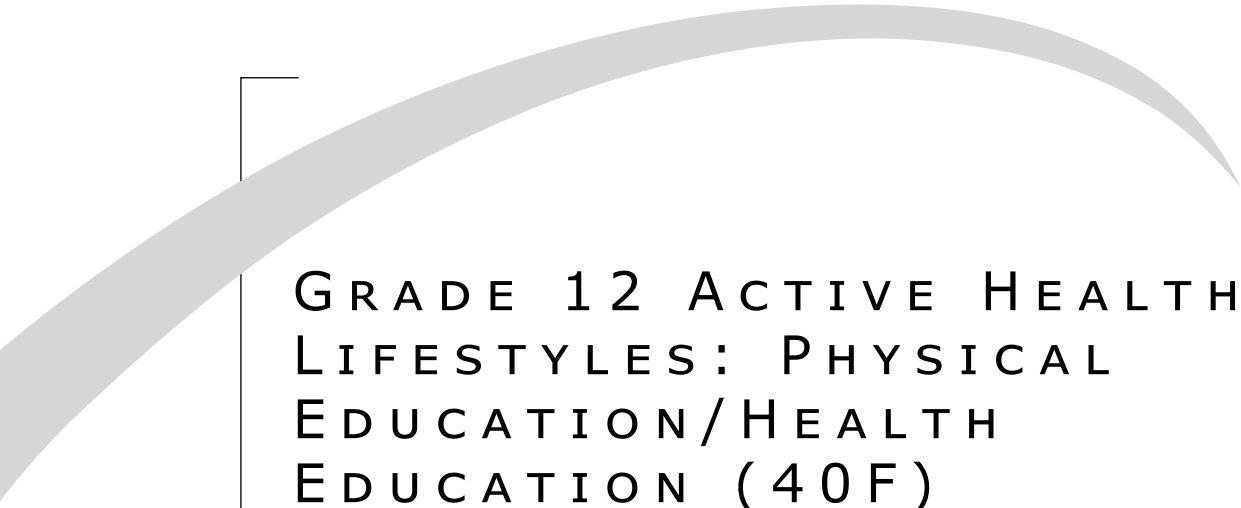


Grade 12
Active Healthy Lifestyles:
**Physical Education/
Health Education (40F)**

A Course for Independent Study



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

A Course for Independent Study

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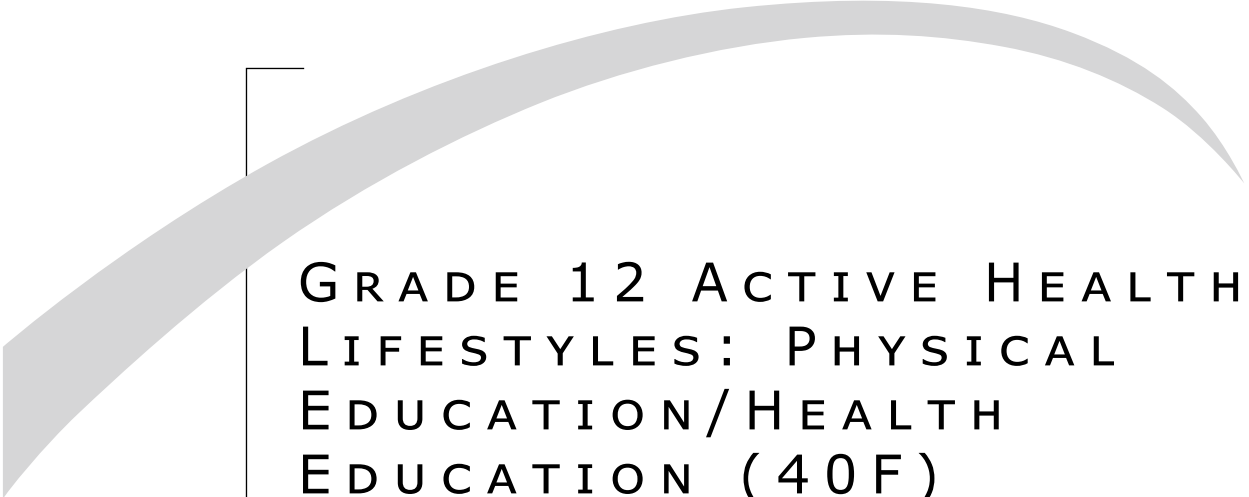
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GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Introduction

INTRODUCTION

Overview

Welcome to Grade 12 Active Healthy Lifestyles: Physical Education/Health Education: A Course for Independent Study. This course focuses on physically active and healthy lifestyle concepts and practices.

As a student enrolled in a distance learning course, you have taken on a dual role – that of a student and a teacher. As a student, you are responsible for mastering the lessons and completing the learning activities and assignments. As a teacher, you are responsible for checking your work carefully, noting areas in which you need to improve and motivating yourself to succeed.

What Will You Learn in This Course?

In this course, you will learn about goal setting, physical fitness, nutrition, team leadership, and strategies for building healthy interpersonal relationships. The course will give you the opportunity to learn more about yourself and enable you to make more informed decisions about healthy, active living, which will benefit you throughout your life.

Course Expectations

To complete this course, you will need to do the following:

- Read this Introduction very carefully so that you know what is expected of you and where you can find any information you require.
- Study each lesson in each of the five modules.
- Complete all learning activities and compare your responses to those provided in the Learning Activity Answer Keys found at the end of the applicable modules.
- Complete the assignments in each module, and submit them to the Distance Learning Unit for assessment after finishing Modules 1, 2, 4, and 5.
- Be physically active. In this course, you will spend at least 80 hours being physically active. Part of your assignments will involve planning and logging your physical activities.
- Write your final examination when you have completed Module 5.

How Is This Course Organized?

The Grade 12 Active Healthy Lifestyles course consists of the following five modules:

- Module 1: Physical Activity Practicum
- Module 2: Fitness Management
- Module 3: Nutrition
- Module 4: Personal and Social Development
- Module 5: Healthy Relationships

Lessons

Each module in this course consists of several lessons, which contain the following components:

- **Introduction:** Each lesson begins with an explanation of what you will be learning in that lesson.
- **Lesson:** The main body of the lesson is made up of the content that you need to learn.
- **Learning Activities:** Many lessons include one or more learning activities that will help you learn about the lesson topics and prepare you for the assignments and the final examination. Some learning activities have answer keys, which are found at the end of the applicable modules. However, many questions in the learning activities ask for opinions or reflections for which responses will vary. They do not have answer keys. Do not send your completed learning activities to the Distance Learning Unit.
- **Assignments:** Some lessons also contain one or more assignments. You will submit your completed assignments to the Distance Learning Unit for assessment.
- **Summary:** Each lesson ends with a brief review of what you just learned.
- **Module Review Questions:** These questions are found at the end of Modules 2 to 5. Do not send your answers to the Distance Learning Unit.

This course also includes the following sections:

- **Appendix:** At the end of the course, you will find an appendix, which contains the Physical Activity Inventory.
- **Bibliography:** The resources referred to in the course are listed in the Bibliography.

What Resources Will You Need for This Course?

You do not need a textbook for this course. All the content is provided directly within the course. You will, however, need access to a variety of resources, including those identified below.

You will also require access to an email account if you plan to

- communicate with your tutor/marker by email
- use the learning management system (LMS) to submit your completed assignments

Electronic Resources



For this course, you will need the following electronic resources. If you do not have access to the Internet, or if you need a copy of the resources, contact the Distance Learning Unit at 1-800-465-9915.

- ***Out-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education*** (Manitoba Education, Citizenship and Youth) needs to be consulted for your Physical Activity Plan. It is available at https://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/index.html. If you are unable to view this document on the Internet, phone the Distance Learning Unit at 1-800-465-9915, and a copy will be mailed to you.
- **Physical Activity Plan.** To complete this course, you will need to complete one Physical Activity Plan, either on paper or online. If you choose to complete your Plan on paper, you will find it in the course itself. If you choose to complete your Plan online, you will find it in the learning management system (LMS).
- **Physical Activity Logs.** To complete this course, you will need to complete several Physical Activity Logs, either on paper or online. If you choose to complete the Logs on paper, you will find them in the course itself. If you choose to complete the Logs online, you need to choose one of the following:
 - The **Physical Activity Log: Generic Calendar** can be found in the learning management system (LMS). This log is used by many teachers and schools in Manitoba. If you attend school, you may prefer this version, because the teachers in your school may be familiar with it.
 - The **Physical Activity Log: Independent Study** can be found in the learning management system (LMS). This log was developed specifically for students studying Active Healthy Lifestyles (either Grade 11 or Grade 12) through ISO.

- *Eating Well with Canada's Food Guide* (Health Canada) needs to be consulted in Module 3. The guide is available online at www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php. If you are unable to view this guide on the Internet, you can request a copy by contacting the Distance Learning Unit at 1-800 465-9915.

Outside Resources

Facilities

If you wish, you can perform many of your physical activities for this course while playing sports or taking part in organized activities in facilities such as school gymnasiums or playing fields, swimming pools, or fitness centres.



Please note that Manitoba Education will not cover costs for obtaining memberships at fitness centres, for joining sports teams, or for purchasing sports equipment.

Optional Resources

It would be helpful if you had access to the following resources:

- **Photocopier/scanner:** With access to a photocopier/scanner, you could make a copy of your assignments before submitting them so that if your tutor/marker wants to discuss an assignment with you over the phone, each of you will have a copy. It would also allow you to continue studying or to complete further lessons while your original work is with the tutor/marker. Photocopying or scanning your assignments will also ensure that you keep a copy in case the originals are lost.
- **Resource people:** Access to local resource people, such as teachers, school counsellors, and librarians, would help you complete the course.
- **A computer with word processing and presentation software:** Access to word processing software (e.g., Microsoft Word) would help you complete some assignments.
- **A computer with spreadsheet software:** Access to spreadsheet software (e.g., Microsoft Excel) would help you to present and analyze data graphically.
- **A computer with Internet access:** Some lessons suggest website links as sources of information or for supplementary reference and reading. If you do not have Internet access, you will still be able to complete the course, but you will need to find different ways of accessing information.



Internet Safety

If you choose to use the Internet to do research, be safe. The Internet is a valuable source of information and should be used responsibly. Talk to your parents/guardians about Internet safety, and use the following guidelines when going online:

- Choose a user name that does not tell your name, gender, age, or other personal details.
- Never give anyone private information.
- Do not answer emails from strangers.
- If someone asks you to keep your relationship with them a secret, stop talking to the person and immediately tell your parent/guardian.
- Do not email or post pictures or files.

The above is **not** a complete list because no list can possibly cover all dangerous situations. Use your common sense and be careful.

Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or an assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in this course: your tutor/marker and your learning partner.

Your Tutor/Marker



Tutor/markers are experienced educators who tutor independent students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Your tutor/marker's name and contact information were sent to you with this course. Your tutor/marker information is also available in the learning management system (LMS).

Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about physical education and health education, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable, and who will support you as you work through this course.

Your learning partner can help you keep on schedule with your course work, read the course with you, check your work, look at and respond to your learning activities, or help you make sense of assignments. You may even study for your examinations with your learning partner. If you and your learning partner are taking the same course, however, your assignment work should not be identical.

Plagiarism

Plagiarism IS a big deal with serious consequences, so it's important that you understand what it is and how to avoid it.

What is plagiarism?

In brief, plagiarism is taking someone's ideas or words and presenting them as if they are your own.

How can you avoid plagiarism?

- Begin early. Research takes time. Allow enough time to search for, evaluate, and read sources, and to get help if you need it. Always document your sources immediately.
- Present your research by quoting and paraphrasing.
 - When you use a quote, you use the exact same words with quotation marks, and you indicate exactly where it came from.
 - When you paraphrase, you rewrite an author's idea using your own words and you do not use quotation marks (but you also make sure to state clearly whose idea it is).
- Learn how to use different citation styles.
- Give credit where credit is due. Never pretend someone else's idea is your own.

How Will You Know How Well You Are Learning?

Please note that you will not receive a final mark for this course. Instead, at the end of this course, you will receive **either** a **Complete** or an **Incomplete** designation.

To earn a credit for this course, you will need to earn a Complete designation. These are the things you will need to do to obtain a **Complete** designation:

1. Complete at least **80 hours of physical activity**, including at least **55 hours in the moderate to vigorous intensity range**.
2. Record your 80 hours of physical activity in your **Physical Activity Logs**. You will learn more about this in Lesson 1 of Module 1.

3. Complete **all the assignments** in this course in such a way that they meet the established criteria. The criteria are identified in each assignment.
4. Earn at least **40 percent on your final examination**.

Learning Activities



The learning activities in this course will help you to review and practise what you have learned in the lessons. You will not submit the completed learning activities to the Distance Learning Unit. Instead, you will complete the learning activities and compare your responses to those provided in the Learning Activity Answer Key found at the end of each module. Some learning activities have answer keys. Many questions, however, ask for opinions or reflections for which responses will vary. They do not have answer keys.

Make sure you complete the learning activities. Doing so will not only help you to practise what you have learned, but will also prepare you to complete your assignments and the examination successfully. Many of the questions on the examination will be similar to the questions in the learning activities. Remember that you **will not submit learning activities to the Distance Learning Unit**.

Assignments



The assignments are found in the Assignment(s) section at the end of each module. You will submit all your completed assignments to the Distance Learning Unit. The tutor/marker will mark your assignments and return them to you. Remember to keep all marked assignments until you have finished the course so that you can use them to study for your examinations.

To pass this course, you must complete each assignment, meeting the criteria established for the assignment. When you have completed an assignment, compare your work to the criteria for that assignment. If your assignments do not meet the criteria, your tutor/marker will have to return them to you so that you can redo them and resubmit them.

Some assignments are paper-and-pen tasks, which you will complete directly on the sheets provided. Because this course involves physical activities, some assignments need special preparation and additional resources or research. Detailed information is provided in the assignments themselves.

Physical Activity Practicum

The Physical Activity Practicum is an assignment that requires you to take part in physical activities of your choice and to keep a record of your participation. To complete this course, you will take part in at least 80 hours of physical activity that contributes to your health-related fitness components.

This assignment consists of two parts: a Physical Activity Plan (in which you plan your activities) and Physical Activity Logs (in which you keep track of your activities).

■ Physical Activity Plan

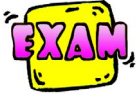
This is the written schedule of all the physical activities you will take part in during the course. The assignments in Module 1 will help you to create your Physical Activity Plan (your Plan). Before you begin your physical activities, you will submit your Plan to the Distance Learning Unit. The tutor/marker will review it for safety considerations. If your tutor/marker has concerns about any of the activities, he or she will contact you and/or your parent/guardian to discuss them. The Plan may be revised in further assignments. You will then take part in physical activities and record them in your Physical Activity Logs, accumulating at least 80 hours of physical activity participation time. This averages to at least one hour per day, five days per week.

You must complete the Telephone Conversation with Your Tutor/Marker (Assignment 1.3) before submitting any Module 1 assignments.

■ Physical Activity Logs

Every time you participate in one of your planned physical activities, you will record the time spent doing the activities in a Physical Activity Log (your Log). There is a Physical Activity Log in Modules 2, 3, and 5. To meet your required minimum of 80 hours of physical activity participation, each Log must have at least 27 hours of activity time. You will use the information from your Logs to set personal goals related to the type, frequency, intensity, and duration (time) of your activity. By keeping track of the data, you will be able to observe your own progress and achievement.





Final Examination

At the end of this course, you will write a final examination under supervision. The examination contains material from all five modules of this course, including the learning activities and assignments. You must earn a mark of at least **40 percent** on your final examination in order to complete the course.

To do well on the final examination, you should review all the work you have completed from the modules, including all learning activities, review questions, and assignments.

Requesting Your Examination

You are responsible for making arrangements to have the examination sent to your proctor from the Distance Learning Unit. Please make arrangements before you finish Module 5 to write the final examination.

To write your examination, you need to make the following arrangements:

- **If you are attending school**, your examination will be sent to your school as soon as all the applicable assignments have been submitted. You should make arrangements with your school's Independent Study Option (ISO) school facilitator to determine a date, time, and location to write the examination.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. Examination Request Forms can be found on the Distance Learning Unit's website, or look for information in the learning management system (LMS). **Two weeks before** you are ready to write the examination, fill in the Examination Request Form and mail, fax, or email it to

Distance Learning Unit
500-555 Main Street
P.O. Box 2020
Winkler, MB R6W 4B8
Fax: 204-325-1719
Toll-Free Telephone: 1-800-465-9915
Email: distance.learning@gov.mb.ca

How Much Time Will You Need to Complete This Course?

From the date of your registration, you have a maximum of **12 months** to complete this course, but the pace at which you proceed is up to you.

You will spend a minimum of 110 hours on this course. Of this time, you will spend at least 80 hours being physically active, with 55 hours in the moderate to vigorous intensity range, which ends up being about one hour per day, five days per week. Please note that you should strive to meet the guidelines identified in *Canadian Physical Activity Guidelines* (Canadian Society for Exercise Physiology), which would mean accumulating at least 60 minutes of moderate to vigorous physical activity each day.

It is impossible to take this course in less than four months because you have to plan and log your physical activities, in addition to completing other coursework. There are a total of three Physical Activity Logs (in Modules 2, 3, and 5), in each of which you will record about 27 hours of physical activity. Besides completing the Logs, you need to study and complete your assignments, some of which involve research.

You probably won't want to spend much longer than four months on this course. Often, when students take much longer than that, they get tired of the course and struggle to keep motivated. It is best to stay focused on the course and not let it drag on.

Read the following suggestions on how to pace yourself.

Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

Module	Completion Date
Module 1	Middle of September Assignments 1.1 to 1.3
Module 2	Middle of October Assignments 2.1 to 2.3
Modules 3 and 4	Middle of December Assignments 3.1 to 3.4 Assignments 4.1 and 4.2
Module 5	Middle of January Assignments 5.1 to 5.4
Final Examination	End of January

Chart B: Semester 2

If you want to start the course in February and compete it in May, you can follow the timeline suggested below.

Module	Completion Date
Module 1	Middle of January Assignments 1.1 to 1.3
Module 2	Middle of February Assignments 2.1 to 2.3
Modules 3 and 4	Middle of April Assignments 3.1 to 3.4 Assignments 4.1 and 4.2
Module 5	Beginning of May Assignments 5.1 to 5.4
Final Examination	Middle of May

Chart C: Full School Year (Not Semestered)

If you want to start the course in September and compete it in May, you can follow the timeline suggested below.

Module	Completion Date
Module 1	End of September Assignments 1.1 to 1.3
Module 2	Beginning of November Assignments 2.1 to 2.3
Modules 3 and 4	Middle of March Assignments 3.1 to 3.4 Assignments 4.1 and 4.2
Module 5	Middle of April Assignments 5.1 to 5.4
Final Examination	Middle of May

Timelines

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. It may take a few weeks for your tutor/marker to assess your work and return it to you.



If you need this course to graduate this school year, all coursework must be received by the Distance Learning Unit on or before the first Friday in May, and all examinations must be received by the Distance Learning Unit on or before the last Friday in May. Any coursework or examinations received after these deadlines may not be processed in time for a June graduation. Assignments or examinations submitted after these recommended deadlines will be processed and marked as they are received.

When and How Will You Submit Completed Assignments?

When to Submit Assignments

While working on this course, you will submit completed assignments to the Distance Learning Unit four times. The following chart shows you exactly what assignments you will be submitting at the end of each module.

Submission of Assignments*	
Submission	Assignments You Will Submit
1	Module 1 Cover Sheet Assignment 1.1: Creating a Risk-Management Plan Assignment 1.2: Finalizing Your Physical Activity Plan Assignment 1.3: Telephone Conversation with Your Tutor/Marker (You do not need to submit Assignment 1.3, but you must complete it before you submit your Module 1 assignments.)
2	Module 2 Cover Sheet Assignment 2.1: Module 2 Physical Activity Log Assignment 2.2: Fitness Trend Predictions and Analysis Assignment 2.3: Evaluating Fitness Equipment or a Fitness Centre
3	Modules 3 and 4 Cover Sheet Assignment 3.1: Module 3 Physical Activity Log Assignment 3.2: The Balancing Act Assignment 3.3: What's Bugging You? Assignment 3.4: Food Safety Errors: Case Studies Assignment 4.1: Process Observation Report Assignment 4.2: Characteristics of Effective Team Leaders
4	Module 5 Cover Sheet Assignment 5.1: Module 5 Physical Activity Log Assignment 5.2: Healthy and Unhealthy Relationships Assignment 5.3: Relationship Problem Solving Assignment 5.4: Community Supports and Services

* Note: Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in these assignments.

How to Submit Assignments



In this course, you have the choice of submitting your assignments either by mail or electronically.

- **Mail:** Each time you **mail** something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction). Complete the information at the top of each Cover Sheet before submitting it along with your assignments.
- **Electronic submission:** You do not need to include a cover sheet when submitting assignments electronically.

Submitting Your Assignments by Mail

If you choose to mail your completed assignments, please photocopy all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable module Cover Sheet and assignment(s) in an envelope, and address it to

Distance Learning Unit
500-555 Main Street
P.O. Box 2020
Winkler MB R6W 4B8

Your tutor/marker will mark your work and return it to you by mail.

Submitting Your Assignments Electronically

Assignment submission options vary by course. Sometimes assignments can be submitted electronically and sometimes they must be submitted by mail. Specific instructions on how to submit assignments were sent to you with this course. In addition, this information is available in the learning management system (LMS).

If you are submitting assignments electronically, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original hand-in assignments are lost, you are able to resubmit them.

Your tutor/marker will mark your work and return it to you electronically.



The Distance Learning Unit does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.

Who Takes Responsibility for Your Safety?



Safety is vital when participating in any physical activity. The nature and risk level of the physical activity (e.g., walking, swimming, playing hockey) will determine how much attention you and your parent/guardian/supervising adult will need to pay to the type of supervision required.

Taking responsibility for your safety is a very important part of this course. Always think **safety first**. Before you participate in any physical activity, you and your parent/guardian should use the following safety checklist. You must be responsible for your own safety.

Safety Checklist for Physical Activity

The following are some questions that you must ask yourself before becoming physically active:

- Do you understand the safety rules related to the physical activity?
- Is the activity suitable for your age, ability, and physical condition?
- Is the activity suitable for any medical condition that you might have?
- Do you understand the correct form or technique of the exercises or skills you need to practise?
- Do you understand the risks associated with the physical activity and ways to avoid the dangers?
- Is the equipment suitable and in good condition?
- Is appropriate supervision provided in light of the danger or risk associated with the physical activity?
- Have you discussed your choice of activity with your tutor/marker and your parent/guardian?
- Has your parent/guardian signed your Physical Activity Plan? This signature will help ensure that you and your parent/guardian are informed about the safety and risk-management measures for your choice of physical activities and sports in this course.

Students 18 or Older: What Consent Forms Do You Sign?

If you are 18 years of age or older, you are required to complete the **Grade 12 Active Healthy Lifestyles Student Consent Form (Students 18 or Older)** before you register for this course. This form is available on the Distance Learning website.

Students Younger Than 18: What Consent Forms Do Your Parents/Guardians Sign?

To complete this course, students who are under 18 years of age will need to have their parents/guardians sign several documents. (In this course, the term *parents* refers to both parents and guardians, and is used with the recognition that in some cases only one parent may be involved in the child's education.)

Parents need to provide their signature for the following parts of this course:

- Parents must sign the **Grade 12 Active Healthy Lifestyles Parental Consent Form (Students Under 18)** before a student younger than 18 can register for this course. The form is available on the Distance Learning Unit website.

- You and your parents must sign the **Physical Activity Plan** (Assignment 1.2). These signatures indicate that you and your parents are informed about the safety and risk-management measures for the physical activities/sports you have chosen to participate in for this course.
- You and your parents must sign the three **Physical Activity Logs** (Assignments 2.1, 3.1, and 5.1). These signatures indicate that you and your parents confirm that you have taken part in the activities indicated in your Logs.

Student Accident Insurance

Parents are encouraged to ensure that their sons/daughters have adequate accident insurance. One way to do so is to purchase the Manitoba Association of School Trustees' Student Accident Insurance. It provides comprehensive 24-hour insurance coverage for Manitoba students. More information is available from

Western Financial Group Insurance Solutions
777 Portage Avenue
Winnipeg MB R3G 0N3
Telephone: 204-943-0331
Toll-Free: 1-800-665-8990
Fax: 204-975-1624
Toll-Free Fax: 1-888-990-4301
Email: gis@westernfgis.ca
Website: www.westernfgis.ca/schools/

A Note to Parents



Your child will be working with a learning partner to complete this course. Please ensure that this learning partner is a safe and respectful person who will not harm your child. This person should not have a criminal record or have his or her name on the Child Abuse Registry.

What Are the Guide Graphics For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



Safety: Check for any risks and pay attention to any safety considerations related to this activity.



Note: Take note of and remember this important information or reminder.



Learning Partner: Ask your learning partner to help you with this task.



Phone or Email: Telephone or email your tutor/marker.



Internet: Use the Internet, if you have access to it, to obtain more information. Internet access is optional for this course.



Learning Activity: Complete a learning activity. This will help you to review or practise what you have learned and to prepare for an assignment or an examination. You will not submit learning activities to the Distance Learning Unit. Instead, you will compare your responses to the Learning Activity Answer Keys found at the end of the applicable module.



Assignment: Complete an assignment. You will submit your completed assignments to the Distance Learning Unit for assessment when indicated.



Assignment File: File your completed assignments until you have finished the next module of this course.



Mail or Electronic Submission: Mail or electronically submit your completed assignments to the Distance Learning Unit for assessment at this time.



Examination: Write your final examination at this time.

Remember: If you have questions or need help at any point during this course, contact your tutor/marker or ask your learning partner for help.

Good luck with the course!

