<u>Assessments:</u> Formative: • Stress log Summative: • Teacher assessment of participation in discussions with guest speaker • Psychoactive substance use research and presentation