GRADE 12 ACTIVE HEALTHY LIFESTYLES (40F)

Module 1 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500–555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Module 1 Assignments</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 1.1: Creating a Risk-Management Plan</p> <p><input type="checkbox"/> Assignment 1.2: Finalizing Your Physical Activity Plan</p> <p style="padding-left: 20px;"><input type="checkbox"/> I am submitting my Physical Activity Plan.</p> <p style="padding-left: 20px;"><input type="checkbox"/> I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.</p> <p><input type="checkbox"/> Assignment 1.3: Telephone Conversation with Your Tutor/Marker</p> <p style="padding-left: 20px;"><input type="checkbox"/> I have discussed my Physical Activity Plan, including my safety and risk-management measures, with my tutor/marker.</p>	<p>Attempt 1</p> <hr style="width: 80%; margin: 0 auto;"/> <p style="font-size: small;">Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>	<p>Attempt 2</p> <hr style="width: 80%; margin: 0 auto;"/> <p style="font-size: small;">Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>
For Tutor/Marker Use		
<p>Remarks:</p> <p><input type="checkbox"/> This student's Physical Activity Plan was approved on _____ (insert date).</p>		

GRADE 12 ACTIVE HEALTHY LIFESTYLES (40F)

Module 2 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500–555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Module 2 Assignments</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 2.1: Module 2 Physical Activity Log</p> <p style="margin-left: 20px;"><input type="checkbox"/> I have submitted my Physical Activity Plan (Assignment 1.2) and discussed it with my tutor/marker (Assignment 1.3).</p> <p style="margin-left: 20px;"><input type="checkbox"/> My Plan was approved on _____ (insert date).</p> <p style="margin-left: 20px;"><input type="checkbox"/> I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.</p> <p style="margin-left: 20px;"><input type="checkbox"/> Part A: Recording Your Log</p> <p style="margin-left: 20px;"><input type="checkbox"/> Part B: Wellness Journal</p> <p><input type="checkbox"/> Assignment 2.2: Fitness Trend Predictions and Analysis</p> <p style="margin-left: 20px;"><input type="checkbox"/> Part A: Chart Your Plan</p> <p style="margin-left: 20px;"><input type="checkbox"/> Part B: Safety and Risk-Management Measures</p> <p><input type="checkbox"/> Assignment 2.3: Evaluating Fitness Equipment or a Fitness Centre</p>	<p>Attempt 1</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="font-size: small;">Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>	<p>Attempt 2</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="font-size: small;">Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>
For Tutor/Marker Use		
<p>Remarks:</p>		

GRADE 12 ACTIVE HEALTHY LIFESTYLES (40F)

Modules 3 and 4 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500–555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
Modules 3 and 4 Assignments	Attempt 1	Attempt 2
Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.	_____ Date Received	_____ Date Received
<input type="checkbox"/> Assignment 3.1: Module 3 Physical Activity Log	<input type="checkbox"/> CO / <input type="checkbox"/> INC	<input type="checkbox"/> CO / <input type="checkbox"/> INC
<input type="checkbox"/> I have submitted my Physical Activity Plan (Assignment 1.2) and discussed it with my tutor/marker (Assignment 1.3).		
<input type="checkbox"/> My Plan was approved on _____ (insert date).		
<input type="checkbox"/> I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.		
<input type="checkbox"/> Part A: Recording Your Log	<input type="checkbox"/> CO / <input type="checkbox"/> INC	<input type="checkbox"/> CO / <input type="checkbox"/> INC
<input type="checkbox"/> Part B: Wellness Journal	<input type="checkbox"/> CO / <input type="checkbox"/> INC	<input type="checkbox"/> CO / <input type="checkbox"/> INC
<input type="checkbox"/> Assignment 3.2: The Balancing Act		
<input type="checkbox"/> Part A: Energy Imbalance	<input type="checkbox"/> CO / <input type="checkbox"/> INC	<input type="checkbox"/> CO / <input type="checkbox"/> INC
<input type="checkbox"/> Part B: Fixing Energy Imbalance	<input type="checkbox"/> CO / <input type="checkbox"/> INC	<input type="checkbox"/> CO / <input type="checkbox"/> INC
<input type="checkbox"/> Part C: Review and Final Tally	<input type="checkbox"/> CO / <input type="checkbox"/> INC	<input type="checkbox"/> CO / <input type="checkbox"/> INC

continued

GRADE 12 ACTIVE HEALTHY LIFESTYLES (40F)

Modules 3 and 4 Cover Sheet *(continued)*

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500–555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

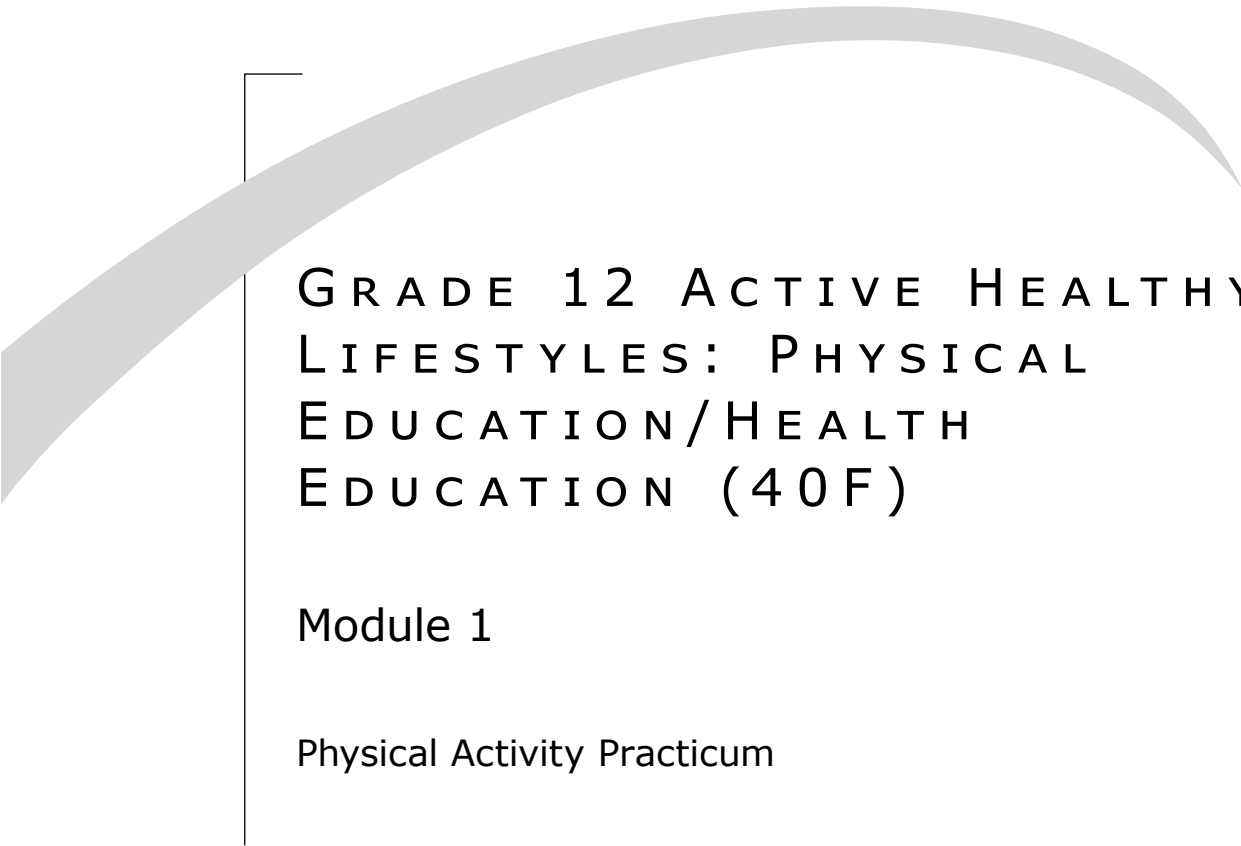
Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Modules 3 and 4 Assignments <i>(continued)</i></p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 3.3: What’s Bugging You?</p> <p><input type="checkbox"/> Assignment 3.4: Food Safety Errors: Case Studies</p> <p><input type="checkbox"/> Assignment 4.1: Process Observation Report</p> <p><input type="checkbox"/> Assignment 4.2: Characteristics of Effective Team Leaders</p>	<p>Attempt 1</p> <hr/> <p style="font-size: small;">Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>	<p>Attempt 2</p> <hr/> <p style="font-size: small;">Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>
For Tutor/Marker Use		
<p>Remarks:</p>		

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GRADE 12 ACTIVE HEALTHY LIFESTYLES: PHYSICAL EDUCATION/HEALTH EDUCATION (40F)

Module 1

Physical Activity Practicum

This module contains the following:

- Introduction
- Lesson 1: Your Physical Activity Practicum
- Lesson 2: Staying Safe
- Module 1 Assignments
 - Assignment 1.1: Creating a Risk-Management Plan
 - Assignment 1.2: Finalizing Your Physical Activity Plan
 - Assignment 1.3: Telephone Conversation with Your Tutor/Marker

MODULE 1: PHYSICAL ACTIVITY PRACTICUM

Introduction

The purpose of Module 1 is to help you take control of your own physical activity by having you start your physical activity practicum. This practicum will help you to understand your current level of physical activity and to plan your physical activity for the time that you spend in this course.

You will then keep track of (or log) your actual physical activity for that time (which will add up to at least 80 hours), using your Physical Activity Logs. You will also learn how to stay safe while you are active. This information will help you to know yourself better and to understand what you need to do to reach your health-related fitness goals. In later modules, you will learn about setting goals and changing your behaviour so that you can meet the goals you have set for yourself.

Assessment

When you have completed the assignments for Module 1, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS), except for Assignment 1.3, which you will complete via telephone. The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 1.1	Creating a Risk-Management Plan
2	Assignment 1.2	Finalizing Your Physical Activity Plan
	Assignment 1.3	Telephone Conversation with Your Tutor/Marker

Notes

LESSON 1: YOUR PHYSICAL ACTIVITY PRACTICUM

Introduction

In this lesson, you will reflect on your understanding of an active healthy lifestyle. A practicum is a process of planning, implementing, and recording your active healthy lifestyle. The practicum is made up of your Physical Activity Plan and your Physical Activity Logs. You will reflect on your own physical activity situation and how you can meet the requirements for the physical activity practicum.

After completing this lesson, you will show an understanding of

- how to develop a personal Physical Activity Plan for your practicum

You will also be able to

- develop and put into effect a safe and ethical personal Physical Activity Plan that contributes to health-related fitness goals
- demonstrate critical thinking, planning, and decision-making skills

The Physical Activity Practicum

An active, healthy lifestyle doesn't come about by accident. You need to work for it. Your physical activity practicum gives you the chance to do that by putting you in charge of your physical activity. In your practicum, you will plan and record the physical activities in which you will participate during this course.

You've probably noticed that many people of all ages can benefit from being more active. For example, many people lack energy or physical strength, or have a hard time controlling their weight. An essential part of dealing with these issues is simply to be more active. But how do you know how active you should be? And exactly which activities should you take part in?

According to *Canadian Physical Activity Guidelines* (Canadian Society for Exercise Physiology), youth should accumulate 60 minutes of physical activity at the moderate to vigorous level every day to stay healthy or to improve health. This activity does not have to come from one bout of exercise, but can be accumulated from brief intervals throughout the day (e.g., climbing stairs, walking to and from school).

So, your practicum can help you to stay healthy or (if you're not healthy now) to become healthy by helping you plan those 60 minutes of physical activity per day. You will be encouraged to take part in activities that you enjoy, and then keep track of them, to make sure you are being active enough to reach the goals you have set for yourself.

The physical activity practicum is made up of two parts:

■ **The Physical Activity Plan**

You will be completing one Plan in this course. In it, you will write down the physical activities that you plan on doing over the next several months as you complete this course. So, you will be able to plan whether to keep up your current level of physical activity or to become more active. Remember that becoming more active and embracing a healthier lifestyle will not only help you to become healthier, but will also help you to have higher self-esteem. The form you will use to complete your Plan is available in the Assignments section at the end of Module 1, as well as in the learning management system (LMS).

■ **The Physical Activity Logs**

You will be completing four Logs in this course. The first one is a short practice Log found in Module 1. The others are found in Modules 2, 3, and 5. In these Logs, you will record the physical activities that you actually take part in. Once you have completed the Module 2 Physical Activity Log, you will submit it to the Distance Learning Unit, and begin recording your activities in the Module 3 Physical Activity Log, and so on. Additional copies of the Logs are available in the learning management system (LMS).

If you are younger than 18 years of age, your Logs must be signed by your parent/guardian. The Physical Activity Plan Parent/Guardian Consent Form is located in the Assignments section at the end of Module 1. The form is also available in the learning management system (LMS).

Criteria for the Physical Activity Practicum

1. You must participate in a minimum of 80 hours of physical activity. At least 55 hours need to be at the **moderate** to **vigorous** intensity level. Here is an explanation of the terms **light**, **moderate**, and **vigorous activities**:
 - a. During **light activities**, you begin to notice your breathing, but talking is fairly easy.

Examples: walking on a level surface (at 3 to 5 km/hour), bowling, golfing, light housework and yardwork
 - b. During **moderate activities**, your heart rate and breathing increase and you can hear yourself breathe, but you can still talk.

Examples: brisk walking, bicycling (less than 15 km/hour), skateboarding, curling

- c. During **vigorous activities**, your heart rate and breathing increase to a level where it is difficult to talk.
Examples: jogging, swimming, jumping jacks, sports that involve running, shovelling snow, climbing, cross-country skiing
2. The physical activities that you select must be safe, ethical, and appropriate for your age and experience level. Your activities may include school-based and non-school-based physical activities:
 - a. **School-based** physical activities (if you are attending school) include physical education classes, intramural programs, and sport teams.
 - b. **Non-school-based** physical activities include community sport programs (e.g., hockey teams, fitness clubs, aerobic classes, weight training), special-interest clubs (e.g., karate), and home-based exercise (e.g., jogging, video exercise programs).
3. You must address risk-management measures for all your physical activities. You will learn about this in Assignments 1.1 and 1.2.

Time Requirements

You may think that 80 hours of physical activity is a lot of time, but consider how it would break down over a four-month period:

- 80 hours over 1 semester = approximately 20 hours per month
- 20 hours per month = approximately 5 hours per week
- 5 hours per week = 1 hour per day, 5 days per week

So, to meet the course requirements, you must participate in physical activity for **one hour per day**, five days per week. Every day, you should spend **40 minutes** doing **moderate** or **vigorous** activities to get the 55 hours required for this course.



Learning Activity 1.1: A Practice Physical Activity Log

You will now complete your first learning activity. The purpose of this learning activity is to give you some practice and background in logging your physical activities. This is important because you will complete three regular Logs in this course, and send them to the Distance Learning Unit for assessment.

Complete this learning activity as follows:

1. Find the **Physical Activity Inventory** in the Appendix at the end of this course. Or, if you would rather use an Excel version, you can find one in the learning management system (LMS).
2. Review the **Practice Physical Activity Log Sample** on the next page. It will inspire you to complete the blank practice Log on the following page. It contains various activities to give you an idea of the range of activities that you can do. If you can, explore a new activity, preferably something that you might take part in for years to come.
3. Think back to all of the physical activities you participated in over the past week. It does not matter how active you have been, since the purpose of this learning activity is simply to have you practise logging your activities.
4. In the **Practice Physical Activity Log** that follows the sample, write the date on which you engaged in physical activities.
5. Write the names of the physical activities in which you participated. Use the same names as those found in the **Physical Activity Inventory**.
6. Write the amount of time you spent participating in activities of various intensity (light, moderate, or vigorous). Write your times in hours and fractions of hours. Round them off to the nearest half hour (0.5) so that it will be easy to add them up at the end.
7. Add up all of your estimated times at the bottom of each column.
8. Answer the two questions that follow the practice Log.



Remember that you will **not** submit your learning activities to the Distance Learning Unit to be assessed; only your assignments will be assessed.

continued

Practice Physical Activity Log Sample (Grade 12)

Name: Jo O'Murrie

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
Feb. 25, 2019	<ul style="list-style-type: none"> ■ basketball ■ resistance training—back and arms 		1.0 0.5	0.5 0.5
Feb. 26, 2019	<ul style="list-style-type: none"> ■ yardwork ■ resistance training—shoulders and chest 	1.0	0.5 1.0	
Feb. 27, 2019	<ul style="list-style-type: none"> ■ Pilates ■ resistance training—back and arms 		1.0	1.0
Feb. 28, 2019	<ul style="list-style-type: none"> ■ dancing—ballroom 		1.5	
Mar. 1, 2019	<ul style="list-style-type: none"> ■ walking ■ resistance training—back and arms 	1.0		1.0
Total Time at Each Intensity Level		2.0 hours	5.5 hours	3.0 hours
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		10.5 hours		

Practice Physical Activity Log (Grade 12)				
Name _____				
Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

1. Are the above activities a part of your regular weekly routine?
2. Are there any other activities you would like to add to your routine?

Planning Your Physical Activity Practicum

To complete an effective Physical Activity Plan, you should identify physical activities that you enjoy, or believe you might enjoy. It is much easier to stick to a plan when it involves activities in which you like to participate. The purpose of the following learning activity is to help you choose your preferred activities.

Remember that your Plan must include activities of **moderate** to **vigorous** intensity, which contribute to the development of cardiorespiratory (heart and lung) endurance.



Learning Activity 1.2: Brainstorming Your Activities

It is time to begin selecting activities to include in your practicum.



1. Ask your learning partner to help you brainstorm a list of physical activities that you are currently involved in or would like to participate in, given the opportunity. List those activities in the chart on the following page. Some activities may fit under more than one heading. A few examples are provided to help you get started.
2. If you cannot think of many physical activities immediately, look over the **Physical Activity Inventory** (see Appendix). The Inventory lists physical activities and their associated health-related fitness components. If you would rather use an Excel version of the Inventory, you can find one in the learning management system (LMS).
3. Using the **Physical Activity Inventory**, check off which of the four health-related fitness components is associated with your activities:
 - cardiorespiratory endurance
 - muscular strength
 - muscular endurance
 - flexibility

Depending on your plans for the practicum, you may want to select activities that exercise only a single group, or all four groups.

Physical activity is defined as “all forms of large muscle movement, including sports, dance, games, walking, and exercises for fitness and physical well being. It may also include physical therapy or mobility training for students with special needs” (Manitoba Education, Citizenship and Youth, *Implementation of Grades 11 and 12 Physical Education/Health Education 5*).

continued

Learning Activity 1.2: Brainstorming Your Activities (continued)

Your Preferred Physical Activities

I enjoy participating in, or would consider participating in, the following physical activities on my own and/or with the identified group(s).

Physical Activities I (Would) Enjoy							
Category of Activity				Health-Related Fitness Component			
	By Myself	With Friends	With Family Members	Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility
			curling			√	√
	resistance training				√	√	√
		basketball		√	√	√	√
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							



Note that many learning activities have answer keys at the end of the respective modules, which you can check after you have answered the questions. The learning activities in Module 1 do not have answer keys because the answers can't be classified as right or wrong. In its place, some sample answers are provided in the previous chart.

Summary

In this lesson, you reflected on how you can meet the requirements for the physical activity practicum and analyzed the health-related fitness components of selected activities, using a Physical Activity Inventory. In developing a strategy, you addressed any shortfalls in your current physical activity situation. In the next lesson, you will ensure that you are prepared for any safety risks of the physical activities you are considering for your practicum.

Notes

LESSON 2: STAYING SAFE

Introduction

In the previous lesson, you took time to consider what kinds of activities you might perform in your physical activity practicum. In this lesson, you will learn to be aware of potential risks when you get involved in physical activity.

Generally, most physical activities are safe, but each activity has elements of risk. The risks are generally higher when you increase speed, use special equipment, or involve many people. By thinking ahead and considering possible risks, you can enjoy your activities and stay safe.

After completing this lesson, you will show an understanding of

- a personal Physical Activity Plan that is safe and ethical and contributes to health and fitness goals
- the risk-management process and responsibilities related to physical activity participation

You will also be able to

- access and use information for making informed decisions about safety and risk management related to physical activity participation, including level of instruction, supervision, facilities/environment, equipment, clothing/footwear, and personal and other considerations

Safety and Risk Management



Risk management is an essential part of a personal Physical Activity Plan. It involves

- identifying the potential risks in a physical activity
- identifying strategies to deal with the identified risks

For example, if you are canoeing, kayaking, or riding in a boat, there is a potential risk that your craft could overturn and that you could fall into the water. To protect against this risk, you would wear a life jacket or a personal flotation device. If you do end up in the water, you will spend less energy keeping yourself afloat, thanks to your risk management.

By planning ahead for potential problems or accidents, risks are minimized, and, if an injury does occur, the injury is minimized because of the proactive risk management.

Risk Factors Related to Physical Activity

Risk factors in physical activities involve the following categories:

■ **Level of Instruction**

- It is important to get proper instruction before participating in an activity, whether it is skiing, canoeing, rock climbing, or some other activity. Many injuries and accidents occur because people are not performing activities properly.

■ **Level of Supervision**

- Some high-risk activities, such as rock climbing, require you to have a partner. When you are trying new activities, it is recommended that you have an experienced partner or coach to show you how to perform the activities properly.

■ **Facilities/Environment**

- For outdoor activities, always be aware of the weather conditions and look for natural hazards, such as rocks or water.
- Indoors, be aware of any safety regulations at the facility and check to make sure all equipment is working properly.

■ **Equipment**

- Make sure you know how to use your equipment properly, and how to maintain it so it does not break down unnecessarily.
- Know what safety equipment you require for the activity. Make sure that your personal equipment is in good condition and fitting properly.

■ **Clothing/Footwear**

- Wearing proper clothing can help make the activity safer and more comfortable. Dressing in multiple thin layers will make it easier to adjust for heat or cold.
- Be aware of weather conditions and dress accordingly for heavy rain, snow, or sun.

■ **Personal and Other Considerations**

- These considerations include health care needs, skill level, experience, accessibility, and so on.
- There may be other personal considerations to account for. To keep yourself safe, always think ahead to any potential risks in your physical activity choices and plan for them.

The Risk Factor Rating Scale

All physical activities can be assessed according to their **risk factor rating (RFR)**. The level of risk is determined by the safety concerns involved in the activity, and the level of instruction and supervision required to participate in the activity.

Risk Factor Rating Scale		
Risk Factor Rating	Level of Safety Concerns; Recommended Level of Instruction and Supervision	Examples
Level 1	There are few safety concerns for this physical activity; little or no qualified instruction or adult supervision is required.	<ul style="list-style-type: none">■ walking■ stretching
Level 2	There are some safety concerns for this physical activity; quality instruction is recommended, and little to no adult supervision is required.	<ul style="list-style-type: none">■ racquetball■ ice skating
Level 3	There are several safety concerns for this physical activity; qualified instruction is required, and adult supervision is recommended.	<ul style="list-style-type: none">■ snowboarding■ field hockey
Level 4	There is a high level of safety concern for this physical activity; qualified instruction and adult supervision are required.	<ul style="list-style-type: none">■ swimming■ karate



Assignment 1.1: Creating a Risk-Management Plan

It is now time to create a risk-management plan for the physical activities you have chosen to participate in. The assignment details and criteria can be found at the end of this module.



Remember that you will be sending this assignment to the Distance Learning Unit to be assessed once you have finished this module. At that time, you will submit all applicable assignments from Module 1.



Assignment 1.2: Finalizing Your Physical Activity Plan

It is now time to write the final version of your Physical Activity Plan. The assignment details and criteria can be found at the end of this module.



Assignment 1.3: Telephone Conversation with Your Tutor/Marker

It is now time to telephone your tutor/marker. The assignment details and criteria can be found at the end of this module.

Summary

In this lesson, you assessed potential safety concerns and risk factors related to the physical activities you are considering for your practicum. You also suggested strategies for addressing those risks by creating a risk-management plan. You finalized your Physical Activity Plan and had a telephone conversation with your tutor/marker to review your Plan and your safety and risk-management measures.

MODULE 1 SUMMARY

Congratulations! You have finished the first module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 1 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 1 assignments and organize your material in the following order:

- Module 1 Cover Sheet (found at the end of the course Introduction)
- Assignment 1.1: Creating a Risk-Management Plan
- Assignment 1.2: Finalizing Your Physical Activity Plan
- Assignment 1.3: Telephone Conversation with Your Tutor/Marker (completed via telephone)

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Module 1 Review Questions

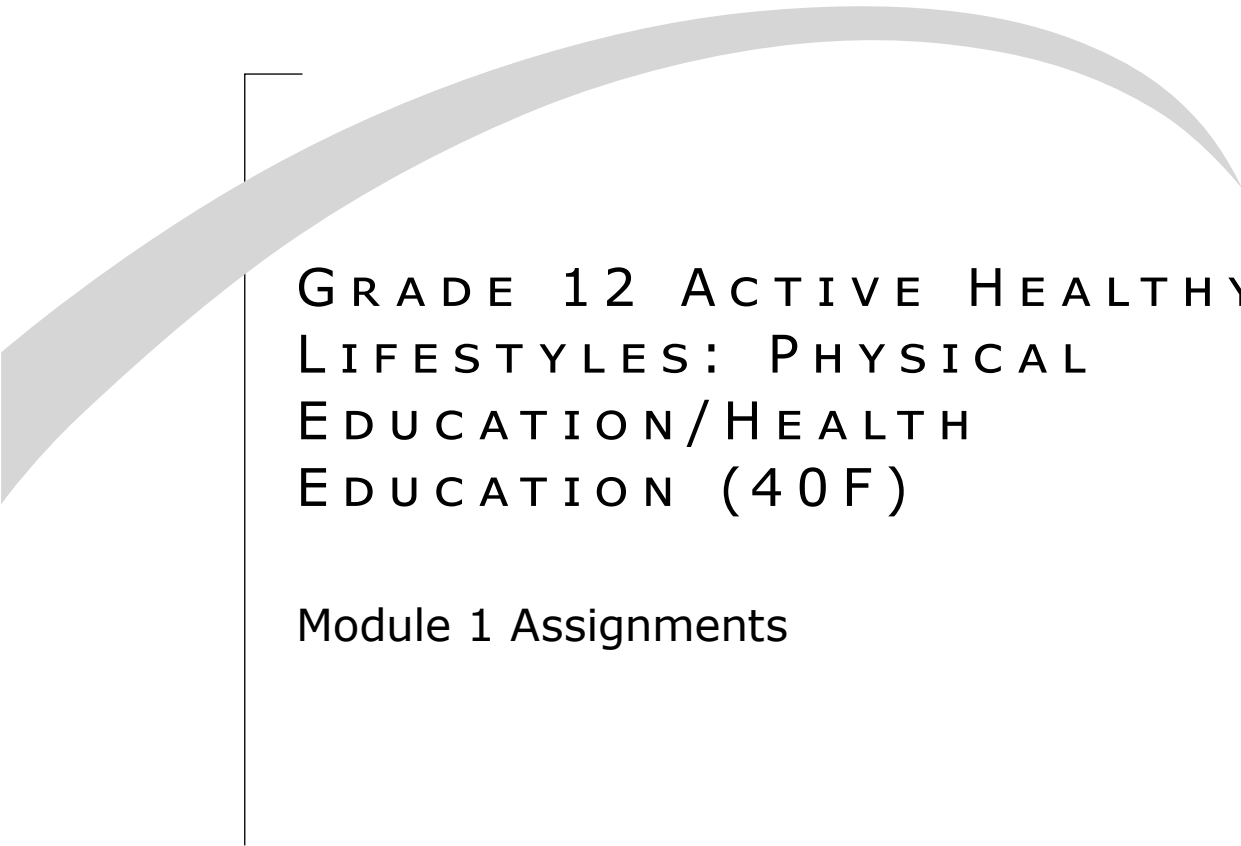
Lesson 1

1. How does the body act during light, moderate, and vigorous intensity levels of activity?
2. What are three physical activities that can be performed at a moderate intensity, and three that can be performed at vigorous intensity?

Lesson 2

1. What are the benefits of applying risk management to physical activities?
2. What are the five categories of risk factors in physical activities?
3. What are three specific actions you could take to address risk management in a specific activity of your choice?

Notes



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Module 1 Assignments

MODULE 1 ASSIGNMENTS



Assignment 1.1: Creating a Risk-Management Plan

Taking responsibility for safety is a very important part of this course. The safety concerns and risk factors that need to be considered during participation in physical activities include those identified in the Considerations column of the **Safety and Risk-Management Forms** that follow. Refer to this list of considerations when you complete the forms on the following pages.

In this assignment, you will do the following:

1. Look over your list of physical activities from Learning Activity 1.2 and choose **two** activities in the higher risk categories that you will likely participate in for your physical activity practicum.
2. Check your two selected activities in the **Physical Activity Safety Checklists** found in Appendix E of *Out-of-Class Safety Handbook* at https://www.edu.gov.mb.ca/k12/cur/physlth/out_of_class/index.html. The activities on the checklists are listed in alphabetical order. Read them carefully. If you are unable to view this handbook on the Internet, phone the Distance Learning Unit at 1-800-465-9915, and a copy will be mailed to you.
3. Assess the potential risks involved in your two selected physical activities and suggest strategies to avoid these risks. Fill in the **Safety and Risk-Management Forms** on the following pages, one for each of your two selected physical activities. Copies of the Safety and Risk-Management Forms are also available in the learning management system (LMS).
4. Read the questions on the left-hand side of the form (in the Considerations column) and answer the questions in the second column (How are the considerations being addressed?). Make sure your answers are relevant to your particular situation, skill level, and experience. Your answers do not need to mention every possible way that the consideration can be addressed, but they do need to show that you are aware of the important issues. In cases where the consideration does not apply to your activity, write "N/A" for Not Applicable. For example, if your activity is walking, your answer for question 2.1 (about the level of supervision) will be "N/A" because you do not need any supervision to go walking.



continued

Assignment 1.1: Creating a Risk-Management Plan (continued)

5. If you need more help with the questions, reread Lesson 2 of Module 1. You can also ask your learning partner for assistance, or contact your tutor/marker.
6. On the last page of the form, write any additional comments that you might have.
7. Sign and date the last page.
8. Have your parent/guardian sign and date the last page.
9. Photocopy the assignment (or save an electronic copy of it). That way, you will have a copy of it after you send it to be assessed.

Assignment 1.1: Creating a Risk-Management Plan— Criteria

1. Complete two **Safety and Risk-Management Forms**, one for each physical activity that you have chosen.
2. Provide answers that are relevant to your particular situation, skill level, and experience.
3. Answer each question in a way that shows you understand how to manage the potential risks of physical activity.
4. Sign each form.
5. Record the date on which you complete each form.
6. Have your parent/guardian sign each form.
7. Record the date on which your parent/guardian completed each form.



Remember, if your assignment does not meet the above criteria, your tutor/marker will have to send it back for you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

continued

Safety and Risk-Management Form (Grade 12)

Name _____ Date _____

Physical Activity 1 _____

1. Instruction	
Considerations	How are the considerations being addressed?
1.1. How much instruction will be required?	
1.2. What qualifications do the instructors have?	
1.3. What skills assessment will be done to determine the participant's level of ability?	
2. Supervision	
2.1. What level of supervision will be required?	
2.2. What are the emergency procedures?	
2.3. What equipment or supplies (e.g., phone, first aid kit) will be required?	
2.4. What training do the supervisors have to respond to an emergency?	
3. Facilities/Environment	
3.1. What are the potential hazards?	
3.2. What areas have been inspected? Who inspected them?	
3.3. What are the facility rules for users?	
3.4. What modifications or restrictions are required?	
3.5. What precautions are needed based upon the environment?	

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

4. Equipment	
Considerations	How are the considerations being addressed?
4.1. How has the equipment been inspected and properly maintained? (e.g., skis and ski poles) Explain.	
4.2. Have modifications been made to the equipment? If yes, explain.	
4.3. What protective equipment should be worn? (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
4.4. What instruction is required for use of the equipment?	
5. Clothing/Footwear	
5.1. What special clothing or footwear are required for the activity?	
5.2. Will additional clothing be required to address environmental conditions? (e.g., rain jacket, hiking boots, sunscreen) If yes, explain.	
6. Other Considerations*	
6.1. How is the activity appropriate for the physical condition of the participant?	
6.2. What type of accident insurance plan are you currently enrolled in?	
6.3. List any special rules and responsibilities that apply.	
6.4. Who is the emergency contact person?	
6.5. Is transportation required?	

* Special health care needs, skill level, experience, accessibility, and so on.

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

Additional Student Comments

Student Signature _____ Date _____

Tutor/Marker Comments

Tutor/Marker Signature _____ Date _____

I am aware that my child will be taking part in these activities and I will ensure that he or she follows all safety guidelines. I am also aware that some activities will require qualified instruction and adult supervision.

Parent/Guardian Signature

Student Signature

Date

Safety and Risk-Management Form (Grade 12)

Name _____ Date _____

Physical Activity 2 _____

1. Instruction	
Considerations	How are the considerations being addressed?
1.1. How much instruction will be required?	
1.2. What qualifications do the instructors have?	
1.3. What skills assessment will be done to determine the participant's level of ability?	
2. Supervision	
2.1. What level of supervision will be required?	
2.2. What are the emergency procedures?	
2.3. What equipment or supplies (e.g., phone, first aid kit) will be required?	
2.4. What training do the supervisors have to respond to an emergency?	
3. Facilities/Environment	
3.1. What are the potential hazards?	
3.2. What areas have been inspected? Who inspected them?	
3.3. What are the facility rules for users?	
3.4. What modifications or restrictions are required?	
3.5. What precautions are needed based upon the environment?	

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

4. Equipment	
Considerations	How are the considerations being addressed?
4.1. How has the equipment been inspected and properly maintained? (e.g., skis and ski poles) Explain.	
4.2. Have modifications been made to the equipment? If yes, explain.	
4.3. What protective equipment should be worn? (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
4.4. What instruction is required for use of the equipment?	
5. Clothing/Footwear	
5.1. What special clothing or footwear are required for the activity?	
5.2. Will additional clothing be required to address environmental conditions? (e.g., rain jacket, hiking boots, sunscreen) If yes, explain.	
6. Other Considerations*	
6.1. How is the activity appropriate for the physical condition of the participant?	
6.2. What type of accident insurance plan are you currently enrolled in?	
6.3. List any special rules and responsibilities that apply.	
6.4. Who is the emergency contact person?	
6.5. Is transportation required?	

* Special health care needs, skill level, experience, accessibility, and so on.

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

Additional Student Comments

Student Signature _____ Date _____

Tutor/Marker Comments

Tutor/Marker Signature _____ Date _____

I am aware that my child will be taking part in these activities and I will ensure that he or she follows all safety guidelines. I am also aware that some activities will require qualified instruction and adult supervision.

Parent/Guardian Signature

Student Signature

Date



Assignment 1.2: Finalizing Your Physical Activity Plan

At this point in the course, you have thought about which physical activities you might perform during your practicum and considered the potential risks involved in these activities. It is now time to write a final version of your Physical Activity Plan. This Plan has two parts:

■ **Part A: Chart Your Plan**

You will select a minimum of **five** physical activities that you plan to participate in during your time in this course. To help you make your selections, you will

- examine a wide variety of activities listed in the **Physical Activity Inventory** found in the Appendix at the end of this course
- review a **Sample Physical Activity Plan**
- prepare your **Physical Activity Plan**, in which you will list your selected activities, indicate how often you expect to perform your activities, estimate the time you will spend performing each activity, and assess the risk factor rating for each activity

■ **Part B: Safety and Risk-Management Measures**

In Part A of this assignment, you will have selected a minimum of five physical activities that you plan to participate in during your time in this course. For each activity included in your Plan, you will need to address the safety considerations to manage potential risks for your activities, as indicated in the **Physical Activity Safety Checklists** found in Appendix E of *Out-of-Class Safety Handbook* at https://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/index.html.

continued

Assignment 1.2: Finalizing Your Physical Activity Plan (continued)

Photocopy Parts A and B of your completed assignment (or save an electronic copy). That way, you will have a copy after you send the assignment to be assessed.

Part A: Chart Your Plan

1. Before you begin to complete this assignment, make sure you have access to the **Physical Activity Inventory**, which is found in the Appendix at the end of this course.
2. Review the **criteria** identified for Assignment 1.2, Part A. The criteria tell you exactly what you need to do to receive a Complete designation.
3. Review the **Sample Physical Activity Plan** to inspire you to complete the blank **Physical Activity Plan** (both forms are provided on the following pages). The sample contains a wide variety of activities to give you an idea of the range of activities that you can do. You don't have to include that many.
4. Using the **Physical Activity Plan**, write down the activities that you plan on performing. For additional ideas, refer to the **Physical Activity Inventory**, which lists over 100 activities, so you are sure to find some that are suitable for you.
5. Write down how often you expect to perform the activities each week for the remainder of the time that you will be enrolled in this course. (If an activity is seasonal, and you expect to perform it only a few times and it would average to less than once a week, write a "1" in the Weekly Frequency of Activity column.) Round off this number to the nearest whole number.
6. Write the estimated time that you think you will spend participating in that activity for the remainder of the time you will be enrolled in this course. Write your times in hours and fractions of hours. Round them off to the nearest half hour (0.5) so that it will be easy to add them up at the end.
7. Write down the risk factor rating from 1 to 4 for each activity. You can get that information from the **Physical Activity Inventory**.
8. Add up all your estimated times. Round off your time to the nearest hour. Remember, **your times must add up to at least 80 hours**, including at least **55 hours** in the **moderate to vigorous** intensity range.

continued

Assignment 1.2: Finalizing Your Physical Activity Plan (continued)

Assignment 1.2, Part A: Chart Your Plan—Criteria

1. Include at least **five** physical activities that you will participate in during your time in this course.
 2. List the weekly frequency of activity for each physical activity, and the number of weeks you expect to perform it.
 3. Provide an estimated total time (in hours) for each physical activity.
 4. Specify the correct risk factor rating (from 1 to 4) for each physical activity.
 5. Include the correct total number of hours spent in physical activity participation, which equals at least 80 hours.
-

continued

Sample Physical Activity Plan (Grade 12)

Name Jo O'Murrie Date September 15, 2015

Physical Activity	Weekly Frequency of Activity	Number of Weeks	Estimated Total Time (Hours)	Risk Factor Rating
1. Jogging	1	10	10	1
2. Backpacking	1	7	7	3
3. Badminton	2	6	12	2
4. Dancing—Hip Hop	1	5	5	2
5. Weightlifting	2	10	20	3
6. Walking	1	10	10	1
7. Bowling	1	4	4	1
8. Lawn Mowing	1	8	4	3
9. Pilates	1	8	8	2
Total Number of Hours			80	

continued

Physical Activity Plan (Grade 12) *(continued)*

Physical Activity	Weekly Frequency of Activity	Number of Weeks	Estimated Total Time (Hours)	Risk Factor Rating
Total Number of Hours				

Tutor/Marker Signature Date

The tutor/marker signature is an acknowledgement of the following:

- The student has met the criteria for formulating his or her personal Physical Activity Plan.
- The student has shown an understanding of how to manage risk and take appropriate steps to participate safely in physical activity.
- The student is aware of the safety guidelines and information and the associated responsibilities for discussion with and approval by his or her parent/guardian.

Assignment 1.2: Finalizing Your Physical Activity Plan (continued)

Part B: Safety and Risk-Management Measures

In Part A of this assignment, you selected a minimum of five physical activities that you plan to participate in during your time in this course. If the risk factor rating is 3 or 4 for any of these activities, please complete the **Safety and Risk-Management Forms** (found on the following pages). Complete one form for each of your selected physical activities that has a risk factor rating of 3 or 4, as indicated in the **Physical Activity Safety Checklists** found in Appendix E of *Out-of-Class Safety Handbook* at https://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/index.html. If you decide to use one or both of the activities from Assignment 1.1 for your choice of five physical activities, you do not need to complete new Safety and Risk-Management Forms for them.

If you are under 18 years of age, have your parent/guardian review your completed **Safety and Risk-Management Forms** and sign the **Physical Activity Plan Parent/Guardian Consent Form** (found at the end of Part B).

Assignment 1.2, Part B: Safety and Risk-Management Measures—Criterion

Your completed assignment must meet the following criterion:

1. Complete one **Safety and Risk-Management Form** for each physical activity you have chosen if it has a risk factor rating of 3 or 4. **The Safety and Risk-Management Form is not to be completed if the risk factor rating is 1 or 2.**



Remember, if your assignment does not meet the identified criteria, your tutor/marker will have to send it back for you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

continued

Notes

Safety and Risk-Management Form (Grade 12)

Complete this form for physical activities with risk factor ratings of 3 or 4.

Name _____ Date _____

Physical Activity _____

1. Instruction	
Considerations	How are the considerations being addressed?
1.1. How much instruction will be required?	
1.2. What qualifications do the instructors have?	
1.3. What skills assessment will be done to determine the participant's level of ability?	
2. Supervision	
2.1. What level of supervision will be required?	
2.2. What are the emergency procedures?	
2.3. What equipment or supplies (e.g., phone, first aid kit) will be required?	
2.4. What training do the supervisors have to respond to an emergency?	
3. Facilities/Environment	
3.1. What are the potential hazards?	
3.2. What areas have been inspected? Who inspected them?	
3.3. What are the facility rules for users?	
3.4. What modifications or restrictions are required?	
3.5. What precautions are needed based upon the environment?	

Additional copies of this form are available in the learning management system (LMS)>

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

4. Equipment	
Considerations	How are the considerations being addressed?
4.1. How has the equipment been inspected and properly maintained? (e.g., skis and ski poles) Explain.	
4.2. Have modifications been made to the equipment? If yes, explain.	
4.3. What protective equipment should be worn? (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
4.4. What instruction is required for use of the equipment?	
5. Clothing/Footwear	
5.1. What special clothing or footwear are required for the activity?	
5.2. Will additional clothing be required to address environmental conditions? (e.g., rain jacket, hiking boots, sunscreen) If yes, explain.	
6. Other Considerations*	
6.1. How is the activity appropriate for the physical condition of the participant?	
6.2. What type of accident insurance plan are you currently enrolled in?	
6.3. List any special rules and responsibilities that apply.	
6.4. Who is the emergency contact person?	
6.5. Is transportation required?	

* Special health care needs, skill level, experience, accessibility, and so on.

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

Additional Student Comments

Student Signature _____ Date _____

Tutor/Marker Comments

Tutor/Marker Signature _____ Date _____

I am aware that my child will be taking part in these activities and I will ensure that he or she follows all safety guidelines. I am also aware that some activities will require qualified instruction and adult supervision.

Parent/Guardian Signature

Student Signature

Date

Safety and Risk-Management Form (Grade 12)

Complete this form for physical activities with risk factor ratings of 3 or 4.

Name _____ Date _____

Physical Activity _____

1. Instruction	
Considerations	How are the considerations being addressed?
1.1. How much instruction will be required?	
1.2. What qualifications do the instructors have?	
1.3. What skills assessment will be done to determine the participant's level of ability?	
2. Supervision	
2.1. What level of supervision will be required?	
2.2. What are the emergency procedures?	
2.3. What equipment or supplies (e.g., phone, first aid kit) will be required?	
2.4. What training do the supervisors have to respond to an emergency?	
3. Facilities/Environment	
3.1. What are the potential hazards?	
3.2. What areas have been inspected? Who inspected them?	
3.3. What are the facility rules for users?	
3.4. What modifications or restrictions are required?	
3.5. What precautions are needed based upon the environment?	

Additional copies of this form are available in the learning management system (LMS).

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

4. Equipment	
Considerations	How are the considerations being addressed?
4.1. How has the equipment been inspected and properly maintained? (e.g., skis and ski poles) Explain.	
4.2. Have modifications been made to the equipment? If yes, explain.	
4.3. What protective equipment should be worn? (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
4.4. What instruction is required for use of the equipment?	
5. Clothing/Footwear	
5.1. What special clothing or footwear are required for the activity?	
5.2. Will additional clothing be required to address environmental conditions? (e.g., rain jacket, hiking boots, sunscreen) If yes, explain.	
6. Other Considerations*	
6.1. How is the activity appropriate for the physical condition of the participant?	
6.2. What type of accident insurance plan are you currently enrolled in?	
6.3. List any special rules and responsibilities that apply.	
6.4. Who is the emergency contact person?	
6.5. Is transportation required?	

* Special health care needs, skill level, experience, accessibility, and so on.

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

Additional Student Comments

Student Signature _____ Date _____

Tutor/Marker Comments

Tutor/Marker Signature _____ Date _____

I am aware that my child will be taking part in these activities and I will ensure that he or she follows all safety guidelines. I am also aware that some activities will require qualified instruction and adult supervision.

Parent/Guardian Signature

Student Signature

Date

Safety and Risk-Management Form (Grade 12)

Complete this form for physical activities with risk factor ratings of 3 or 4.

Name _____ Date _____

Physical Activity _____

1. Instruction	
Considerations	How are the considerations being addressed?
1.1. How much instruction will be required?	
1.2. What qualifications do the instructors have?	
1.3. What skills assessment will be done to determine the participant's level of ability?	
2. Supervision	
2.1. What level of supervision will be required?	
2.2. What are the emergency procedures?	
2.3. What equipment or supplies (e.g., phone, first aid kit) will be required?	
2.4. What training do the supervisors have to respond to an emergency?	
3. Facilities/Environment	
3.1. What are the potential hazards?	
3.2. What areas have been inspected? Who inspected them?	
3.3. What are the facility rules for users?	
3.4. What modifications or restrictions are required?	
3.5. What precautions are needed based upon the environment?	

Additional copies of this form are available in the learning management system (LMS).

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

4. Equipment	
Considerations	How are the considerations being addressed?
4.1. How has the equipment been inspected and properly maintained? (e.g., skis and ski poles) Explain.	
4.2. Have modifications been made to the equipment? If yes, explain.	
4.3. What protective equipment should be worn? (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
4.4. What instruction is required for use of the equipment?	
5. Clothing/Footwear	
5.1. What special clothing or footwear are required for the activity?	
5.2. Will additional clothing be required to address environmental conditions? (e.g., rain jacket, hiking boots, sunscreen) If yes, explain.	
6. Other Considerations*	
6.1. How is the activity appropriate for the physical condition of the participant?	
6.2. What type of accident insurance plan are you currently enrolled in?	
6.3. List any special rules and responsibilities that apply.	
6.4. Who is the emergency contact person?	
6.5. Is transportation required?	

* Special health care needs, skill level, experience, accessibility, and so on.

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

Additional Student Comments

Student Signature _____ Date _____

Tutor/Marker Comments

Tutor/Marker Signature _____ Date _____

I am aware that my child will be taking part in these activities and I will ensure that he or she follows all safety guidelines. I am also aware that some activities will require qualified instruction and adult supervision.

Parent/Guardian Signature

Student Signature

Date

**Physical Activity Plan
Parent/Guardian Consent Form
(Grade 12)**

(Required for students under 18 years of age)

Dear Parent/Guardian,

Please review this form and, upon agreement, provide your signature.

I, _____, parent/guardian of
Name of Parent/Guardian

Name of Son/Daughter

do hereby certify and acknowledge the following:

- I have reviewed my son's/daughter's personal Physical Activity Plan.
- I approve of the Plan and the safety guidelines specified by my son/daughter.
- I understand that my son/daughter may not begin to record physical activity hours until the Plan is approved by the tutor/marker.
- I understand that the Physical Activity Logs in upcoming modules must reflect only those activities that were included as part of the approved Plan.

Parent/Guardian Signature

Date

Student Signature

Date



Assignment 1.3: Telephone Conversation with Your Tutor/Marker



In a regular classroom, students who communicate with their teachers have an easier time completing their courses than those who do not communicate. It's the same with independent learners; those who stay in touch with their tutor/markers finish the course faster and with less hassle. That's because your tutor/marker is available to answer your questions and to encourage you.

To meet the criteria for your Physical Activity Plan, you will need to have a telephone conversation with your tutor/marker before starting your Physical Activity Log. Its purpose is to give you and your tutor/marker the chance to review your Plan, including your safety and risk-management measures. This will help ensure that your Plan is as effective and safe as possible. **It is your responsibility to make this phone call, and you must make it before you submit the Module 1 assignments to the Distance Learning Unit.**

Contact your tutor/marker for this conversation. Your phone conversation may take up to 20 minutes, so you need to ensure that both of you are available for this time. You were provided with your tutor/marker's name and phone number when you registered for this course. If you can't find this information, contact the the Distance Learning Unit at 1-800-465-9915.

To prepare for your telephone conversation, have a copy of your Plan in front of you. Jot down any questions that you might have about your Plan, or about anything else in the course. Then do the following:

1. Find your tutor/marker's phone number.
2. Review the following questions to prepare for your conversation. Your tutor/marker may not ask each of them, but review them anyway so that you will have something to say. The more your tutor/marker knows about you, the more he or she will be able to help you with your course. So, don't answer with just a "yes" or a "no"; give as much information as you can.
 - a. Why are you taking this independent study course? (Is it to earn a credit, to graduate, to be admitted into a post-secondary institution?)

continued

Assignment 1.3: Telephone Conversation with Your Tutor/Marker (continued)

- b. Are you currently in school? (Many independent learners do not attend school.)
 - c. Are you taking other courses? If so, which one(s)?
 - d. Do you have a job? If so, is it full-time or part-time?
 - e. When is the best time for you and your tutor/marker to speak to each other on the phone?
 - f. What are your study times (e.g., time of day, weekday, weekend)?
 - g. When do you plan to finish this course?
 - h. What are your long-term and short-term goals (e.g., jobs, careers, further study)?
 - i. Do you plan on mailing or electronically submitting your assignments to the Distance Learning Unit?
 - j. Have you selected a learning partner for this course?
 - k. What are some activities you are including in your Physical Activity Plan, and why?
 - l. Do you anticipate being able to access all the equipment, resources, and facilities you need to complete these activities?
 - m. What research have you done to help you determine the safety and risk-management measures required for your selected activities?
3. Think of some questions that you might like to ask your tutor/marker. If you like, jot them down.
-

Assignment 1.3: Telephone Conversation with Your Tutor/Marker—Criteria

1. You and your tutor/marker had a telephone conversation.
 2. You and your tutor/marker discussed your Physical Activity Plan.
 3. You and your tutor/marker discussed your safety and risk-management measures.
-



Remember, if your assignments do not meet the specified criteria, your tutor/marker may ask you to redo them. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

MODULE 1 SUMMARY

Congratulations! You have finished the first module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 1 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 1 assignments and organize your material in the following order:

- Module 1 Cover Sheet (found at the end of the course Introduction)
- Assignment 1.1: Creating a Risk-Management Plan
- Assignment 1.2: Finalizing Your Physical Activity Plan
- Assignment 1.3: Telephone Conversation with Your Tutor/Marker (completed via telephone)

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Module 1 Review Questions

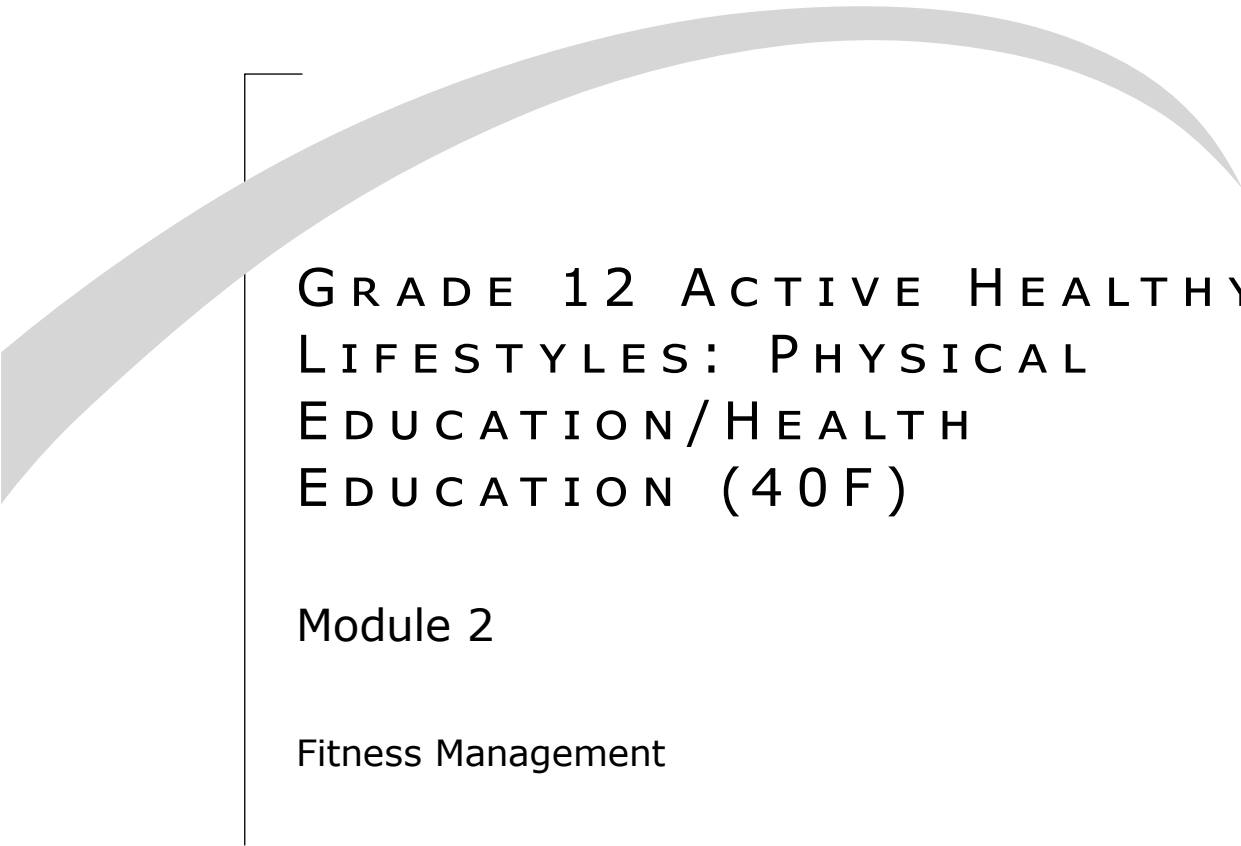
Lesson 1

1. How does the body act during light, moderate, and vigorous intensity levels of activity?
2. What are three physical activities that can be performed at a moderate intensity, and three that can be performed at vigorous intensity?

Lesson 2

1. What are the benefits of applying risk management to physical activities?
2. What are the five categories of risk factors in physical activities?
3. What are three specific actions you could take to address risk management in a specific activity of your choice?

Notes



GRADE 12 ACTIVE HEALTHY LIFESTYLES: PHYSICAL EDUCATION/HEALTH EDUCATION (40F)

Module 2

Fitness Management

This module contains the following:

- Introduction
- Lesson 1: Making and Continuing Change: A Personal Investment
- Lesson 2: Health and Fitness Trends
- Lesson 3: Exercise and Fitness Myths and Misconceptions
- Lesson 4: Health and Fitness Advertising
- Lesson 5: Becoming an Informed Fitness Consumer
- Module 2 Learning Activity Answer Key
- Module 2 Assignments
 - Assignment 2.1: Module 2 Physical Activity Log
 - Assignment 2.2: Fitness Trend Predictions and Analysis
 - Assignment 2.3: Evaluating Fitness Equipment or a Fitness Centre

MODULE 2: FITNESS MANAGEMENT

Introduction

Making positive lifestyle changes can be very difficult to do, but the payoffs far outweigh the effort needed to make those changes. It is never too late for us to make and benefit from attitude and behaviour changes. Once changes become habits, we are on the way to a healthy life.

Module 2 begins with a short review of the Stages of Change model and the importance of effective goal setting in the process of changing physical fitness and/or health behaviours. This review of topics addressed in the Grade 11 Active Healthy Lifestyles course is followed by new lessons that challenge your thinking about health and fitness.

This module provides you with opportunities to examine the latest trends in health and fitness development, helping you to gain skills to make informed decisions as a health and fitness consumer. Becoming an increasingly informed consumer is important to you because you will be responsible for making everyday decisions that will affect your health and wellness.

Assessment

When you have completed the assignments for Module 2, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 2.1	Module 2 Physical Activity Log
2	Assignment 2.2	Fitness Trend Predictions and Analysis
5	Assignment 2.3	Evaluating Fitness Equipment or a Fitness Centre

Notes

LESSON 1: MAKING AND CONTINUING CHANGE: A PERSONAL INVESTMENT

Introduction

In this lesson, you will review material studied in Grade 11 Active Healthy Lifestyles, specifically the five Stages of Change and goal setting. You will have an opportunity to set goals for yourself and decide how to achieve them with the benefit of an extra year of experience.

After completing this lesson, you will show an understanding of

- how you can change health-related behaviours such as physical activity within your lifestyle
- the personal nature of strategies for ongoing physical activity engagement and fitness development
- how your success in achieving positive health behaviours is rooted in effective goal setting based on the Stages of Change continuum

You will also be able to

- identify, implement, and revise personal goals for healthy lifestyle practices, including physical activity participation

Contacting Your Tutor/Marker



At this point in the course (after completing Assignment 1.3), you should have had a telephone conversation with your tutor/marker to discuss your Physical Activity Plan and your safety and risk-management measures for your selected physical activities. If you have not already telephoned your tutor/marker, please do so now. You were provided with your tutor/marker's name and phone number when you registered for this course. If you can't find this information, contact the Distance Learning Unit at 1-800-465-9915.



Assignment 2.1: Module 2 Physical Activity Log

It is now time for you to begin recording the data from your Physical Activity Plan, using your Module 2 Physical Activity Log. The assignment details and criteria can be found at the end of this module.

You will submit your completed assignment to the Distance Learning Unit when you have completed Module 2. For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.



Remember that you will be logging your physical activities throughout this course. So, once you have completed your Module 2 Physical Activity Log, immediately start completing the Module 3 Physical Activity Log.

The Five Stages of Change

Many people decide to make changes in their lives to improve their health, increase their income, develop meaningful relationships, and so on. People's attempts to achieve change often fail because they have not thought carefully about, or taken the time to work through, the stages of change. When setting goals, it is important to have a clear understanding of our starting point or current situation.

The Five Stages of Change model (outlined by Prochaska, Norcross, and DiClemente) identifies five stages through which individuals move to make a lasting attitude and behaviour change. As people move along the continuum of change, they engage in specific processes at each of the five stages:

- **Pre-contemplation** (no intention of making a change): In this stage, people begin to recognize that a problematic behaviour exists. At this point, they may engage in self-evaluation or self-reflection and may determine that a change is needed. When this happens, they will progress to the contemplation stage.
- **Contemplation** (thinking about making a change): In this stage, people seek out information about the problematic behaviour and become more aware of the possible problems associated with it. They will speak to others about the problem and brainstorm possible solutions. These individuals are now ready to move to the preparation stage.

- **Preparation/decision** (getting ready to make a change): In this stage, people make a commitment to change the problematic behaviour, believing they can make the change. They have become knowledgeable about how to go about making the behaviour change and about the benefits resulting from it. They devise a plan for practising the new behaviour. These people are ready to move to the action stage.
- **Action** (making the change): People in this stage initiate their plan for making a behaviour change. They find ways to stay motivated, which may include seeking support from others. They attempt to control the triggers of the problematic behaviour and give themselves ways to stay focused on the healthy behaviour. The new behaviour will begin to substitute the unhealthy behaviour. Some people may incorporate a personal reward program for sticking with the action plan.
- **Maintenance** (working at keeping the change): In this stage, people's actions are similar to those in the action stage, but people are engaged in the new behaviour for a minimum of six months. During this stage, people are focused on committing to their action plan and not going back to their previous behaviour.



Learning Activity 2.1: Physical Activity Experiences: Stages of Change Questionnaire

This learning activity will help you to evaluate your level of fitness.

1. Read the following five statements and choose the one that best describes your current situation.
 - A. I am not physically active and I do not plan on becoming so in the next six months.
 - B. I am not physically active, but I recognize I am inactive and have thought about changing.
 - C. I am physically active once in a while, but have been thinking about specific physical activities in which I would like to begin participation in the near future.
 - D. I am participating in physical activity most days of the week, but have only done this regularly within the last six months.
 - E. I participate in physical activity every day and have kept up this practice for more than six months.

continued

Learning Activity 2.1: Physical Activity Experiences: Stages of Change Questionnaire (continued)

2. Match your response with the corresponding Stage of Change:
 - A = Pre-contemplation
 - B = Contemplation
 - C = Preparation/decision
 - D = Action
 - E = Maintenance

3. Complete the following questionnaire. Each row has two reflective questions. The first question relates to your Grade 11 physical activity experiences. The second question asks you to think about how you will manage your Grade 12 physical activity experiences.

Physical Activity Experiences Questionnaire		
Reflective Questions	The Past Year	This Year
<ul style="list-style-type: none"> ■ What physical activities did you enjoy in the past? ■ What physical activities will you do or would you like to try during the Grade 12 course? 		
<ul style="list-style-type: none"> ■ Where on the Stages of Change continuum were you last year with respect to physical activity behaviour? ■ Is your starting point different at the beginning of this Grade 12 course? Why or why not? 		
<ul style="list-style-type: none"> ■ What were your most significant barriers to change last year? ■ What barriers do you predict you will encounter throughout this course? 		
<ul style="list-style-type: none"> ■ What were your primary physical activity goals last year? ■ What are your main physical activity goals for the time you take this course? 		
<ul style="list-style-type: none"> ■ What made your last year's physical activity goals successful or not successful? ■ What would help you to be successful in reaching your physical activity goals this year? 		

continued

Learning Activity 2.1: Physical Activity Experiences: Stages of Change Questionnaire (continued)

Physical Activity Experiences Questionnaire		
Reflective Questions	The Past Year	This Year
<ul style="list-style-type: none"> ■ How do you feel your fitness changed through your fitness/activity involvement last year? ■ What aspects of fitness do you want to focus on throughout this course? 		
<ul style="list-style-type: none"> ■ What did you do to stay motivated to be physically active throughout the last year? ■ What motivational strategies will you try throughout this course? 		
<ul style="list-style-type: none"> ■ How did your values regarding an active lifestyle change last year? ■ How important will an active lifestyle be for you after completing this course? 		

As your responses will differ from those of other students, no answer key is provided for this learning activity.

Why Should You Write Your Goals?

There are many good reasons to write down goals. Think of a list of goals as being like any other list. For example, people prepare shopping lists to help them to **remember** to buy the things they need.

Have you ever seen a sale item that got you out to the mall, and then you left the mall with everything else but that item? Just as writing lists can help you to **save time and money**, so can writing goals.

Writing lists can also help you with your relationships. Have you ever forgotten to do something that you promised to do for a friend? How did that feel? How did it affect your friendship? Writing lists helps you to **fulfill your commitments**. It is like goal setting; it **gives you confidence** and it gives others confidence in you.

So, if one of your commitments is to change your personal fitness level, writing a list of your goals will get you started.

Why Do So Few People Set Goals?

Most experts agree that goal setting is a powerful tool. This being the case, why do so few people set goals? Some experts estimate that only five to ten percent of people think about their goals regularly, and only one to three percent of people have clear, written goals (Time Thoughts).

Reasons why people choose not to set goals include the following:

- They don't know what they want (lack of goals).
- They don't know how to set goals or don't plan how to achieve them.
- They don't have goals; they have wishes.
- They are afraid of change.
- They make excuses that form personal barriers.
- They get frustrated, discouraged, or overwhelmed (too many goals, too big, too slow).

Stay focused and motivated by setting clear and precise goals. Use your Plan and your Logs as hands-on goal-setting practice.

Steps to Setting and Achieving Goals

A goal is simply a stated dream with a deadline. We all have goals. Some centre on acquiring material things (e.g., a car, a snowmobile). Some goals involve doing or learning new things (e.g., writing a book, painting a picture, taking a winter vacation, learning a new sport, taking courses). Still other goals have to do with self-improvement (e.g., exercise regularly, get a different job, eat more healthy foods) or with improving relationships. These are all great goals, but many people never reach them because they have not made a plan to achieve them.

Here are some steps that can help you achieve your health- and fitness-related goals.

1. **Use the SMART method to help you set your goals.** You have probably heard about SMART goals in the past. In simple terms, goals should be **specific, measurable, attainable, realistic, and time-framed**. Here is a quick review:
 - Be as **specific** as you can about what you want to accomplish. For example, stating that your goal is to eat more healthfully is too vague. Instead, specify that you will eat seven to ten servings of fruit and vegetables daily. This way, you know exactly what you need to change and by how much. By doing this, you have also made your goal **measurable**.



- Break down your goals into achievable smaller goals that will help you achieve your final goal in stages. This makes your goals **attainable**. The stages can serve as checkpoints for you to see how you are progressing and whether the smaller goals need to be reset. When you know whether you have exceeded your expectations or are beginning to fall behind, you can make the necessary adjustments. When you are changing your physical activity patterns, it is important to write your experiences and thoughts in your Physical Activity Logs.
 - If you are having a hard time achieving your goals, it may be because they are not **realistic**. In other words, your goals may be too high, or you might be trying to achieve them too quickly. Unrealistic goals are counterproductive and discouraging. Ask your learning partner's opinion, and consider revising your goals.
 - Give your goals a **time frame** by assigning a realistic time for completing each goal.
2. **Review your Physical Activity Plan and your Physical Activity Logs.** Establish a timeline for the goals you set. The timeline may be influenced by the smaller goals that you have set for yourself. It is very important to set a particular time frame for each goal. This will keep you focused on the actions you set for yourself and provide you with a way to assess your progress in terms of achieving the goal. Create visual reminders of your goals and place them where you will see them every day. Keep in mind that your reasons for choosing your goals were important to you, and they moved you to devise a plan to accomplish them.
 3. **Prepare yourself for obstacles or barriers.** The obstacles you face while working toward your goals may be emotional. For example, you may feel frustrated that people are not supporting you. You may feel discouraged that the expected changes are not happening quickly enough. Feelings of frustration or discouragement are natural reactions. Adjusting the small goals may help ease the emotional reaction. It is important to stay committed to your goals and not to lose hope.
 4. **Reward yourself.** As you achieve each small goal, reward yourself in some way for a job well done.



Learning Activity 2.2: Steps to Goal Setting

In this learning activity, you will consider your physical activity and fitness goals and the best way to accomplish them. Reflect on each of the following goal-setting steps or strategies and write down the actions you will take:

1. Decide on and identify your goals. (Remember to state specific goals that are measurable.) Why are these goals important to you?
2. What steps will you need to take in order to reach your goals and to identify the indicators of success? How will you know you have reached your goals?
3. Whom could you enlist for support, and how do you think the person(s) could assist you?
4. Set the target dates for the completion of your goals. (If you have broken down your long-term goal into smaller goals, then establish the target dates for them as well.)
5. What reminders or motivators will you create for yourself to help you stick to your timelines?
6. What are some obstacles that could impede your progress toward reaching your goals, and what plan could you devise for overcoming them? What will you do if you are not reaching the desired level of success in realizing your plan?
7. How will you reward yourself for achieving each goal?

If you find these questions helpful, you may want to use them with future goals. As your responses will differ from those of other students, no answer key is provided for this learning activity.

Summary

In this lesson, you reviewed the Stages of Change model and reflected on your current physical activity level. You compared your past year's physical activity experiences with the physical activities you are planning for Grade 12. Finally, you set SMART goals to achieve your new plans.

LESSON 2: HEALTH AND FITNESS TRENDS

Introduction

Fitness development in North America is a multi-billion dollar per year industry. Success in the industry demands that market research be conducted to identify health and fitness trends that will influence practices, products, and services. By analyzing the data collected, stakeholders in the fitness business are able to determine current and future trends and, thereby, more effectively meet the demands of the increasing population interested in exercise, fitness, and overall health.

In this lesson, you will have the opportunity to investigate and analyze current health and fitness trends. You will also have the opportunity to predict future trends and suggest ways of addressing them. Key concepts beyond specific fitness development may include active living and sustainable development.

After completing this lesson, you will show an understanding of

- health and fitness practices that are in constant change, affecting quality of life
- how trends reflect a general change/development or direction in an area being studied
- the influence of trends on lifestyle opportunities and choices

You will also be able to

- examine current trends in health and fitness

Health and Fitness Trend Predictions

Each year, leaders in the area of health and fitness determine general trends in the fitness industry based upon various sources of data. Two important groups that conduct extensive surveys are the American College of Sports Medicine (ACSM) and the American Council on Exercise (ACE).

American College of Sports Medicine (ACSM)

ACSM is the largest sports medicine and exercise science organization in the world. Its members are dedicated to promoting and enhancing physical performance, fitness, health, and quality of life worldwide.

The surveys conducted by ACSM identify trends that can be found in a variety of environments in which health and fitness services and programming are provided. This includes commercial gyms, fitness retailers, medical and other clinical environments, and recreation and community program environments. Data is collected from experts around the world. The trends identified in the surveys are based on information provided by highly respected fitness professionals. The ultimate goal of identifying the trends is to determine and implement solutions to them.



Based on the findings from its international surveys, ACSM identified the top 20 fitness trend predictions for 2014 (“Survey Predicts Top 20 Fitness Trends for 2014”). High Intensity Interval Training was ranked as the number 1 worldwide fitness trend in 2014. To see the rest of the trend predictions, visit the ACSM website at www.acsm.org/about-acsm/media-room/news-releases/2013/10/25/survey-predicts-top-20-fitness-trends-for-2014.

Childhood obesity has become such an important trend that it is a topic of discussion and program development worldwide. Reversing this trend has become a high priority in many parts of the world, including Manitoba. For example, Manitoba has taken steps by increasing the time allocated to physical education/health education and making it a required course in all grades, from Kindergarten to Grade 12. In addition, all schools in Manitoba are required to develop their own nutrition policies to promote healthier eating options (Healthy Child Manitoba, *Manitoba School Nutrition Handbook*). These initiatives came about as a result of the recommendations of the Healthy Kids, Healthy Futures All-Party Task Force, reported in 2005 in *Healthy Kids, Healthy Futures: Task Force Report*.

American Council on Exercise (ACE)



ACE is a non-profit organization that promotes the benefits of physical activity and protects against unsafe and ineffective fitness products and instruction. ACE’s annual fitness trends are identified on its website. For ACE’s “Top Ten Fitness Trends for 2010,” see www.acefitness.org/article/2843/.



Assignment 2.2: Fitness Trend Predictions and Analysis

In this assignment, you will choose **one** of two options:

- **Option A:** Describe one or two fitness trends that you think will become popular or that will lose popularity quickly.
- **Option B:** Describe one or two fitness trends that you think could easily be abused to take advantage of people.

The assignment details and criteria can be found in the Assignments section at the end of this module.

Summary

In this lesson, you examined various health and fitness trends. Keep in mind that trends rise and fall in popularity, and that it is important to investigate claims before committing to new trends. The next lesson will look more closely at the myths and misconceptions that surround fitness and exercise.

Notes

LESSON 3: EXERCISE AND FITNESS MYTHS AND MISCONCEPTIONS

Introduction

There are many myths, misconceptions, and untruths related to exercise and fitness development, some of which have been around for many years. Manufacturers and advertisers of fitness products are aware of these myths and use them to sell their products.

In this lesson, you will research exercise and fitness myths and determine how they are used to confuse and mislead people. By investigating the myths, you can increase your knowledge and understanding of fitness development and take another step toward becoming an informed citizen.

After completing this lesson, you will show an understanding of

- myths and misconceptions about exercise and fitness development
- how applying accurate information and reliable practices optimizes the benefits of any exercise or fitness program
- how exercise and fitness myths are perpetuated in the media and by product advertisers

You will also be able to

- demonstrate understanding of fitness myths and misconceptions and how they are used in advertising

Assessing the Reliability of Exercise and Fitness Claims

Myths and misleading notions about exercise and how the body responds to exercise thrive in the world of fitness development. Some of the myths are based on misunderstandings of what really happens in the body, and some are loosely based on facts that are misinterpreted or misunderstood. While some myths are harmless, others are extremely dangerous.



Learning Activity 2.3: Exercise and Fitness Development Investigation: Fact or Myth?

The following chart contains some common statements related to exercise and fitness development. Some statements are true, and some reflect misconceptions.

1. For each statement, indicate whether it is a fact or a myth. As you work through the self-test, you can immediately compare your answers to the explanations provided in the Learning Activity Answer Key at the end of this module. Carefully read the feedback for each statement.
2. After taking the self-test, write a paragraph about your knowledge of fitness facts and myths. Which statement in the self-test most surprised you?

Exercise and Fitness Development Investigation: Fact or Myth?		
Fitness Statement	Fact (True)	Myth (False)
No pain, no gain.		
"Spot" reducing is possible.		
Females will develop large muscles with resistance training.		
Muscle will turn to fat when exercising stops.		
Steroid use is the best way to develop massive muscles.		
We should train abdominals every day.		
Stretching prevents injuries.		
During training, we can eat anything.		
Low-intensity aerobic exercise is the best way to lose fat.		
Running a certain distance burns the same number of calories as walking the same distance.		
Holding weights during a walk or a run increases the exercise benefits.		
Exercise burns lots of calories and offsets a high-calorie treat.		
A person cannot be fit and overweight.		
Exercise is a waste of time unless it is intense and done for a long time.		

continued

Learning Activity 2.3: Exercise and Fitness Development Investigation: Fact or Myth? (continued)

Exercise and Fitness Development Investigation: Fact or Myth?		
Fitness Statement	Fact (True)	Myth (False)
Morning is the best time to exercise.		
Never swim after you eat.		
Only athletes exercise.		
Exercise is dangerous.		
Exercise is not enjoyable.		
Having the right equipment and clothing is necessary to become fit.		
Wearing a sweatsuit in the sauna helps burn more fat.		
Eating carbohydrates will make me fat.		

Summary

This lesson exposed several myths about fitness and physical activity. The next lesson will continue the investigation into fitness myths, specifically the myths and misconceptions that arise from fitness advertising.

Notes

LESSON 4: HEALTH AND FITNESS ADVERTISING

Introduction

It is important to be critical of the advertising associated with many of the health and fitness products available. You must be able to determine which advertisements are based on facts and research, and which make claims based on incomplete or inaccurate information. Manufacturers selling some fitness products base their advertising on the myths surrounding fitness development. Advertisers are very clever and creative with their “pitches,” making the advertised products seem amazing and revolutionary. The end result is that they make their sales, and the uninformed, trusting customer is often left with inferior products that may, but likely will not, live up to expectations.

This lesson focuses on the advertising of health and fitness products. You will have the opportunity to examine and assess advertisements for health and fitness products and learn how to identify the language of advertising to avoid disappointment and deception (fraud).

After completing this lesson, you will show an understanding of

- how advertising is used to promote and sell products and services
- the importance of using accurate information in evaluating advertising claims
- how advertisers use multiple strategies to sell their products and services

You will also be able to

- identify strategies used in advertising to promote and sell products

Evaluating Advertising Claims*

Deceitful advertisers can claim that their exercise products offer quick, almost effortless ways to shape up, keep fit, and/or lose weight. These claims are unsupported. The reality is that making changes to your body takes effort. The only way to reap the benefits of an active healthy lifestyle is to do the necessary work, to “suck it up,” rather than be “sucked into” products and services based on myths.

* Source of adaptation: Federal Trade Commission. “Pump Fiction: Tips for Buying Exercise Equipment.” Nov. 2003. *FTC Facts for Consumers*. www.ftc.gov/bcp/edu/pubs/consumer/products/pro10.shtm.

Some key elements found in advertisements should alert you to the possibility of false advertising. When detecting key elements such as the following, you should become wary of questionable exercise products:

- **Easy, effortless, and fast:** Machines and other devices that are advertised as “guaranteeing” the user certain results in a short time should be ignored. The benefits of exercise cannot be stored, and the body needs time to adapt and change. In other words, change comes with time and effort. Advertisements that promise easy or effortless results are simply false.
- **“Spot” reducing:** One of the most appealing claims, yet also one of the most false claims, is that a product can reduce the fat from a particular part of the body. The most popular body parts targeted by these advertisements are the buttocks, hips, and stomach. Achieving a major change in appearance requires sensible eating and regular exercise that works the whole body.
- **Faster than others:** The claims that one machine will produce results faster than other similar machines is difficult to evaluate, especially when there are no independent scientific studies to substantiate the claims. Arguably, any equipment that helps a person exercise several major body parts will likely burn more calories than equipment that works only one body part. Everyone responds to exercise differently. Finding the right frequency, intensity, time/duration, and type (FITT) of exercise is the key.
- **The fine print:** If there is fine print, even in a television commercial, then there is something the advertisement is trying to hide. Sometimes the fine print mentions a diet or “program” that must be used in conjunction with the equipment. Even if it doesn’t, remember that diet and exercise together are much more effective for weight loss than either diet or exercise alone.
- **Testimonials:** Be wary of verbal or visual testimonials such as “before” and “after” pictures from “satisfied” customers. Their experiences are not typical, which is why their testimonials are being used. Just because one person has had success doesn’t mean someone else will get the same results. Many of the “customers” are paid by the companies, and the endorsements, whether they are from consumers, celebrities, or star athletes, don’t mean the equipment is right for you. Another consideration is that, with current technology, pictures can easily be altered. In fact, some before and after pictures are not even of the same person.
- **Final total cost:** The advertised cost of a product usually does not include shipping and handling fees, sales tax, and delivery and set-up fees. Determine the final cost of the purchase by calculating the terms of purchase (e.g., “Three easy payments of . . .” or “Pay only \$49.95 a month.”). Inquire about all the monetary details before ordering a product.

- **Guarantees and warranties:** Get details on warranties, guarantees, and return policies before making a purchase. Some guarantees (e.g., “30-day money-back guarantee”) may not be as good as you were led to believe if you have to pay shipping on a large, bulky piece of equipment you want to return.

Online Resource

The saying that “you can’t always believe what you read (or see)” is definitely true in today’s ever-changing world of marketing and social media. Keep in mind that false “before” and “after” photos are used to support stories of a product’s success.



For an article that helps inform consumers of the false advertising that we frequently see, refer to the following website:

Dixon, Andrew. “Seduced by the Illusion: The Truth About Transformation Photos.” 24 July 2013, 23 Sept. 2013. *Huffington Post Healthy Living*. www.huffingtonpost.com/andrew-dixon/weight-loss-secrets_b_3643898.html (29 Sept. 2015).



Learning Activity 2.4: Ad Analysis

In this learning activity, you will test your knowledge of advertising claims with actual advertisements.

Look for fitness or health ads displayed in magazines, in newspapers, on posters, or on the Internet, and examine the ads critically. For two of the fitness or health ads you find, identify

- the source displaying the ad
- the product or service being sold
- the consumer demographic being targeted
- the method used to sell the product or service (e.g., language, sexuality, testimonial)
- the claims made (expected benefits)
- the dubious claims made (if any)
- the cost and payment options presented

continued

Learning Activity 2.4: Ad Analysis (continued)

Conclude your analysis by stating whether or not you think the product or service is a worthwhile fitness investment. Be sure to explain your reasoning.

As your responses will differ from those of other students, no answer key is provided for this learning activity.

Summary

In this lesson, you examined the methods advertisers use to promote and sell exercise, fitness, and health products and services. You may find it useful to keep this lesson in your personal records to assist you with any future fitness-related purchase.

LESSON 5: BECOMING AN INFORMED FITNESS CONSUMER

Introduction

A **consumer** is a person who purchases or uses goods and services. When someone buys or uses products or services intended for physical activity or fitness development, the person becomes a fitness consumer.

The Canadian health and fitness club industry is large and growing.

A fitness consumer is faced with having to make a number of choices and decisions. The first decision relates to the required products or services. Secondary decisions have to do with where and when to acquire the goods and services. What an individual can acquire depends largely on the resources available.

Having as much knowledge as possible about the products and services being considered for purchase allows the consumer to make the best purchasing decisions. The informed consumer also needs to be aware of the factors that influence these decisions.

This lesson focuses on helping you to become a critical and effective consumer, which involves evaluating physical fitness products and services. You will have the opportunity to investigate major fitness products and services and develop skills to help you become an informed consumer.

After completing this lesson, you will show an understanding of

- how some advertising of physical fitness products and services can be misleading
- the many fitness goods and services that are available to consumers
- how you can educate yourself prior to making a buying decision
- how health and fitness trends affect the availability of consumer products and services

You will also be able to

- examine influences on the decisions that fitness consumers make related to fitness products and services
- analyze key factors to be considered when purchasing fitness products and/or services

Choosing and Buying Fitness Equipment

To make effective purchasing decisions, the fitness consumer must be informed about many aspects of fitness development. Knowledge is the key to consumer power. Combining knowledge and understanding about personal needs, habits, and goals, fitness planning, exercise equipment, and facilities will lead to educated decision making. This knowledge and information should be considered when evaluating fitness products and services.

Fitness products include exercise equipment and props, monitoring devices, and “performance” clothing and footwear. Fitness services include access to fitness centres, information and education, personal trainers, and specialty classes and programs. Fitness products and services constitute a multi-billion dollar per year industry in Canada.

Physical fitness can be developed and maintained without the use of any equipment, let alone the variety of expensive products and services available. Fitness products and services are extensively advertised and readily available, however, and many of them can be effective.

Buying exercise products may seem simple, but a thorough investigation into the products under consideration is essential. Some products are very expensive due to the research involved in designing and creating them. Many people buy expensive products based on brand names or the assumption that the products will make exercising easier and more convenient.

Initially, individuals may make regular use of the fitness equipment they purchase, but after a period of time, the product may become little more than an awkward and expensive “clothes rack.” Before investing in equipment, people need to understand the financial and lifestyle commitment associated with it.

Considerations for Buying Fitness Equipment*

The Federal Trade Commission (FTC) suggests that individuals consider the following tips before buying fitness equipment:

- **Determine your exercise goals.** Whether your goal is to build strength, increase flexibility, improve endurance, or enhance general health, consider a fitness program that meets your personal requirements. Overall fitness and health can be achieved through a variety of physical activities as part of an active healthy lifestyle, and may not require the use of special equipment.

* Source of adaptation: Federal Trade Commission (FTC). “Avoiding the Muscle Hustle: Tips for Buying Exercise Equipment.” Nov. 2003. *FTC Consumer Alert*. www.ftc.gov/bcp/edu/pubs/consumer/alerts/alt113.shtm.

- **Determine your level of commitment.** Exercising at home may sound appealing, but unless you are properly motivated to use your equipment regularly, it will just take up space. Before buying expensive equipment, look into your schedule. Plan to set aside some time daily or weekly for physical activity, and follow through with the plan.
- **Evaluate the equipment before buying.** Fitness equipment is manufactured for the general population; therefore, the equipment must be fully adjustable to suit individual body characteristics. The machine or equipment should be sturdy, smooth, and easy to use. When shopping for fitness equipment, go to the store dressed for exercise, and give the equipment a full workout. Measure the area at home where you will put the equipment and note all dimensions (length, width, height). In addition, consider questions such as the following:
 - Will the equipment need a source of power?
 - How heavy is it?
 - Is noise a factor?
 - Are you paying for features you will not need?
 - Will the equipment need assembly?
 - What maintenance will it require?
 - What are the safety considerations?
- **Evaluate the advertising claims.** Some companies make unreasonable and outrageous claims to entice you into buying their product. False or misleading claims are common in the fitness industry. People who are desperately looking for quick fixes to problems that have taken years to develop often make rash and misinformed decisions. If a claim sounds almost too good to be true, it likely is! Check out product reviews. The reviews may point out specific trouble areas for a piece of equipment that may cause difficulties once the equipment is brought home.
- **Shop around.** Much of the advertised fitness equipment is available at local sporting goods, department, or specialty stores. Shop around for the best price. Before you buy any equipment, do the following:
 - Determine the total cost, including shipping and handling, sales tax, delivery, and set-up fees.
 - Obtain the details on warranties, guarantees, and return policies from the retailer and the manufacturer.
 - Investigate the seller's and manufacturer's customer service and support capabilities. Inquire as to whom you can call if repairs or replacement parts are needed.
 - Try the toll-free telephone numbers provided with the equipment to see whether help is truly accessible.

Fitness equipment can often be purchased from second-hand stores, at yard sales, or through classified advertisements in local newspapers. Items bought second-hand are usually not returnable and do not have the warranties of new equipment. Buy wisely.

Equipment Choices

Some common equipment for aerobic exercise, strength training, and other miscellaneous fitness training is identified below.

Aerobic Equipment (Cardiorespiratory and Muscular Endurance)	Strength Training Equipment (Muscular Strength and Endurance)	Miscellaneous Fitness Equipment (Training, Core and Flexibility)
<ul style="list-style-type: none"> ■ Treadmills ■ Stationary bicycles ■ Ski machines ■ Steppers/climbers ■ Elliptical trainers ■ Rowing machines ■ Aerobic riders 	<ul style="list-style-type: none"> ■ Free weights ■ Multi-station machines ■ Bands and tubing ■ TRX (total body resistance exercise) systems 	<ul style="list-style-type: none"> ■ Heart-rate monitors ■ Pedometers ■ Stability balls ■ Specialized equipment (e.g., medicine balls, agility ladders, balance boards) ■ Fitbit trackers ■ Accelerometers ■ Apps (e.g., MapMyRun, Nike+Running)

Many other fitness gadgets and gimmicks are available on the market. These items, often advertised on television infomercials, are not always of the highest quality and may not deliver on their claims.

It is important to spend the necessary time investigating the exercise equipment being considered for purchase and commit to using the equipment before buying it. After making the purchase, you should take the steps needed to protect the investment and follow the manufacturer's maintenance suggestions. It will be easier to sell equipment that is in good condition, should the equipment no longer be needed or wanted.

Exercise Clothing and Footwear

Having the right clothing and footwear for a chosen activity is important, and sometimes critical. Knowing what the activity demands will be and wearing the right clothing and shoes to meet those demands are important aspects of being an informed fitness consumer.

What we wear during an activity can contribute to the activity itself. A well-fitting, well-designed, and activity-appropriate outfit can make the difference between a pleasant activity experience and a negative one.

Every aspect of “performance” or activity clothing, from underwear and socks to outerwear, has been designed in relation to managing and controlling moisture (perspiration and rain), temperature, and wind. Some clothing absorbs moisture, some repels moisture, and some moves or wicks moisture. Still other clothing is created to keep a person cool during activity, or to hold in warmth.

The movement of air also creates challenges for clothing designers. Usually, breathable fabrics are desired by consumers, but sometimes non-breathable fabrics are needed.

Special footwear, specifically designed for a given activity, is available for virtually every activity and sport. Many people purchase footwear that is not designed for the uses it will actually serve. Running footwear is not intended for walking, and walking footwear is not intended for hiking. Tennis footwear is designed differently from volleyball footwear because of the varying movement demands.

When selecting fitness equipment and other products, you need to keep in mind the purposes for which they are intended.

Considerations for Evaluating a Fitness Centre

When deciding on a fitness centre, consumers need to consider criteria such as the following:

■ Price

- Do the membership fees or user fees fit your budget?
- Does the centre offer monthly or seasonal memberships or only long-term memberships? If the centre does not allow a trial period or short-term memberships, consider another facility.
- Can a friend accompany a member occasionally for a user fee?

■ Facility

- Are you able to tour the centre at the intended time of use?
- Are the facilities clean and well-maintained?
- Does the equipment look up to date and well-maintained?
- Are the exercise areas uncluttered and safe?
- Do the members follow safe and hygienic practices?
- Is there appropriate signage for rules and procedures?
- Does the centre offer other appealing facilities (e.g., sauna, whirlpool)?
- What on-site services are available (e.g., towels, hair dryers)?

- **Staff**
 - Does the centre have enough staff to work with clients?
 - Can you book a staff member to assist with education and programming?
 - Do the staff members have fitness leader certification?
 - Does the staff offer clients a personal fitness assessment and is there an initial medical inquiry?
 - Is the centre supervised at all times?
- **Programming**
 - Does the centre offer a variety of fitness programming, such as aerobics, spinning, yoga, and other classes?
 - Are the classes a part of the membership or are participants required to pay additional fees for them?
 - Does the centre have all the machines and free weights needed for personal fitness programming?
- **Satisfaction**
 - How long has the centre been in business? Check out the centre through the local Better Business Bureau or check online for customer satisfaction.
 - What do former customers say about the centre?
- **Convenience**
 - Is the centre conveniently located for you?
 - Is the centre accessible by public transportation? Is there ample parking?
 - Are the hours of operation suitable?
 - How crowded is the facility at the time of intended use?
 - Is there enough equipment to keep wait time to a minimum?

Online Resource



Manitoba Fitness Council. Home Page. www.manitobafitnesscouncil.ca (29 Sept. 2015).

The Manitoba Fitness Council (MFC) promotes the benefits of physical activity and provides resources that can help you to evaluate a fitness centre and protect against unsafe and ineffective fitness products and instruction. The MFC website includes a list of questions that you can ask about a facility before you join. Look for fitness trends that are safe and have been proven effective.



Assignment 2.3: Evaluating Fitness Equipment or a Fitness Centre

In this assignment, you have the option of evaluating either a piece of physical fitness equipment or a fitness centre. The assignment details and criteria can be found in the Assignments section at the end of this module.

Summary

In this lesson, you examined a number of decisions that fitness consumers make related to fitness products and services. It is important to conduct enough research and consider your options before purchasing any sort of fitness products and/or services.

Notes

MODULE 2 SUMMARY

Congratulations! You have finished the second module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 2 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 2 assignments and organize your material in the following order:

- Module 2 Cover Sheet (found at the end of the course Introduction)
- Assignment 2.1: Module 2 Physical Activity Log
- Assignment 2.2: Fitness Trend Predictions and Analysis
- Assignment 2.3: Evaluating Fitness Equipment or a Fitness Curve

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Module 2 Review Questions

You should also be able to answer the following questions from the lessons in Module 2. If you can't answer them, return to the lesson content and review the exercises.

Lesson 1

1. Why do goals need to change over time?
2. How can effective goal setting increase success in changing health-related behaviours?
3. What are the steps to, or reasons for, goal setting?
4. How can physical fitness and health-related behaviours be improved within a person's lifestyle?

Lesson 2

1. What is a trend?
2. What is a current health and/or fitness trend?
3. How are trends used to address issues and interests?
4. How have the trends in health and fitness changed in the last few years?

Lesson 3

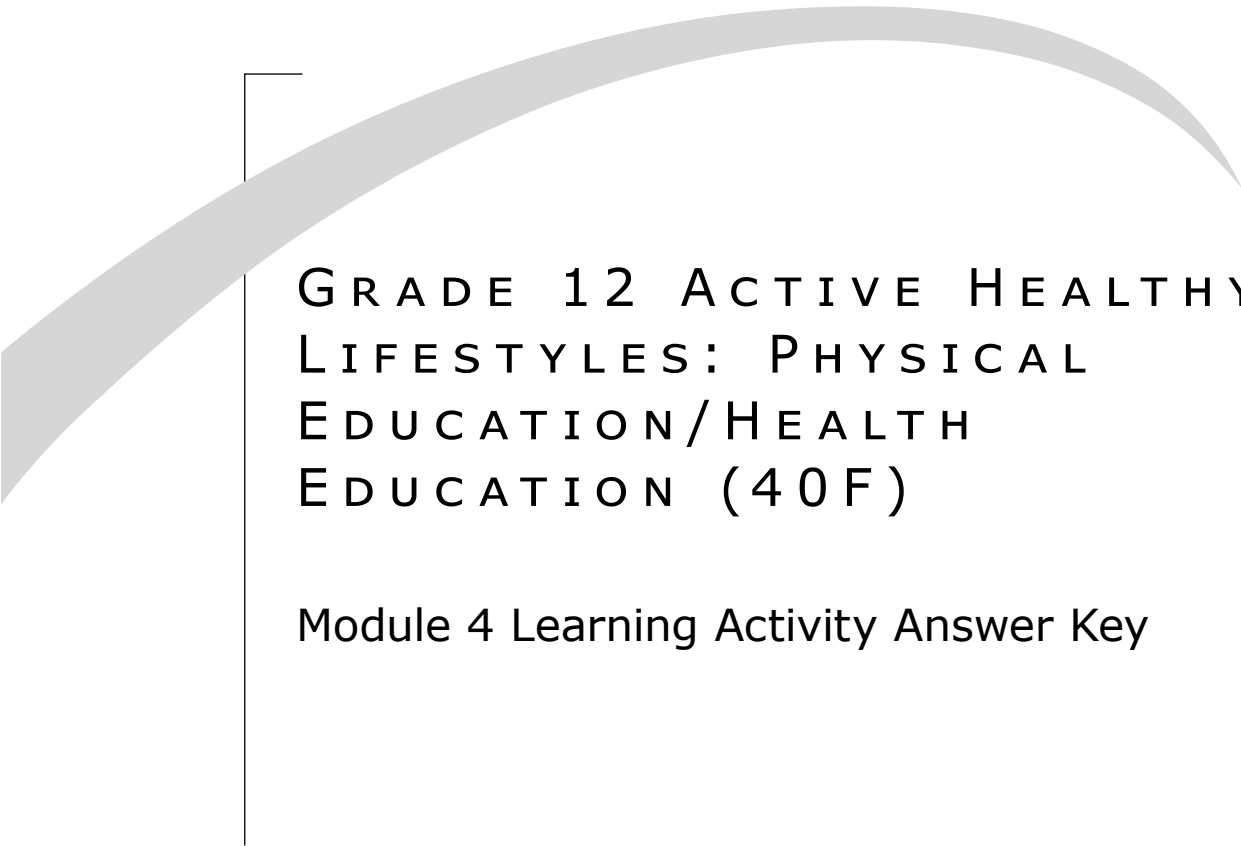
1. What are some common exercise and fitness myths?
2. Where can a person obtain reliable and accurate exercise and fitness information?
3. Why do exercise and fitness myths and misconceptions persist?

Lesson 4

1. What strategies and ploys are used to sell exercise, fitness, and health products and services?
2. Why do advertisers make product claims, and what types of claims do they make?
3. How do advertisers address the FITT (frequency, intensity, time, type) principle when advertising their fitness and exercise products?

Lesson 5

1. What influences your consumer decisions?
2. How do you determine whether a physical fitness product and/or fitness centre will help you to achieve your physical activity goals safely and effectively?
3. How can you become an informed consumer?
4. What protection does a consumer have?



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Module 2 Learning Activity Answer Key

MODULE 2 LEARNING ACTIVITY ANSWER KEY



Learning Activity 2.1: Physical Activity Experiences: Stages of Change Questionnaire

This learning activity helped you to evaluate your level of fitness. You read five statements and chose the one that best described your current physical activity situation, matching your response with the corresponding Stage of Change. You also answered a set of reflective questions related to your Grade 11 physical activity experiences and your plans to manage your physical activity experiences in Grade 12.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 2.2: Steps to Goal Setting

In this learning activity, you considered how best to accomplish your physical activity and fitness goals by reflecting on a list of goal-setting steps or strategies and writing down the actions you plan to take. If you found the questions in this learning activity helpful, you may want to use them with future goals.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 2.3: Exercise and Fitness Development Investigation: Fact or Myth?

For this learning activity, you reviewed some common statements related to exercise and fitness development and indicated whether each statement was a fact (true) or a myth (false). Carefully read the feedback for each statement below.

Myth: No pain, no gain.

Fact: *Exercise should never hurt, and it does not have to hurt to be effective. When we begin an exercise program we may experience some muscle soreness, but that is quite different from pain. Pain is an indicator that something is wrong and requires attention. Muscle soreness after exercise even has a name: DOMS (delayed onset muscle soreness). This soreness comes from using improper exercise techniques and improperly applying the principles of training. It will go away after a few days. In fact, as their bodies become fitter and adapt to increasing intensity levels, many people feel only minor muscle soreness, or none at all.*

Myth: “Spot” reducing is possible.

Fact: *Many people think that if they concentrate exercise on a specific muscle group, the layers of fat over that particular area will gradually disappear, but this perception is false. The body does not use the body fat covering the muscles being used. The body uses fat in a pattern that is determined by our genes, age, and hormones. Overall body fat must be reduced to lose fat in any particular area.*

Myth: Females will develop large muscles with resistance training.

Fact: *Weight lifting or any form of resistance training is essential for both men and women to maintain their muscle tissue. Strong muscles and bones help minimize the risk of disabilities and diseases such as osteoporosis. Increasing muscle size for both men and women takes years of highly specialized and intense training. It is extremely difficult for women to increase muscle size because they lack the hormone testosterone (having approximately one-third that of men), which makes it easier for men to accomplish this adaptation to exercise. Many of the muscular women seen in magazines acquire their muscle through a program of steroid use and hormone manipulation. Females can achieve significant increases in strength without the concern about increased muscle size.*

continued

Learning Activity 2.3: Exercise and Fitness Development

Investigation: Fact or Myth? (continued)

Myth: Muscle will turn to fat when exercising stops.

Fact: This myth resurfaces repeatedly. In reality, muscle cells and fat cells are completely different in structure and function. A muscle cell cannot become a fat cell, and vice versa. If muscle did convert to fat through disuse, everyone who has ever had a cast due to a broken bone would find a fat mass once the cast was removed. On the contrary, the limb is actually smaller due to atrophy of the muscle tissue through disuse.

Myth: Steroid use is the best way to develop massive muscles.

Fact: Use of steroids is a dangerous way to increase muscle mass, as it has been linked to numerous health issues, such as acne, alteration of sex organs, and some forms of cancer, to name a few. While it may take a little longer to increase muscle mass with a balanced eating plan, proper rest, and a well-designed resistance-training program, this approach is much safer than developing muscle mass with steroid use.

Myth: We should train abdominals every day.

Fact: The abdominal muscle group responds to exercise the same way that all other muscles in the body respond. Every exercised muscle needs time to rebuild and recover from exercise, and the abdominal group is no different. The muscles of the core (abdominals and back) are activated during most activities as stabilizers for a desired action. Therefore, the abdominal muscles need only be exercised two to three times per week.

Myth: Stretching prevents injuries.

Fact: Stretching helps maintain or increase flexibility of the joints so that skills performed at a fast pace can easily move through a greater range of motion. Studies indicate, however, that most injuries occur within the normal range of motion. Calzadilla reports that, after evaluating the results from six studies, “researchers at the U.S. Centers for Disease Control and Prevention could not find any correlation between stretching and injury prevention . . . Warming up prior to exercise and increasing blood flow to the muscles is actually more conducive to injury prevention [than stretching].”

Reference

Calzadilla, Raphael. “10 Fitness Myths Exposed!” *Diet and Fitness Blog*. 20 Feb. 2008. *eDiets.com*. <http://blog.ediets.com/2008/02/10-fitness-mythsexposed.html> (3 Sept. 2010).

continued

Learning Activity 2.3: Exercise and Fitness Development

Investigation: Fact or Myth? (continued)

Myth: During training, we can eat anything.

Fact: The only way to have an active and healthy lifestyle is to follow a healthy physical activity program and eat a healthy diet. When following an exercise or activity plan, it is important to eat in a way that supports the activity. The type and intensity of activity may necessitate an increase or a decrease in certain nutrients. By exercising, we increase our caloric expenditure slightly, but not enough to forgo the principles of healthy eating. Rewarding ourselves for reaching a goal is certainly a reasonable action, but taking anything to excess is a recipe for disaster.

Myth: Low-intensity aerobic exercise is the best way to lose fat.

Fact: Low-intensity aerobic exercise is often valued for its fat-burning characteristic and, therefore, its importance for weight management. Although low-intensity aerobic exercise favours fat as an energy source, increasing the intensity of exercise makes the greatest difference when it comes to fat loss. To lose body fat, we need to expend more calories per day than we consume. Higher intensity exercises expend more calories per unit of time. The secret to fat loss is to create a slight imbalance in favour of expenditure over consumption on a daily basis, and fat loss will gradually take place. A reasonable rate of fat loss that does not drastically compromise a person's lifestyle is about half a kilogram to one kilogram per week. A difference of 500 calories per day represents a loss of half a kilogram per week.

Myth: Running a certain distance burns the same number of calories as walking the same distance.

Fact: Based on the findings of a group of Syracuse University researchers, "we now know the relative NCB [net calorie burn] of running a mile in 9:30 versus walking the same mile in 19:00. [The] male subjects [in the research study] burned 105 calories running, 52 walking; the women, 91 and 43. That is, running burns twice as many net calories per mile as walking. And since you can run two miles in the time it takes to walk one mile, running burns four times as many net calories per hour as walking" (Burfoot).

Reference

Burfoot, Amby. "How Many Calories Are You Really Burning?" *Nutrition and Weight Loss*. 18 July 2005. *Runner's World*. www.runnersworld.com/article/0,7120,s6-242-304-311-8402-0,00.html?cm_mmc=nutrition- -2007_11_22- -nutrition- -Post-Feast%20Run%20vs%20Post-Feast%20Stroll (7 Sept. 2010).

continued

Learning Activity 2.3: Exercise and Fitness Development Investigation: Fact or Myth? (continued)

Myth: Holding weights during a walk or a run increases the exercise benefits.

Fact: Some people carry light, hand-held weights when they walk or run. Others strap weights around their ankles. This practice slows people down, thus reducing the benefits gained from the aerobic exercise. Also, the weight added is so small that it has little strength-building benefits.

Myth: Exercise burns lots of calories and offsets a high-calorie treat.

Fact: Exercise actually burns few calories relative to the calories consumed in some food portions (e.g., one milk chocolate bar = 250 calories = 30 minutes of singles tennis). A basic calorie-burning guideline is that heavier people burn more calories than lighter individuals for the same amount of work. According to William Evans of the University of Arkansas for Medical Sciences, “studies show that after people lose weight, the best predictor of maintaining the weight loss is whether they exercise regularly” (Liebman).

References

Liebman, Bonnie. “Exploding Ten Exercise Myths.” *Nutrition Action Healthletter* (Jan./Feb. 2000): n.p. Available on the Center for Science in the Public Interest website at www.cspinet.org/nah/2_00/ten_myths04.html (3 Sept. 2010).

Nutribase. *Exercise Calorie Expenditures*. <http://nutribase.com/exercala.htm> (3 Sept. 2010). This website provides charts indicating how many calories may be expended while performing a range of activities (sorted by activities and intensity levels).

Myth: A person cannot be fit and overweight.

Fact: Individuals who are overweight or obese can have good cardiovascular health as long as they remain active and possess a reasonable level of fitness. Being overweight does not prevent the fitness development response to exercise training.

Myth: Exercise is a waste of time unless it is intense and done for a long time.

Fact: According to the Canadian Society for Exercise Physiology, adolescents should try to get at least 60 minutes of moderate to vigorous physical activity each day to stay healthy or to improve health (*Canadian Physical Activity Guidelines*). Exercising or training too much is very time-consuming and may cause a state of overtraining, which is counter to a healthy lifestyle. Every activity done at a moderate to vigorous intensity level will contribute to overall health and can be accumulated in as little as 10-minute bouts.

Reference

Canadian Society for Exercise Physiology. *Canadian Physical Activity Guidelines*. www.csep.ca/guidelines (4 Jan. 2013).

continued

Learning Activity 2.3: Exercise and Fitness Development

Investigation: Fact or Myth? (continued)

Myth: Morning is the best time to exercise.

Fact: *There is no one best time to exercise. It comes down to a matter of preference. Some people are at their best in the morning, while others fit in exercise at lunchtime or after school or work. Fitting exercise into a busy day is the main issue. The only caution may be not to exercise too close to bedtime. The body requires some time to return to a resting state.*

Myth: Never swim after you eat.

Fact: *This myth suggests the possibility of suffering severe muscle cramping and drowning from swimming on a full stomach. While it is true that the digestive process diverts the circulation of the blood toward the stomach and, to a certain extent, away from the muscles, the fact is that drowning caused by swimming on a full stomach has not been substantiated. As with any exercise after eating, swimming right after a big meal might be uncomfortable, but it won't cause drowning.*

Myth: Only athletes exercise.

Fact: *More and more people are deciding to begin an exercise or activity program. Athletes exercise specifically to improve their ability to succeed in their chosen sport. Non-athletes most often exercise to improve or maintain general health and fitness and to experience the many positive feelings associated with physical activity.*

Myth: Exercise is dangerous.

Fact: *While no activity is without its dangers, the benefits of exercise far outweigh the risks. Weight lifting, for example, can lead to injuries, usually resulting from inexperience, improper form, or doing too much too soon. Such injuries are usually avoidable. Anyone beginning an exercise program after being sedentary should do so slowly, beginning with low intensity and frequency and gradually increasing it. The body will adapt to the new stresses over time, making it possible to exercise harder more frequently.*

Myth: Exercise is not enjoyable.

Fact: *One of the points of exercise is to enjoy the act of moving our arms, legs, and whole body—muscles, bones, joints, lungs, and heart. You may remember that feeling of enjoyment from childhood, when active play and running were part of every day. As we age, we continue to be physical persons who can find expression in physical action. Movement lets us enjoy life in a physical way.*

continued

Learning Activity 2.3: Exercise and Fitness Development

Investigation: Fact or Myth? (continued)

Myth: Having the right equipment and clothing is necessary to become fit.

Fact: Having equipment to exercise is definitely not a requirement. Calisthenics exercises, such as curl-ups or push-ups using body weight, provide opportunities for great workouts, with the freedom to exercise anywhere and at any time, while costing nothing. Although exercise clothing is comfortable and fashionable, it is not needed for activity participation. The most important thing about exercise is doing it. Find a way to be active and healthy, and fitness benefits will follow.

Myth: Wearing a sweatsuit in the sauna helps burn more fat.

Fact: Many people mistakenly believe that weight loss equals fat loss. People continue to wear sweatsuits or garbage bags during exercise or in saunas in order to lose weight quickly. In this case, weight loss is water loss that will be gained back as soon as the individuals eat or drink again. This myth comes mainly from wrestling and boxing where there may be a need to shed a few pounds to make a weight class. Sweating through methods other than exercise for the purpose of weight loss is unhealthy. Sweating to lose weight poses many dangers, such as overheating (heatstroke), extreme loss of electrolytes (kidney damage/death), and cardiovascular-related emergencies.

Myth: Eating carbohydrates will make me fat.

Fact: This myth confuses fat with weight. For every gram of carbohydrates stored in the body, the body also stores two to three grams of water. If a person depletes the stored carbohydrates by 100 grams, the body will also rid itself of approximately 200 to 300 grams of water. This is the basis for low-carbohydrate diets and why dieters are urged to drink more water than usual to avoid dehydration. Dieters falsely believe that they are losing fat on their diet as their weight is decreasing, when they are actually losing water weight. Once these dieters go off their diet, the body will quickly store the lost carbohydrates along with the required water, making it appear as though the weight (fat) has all returned. Hence the belief that carbohydrates make a person fat.

All food contains at least one of the three energy nutrients: carbohydrates, fats, or proteins. Carbohydrates and proteins supply four calories per gram, while fat supplies nine calories per gram. Health Canada recommends six or seven servings of grain products per day for teens (*Eating Well with Canada's Food Guide 2*).

References

Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007.

———. *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis*. Ottawa, ON: Health Canada, 2007.

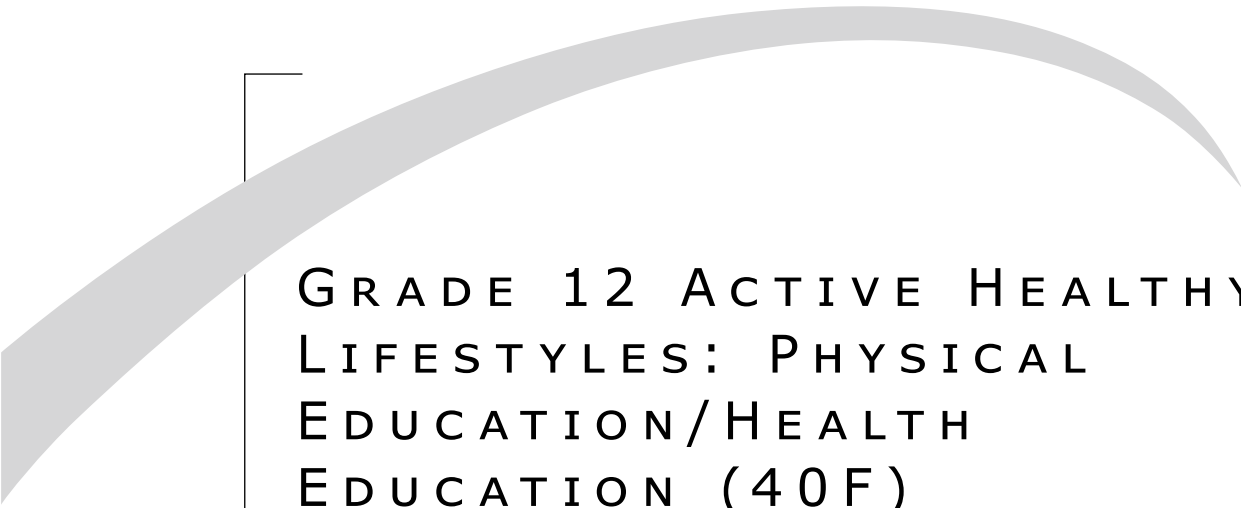
These guides are available online at www.hc-sc.gc.ca/fn-an/foodguide-aliment/index_e.html.



Learning Activity 2.4: Ad Analysis

In this learning activity, you tested your knowledge of advertising claims by finding and critically examining actual fitness or health ads, explaining whether you thought the advertised products or services were a worthwhile fitness investment.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Module 2 Assignments

MODULE 2 ASSIGNMENTS



Assignment 2.1: Module 2 Physical Activity Log



It is now time for you to begin recording your physical activities into your Physical Activity Log. By this point, you should have contacted your tutor/marker to discuss your Physical Activity Plan and your safety and risk-management measures for your selected activities. This was Assignment 1.3. If you have not already telephoned your tutor/marker, please do so now. You were provided with your tutor/marker's name and phone number when you registered for this course. If you can't find this information, contact the Distance Learning Unit at 1-800-465-9915.

This assignment consists of two parts:

- Part A: Recording Your Log
- Part B: Wellness Journal

Every time you perform a physical activity from your Physical Activity Plan you need to record

- the types of physical activities in which you participated
- the date you engaged in physical activities
- the amount of time (hours and fractions of hours) you spent participating in activities of various intensity
 - During **light activities**, you begin to notice your breathing, but talking is fairly easy.
Examples: walking on a level surface (3 to 5 km/hour), bowling, golfing
 - During **moderate activities**, your heart rate and breathing increase and you can hear yourself breathe, but you can still talk.
Examples: brisk walking, bicycling (less than 15 km/hour), skateboarding, curling
 - During **vigorous activities**, your heart rate and breathing increase to a level where it is difficult to talk.
Examples: jogging, swimming, shovelling snow, climbing, cross-country skiing

continued

Assignment 2.1: Module 2 Physical Activity Log (continued)

Part A: Recording Your Log



To record your **Module 2 Physical Activity Log**, use the chart found on the next page. Alternatively, if you have access to the Internet, you can download one of the following two online Logs to complete your Log electronically. Both Logs are available in the learning management system (LMS).

- Physical Activity Log: Generic Calendar
- Physical Activity Log: Independent Study

Before completing your Log, review the **Practice Physical Activity Log Sample** in Learning Activity 1.1 (in Module 1, Lesson 1).

continued



Module 2 Physical Activity Log (Grade 12)

Before you begin to record your physical activities in your Physical Activity Log,

- you **must** have a telephone conversation with your tutor/marker to discuss your Physical Activity Plan
- your Plan **must** be approved by your tutor/marker

Logged hours will not be accepted if the telephone conversation and approval have not occurred.

Name _____

- I have submitted my Physical Activity Plan (Assignment 1.2) and discussed it with my tutor/marker (Assignment 1.3).
- My Plan was approved on _____ (insert date).
- I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			

continued

Module 2 Physical Activity Log (Grade 12) *(continued)*

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____ Date _____

Student signature _____ Date _____

Assignment 2.1: Module 2 Physical Activity Log (continued)

When you have completed your Module 2 Physical Activity Log, record your times for each intensity level (light, moderate, and vigorous). Then add up those times to get your total time. This Log, like the two other Logs in this course, should list **at least 27 hours of physical activity**. A **minimum of 19 hours** must be in the **moderate** or **vigorous** zone. All three Logs combined will total at least 80 hours, which is the goal for this course.

Assignment 2.1: Module 2 Physical Activity Log, Part A: Recording Your Log—Criteria

1. Specify your name.
 2. Record the dates on which you were physically active.
 3. Include the activity description for each day that you were physically active.
 4. Identify the intensity level and duration of activity for each day that you were physically active.
 5. Add the total time at each activity level.
 6. Add the total time at all activity levels (**at least 27 hours**).
 7. Sign the Log.
 8. Record the date on which you complete the Log.
 9. Have your parent/guardian sign the Log.
 10. Record the date on which your parent/guardian completed it.
-

Part B: Wellness Journal

Now respond to the four questions in the Module 2 Wellness Journal, found on the following pages.

continued

Notes

Module 2 Wellness Journal (Grade 12)

Name _____ Date _____

What behaviours/influences are helping me to achieve, or preventing me from achieving, my physical activity goals?

START	STOP	CONTINUE
-------	------	----------

1. What do I need to **start** doing (or revise) to help me reach my physical activity goals? Why?

2. What do I need to **stop** doing that is preventing me from reaching my physical activity goals? Why?

continued

3. What do I need to **continue** doing to help me reach my physical activity goals?
Why?

4. For this submission I am very proud of . . .

Assignment 2.1: Module 2 Physical Activity Log (continued)

Assignment 2.1: Module 2 Physical Activity Log, Part B: Wellness Journal—Criteria

1. Provide answers to all four questions.
 2. Provide answers that respond directly to the question.
 3. Ensure your answers are clear.
 4. Ensure your answers are written in a way that makes sense.
 5. Provide (for questions 1 to 3) an answer to the question, “Why?”
-



Remember, if your assignment does not meet the above criteria, your tutor/marker will have to send it back for you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

Remember that you will be logging your physical activities throughout this course. So, once you have completed this Module 2 Log, immediately start completing the Module 3 Log, which is found at the end of Module 3.



Assignment 2.2: Fitness Trend Predictions and Analysis

For this assignment, choose **one** of the following two options.

Option A: Will Fitness Trend Gain or Lose Popularity?



Choose and describe one or two fitness trends that you think will become popular or that will fade in popularity quickly. Use the Internet to research various trends, or speak to people in your community (e.g., a physical education/health education teacher). Some examples of current fitness trends are hot yoga, Tough Mudder, and CrossFit. Explain your reasoning.

continued

Assignment 2.2: Fitness Trend Predictions and Analysis (continued)

Assignment 2.2: Fitness Trend Predictions and Analysis, Option A: Will Fitness Trend Gain or Lose Popularity?— Criteria:

1. Name the fitness trend(s) that you think will become popular.
 2. Describe the fitness trend(s) in detail.
 3. Discuss why you think people will like or not like the fitness trend(s).
 4. Explain in detail why you think the fitness trend(s) will become popular or why the trend(s) will fade in popularity quickly.
-

Option B: Could Fitness Trend Take Advantage of People?

Committing to a fitness program is challenging and requires true dedication and effort. As a result, there are many opportunities for unscrupulous people to take advantage of people's desire to be fit without effort. This leads to false claims and rip-offs.

Choose and describe one or two fitness trends that you think could easily be abused to take advantage of people. Explain your reasoning.

Assignment 2.2: Fitness Trend Predictions and Analysis, Option B: Could Fitness Trend Take Advantage of People?— Criteria:

1. Name the fitness trend(s) that you think could easily be abused to take advantage of people.
 2. Describe the fitness trend(s) in detail.
 3. Explain why you think people will buy into the fitness trend(s).
 4. Explain how you think people are being taken advantage of.
-



Assignment 2.3: Evaluating Fitness Equipment or a Fitness Centre

In this assignment, you have the option of evaluating either a piece of physical fitness equipment or a fitness centre.

Option A: Evaluating Fitness Equipment

- Select a particular piece of fitness equipment.
- Create a magazine review of the equipment. This review should be directed to fitness consumers and should assist them in deciding on their purchase.

Assignment 2.3: Evaluating Fitness Equipment or a Fitness Centre, Option A: Evaluating Fitness Equipment—Criteria

1. Name the company or manufacturer that has developed the selected fitness equipment.
2. Describe the purpose of the equipment.
3. Explain how this particular equipment compares with products offering similar benefits.
4. Explain whether or not the equipment is a worthwhile investment. Use criteria from the Considerations for Buying Fitness Equipment section in Lesson 5, Module 2.
5. Include images/pictures to enhance the visual interest of your review.

Option B: Evaluating a Fitness Centre

- Select a particular fitness centre.
- Create a magazine review of the fitness facility. The review should be directed to fitness consumers and should assist them in deciding on whether to apply for membership at the facility.

continued

Assignment 2.3: Evaluating Fitness Equipment or a Fitness Centre (continued)

Assignment 2.3: Evaluating Fitness Equipment or a Fitness Centre, Option B: Evaluating a Fitness Centre—Criteria

1. Name the fitness centre and specify its location.
 2. Describe the services offered at the fitness centre, and any available fitness equipment, facilities, or programs.
 3. Explain whether membership at this fitness centre is or is not a worthwhile investment. Use criteria from the Considerations for Evaluating a Fitness Centre section in Lesson 5, Module 2.
 4. Include images/pictures to enhance the visual interest of your review.
-



Remember, if your assignments do not meet the specified criteria, your tutor/marker may ask you to redo them. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

MODULE 2 SUMMARY

Congratulations! You have finished the second module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 2 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 2 assignments and organize your material in the following order:

- Module 2 Cover Sheet (found at the end of the course Introduction)
- Assignment 2.1: Module 2 Physical Activity Log
- Assignment 2.2: Fitness Trend Predictions and Analysis
- Assignment 2.3: Evaluating Fitness Equipment or a Fitness Curve

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Module 2 Review Questions

You should also be able to answer the following questions from the lessons in Module 2. If you can't answer them, return to the lesson content and review the exercises.

Lesson 1

1. Why do goals need to change over time?
2. How can effective goal setting increase success in changing health-related behaviours?
3. What are the steps to, or reasons for, goal setting?
4. How can physical fitness and health-related behaviours be improved within a person's lifestyle?

Lesson 2

1. What is a trend?
2. What is a current health and/or fitness trend?
3. How are trends used to address issues and interests?
4. How have the trends in health and fitness changed in the last few years?

Lesson 3

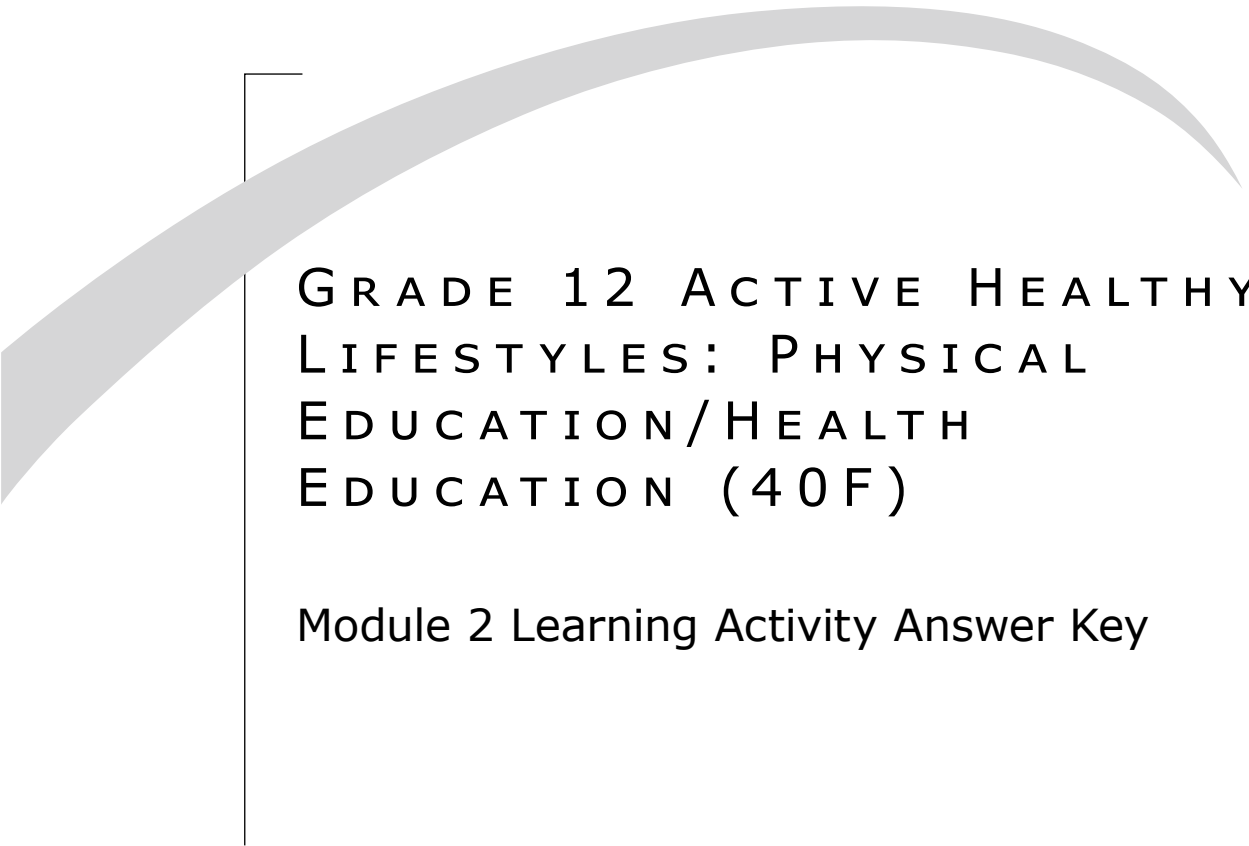
1. What are some common exercise and fitness myths?
2. Where can a person obtain reliable and accurate exercise and fitness information?
3. Why do exercise and fitness myths and misconceptions persist?

Lesson 4

1. What strategies and ploys are used to sell exercise, fitness, and health products and services?
2. Why do advertisers make product claims, and what types of claims do they make?
3. How do advertisers address the FITT (frequency, intensity, time, type) principle when advertising their fitness and exercise products?

Lesson 5

1. What influences your consumer decisions?
2. How do you determine whether a physical fitness product and/or fitness centre will help you to achieve your physical activity goals safely and effectively?
3. How can you become an informed consumer?
4. What protection does a consumer have?



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Module 2 Learning Activity Answer Key

MODULE 2 LEARNING ACTIVITY ANSWER KEY



Learning Activity 2.1: Physical Activity Experiences: Stages of Change Questionnaire

This learning activity helped you to evaluate your level of fitness. You read five statements and chose the one that best described your current physical activity situation, matching your response with the corresponding Stage of Change. You also answered a set of reflective questions related to your Grade 11 physical activity experiences and your plans to manage your physical activity experiences in Grade 12.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 2.2: Steps to Goal Setting

In this learning activity, you considered how best to accomplish your physical activity and fitness goals by reflecting on a list of goal-setting steps or strategies and writing down the actions you plan to take. If you found the questions in this learning activity helpful, you may want to use them with future goals.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 2.3: Exercise and Fitness Development Investigation: Fact or Myth?

For this learning activity, you reviewed some common statements related to exercise and fitness development and indicated whether each statement was a fact (true) or a myth (false). Carefully read the feedback for each statement below.

Myth: No pain, no gain.

Fact: *Exercise should never hurt, and it does not have to hurt to be effective. When we begin an exercise program we may experience some muscle soreness, but that is quite different from pain. Pain is an indicator that something is wrong and requires attention. Muscle soreness after exercise even has a name: DOMS (delayed onset muscle soreness). This soreness comes from using improper exercise techniques and improperly applying the principles of training. It will go away after a few days. In fact, as their bodies become fitter and adapt to increasing intensity levels, many people feel only minor muscle soreness, or none at all.*

Myth: “Spot” reducing is possible.

Fact: *Many people think that if they concentrate exercise on a specific muscle group, the layers of fat over that particular area will gradually disappear, but this perception is false. The body does not use the body fat covering the muscles being used. The body uses fat in a pattern that is determined by our genes, age, and hormones. Overall body fat must be reduced to lose fat in any particular area.*

Myth: Females will develop large muscles with resistance training.

Fact: *Weight lifting or any form of resistance training is essential for both men and women to maintain their muscle tissue. Strong muscles and bones help minimize the risk of disabilities and diseases such as osteoporosis. Increasing muscle size for both men and women takes years of highly specialized and intense training. It is extremely difficult for women to increase muscle size because they lack the hormone testosterone (having approximately one-third that of men), which makes it easier for men to accomplish this adaptation to exercise. Many of the muscular women seen in magazines acquire their muscle through a program of steroid use and hormone manipulation. Females can achieve significant increases in strength without the concern about increased muscle size.*

continued

Learning Activity 2.3: Exercise and Fitness Development

Investigation: Fact or Myth? (continued)

Myth: Muscle will turn to fat when exercising stops.

Fact: This myth resurfaces repeatedly. In reality, muscle cells and fat cells are completely different in structure and function. A muscle cell cannot become a fat cell, and vice versa. If muscle did convert to fat through disuse, everyone who has ever had a cast due to a broken bone would find a fat mass once the cast was removed. On the contrary, the limb is actually smaller due to atrophy of the muscle tissue through disuse.

Myth: Steroid use is the best way to develop massive muscles.

Fact: Use of steroids is a dangerous way to increase muscle mass, as it has been linked to numerous health issues, such as acne, alteration of sex organs, and some forms of cancer, to name a few. While it may take a little longer to increase muscle mass with a balanced eating plan, proper rest, and a well-designed resistance-training program, this approach is much safer than developing muscle mass with steroid use.

Myth: We should train abdominals every day.

Fact: The abdominal muscle group responds to exercise the same way that all other muscles in the body respond. Every exercised muscle needs time to rebuild and recover from exercise, and the abdominal group is no different. The muscles of the core (abdominals and back) are activated during most activities as stabilizers for a desired action. Therefore, the abdominal muscles need only be exercised two to three times per week.

Myth: Stretching prevents injuries.

Fact: Stretching helps maintain or increase flexibility of the joints so that skills performed at a fast pace can easily move through a greater range of motion. Studies indicate, however, that most injuries occur within the normal range of motion. Calzadilla reports that, after evaluating the results from six studies, “researchers at the U.S. Centers for Disease Control and Prevention could not find any correlation between stretching and injury prevention . . . Warming up prior to exercise and increasing blood flow to the muscles is actually more conducive to injury prevention [than stretching].”

Reference

Calzadilla, Raphael. “10 Fitness Myths Exposed!” *Diet and Fitness Blog*. 20 Feb. 2008. *eDiets.com*. <http://blog.ediets.com/2008/02/10-fitness-mythsexposed.html> (3 Sept. 2010).

continued

Learning Activity 2.3: Exercise and Fitness Development

Investigation: Fact or Myth? (continued)

Myth: During training, we can eat anything.

Fact: The only way to have an active and healthy lifestyle is to follow a healthy physical activity program and eat a healthy diet. When following an exercise or activity plan, it is important to eat in a way that supports the activity. The type and intensity of activity may necessitate an increase or a decrease in certain nutrients. By exercising, we increase our caloric expenditure slightly, but not enough to forgo the principles of healthy eating. Rewarding ourselves for reaching a goal is certainly a reasonable action, but taking anything to excess is a recipe for disaster.

Myth: Low-intensity aerobic exercise is the best way to lose fat.

Fact: Low-intensity aerobic exercise is often valued for its fat-burning characteristic and, therefore, its importance for weight management. Although low-intensity aerobic exercise favours fat as an energy source, increasing the intensity of exercise makes the greatest difference when it comes to fat loss. To lose body fat, we need to expend more calories per day than we consume. Higher intensity exercises expend more calories per unit of time. The secret to fat loss is to create a slight imbalance in favour of expenditure over consumption on a daily basis, and fat loss will gradually take place. A reasonable rate of fat loss that does not drastically compromise a person's lifestyle is about half a kilogram to one kilogram per week. A difference of 500 calories per day represents a loss of half a kilogram per week.

Myth: Running a certain distance burns the same number of calories as walking the same distance.

Fact: Based on the findings of a group of Syracuse University researchers, "we now know the relative NCB [net calorie burn] of running a mile in 9:30 versus walking the same mile in 19:00. [The] male subjects [in the research study] burned 105 calories running, 52 walking; the women, 91 and 43. That is, running burns twice as many net calories per mile as walking. And since you can run two miles in the time it takes to walk one mile, running burns four times as many net calories per hour as walking" (Burfoot).

Reference

Burfoot, Amby. "How Many Calories Are You Really Burning?" *Nutrition and Weight Loss*. 18 July 2005. *Runner's World*. www.runnersworld.com/article/0,7120,s6-242-304-311-8402-0,00.html?cm_mmc=nutrition-2007_11_22-nutrition-Post-Feast%20Run%20vs%20Post-Feast%20Stroll (7 Sept. 2010).

continued

Learning Activity 2.3: Exercise and Fitness Development Investigation: Fact or Myth? (continued)

Myth: Holding weights during a walk or a run increases the exercise benefits.

Fact: Some people carry light, hand-held weights when they walk or run. Others strap weights around their ankles. This practice slows people down, thus reducing the benefits gained from the aerobic exercise. Also, the weight added is so small that it has little strength-building benefits.

Myth: Exercise burns lots of calories and offsets a high-calorie treat.

Fact: Exercise actually burns few calories relative to the calories consumed in some food portions (e.g., one milk chocolate bar = 250 calories = 30 minutes of singles tennis). A basic calorie-burning guideline is that heavier people burn more calories than lighter individuals for the same amount of work. According to William Evans of the University of Arkansas for Medical Sciences, “studies show that after people lose weight, the best predictor of maintaining the weight loss is whether they exercise regularly” (Liebman).

References

Liebman, Bonnie. “Exploding Ten Exercise Myths.” *Nutrition Action Healthletter* (Jan./Feb. 2000): n.p. Available on the Center for Science in the Public Interest website at www.cspinet.org/nah/2_00/ten_myths04.html (3 Sept. 2010).

Nutribase. *Exercise Calorie Expenditures*. <http://nutribase.com/exercala.htm> (3 Sept. 2010). This website provides charts indicating how many calories may be expended while performing a range of activities (sorted by activities and intensity levels).

Myth: A person cannot be fit and overweight.

Fact: Individuals who are overweight or obese can have good cardiovascular health as long as they remain active and possess a reasonable level of fitness. Being overweight does not prevent the fitness development response to exercise training.

Myth: Exercise is a waste of time unless it is intense and done for a long time.

Fact: According to the Canadian Society for Exercise Physiology, adolescents should try to get at least 60 minutes of moderate to vigorous physical activity each day to stay healthy or to improve health (*Canadian Physical Activity Guidelines*). Exercising or training too much is very time-consuming and may cause a state of overtraining, which is counter to a healthy lifestyle. Every activity done at a moderate to vigorous intensity level will contribute to overall health and can be accumulated in as little as 10-minute bouts.

Reference

Canadian Society for Exercise Physiology. *Canadian Physical Activity Guidelines*. www.csep.ca/guidelines (4 Jan. 2013).

continued

Learning Activity 2.3: Exercise and Fitness Development

Investigation: Fact or Myth? (continued)

Myth: Morning is the best time to exercise.

Fact: *There is no one best time to exercise. It comes down to a matter of preference. Some people are at their best in the morning, while others fit in exercise at lunchtime or after school or work. Fitting exercise into a busy day is the main issue. The only caution may be not to exercise too close to bedtime. The body requires some time to return to a resting state.*

Myth: Never swim after you eat.

Fact: *This myth suggests the possibility of suffering severe muscle cramping and drowning from swimming on a full stomach. While it is true that the digestive process diverts the circulation of the blood toward the stomach and, to a certain extent, away from the muscles, the fact is that drowning caused by swimming on a full stomach has not been substantiated. As with any exercise after eating, swimming right after a big meal might be uncomfortable, but it won't cause drowning.*

Myth: Only athletes exercise.

Fact: *More and more people are deciding to begin an exercise or activity program. Athletes exercise specifically to improve their ability to succeed in their chosen sport. Non-athletes most often exercise to improve or maintain general health and fitness and to experience the many positive feelings associated with physical activity.*

Myth: Exercise is dangerous.

Fact: *While no activity is without its dangers, the benefits of exercise far outweigh the risks. Weight lifting, for example, can lead to injuries, usually resulting from inexperience, improper form, or doing too much too soon. Such injuries are usually avoidable. Anyone beginning an exercise program after being sedentary should do so slowly, beginning with low intensity and frequency and gradually increasing it. The body will adapt to the new stresses over time, making it possible to exercise harder more frequently.*

Myth: Exercise is not enjoyable.

Fact: *One of the points of exercise is to enjoy the act of moving our arms, legs, and whole body—muscles, bones, joints, lungs, and heart. You may remember that feeling of enjoyment from childhood, when active play and running were part of every day. As we age, we continue to be physical persons who can find expression in physical action. Movement lets us enjoy life in a physical way.*

continued

Learning Activity 2.3: Exercise and Fitness Development

Investigation: Fact or Myth? (continued)

Myth: Having the right equipment and clothing is necessary to become fit.

Fact: Having equipment to exercise is definitely not a requirement. Calisthenics exercises, such as curl-ups or push-ups using body weight, provide opportunities for great workouts, with the freedom to exercise anywhere and at any time, while costing nothing. Although exercise clothing is comfortable and fashionable, it is not needed for activity participation. The most important thing about exercise is doing it. Find a way to be active and healthy, and fitness benefits will follow.

Myth: Wearing a sweatsuit in the sauna helps burn more fat.

Fact: Many people mistakenly believe that weight loss equals fat loss. People continue to wear sweatsuits or garbage bags during exercise or in saunas in order to lose weight quickly. In this case, weight loss is water loss that will be gained back as soon as the individuals eat or drink again. This myth comes mainly from wrestling and boxing where there may be a need to shed a few pounds to make a weight class. Sweating through methods other than exercise for the purpose of weight loss is unhealthy. Sweating to lose weight poses many dangers, such as overheating (heatstroke), extreme loss of electrolytes (kidney damage/death), and cardiovascular-related emergencies.

Myth: Eating carbohydrates will make me fat.

Fact: This myth confuses fat with weight. For every gram of carbohydrates stored in the body, the body also stores two to three grams of water. If a person depletes the stored carbohydrates by 100 grams, the body will also rid itself of approximately 200 to 300 grams of water. This is the basis for low-carbohydrate diets and why dieters are urged to drink more water than usual to avoid dehydration. Dieters falsely believe that they are losing fat on their diet as their weight is decreasing, when they are actually losing water weight. Once these dieters go off their diet, the body will quickly store the lost carbohydrates along with the required water, making it appear as though the weight (fat) has all returned. Hence the belief that carbohydrates make a person fat.

All food contains at least one of the three energy nutrients: carbohydrates, fats, or proteins. Carbohydrates and proteins supply four calories per gram, while fat supplies nine calories per gram. Health Canada recommends six or seven servings of grain products per day for teens (*Eating Well with Canada's Food Guide 2*).

References

Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007.

———. *Eating Well with Canada's Food Guide: First Nations, Inuit and Métis*. Ottawa, ON: Health Canada, 2007.

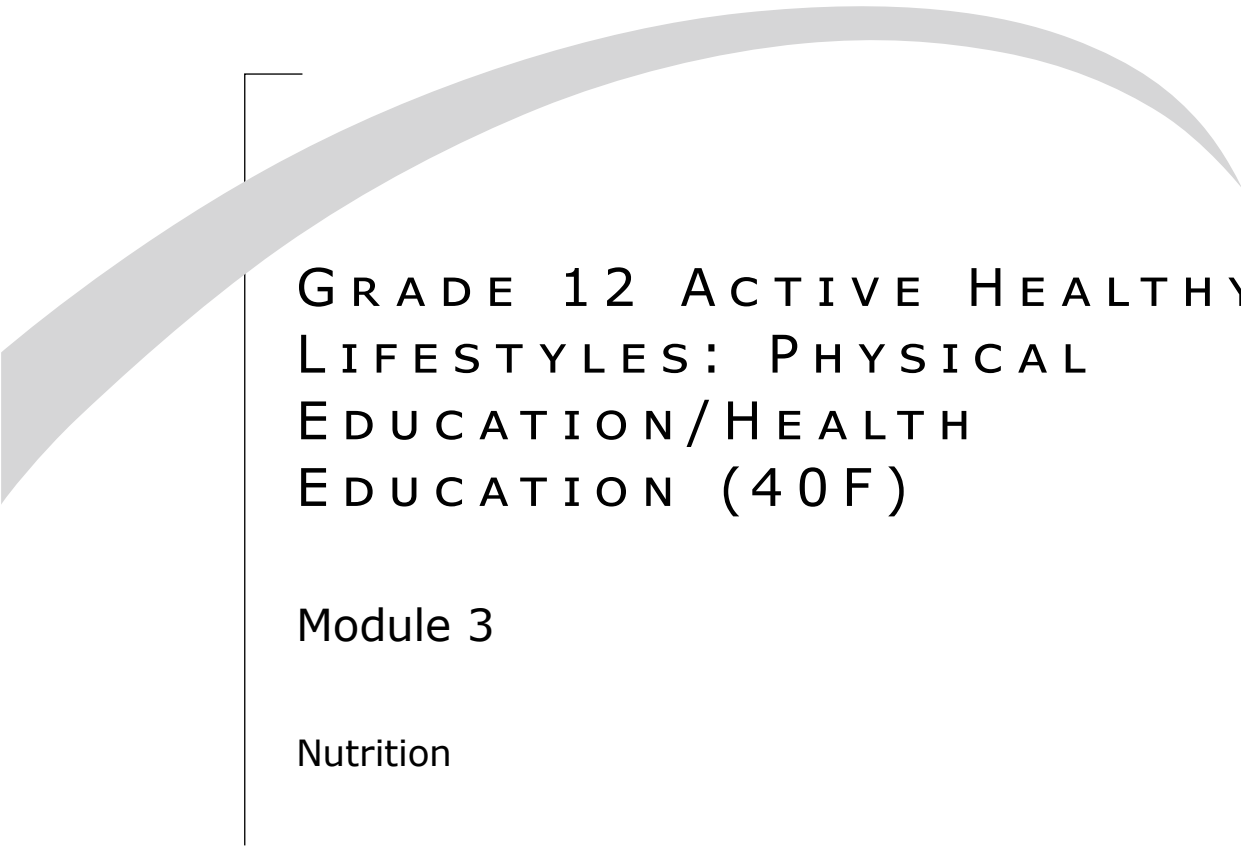
These guides are available online at www.hc-sc.gc.ca/fn-an/foodguide-aliment/index_e.html.



Learning Activity 2.4: Ad Analysis

In this learning activity, you tested your knowledge of advertising claims by finding and critically examining actual fitness or health ads, explaining whether you thought the advertised products or services were a worthwhile fitness investment.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



GRADE 12 ACTIVE HEALTHY LIFESTYLES: PHYSICAL EDUCATION/HEALTH EDUCATION (40F)

Module 3

Nutrition

This module contains the following:

- Introduction
- Lesson 1: Energy Intake
- Lesson 2: Energy Expenditure
- Lesson 3: Energy Balance
- Lesson 4: Food Safety
- Lesson 5: Advertising and Marketing Strategy Influences on Food Purchases
- Lesson 6: Food and Nutrition Myths and Misconceptions Related to Physical Activity and Sport Performance
- Module 3 Learning Activity Answer Key
- Module 3 Assignments
 - Assignment 3.1: Module 3 Physical Activity Log
 - Assignment 3.2: The Balancing Act
 - Assignment 3.3: What's Bugging You?
 - Assignment 3.4: Food Safety Errors: Case Studies

MODULE 3: NUTRITION

Introduction

Perhaps you have heard the expression “you are what you eat.” The food you take into your body can either contribute to your overall health and well-being or lead to a variety of health concerns, such as cardiovascular disease, obesity, osteoporosis, cancer, and diabetes.

This module discusses the importance of balancing your food intake with your energy needs in order to achieve a healthy body weight. It also provides information on how to handle, prepare, and store food safely.

You will also investigate ways to make healthier food choices by developing your understanding of the language and marketing strategies used by the food industry. Along the way, you will examine common myths and misconceptions associated with achieving this balance and explore your own eating habits.



To complete this module, you will need access to *Eating Well with Canada's Food Guide* (Health Canada). The guide is available online at www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php. If you do not have access to the Internet, you can request a copy of the guide by contacting the Distance Learning Unit at 1-800-465-9915.

Assessment

When you complete Module 4, you will submit your Module 3 assignments, along with your Module 4 assignments, to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 3.1	Module 3 Physical Activity Log
3	Assignment 3.2	The Balancing Act
4	Assignment 3.3	What's Bugging You?
	Assignment 3.4	Food Safety Errors: Case Studies

Notes

LESSON 1: ENERGY INTAKE

Introduction

This lesson will reacquaint you with *Eating Well with Canada's Food Guide* (also referred to as *Canada's Food Guide*) and provide you with the opportunity to practise the self-assessment skills you have learned in previous years related to healthy eating. It will offer you the opportunity to develop a healthy eating goal.

After completing this lesson, you will show an understanding of

- the difference between a portion of food and a Food Guide Serving
- how energy needs are higher during adolescence than at any other time of life
- how commercial food portions have distorted consumer perception of reasonable food serving sizes

You will also be able to

- use *Canada's Food Guide* as a resource to guide you in balanced eating
- evaluate a personal food intake using *Canada's Food Guide*



Assignment 3.1: Module 3 Physical Activity Log

It is now time for you to begin recording the data from your Physical Activity Plan using your Module 3 Physical Activity Plan. The assignment details and criteria can be found at the end of this module. You will submit the completed assignment to the Distance Learning Unit when you have finished Module 4. (There is no Log in Module 4.) This means that, as soon as you have completed the Module 3 Physical Activity Log, you should start working on the Module 5 Physical Activity Log.

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Making Healthy Food Choices with *Canada's Food Guide*

The food you eat supplies your body with carbohydrates, fats, proteins, vitamins, minerals, and water—the essential nutrients needed for growth, health, and the daily upkeep of your body. The amount of nutrients you need changes throughout life, but you need an especially large amount during adolescence. During this period, bones and tissues develop rapidly, and blood increases in volume. Learning to make healthy food choices early in life will support the proper growth and development of your body. Eating nutrient-rich foods will also decrease the risk of future health problems.

The best resource for learning about healthy food choices is *Canada's Food Guide*. It provides information about proper food portions, and which foods to favour and which foods to limit.

Food Portions and Food Guide Servings

A **food portion** is the amount of food an individual chooses to eat. The standard amount will change depending on age; for example, a toddler's food portion will be much smaller than an adult's portion, and an adolescent boy's serving of food will likely be larger than that of an adult male.

Canada's Food Guide recommends a different number of daily Food Guide Servings in each food group for males and females at various ages. A **Food Guide Serving** is a standard amount of food in each food group. It helps people compare how much they eat with the amount recommended for their age. Everyone two years of age or older should try to consume the recommended Food Guide Servings each day.

Physical activity increases energy and nutrient requirements. If you are very active, your extra energy needs should ideally come from additional Food Guide Servings, as opposed to junk foods or quick snacks.

Foods to Limit

Canada's Food Guide encourages you to limit foods and beverages that are high in calories, fat, salt or sugar. Items such as soft drinks and potato chips do not contain any significant amount of nutrients and are not a regular part of the eating pattern identified in *Canada's Food Guide*. They may taste good and curb your appetite, but they do not provide your body with many beneficial nutrients.



Learning Activity 3.1: Identifying Food Guide Servings



This learning activity will help you to understand Food Guide Servings, using *Canada's Food Guide* as a reference. The guide is available online at www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php. If you do not have Internet access, you can request a copy of the guide by contacting the Distance Learning Unit at 1-800-465-9915.

Assume the menu items listed in the following chart represent a day's food intake for someone your age. Using *Canada's Food Guide* as your guide, complete the following steps:

1. Indicate the number of Food Guide Servings and the food group(s) each menu item represents.
2. Mark the Foods to Limit column for food items that contain added high fat or sugar components.
3. Calculate the total number of Food Guide Servings consumed from each food group.
4. Enter the number of Food Guide Servings that males and females of your age require from each of the four food groups.

Once you have completed the chart, compare your responses to those provided in the Learning Activity Answer Key found at the end of this module.

continued

Learning Activity 3.1: Identifying Food Guide Servings (continued)

Food Guide Servings Analyzer					
Menu	Food Groups				Foods to Limit
	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	
Breakfast					
2 cups/500 mL bran flakes (approx. 60 g, as per package) with 1 small banana					
1 cup/250 mL 2% milk					
Coffee and 1 tsp./5 mL sugar					
Morning Snack					
Bag of chips					
Lunch					
Whole-wheat bagel (2 hockey pucks)					
2 tbsp./30 mL hummus (1 Ping-Pong ball)					
Veggies (baby carrots and bell pepper strips) (2 light bulbs)					
¾ cup/175 g yogurt					
Afternoon Snack					
Pear (1 tennis ball)					
Chocolate bar					
Dinner/Supper					
2 cups/500 mL beef stew (beef, potatoes, carrots)					
Spinach salad (fist), salad dressing (1 tbsp./15 mL), and whole-wheat dinner roll					
1 tsp./5 mL margarine (thumb-tip)					
Cake					
Café au lait (½ cup/125 mL 2% milk)					
Total					
What foods could this individual add to meet the recommended Food Guide Servings in the food group(s)? Choose one food group to improve: _____ Suggest foods that could be added, and when: _____					



Learning Activity 3.2: The Size of Food Group Servings

Use the following guide to help you visualize the size of food servings.

A Guide to Food Guide Serving Sizes	
Food	What One Serving Looks Like
Vegetables and Fruit	
250 mL (1 cup) salad greens	A baseball
1 medium fruit	A tennis ball
125 mL (½ cup) diced fresh, frozen, or canned fruit	A small computer mouse
Grain Products	
250 mL (1 cup) cold flaked cereal	A baseball
1 pancake	A compact disc (CD)
125 mL (½ cup) cooked rice or pasta	A small computer mouse
½ bagel (45 g)	A hockey puck
1 slice of bread	A cassette tape
Milk and Alternatives	
50 g (1½ oz.) cheese	Four AA batteries
125 mL (½ cup) ice cream	Half a baseball
175 g (¾ cup) milk or yogurt	A tennis ball
Meats and Alternatives	
75 g (2½ oz.) meat, fish, or poultry	A hockey puck
175 mL (¾ cup) cooked legumes (e.g., lentils, beans)	A tennis ball
175 mL (¾ cup) tofu	A deck of cards
30 mL (2 tbsp.) peanut butter	A Ping-Pong ball
Fats	
15 mL (1 tsp.) oil	A quarter
25 mL (1½ tbsp.) salad dressing	Two AA batteries

Referring to the food items listed above, select two foods that you eat regularly. Compare your typical portion size to the recommended Food Guide Serving size. Record this information in the following chart. Do you notice any differences in size between the portion you eat and the Food Guide Serving size? If so, what effects can this have on the body?

Learning Activity 3.2: The Size of Food Group Servings (continued)

Comparison of Portion and Serving Sizes			
My Food Item	My Typical Portion Size	What One Serving Looks Like	Comments

After you have completed your chart, check the example provided in the Learning Activity Answer Key at the end of this module.



Learning Activity 3.3: How Do I Measure Up?

In this learning activity, you will compare your daily food intake with the recommendations in *Canada's Food Guide*.

1. Record, on the chart below, the foods that you ate for one given day.
2. Use *Canada's Food Guide* and the chart from Learning Activity 3.2 to determine the number of Food Guide Servings you ate.
3. Total the number of Food Guide Servings for each food group and compare your findings to the recommended number at the bottom of each column.
4. Answer the follow-up questions. You may wish to discuss these questions with your learning partner.



continued

Learning Activity 3.3: How Do I Measure Up? (continued)

Foods I Ate (For One Day)	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Foods to Limit
Morning					
Snack?					
Midday					
Snack?					
Evening					
Total					
Recommended number of Food Guide Servings per day for males and females (14 to 18 years of age)	M: 8 F: 7	M: 7 F: 6	M: 3-4 F: 3-4	M: 3 F: 2	

How Do You Measure Up?

1. In what food group(s) have you eaten the recommended number of Food Guide Servings?
2. In what food group(s) do you need to consume more food choices to meet recommended eating patterns?

continued

Learning Activity 3.3: How Do I Measure Up? (continued)

3. Choose **one** food group in which to improve your food choices:
 - a. How many more Food Guide Servings do you need to eat to meet your recommended number?
 - b. Review the list of foods you ate. Are there substitutions you can make? Explain.
4. Make a very specific healthy eating goal.
 - a. My healthy eating goal for (food group): _____
 - b. Servings still needed: _____
 - c. Goal: _____

Consider the following:

- What foods will you really eat?
- Where will you be?
- What foods are available?
- What time of day is the plan for?

Example

My healthy eating goal for (food group) *grain products*

Servings still needed: 1

Goal: I will *substitute a small bagel and peanut butter for a bag of chips in the morning.*

5. What might prevent you from acting on your goal?

Think about the following:

- When will you start on your healthy eating goal?
- Where will you be or what will you be doing at this time (e.g., at school, doing homework)?
- What might interfere with this goal? How will you overcome it?
- Should you plan for a snack or a meal?
- Will you **really** do this? If not, go back to Question 4 and write another goal.

As your responses will reflect your individual situation, no answer key is provided for this learning activity.

Summary

This lesson provided you with insight into nutritional food choices and portion size. It is important to follow *Canada's Food Guide* to ensure you are meeting the required daily amount of nutrient-rich foods to help you live a healthy lifestyle.

LESSON 2: ENERGY EXPENDITURE

Introduction

The human body is meant to move. Your muscles, bones, heart, and brain improve through regular activities of daily living and exercise. Lack of regular physical activity puts your health at risk.

Decreased physical activity, combined with an over-consumption of calories, causes the human body to store surplus energy as fat. Any food intake (whether it comes from carbohydrates, fats, or proteins) that results in an overload of calories compared to how much the body burns off during the day is stored as fat.

Canada is facing an obesity epidemic. Overweight and obese populations in Canada are at an increased risk for a variety of chronic health problems. We are now beginning to see diseases that are found in adults appearing in children as well. Canadians can expect to see increasingly younger people suffering from heart disease, stroke, type 2 diabetes, and joint damage. A 2007 report by Canada's Standing Committee on Health states that "today's children will be the first generation for some time to have poorer health outcomes and a shorter life expectancy than their parents" (*Healthy Weight for Healthy Kids 1*).

In this lesson, you will explore the energy expenditure of various levels of physical activity (from resting metabolism to vigorous activity) and the potential impact of physical activity on energy balance and healthy weight.

After completing this lesson, you will show an understanding of

- how the body requires energy for various life-sustaining functions and activities of daily living
- how regular physical activity increases the amount of energy spent each day
- how more energy is expended with vigorous activity than with low- and moderate-intensity activity

You will also be able to

- explore the relationship between food energy intake and energy expenditure
- demonstrate understanding of the relationship between the energy spent in physical activity and healthy weight

Energy in the Body

When we consume plant and animal products, the carbohydrates, fats, and proteins are broken down during digestion, releasing energy and nutrients. Some of the energy from these foods is used immediately for various body functions, and some is stored as energy to be used at a later time.

The chemical energy provided by food is ultimately transformed into mechanical energy. **Mechanical energy** is the capacity to do work (e.g., muscle contraction). As the intensity of work increases, energy requirements also increase. For example, if we exercise at low intensity for 10 minutes, the amount of energy expended will be far less than if we exercise at high intensity for 10 minutes. The use of energy during work is referred to as **energy expenditure** (EE).

When we exercise, we use the energy in food to make the muscles contract, including the heart, and this requires energy. But since we are not perfectly efficient in converting energy into work, we also create heat. Muscle contraction during exercise increases our body temperature, which often makes us sweat to keep from overheating. During exercise, the energy demands of the body increase dramatically, often resulting in significant increases in body temperature.

Energy Balance and Calories

It is important to understand the concept of energy consumed in food, energy spent being active, and the balance between the two.

Energy balance refers to the relationship between energy in (food consumption) and energy out (physical activity).

- **Positive balance** refers to a situation where energy intake from food exceeds energy expenditure from activity (fat gain).
- **Negative balance** refers to a situation where energy expenditure from physical activity exceeds food intake (fat loss).

Energy is measured in units called **calories**. Most of the food we eat contains energy, and everything we do (even sleeping) requires energy. Maintaining healthy body weight means, on average, that the energy consumed through food is approximately equal to the amount of energy expended.

The energy value in food and physical activity is expressed in several forms: kilocalorie (kcal) or Calorie (equal to 1000 calories). (Notice the capital C on Calorie as opposed to the lower case *c* on calorie.)

$$1 \text{ kcal} = 1 \text{ Calorie} = 1000 \text{ calories}$$

In discussing the energy value in food, it is uncommon to use calories (with a lower case c); most references to a specific number of calories actually refer to Calories. The Nutrition Facts panel on food labels measures energy in Calories.

Storing Fat as Energy

The ability to store energy in the form of fat is extremely useful when meals are difficult to come by. Think of your fat deposits as a refrigerator for your body's cells: the energy that you don't need right away is preserved and stored away until it is required. This is a survival method your body uses in case there comes a time when you need more energy.

In addition to functioning as reserve pockets of energy, fat is necessary to

- maintain your body temperature
- build and maintain body tissue and cells
- protect internal organs
- fuel muscle movement

In our society, however, it is easy to overeat and to store an overload of energy. This energy can easily accumulate as excess body fat when there is not enough daily physical activity to burn it off.

Energy Expenditure

The human body spends energy for many different purposes, such as digestion, growth, repair, and physical activity. Regardless of the purpose, the energy expenditure will fall within one of the following categories:

- resting metabolic rate (RMR)
- energy expenditure of activity (EEA)

A detailed description of these categories follows.

Resting Metabolic Rate

Resting Metabolic Rate (RMR) is the amount of energy per minute the body uses to maintain a quiet resting state. This is approximately 1 calorie per minute. Over the course of the day (and night), a person will expend a substantial amount of calories just to maintain the body (1440 minutes in a day \times 1 cal/min. = 1440 cal/day). Approximately 60 to 75 percent of the energy used every day is needed to maintain the essential body functions that sustain life. These functions include nervous system activity, breathing, heart function, maintenance of body temperature (thermoregulation), and hormone activity.

Factors Affecting RMR

Your resting metabolic rate is influenced by a number of factors working in combination, including the following:

- **Age:** Metabolism slows down with age.
- **Sex:** Men tend to be larger and have more muscle tissue than women; therefore men generally have a faster metabolism.
- **Body size:** Larger adults have a higher RMR because they have more metabolically active tissue.
- **Body composition:** Muscle tissue uses more calories than fat, even at rest. The greater the muscle mass in your body, the more calories you will use.
- **Genes:** Metabolic rate may vary due to a genetic predisposition.
- **Growth:** Toddlers and children have a higher RMR related to the energy needs of growth and maintaining body temperature.
- **Hormones and nervous controls:** Hormonal imbalances can influence the pace at which the body burns calories.
- **Environmental temperature:** If temperature is very low or very high, the body has to work harder to maintain a normal temperature, and this increases the RMR.
- **Infection or illness:** RMR increases if the body has to build new tissue or create an immune response to fight infection.
- **Crash dieting, starving, or fasting:** Eating too few calories encourages the body to conserve by decreasing RMR. There can also be a loss of lean muscle, which further contributes to reducing RMR.
- **Physical activity:** Hard-working muscles require extra energy during physical activity (your Plan). Regular physical activity (as recorded in your Log) increases muscle mass, which increases energy consumption, even at rest.
- **Stimulants:** Use of coffee or other stimulants increases energy expenditure at rest. However, this is not a healthy way to lose weight.

Energy Expenditure of Activity

Energy Expenditure of Activity (EEA) is the amount of energy needed to fuel body movement for daily living or exercise. Muscle tissue consumes approximately 20 percent of this energy at rest, but during vigorous exercise, the rate of energy consumption by muscle tissue may go up 50 times or more. Involuntary movements such as fidgeting and posture control also contribute to EEA.

Physical activity can have a dramatic impact on your daily energy expenditure. During heavy physical exertion (vigorous activity), the muscles may burn as much as 1200 cal per hour in a very fit individual. An unfit person may only be able to expend 200 cal per hour, but this is still significant when compared against the resting metabolic rate of 60 cal per hour.

Exercise is an extremely important aspect of the daily energy expenditure equation and the maintenance of energy balance. Exercise also has many other benefits, including building more muscle, stronger bones, and a healthier heart.

The Cost of Being Sedentary

The rising rates of obesity have as much to do with reduced energy expenditure (associated with decreasing levels of physical activity) as with over-consumption of calories. A report from the Canadian Fitness and Lifestyle Research Institute indicates that more than half of young people ages 5 to 17 are not active enough for optimal growth and development.

Canadian adolescents are spending more time using computers, playing video games, and watching television than ever before. In 2007, the federal government's Standing Committee on Health reported that "on average, adolescents in Canada spend almost 35 hours a week in front of a screen, representing more time than in the classroom over the course of the year" (*Healthy Weights for Healthy Kids* 4). Combining classroom and screen time does not leave much time for active living. In fact, in 8- to 18-year-olds, the average amount of time spent using media is at least 6 hours and 21 minutes per day (Rideout, Roberts, and Foehr 36). This amount of time does not include time spent sitting in class.

Canadian Physical Activity Guidelines (Canadian Society for Exercise Physiology) recommends that teenagers participate in at least 60 minutes a day of moderate to vigorous physical activity. The minimum recommended daily physical activity corresponds to an energy expenditure of approximately 630 cal:

- **Moderate physical activity:** 60 min. at 6 cal/min. = 360 cal
- **Vigorous physical activity:** 30 min. at 9 cal/min. = 270 cal



Learning Activity 3.4: Determining Relative Energy Expenditure through Daily Physical Activity

In this learning activity, you will gain a greater understanding of your personal daily energy expenditure by examining your daily physical activities and categorizing them by intensity level.

1. List all your physical activities for three days of a week that best represent what you would normally do, and indicate how long (in hours) you did each activity (i.e., 40 minutes = 0.67 of an hour). **Each daily total must equal 24 hours.**
2. Classify each of your physical activities according to the intensity category scale provided below. First, identify the number of hours you spent sleeping (resting), then the time you spent in vigorous or moderate activity, and finally, the time you spent in very light or light activity. **Each daily total must equal 24 hours.**

Intensity Category	Physical Activity Intensity Description
Resting	Sleeping, reclining while watching TV
Very Light Activity	Seated and standing activities, driving, laboratory work, typing, sewing, ironing, cooking, playing cards, playing a musical instrument, painting trades
Light Activity	Walking on a level surface (at 3 to 5 km/hour), garage work, carpentry, electrical trades, restaurant trades, housecleaning, child care, horseback riding, sailing, bowling, golfing, playing baseball, table tennis
Moderate Activity	Walking (7 to 8 km/hour), weeding and hoeing, carrying a load, cycling, skiing, dancing, jogging, playing tennis, basketball, badminton, soccer, volleyball
Vigorous Activity	Walking with a load uphill, tree felling, heavy manual digging, climbing, running (10 to 13 km/hour), cross-country skiing (8 to 10 km/hour), playing basketball, football, soccer

continued

Learning Activity 3.4: Determining Relative Energy Expenditure through Daily Physical Activity (continued)

Day 2		
Activity	Duration	Category

Intensity Category	Duration Totals
Resting	
Very Light	
Light	
Moderate	
Vigorous	
Total	24 Hours

Day 3		
Activity	Duration	Category

Intensity Category	Duration Totals
Resting	
Very Light	
Light	
Moderate	
Vigorous	
Total	24 Hours

continued

Learning Activity 3.4: Determining Relative Energy Expenditure through Daily Physical Activity (continued)

4. Calculate the average number of hours you spend per day in physical activities of moderate and vigorous intensity:

a. Moderate Intensity Activities:

_____ (hrs. Day 1) + _____ (hrs. Day 2) + _____ (hrs. Day 3)

= _____ hrs. \div 3 =

_____ average # hrs. per day at Moderate Intensity

b. Vigorous Intensity Activities:

_____ (hrs. Day 1) + _____ (hrs. Day 2) + _____ (hrs. Day 3)

= _____ hrs. \div 3 =

_____ average # hrs. per day at Vigorous Intensity

5. How do you feel about the number of hours you spend at each intensity level? Would you change anything about your daily/weekly routine as a result?
6. Choose **three** physical activities from the three recorded days. Use the Energy Expenditures of Physical Activity table (found on the following pages) to calculate the total energy you used during these activities.

As your responses will reflect your individual situation, no answer key is provided for this learning activity.

Energy Expenditure of Physical Activities* (Sorted by Activity)

Calories are based on 30 minutes of activity.

Activity	90 lbs.	100 lbs.	110 lbs.	120 lbs.	130 lbs.	140 lbs.	150 lbs.	160 lbs.	170 lbs.	180 lbs.	190 lbs.	200 lbs.	220 lbs.	240 lbs.	260 lbs.	280 lbs.	300 lbs.
	41 kg	45 kg	50 kg	55 kg	59 kg	64 kg	68 kg	73 kg	77 kg	82 kg	86 kg	91 kg	100 kg	109 kg	118 kg	127 kg	136 kg
Aerobic dancing (low impact)	104	115	127	138	149	161	172	184	195	207	218	230	253	276	299	322	345
Aerobics, step training, 10 cm step (beginner)	131	145	160	174	189	203	218	232	247	261	276	290	319	348	377	406	435
Aerobics, slide training (basic)	135	150	165	180	195	210	225	240	255	270	285	300	330	360	390	420	450
Backpacking with 4.5 kg load	162	180	198	216	234	252	270	288	306	324	342	360	396	432	468	504	540
Backpacking with 9 kg load	180	200	220	240	260	280	300	320	340	360	380	400	440	480	520	560	600
Backpacking with 13.6 kg load	211	235	259	282	306	329	352	376	399	423	446	470	517	564	611	658	705
Badminton	135	150	165	180	195	210	225	240	255	270	285	300	330	360	390	420	450
Basketball (game)	198	220	242	264	286	308	330	352	374	396	418	440	484	528	572	616	660
Basketball (leisurely, non-game)	117	130	143	156	169	182	195	208	221	234	247	260	286	312	338	364	390
Bicycling, 16 kph (3:45 min./km)	112	125	138	150	162	175	188	200	213	225	237	250	275	300	325	350	375
Bicycling, 21 kph (2:51 min./km)	180	200	220	240	260	280	300	320	340	360	380	400	440	480	520	560	600
Billiards	41	45	49	54	58	63	68	72	76	81	85	90	99	108	117	126	135
Bowling	50	55	60	66	72	77	82	88	94	99	105	110	121	132	143	154	165
Canoeing, 4 kph	63	70	77	84	91	98	105	112	119	126	133	140	154	168	182	196	210
Canoeing, 6.4 kph	122	135	149	162	175	189	202	216	230	243	257	270	297	324	351	378	405
Croquet	54	60	66	72	78	84	90	96	102	108	114	120	132	144	156	168	180
Cross-country snow skiing (intense)	297	330	363	396	429	462	495	495	561	594	627	660	726	792	858	924	990
Cross-country snow skiing (leisurely)	140	155	171	186	202	217	232	248	263	279	294	310	341	372	403	434	465
Cross-country snow skiing (moderate)	198	220	242	264	286	308	330	352	374	396	418	440	484	528	572	616	660
Dancing (non-contact)	90	100	110	120	130	140	150	160	170	180	190	200	220	240	260	280	300
Dancing (slow)	50	55	60	66	72	77	82	88	94	99	105	110	121	132	143	154	165
Gardening (moderate)	81	90	99	108	117	126	135	144	153	162	171	180	198	216	234	252	270
Golfing (walking, without cart)	90	100	110	120	130	140	150	160	170	180	190	200	220	240	260	280	300
Golfing (with cart)	63	70	77	84	91	98	105	112	119	126	133	140	154	168	182	196	210
Handball	207	230	253	276	299	322	345	368	391	414	437	460	506	552	598	644	690
Hiking with 4.5 kg load	162	180	198	216	234	252	270	288	306	324	342	360	396	432	468	504	540
Hiking with 9 kg load	180	200	220	240	260	280	300	320	340	360	380	400	440	480	520	560	600
Hiking with 13.6 kg load	211	235	259	282	306	329	352	376	399	423	446	470	517	564	611	658	705
Hiking, no load	140	155	171	186	202	217	232	248	263	279	294	310	341	372	403	434	465
Housework	81	90	99	108	117	126	135	144	153	162	171	180	198	216	234	252	270
Ironing	45	50	55	60	65	70	75	80	85	90	95	100	110	120	130	140	150
Jogging, 8 kph (7:30 min./km)	167	185	203	222	240	259	278	296	315	333	352	370	407	444	481	518	555
Jogging, 9.7 kph (6:11 min./km)	207	230	253	276	299	322	345	368	391	414	437	460	506	552	598	644	690
Mopping	77	85	94	102	111	119	128	136	144	153	162	170	187	204	221	238	255
Mowing	122	135	149	162	175	189	202	216	230	243	257	270	297	324	351	378	405

* Source: Reprinted with permission of CyberSoft, Inc., Phoenix Arizona. Copyright 1986-2010. www.nutribase.com.

Energy Expenditure of Physical Activities (continued)

Activity	90 lbs.	100 lbs.	110 lbs.	120 lbs.	130 lbs.	140 lbs.	150 lbs.	160 lbs.	170 lbs.	180 lbs.	190 lbs.	200 lbs.	220 lbs.	240 lbs.	260 lbs.	280 lbs.	300 lbs.
	41 kg	45 kg	50 kg	55 kg	59 kg	64 kg	68 kg	73 kg	77 kg	82 kg	86 kg	91 kg	100 kg	109 kg	118 kg	127 kg	136 kg
Ping-Pong	81	90	99	108	117	126	135	144	153	162	171	180	198	216	234	252	270
Raking	68	75	82	90	98	105	112	120	128	135	142	150	165	180	195	210	225
Racquetball	185	205	225	246	266	287	308	328	349	369	389	410	451	492	533	574	615
Rowing (leisurely)	68	75	82	90	98	105	112	120	128	135	142	150	165	180	195	210	225
Rowing machine	162	180	198	216	234	252	270	288	306	324	342	360	396	432	468	504	540
Running, 12.9 kph (4:39 min./km)	274	305	336	366	396	427	458	488	518	549	579	610	671	732	793	854	915
Running, 14.5 kph (4:08 min./km)	297	330	363	396	429	462	495	528	561	594	627	660	726	792	858	924	990
Running, 16 kph (3:45 min./km)	315	350	385	420	455	490	525	560	595	630	665	700	770	840	910	980	1050
Scrubbing the floor	126	140	154	168	182	196	210	224	238	252	266	280	308	336	364	392	420
Scuba diving	171	190	209	228	247	266	285	304	323	342	361	380	418	456	494	532	570
Shopping for groceries	54	60	66	72	78	84	90	96	102	108	114	120	132	144	156	168	180
Skipping rope	257	285	313	342	370	399	428	456	484	513	541	570	627	684	741	798	855
Snow shovelling	176	195	215	234	253	273	292	312	332	351	371	390	429	468	507	546	585
Snow skiing, downhill	117	130	143	156	169	182	195	208	221	234	247	260	286	312	338	364	390
Soccer	176	195	215	234	253	273	292	312	332	351	371	390	429	468	507	546	585
Squash	185	205	225	246	266	287	308	328	349	369	389	410	451	492	533	574	615
Stair climber machine	144	160	176	192	208	224	240	256	272	288	304	320	352	384	416	448	480
Stair climbing	126	140	154	168	182	196	210	224	238	252	266	280	308	336	364	392	420
Swimming (22.86 m/min.)	108	120	132	144	156	168	180	192	204	216	228	240	264	288	312	336	360
Swimming (45.72 m/min.)	202	225	248	270	292	315	338	360	382	405	428	450	495	540	585	630	675
Table tennis	81	90	99	108	117	126	135	144	153	162	171	180	198	216	234	252	270
Tennis	144	160	176	192	208	224	240	256	272	288	304	320	352	384	416	448	480
Tennis (doubles)	99	110	121	132	143	154	165	176	187	198	209	220	242	264	286	308	330
Trimming hedges	94	105	115	126	136	147	158	168	178	189	199	210	231	252	273	294	315
Vacuuming	68	75	82	90	98	105	112	120	128	135	142	150	165	180	195	210	225
Volleyball (game)	108	120	132	144	156	168	180	192	204	216	228	240	264	288	312	336	360
Volleyball (leisurely)	63	70	77	84	91	98	105	112	119	126	133	140	154	168	182	196	210
Walking, 3.2 kph (18:45 min./km)	54	60	66	72	78	84	90	96	102	108	114	120	132	144	156	168	180
Walking, 4.8 kph (12:30 min./km)	72	80	88	96	104	112	120	128	136	144	152	160	176	192	208	224	240
Walking, 6.4 kph (9:22 min./km)	90	100	110	120	130	140	150	160	170	180	190	200	220	240	260	280	300
Washing the car	68	75	82	90	98	105	112	120	128	135	142	150	165	180	195	210	225
Water skiing	144	160	176	192	208	224	240	256	272	288	304	320	352	384	416	448	480
Waxing the car	90	100	110	120	130	140	150	160	170	180	190	200	220	240	260	280	300
Weeding	90	100	110	120	130	140	150	160	170	180	190	200	220	240	260	280	300
Weight training (40 sec. between sets)	230	255	280	306	332	357	382	408	433	459	484	510	561	612	663	714	765
Weight training (60 sec. between sets)	171	190	209	228	247	266	285	304	323	342	361	380	418	456	494	532	570
Weight training (90 sec. between sets)	112	125	138	150	162	175	188	200	213	225	237	250	275	300	325	350	375
Window cleaning	68	75	82	90	98	105	112	120	128	135	142	150	165	180	195	210	225

Summary

We expend energy just by living—breathing, sleeping, and eating. It is a big concern, however, that children in Canada are consuming more calories and participating in less physical activity than recommended, thus resulting in an increased rate of child obesity. Many researchers believe that youth are not physically active enough for optimum growth and development. Are you?

LESSON 3: ENERGY BALANCE

Introduction

You learned in the previous lesson that energy expenditure is half the energy balance equation. To maintain a steady body weight, the energy you spend should balance the energy you consume. Daily variations occur, but over time, calories out and calories in should be approximately equal.

Almost everything we eat and drink (except water) contains energy in the form of calories. Human beings need energy to maintain body structures and functions, to grow, and to be active. If less energy is spent in activity than is consumed in food, the body is able to store extra calories in the form of body fat. Reduced levels of physical activity and/or over-consumption of food create **energy imbalance**.

In this lesson, you will examine the impact of lifestyle choices (food intake and physical activity) on energy balance and healthy weight. A review of personal food and activity habits will help you to identify your own degree of energy balance and make plans for positive change, if appropriate.

After completing this lesson, you will show an understanding of

- how different food components provide different amounts of energy
- how the balance between energy expenditure and energy intake supports a healthy body and a healthy body weight

You will also be able to

- demonstrate strategies for making decisions about food and activity choices that contribute to good health and healthy weight

Energy Balance

Health Canada suggests that males ages 17 to 18 need between 2450 and 2900 cal each day. Females of the same age need between 1750 and 2100 cal each day (“Estimated Energy Requirements”).

The **nutrients** in food provide the body with calories: carbohydrates and proteins each supply 4 cal per gram, and fat provides 9 cal per gram (alcohol provides 7 cal per gram, but should not be considered a positive energy source). According to Health Canada, the recommended intake for each of these nutrient categories for 14- to 18-year-olds is as follows (*Eating Well with Canada's Food Guide: A Resource for Educators and Communicators 4*):

- **Protein:** 10% to 30% of daily energy intake
- **Fat:** 25% to 35% of daily energy intake
- **Carbohydrate:** 45% to 65% of daily energy intake

Sugar

Sugar occurs naturally in food, but it may also be added as an ingredient. While carbohydrates are important nutrients for your body, foods that are high in sugar are often a source of **empty calories**: they will give you the energy you need for immediate activities, but they will not provide many nutrients required to heal and strengthen your body.

The information on food labels can help you to identify sugar in food. The Nutrition Facts table on food labels lists both natural and added sugars under the heading Carbohydrate (see example).

- Any sugar listed under the Carbohydrate heading is present naturally in the food. Grains, fruits, milk, and legumes are all sources of natural sugars.
- Any ingredient ending in “ose” (e.g., sucrose, glucose, fructose) are added sugars in the form of solid sugar, syrups, or molasses.

In addition to checking food labels for sugar content, look at the Eat Well box on the back of *Canada's Food Guide* for a list of foods to limit, many of which are high in sugar.

Nutrition Facts *		
Per 1 cup (34 g) cereal		
Amount	Cereal	With 1/2 cup 1 % milk
% Daily Value		
Calories	110	170
Fat 0.5 g	1 %	3 %
Saturated 0 g + Trans 0 g	0 %	4 %
Cholesterol 0 mg		
Sodium 290 mg	12 %	15 %
Potassium 180 mg	5 %	11 %
Carbohydrate 27 g	9 %	11 %
Fibre 5 g	20 %	20 %
Sugars 4 g		
Starch 17 g		
Protein 4 g		
Vitamin A	0 %	8 %
Vitamin C	0 %	0 %
Calcium	2 %	15 %
Iron	30 %	30 %

* Source: Health Canada. "Interactive Nutrition Label and Quiz." *Food and Nutrition*. <www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/quiz1-eng.php>.



Learning Activity 3.5: Energy Balance

This learning activity requires you to summarize information about energy balance. Using the information from this lesson, answer the following questions.

1. What is **energy balance**? Explain **positive** and **negative** energy balance.
2. What factors will help develop a **healthy energy balance**?
3. Health Canada recommends a daily caloric intake of _____ to _____ for males 17 to 18
_____ to _____ for females 17 to 18
3. List the amount of calories per gram for the following:
 - **Protein:** _____ cal/g
 - **Carbohydrate:** _____ cal/g
 - **Fat:** _____ cal/g
 - **Alcohol:** _____ cal/g
4. What are Health Canada's recommendations for intake of:
 - **Protein:** _____ % to _____ % of daily energy intake
 - **Carbohydrate:** _____ % to _____ % of daily energy intake
 - **Fat:** _____ % to _____ % of daily energy intake

After completing this learning activity, compare your responses to the Learning Activity Answer Key at the end of this module.

Fat

Fat is an integral part of healthy eating. It is a source of fat-soluble vitamins (such as Vitamins A, D, and E), and helps to absorb important nutrients. Fat is part of every cell in the body.

Like sugar, fat can occur naturally in food, or it can be added in the form of oils, butters, and lard. Deep-fried foods, snack foods, pastries, sauces, and gravies are all foods with added fat. While it is beneficial for children to have a higher-fat diet to assist with growth, teenagers and adults should aim for a diet that is low in added fats (Waldron 137).

Essential Fats

Canada's Food Guide recognizes the importance of eating **essential fats**. These fats must come from food, since the body cannot produce them naturally. They are necessary to manufacture and repair cells throughout the body, especially cells in the brain, eyes, and nerves. Eating a small amount (20 to 45 mL) of oil, such as canola, olive, or soybean oil, each day ensures a source of these important fats for our bodies.

Trans Fats

Trans fats occur naturally in foods, but they are also created when liquid oils are made into solid fats such as shortening and margarine. Eating industrially created trans fats increases the risk of unhealthy low-density cholesterol in the blood, and can increase the risk of heart disease.

Nutrition Facts *		
Per 1 cup (34 g) cereal		
Amount	Cereal	With 1/2 cup 1 % milk
% Daily Value		
Calories	110	170
Fat 0.5 g	1 %	3 %
Saturated 0 g + Trans 0 g	0 %	4 %
Cholesterol 0 mg		
Sodium 290 mg	12 %	15 %
Potassium 180 mg	5 %	11 %
Carbohydrate 27 g	9 %	11 %
Fibre 5 g	20 %	20 %
Sugars 4 g		
Starch 17 g		
Protein 4 g		
Vitamin A	0 %	8 %
Vitamin C	0 %	0 %
Calcium	2 %	15 %
Iron	30 %	30 %

* Source: Health Canada. "Interactive Nutrition Label and Quiz." *Food and Nutrition*. <www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/quiz1-eng.php>.

What's Being Done?*

On June 20, 2007, the Minister of Health announced that Health Canada adopted the recommendations of the Trans Fat Task Force with respect to the amount of trans fat in foods. These recommendations from the Trans Fat Task Force were two-fold:

1. Limit the trans fat content of vegetable oils and soft, spreadable margarines to 2% of the total fat content; and
2. Limit the trans fat content for all other foods to 5% of the total fat content, including ingredients sold to restaurants.

* Source: Health Canada. "Trans Fat." 21 Dec. 2009. *Food and Nutrition*. www.hc-sc.gc.ca/fn-an/nutrition/gras-trans-fats/index-eng.php (1 Oct. 2015).



Learning Activity 3.6: Find the Fat

Snack foods, pastries, gravies, sauces, and food-preparation methods (e.g., deep-frying) add fat to our diets every day, often without our realizing how much.

The information on the Nutrition Facts table on food labels can help you to make decisions about food. Each food label must identify a serving size and a list of nutrients present in that amount of the food, including fat.

This learning activity will give you practice in reading nutrition facts on food labels to help you compare different preparation methods for, and different serving sizes of, the same foods.

Compare and contrast the nutritional information on the Nutrition Facts labels for different types of french fries.

1. Analyze each of the following labels. For each label, identify the type of french fries, the serving size, and the percentage (%) of daily intake from fat and carbohydrates.
2. Make conclusions about the amounts of nutrients in a serving, depending on serving size and preparation method. Specify which type of french fry would be the healthier choice, and explain why.

Nutrition Facts		Oven-Baked French Fries	Nutrition Facts		Supersize French Fries	Nutrition Facts		Small French Fries
Serving Size		1 serving = 19 pieces (85 g)	Serving Size		1 serving (176 g)	Serving Size		1 serving (68 g)
Servings Per Container		1	Servings Per Container		1	Servings Per Container		1
Amount	% Daily Value*		Amount	% Daily Value*		Amount	% Daily Value*	
Calories	130 (from Fat 36)		Calories	540 (from Fat 230)		Calories	210 (from Fat 90)	
Fat	4 g	6%	Fat	26 g	40%	Fat	10 g	15%
	Saturated Fat 0.3 g	2%		Saturated Fat 4.5 g	23%		Saturated Fat 1.5 g	8%
	+ Trans fats 0 mg							
	Polyunsaturated 1 g							
	Monounsaturated 2.5 g							
Cholesterol	0 mg	0%	Cholesterol	0 mg	0%	Cholesterol	0 mg	0%
Sodium	360 mg	15%	Sodium	350 mg	15%	Sodium	135 mg	6%
Potassium	280 mg	8%						
Carbohydrate	22 g	7%	Carbohydrate	68 g	23%	Carbohydrate	26 g	9%
	Dietary Fibre 2 g	8%		Dietary Fibre 6 g	24%		Dietary Fibre 2 g	8%
	Sugars 1 g			Sugars 0 g			Sugars 0 g	
Protein	2 g		Protein	8 g		Protein	3 g	
Vitamin A		0%	Vitamin A		0%	Vitamin A		0%
Vitamin C		10%	Vitamin C		35%	Vitamin C		15%
Calcium		0%	Calcium		2%	Calcium		0%
Iron		6%	Iron		8%	Iron		2%

* Percent Daily Values are based on a 2000-calorie diet.

For information on nutrient tables, refer to the following website:



Health Canada. *Nutrient Value of Some Common Foods*. Ottawa, ON: Health Canada, 2008. www.hc-sc.gc.ca/fn-an/nutrition/fiche-nutri-data/nutrient_value-valeurs_nutritives-eng.php.

The Balancing Act

Canadian adolescents and adults are finding it increasingly difficult to maintain a healthy body weight. With easy and constant access to food and a decreasing need to move while accomplishing daily activities, energy output and input are frequently out of balance, making it easy to store extra body fat.

Factors Associated with Energy Imbalance	Ideas to Fix Energy Imbalance
<p>Over-consumption of food related to</p> <ul style="list-style-type: none"> ■ availability of supersize portions of fast foods ■ preference for flavour of foods high in sugar and fat ■ availability of fatty, overly sweet, low-nutrient snack foods ■ abundance, convenience, visibility, and attractive packaging of foods ■ food promotions and advertising ■ role models and influences ■ lack of understanding about energy content of foods ■ eating while doing something else (e.g., watching TV) 	<p>Ideas for reasonable food consumption</p> <ul style="list-style-type: none"> ■ avoid choosing supersize portions ■ enjoy tasty food in reasonable portions ■ eat nutritious snack foods ■ be aware of food packaging and promotions and their purpose (e.g., to increase the amount or size of the food items we chose to buy) ■ check the energy content on food labels ■ avoid eating while doing something else (e.g., homework)
<p>Lack of physical activity related to</p> <ul style="list-style-type: none"> ■ time spent watching TV, using computers, doing other on-screen activities, sitting in class ■ time management—too busy to exercise (e.g., “need” to work) ■ concern about personal safety ■ transportation (e.g., I used to walk to school, now I drive every day) ■ other activities and responsibilities ■ lack of motivation ■ shortage of money (e.g., can’t afford to register for hockey league) 	<p>Ways to become more active</p> <ul style="list-style-type: none"> ■ set a limit to TV and computer time ■ walk rather than drive, if possible ■ find an activity you enjoy, and do it regularly ■ play with children if you babysit or have younger siblings ■ find a friend to be active with ■ try to avoid choices that, over time, significantly change energy balance (e.g., driving regularly instead of walking) ■ participate in free or low-cost activities



Assignment 3.2: The Balancing Act

This assignment is intended to help you recognize personal energy imbalance, reflect on what caused the imbalance, and identify realistic opportunities for improvement. The assignment details and criteria can be found in the Assignments section at the end of this module.

Summary

In this lesson, you learned about the importance of creating a balance between what you eat and your physical activities. Increasing your awareness by reading labels can help you stock up on high-nutrient food choices and reduce empty snack temptations. Even small changes can make important differences in the long term.

LESSON 4: FOOD SAFETY

Introduction

As you become more independent, your responsibility for purchasing and preparing your own food also increases. Whether you choose prepared or prepackaged food, cook from scratch, or bring leftovers home from a restaurant meal, you need to know how to handle and store food properly to ensure the food you eat is safe.

Canada has one of the best and safest food supplies in the world. Food safety involves all stages of food handling, from production to distribution. The Canadian government has established an agency that enforces policies and standards, set by Health Canada, governing the safety and nutritional quality of all food sold. The Canadian Food Inspection Agency (CFIA) is authorized to direct industry to remove potentially harmful food products from shelves. The agency also educates the public about the safe storage, handling, and preparation of food.

Despite all the precautions taken to ensure safe food, “public health experts estimate that there are 11 to 13 million cases of food-borne illness in Canada every year,” costing over \$1 billion in health care costs, legal fees, and lost wages (CFIA). In most cases, the pathogenic organism is present because the food was not handled or stored properly. Most cases of food-borne illness can be prevented with safe food-handling practices. That is the focus in this lesson.

After completing this lesson, you will show an understanding of

- the causes and symptoms of food-borne illness (food poisoning)
- how different foods have different levels of risk of contamination

Causes of Food-Borne Illness

As you become increasingly independent, it is essential that you have the proper skills to handle, prepare, and store food. It is also important that you are aware of the potential for food contamination.

According to the Centers for Disease Control and Prevention, more than 250 known illnesses can be transmitted through food. Unknown or undiscovered agents cause a high percentage of all food-borne illnesses and related hospitalizations. Many people do not report their illness because they suffer mild symptoms and recover quickly.

Food usually becomes contaminated through improper handling, preparation, or storage (e.g., individuals who do not wash their hands after using the washroom often cause contamination). Given the right conditions, the harmful organisms can multiply to millions in a very short period of time.

Sickness caused by contaminated food is referred to as **food-borne illness** or **food poisoning**. The organisms that cause food-borne illness are too small to see, they don't smell, and they don't have a taste.

The symptoms of food poisoning can range from mild stomach cramps to nausea, vomiting, diarrhea, and fever. They can be life-threatening to very young children, seniors, pregnant women, and people whose immune systems are already weakened. Some people may become ill after ingesting only a few harmful organisms, while others may remain symptom-free after ingesting thousands.

High-Risk Foods

All foods can cause food-borne illness, and contamination can occur in the production, processing, or packing of food. Foods that can easily support the growth of harmful organisms are known as **high-risk foods**.

Examples of high-risk foods are

- meat and poultry such as chicken and turkey (raw and cooked)
- fish and seafood
- eggs
- prepared salads such as coleslaw, pasta salads, and rice salads that contain mayonnaise
- dairy products
- cooked rice
- cooked pasta
- prepared fruit salads
- processed meats such as salami and ham

Low-Risk Foods

Low-risk foods do not require refrigeration until opened. These foods tend to be high in sugar, salt, or acid, and/or low in water content.

Examples of low-risk foods are

- bread and most baked goods
- jam and preserves
- syrups and vinegars
- hard cheese
- peanut butter
- nuts, seeds, and dried fruit
- fresh fruit and vegetables (they can become contaminated after cutting and should always be washed before eating)



Assignment 3.3: What's Bugging You?

You will now research any three food-borne pathogens from a list provided. The assignment details and criteria can be found in the Assignments section at the end of this module.

Contamination Protection and Food Safety

You can help protect yourself from food-borne illness by learning more about the growth and spread of organisms/micro-organisms and by practising effective preventive measures.

■ What do organisms/micro-organisms need in order to grow and multiply?

Organisms/micro-organisms need the following conditions to multiply:

- **Food:** Food is a basic requirement for growth.
- **Moisture:** Many micro-organisms will not grow in dry food. High salt, acid (vinegar), or sugar content will inhibit growth in moist foods.
- **Temperature:** Optimal temperature for the growth of micro-organisms is between 4°C and 60°C. This temperature range is known as the **food danger zone**.
- **Air:** Most micro-organisms (but not all) require oxygen to grow. Botulism is one exception and thrives in anaerobic environments.
- **Time:** When the above conditions are ideal, micro-organisms can grow rapidly.

■ **How are micro-organisms transferred/spread?**

Micro-organisms may be present naturally in foods or transferred on people's hands, through coughs, other foods, utensils, equipment, water, or pests.

■ **How can the growth of micro-organisms be prevented?**

We can prevent food-borne illness by following three simple steps:

- Prevent micro-organisms from spreading by protecting food from coming into contact with any contaminated objects. This includes people, dirty equipment, utensils, and possibly other foods.
- Stop micro-organisms from growing by eliminating conditions that encourage their growth. The most effective way to keep micro-organisms from multiplying is to keep food out of the danger zone. Keep cold foods below 4°C and hot foods above 60°C.
- Finally, destroy the micro-organisms. Most micro-organisms cannot survive temperatures above 75°C for 30 seconds. We can make food safe by cooking it. The temperature that makes and/or keeps food safe is also used to sanitize dishes and equipment. Certain chemicals (such as bleach) also kill micro-organisms. These sanitizing agents are the best means to clean countertops and large equipment.

Everyone has a responsibility to help keep food fresh and safe by following safety guidelines related to handling, preparing, cooking, serving, and storing food.

Food Safety Guidelines*

Here are some detailed methods for preventing food contamination.

Purchasing Food

- Buy only pasteurized milk and government-inspected meat and poultry.
- Check expiry and "best before" dates, and purchase food accordingly.
- Do not buy canned goods in tins that are dented, rusted, bulging, or cracked, as contents may be contaminated.
- Do not buy food that should be in a cooler from unrefrigerated displays.
- Do not purchase eggs that are cracked or unrefrigerated.
- Pick up cold and hot food last when shopping, so it will have the least amount of time to change temperature before you get it home.

* Source: Manitoba Agriculture, Food and Rural Initiatives. "Handling Food at Home." *Consumer Food Safety*. Nov. 2005. www.gov.mb.ca/agriculture/foodsafety/consumer/cfs01s04.html. Adapted with permission.

- Keep raw meat products separate from other products in the shopping cart. Place these products in plastic bags at checkout, to prevent juices from leaking or contaminating other foods.
- Do not leave food products in the car for long periods of time, as they may spoil.

Storing Food

- Keep the refrigerator at 4°C (40°F) or colder.
- Refrigerate or freeze perishables, prepared food, and leftovers immediately or within two hours. Do not overfill the refrigerator, as cold air needs to circulate.
- Store meat in plastic bags on the lowest shelf of the refrigerator to keep the meat coldest and to prevent potential drips from getting onto other foods.
- Store canned foods in a cool and dry place.
- Store fresh produce in the refrigerator and do not wash it until time of use.
- Store eggs in their carton on a refrigerator shelf, where it is colder than in the door.

Preparing Food

- Wash hands thoroughly with soap and water for at least 20 seconds before and after handling food, and after touching raw food (singing “Happy Birthday” twice takes about 20 seconds).
- Wash counters, cutting boards, equipment, and utensils with hot soapy water or a sanitizer before and after they have been in contact with food. A good kitchen sanitizer can be made by mixing 5 mL (1 teaspoon) of bleach and 750 mL (3 cups) of water. Replace daily.
- Make sure cutting boards are in good repair.
- Do not let the juices from raw meat come in contact with other cooked or raw foods. Always place cooked meat on a clean plate rather than reusing the plate that was in contact with the raw meat.
- Thaw foods in the refrigerator (or in the microwave if it is being cooked immediately), **never at room temperature**.
- Do not refreeze food that has been thawed. The safest thing to do is cook thawed meat or fish before refreezing it.
- Wash fruit and vegetables under running water to remove dirt and residue before using them. Scrub vegetables such as carrots and potatoes. Don’t use soap, as it can leave its own residue.
- Use a new spoon every time you taste your cooking. Don’t double-dip!

- Keep pets out of the kitchen.
- If you have an infectious disease (e.g., flu, cold), avoid handling food. Always cover your mouth with a facial tissue or sleeve if you sneeze, and wash your hands well. If you have an open cut or wound, ensure it is well cleaned and covered with a bandage, as well as a rubber cover (e.g., glove).
- Change dishcloths often. A warm, damp washcloth is a perfect home for bacteria and germs. An alternative is to use paper towels and discard them after each use.

Cooking Food

- Keep food out of the temperature danger zone by ensuring your refrigerator is set at 4°C (40°F) and by keeping hot foods hot, over 60°C (140°F). At temperatures over 60°C (140°F), bacteria are killed. Keep in mind that bacteria grow fastest between 4°C and 60°C (40°F and 140°F).
- Cook ground meat and poultry until it reaches a safe internal temperature (it should not be pink, but the colour alone is not an indicator of a safe temperature). Always use a meat thermometer (cook to internal temperature: 75°C, 167°F). Thoroughly cooking food destroys harmful micro-organisms.
- Use microwave-safe containers when using the microwave, and rotate food for even cooking.

Serving Food

- Wash hands with soap and water before serving food.
- Do not leave potentially high-risk foods, whether raw or cooked, at room temperature longer than necessary and not longer than two hours.
- Keep hot foods steaming hot, over 60°C (140°F).
- Use designated utensils for each food item.
- Keep batches of food separate.
- Place small amounts of food on the table if serving a buffet.

Storing Leftovers

- Wash hands before and after handling leftovers.
- Refrigerate leftover food immediately or within two hours of preparation.
- Divide hot leftovers into small shallow containers for quick cooling.
- Store leftovers in appropriate storage containers (e.g., plastic wrap, freezer bags, airtight containers).

- Reheat leftovers to a temperature of 75°C (167°F). Bring soups and sauces to a boil.
- Cooked meat (e.g., sandwich meat, burgers) can be refrigerated and safely eaten within three days. Don't keep leftovers more than four days.

Discarding Spoiled Food

- Discard food if you're not sure how long it's been in the fridge. (**Note:** You can't necessarily tell if a food is contaminated with harmful organisms by looking at it, smelling it, or tasting it.)
- If mould forms on hard cheese, trim off the mould plus 2.5 cm (1 inch) from all sides of the cheese block. Keep the knife clean and put the cheese in a new wrapper. Discard mouldy soft cheese (e.g., feta, brie, Camembert).
- Discard cans that bulge or leak. Do not taste the contents.
- Discard mouldy jams, syrups, nuts, or grains. Mould spreads in these products and can be dangerous.



When in doubt, throw it out!



Assignment 3.4: Food Safety Errors: Case Studies

In this assignment, you will test your knowledge of food safety by reading case studies of food safety errors. You will determine what the errors were and identify steps that could have been taken to keep food safe. The assignment details and criteria can be found in the Assignments section at the end of this module.

Summary

In this lesson, you examined the different causes of food-borne illness. You also learned about the preventive measures you can take to ensure food safety. With your new insight and knowledge, you may want to change some of your habits to develop a healthier and safer food-handling routine.

Notes

LESSON 5: ADVERTISING AND MARKETING STRATEGY INFLUENCES ON FOOD PURCHASES

Introduction

In this lesson, you will investigate the diverse and complex advertising and marketing strategies that the food industry uses to entice shoppers to purchase products. While some strategies are very obvious, others are subtle, and often exploitive.

This lesson provides you with an opportunity to identify advertising and marketing schemes through hands-on experiences. You will also determine the impact of food marketing strategies on your own consumer practices.

After completing this lesson, you will show an understanding of

- the range of strategies food producers and advertisers use to influence consumers' food purchases
- how understanding marketing strategies helps individuals to be informed consumers

You will also be able to

- demonstrate an understanding of food and marketing strategies and their impact on food purchases

Food Advertising

Television is the primary medium used for food advertising, followed by magazine advertising. Canadian radio and television advertising must comply with the Food and Beverage Clearance Section of Advertising Standards Canada (ASC). Currently, no federal legislation is applied to print advertising for food and beverages (although print advertisements may be voluntarily submitted for review to the Canadian Food Inspection Agency's Food Labelling Information Service).

Nutrient Content Claims

Many food labels are now making **nutrient content claims** in response to health concerns. Food packages often make nutrient content claims by including words or phrases such as **zero trans fats, light, low calorie, good source of fibre, reduced fat**, and so on. What do these phrases really mean, and are they regulated?

In Canada, manufacturers must include **nutrition facts** on most prepackaged food. **Nutrient content claims** do not have to appear on food packages; however, when they are included, they generally appear on the front of the food packages to draw attention to a specific aspect of the food. When food packages include nutrient content claims, you can be reassured that the claims made meet specific government criteria.

Food Label Dictionary

The following table lists some of the more common nutrient content claims and explains what they mean.

Nutrient Content Claims and Their Meaning*	
Keywords	What They Mean
Free	an amount so small, health experts consider it nutritionally insignificant
Sodium free	<ul style="list-style-type: none"> ■ less than 5 mg sodium**
Cholesterol free	<ul style="list-style-type: none"> ■ less than 2 mg cholesterol, and low in saturated fat (includes a restriction on trans fat)** ■ not necessarily low in total fat
Low	always associated with a very small amount
Low fat	<ul style="list-style-type: none"> ■ 3 g or less fat**
Low in saturated fat	<ul style="list-style-type: none"> ■ 2 g or less of saturated and trans fat combined**
Reduced	at least 25% less of a nutrient compared with a similar product
Reduced in Calories	<ul style="list-style-type: none"> ■ at least 25% less energy than the food to which it is compared
Source	always associated with a "significant" amount
Source of fibre	<ul style="list-style-type: none"> ■ 2 g or more fibre**
Good source of calcium	<ul style="list-style-type: none"> ■ 165 mg or more of calcium**
Light	<p>when referring to a nutritional characteristic of a product, it is allowed only on foods that are either "reduced in fat" or "reduced in energy" (Calories)</p> <ul style="list-style-type: none"> ■ explanation on the label of what makes the food "light"; this is also true if "light" refers to sensory characteristics, such as "light in colour"***

** per reference amount and per serving of stated size (specific amount of food listed in Nutrition Facts)

***three exceptions that do not require an explanation are "light maple syrup," "light rum," and "light salted" with respect to fish. Note that a separate provision is made for the claim "lightly salted," which may be used when a food contains at least 50% less added sodium compared with a similar product.

* Source: Health Canada. "Nutrient Content Claims and Their Meaning." *Nutrition Labelling—Get the Facts!* 26 Nov. 2002. www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/educat/te_background-le_point-08-table1-eng.php.

Food Advertising Strategies

Advertising is all around us. Every day we are bombarded with advertising, in every form of media, related to many different products. Food is, of course, a frequently advertised commodity. All producers are in competition trying to entice consumers to buy their products with a variety of advertising strategies.

Marketing Tricks of Grocery Stores

Ongoing market researchers ensure that purchasing opportunities are maximized when individuals are in grocery stores and supermarkets. Grocery retailers rely on shoppers spending more than they intended, buying more than is on their shopping list, and being convinced to purchase items that appear to be on sale (Stone).

If shoppers are aware of advertising and marketing techniques commonly used by grocery stores/supermarkets, and are well organized and prepared in advance for their grocery shopping, they can better avoid being influenced by marketing tricks.

Misleading or deceptive advertising strategies, sometimes called **hidden persuaders**, are intended to convince consumers to buy products. Think about how these strategies affect your food choices.

Why Do Advertisers for Food Products Target Teens?

Here are at least some of the reasons advertisers target teens in marketing food products:

- Teens often give parents a wish list of groceries they want.
- Teens watch a lot of television and pressure parents to buy what they see advertised.
- Teens sometimes do grocery shopping for themselves and for their families.
- Teens have disposable income (e.g., from allowances and/or part-time jobs).
- Advertisers want to build brand loyalty in consumers at an early age.



Learning Activity 3.7: Food for Thought

To enhance your awareness of food and marketing strategies and their impact on food purchases, respond to the following questions:

1. What is your favourite food commercial? Describe it.
 2. What makes that commercial memorable?
 3. Where do you see and hear food advertising that captures your attention (e.g., on the Internet, on billboards, on television, on radio, in magazines, on shopping carts, on clothing, on race cars, on buses in larger cities, at movies)?
 4. What strategies were used to make the advertising effective/attractive?
 5. Do you see food advertisements in school? If so, indicate where and for what types of food.
-



Learning Activity 3.8: Thoughts for Discussion

In this module, you have been studying factors that result in healthy eating choices. You have also learned about ways in which the food industry lures people into purchasing their products. We are constantly told that our country (and many others) is facing an obesity epidemic that is resulting in high health care costs and human suffering.

1. Do you think consumers should be allowed to sue food companies if they become obese and suffer health issues as a result of their unhealthy eating choices? Why or why not? Support your opinion with an explanation.
 2. Consider discussing your ideas with your learning partner.
-



Summary

This lesson focused on the various advertising schemes that many food companies use to entice consumers to buy their products. Being aware that these tricks exist can help you understand that not all claims are factual. What are you now going to be on the lookout for when you are shopping?

LESSON 6: FOOD AND NUTRITION MYTHS AND MISCONCEPTIONS RELATED TO PHYSICAL ACTIVITY AND SPORT PERFORMANCE

Introduction

In this lesson, you will examine food and nutrition myths and misconceptions, and how they affect day-to-day physical activity participation and sport performance, as well as overall health. By investigating these myths, you will increase your ability to make fact-based decisions about food and fluids and add to your skills as informed physical activity participants.

After completing this lesson, you will show an understanding of

- how food choices based on accurate, current nutrition information are likely to support good health and physical activity performance
- how food and nutrition myths are often cited or suggested in consumer publications (e.g., magazines, newspapers) by special interest groups, by poorly informed writers, or to sell specific products

You will also be able to

- demonstrate an understanding of how food and nutrition myths and misconceptions can affect day-to-day physical activity participation and sport performance and overall health

Nutrition Related to Health and Physical Activity Performance

There are numerous myths and misconceptions about food and nutrition related to health and physical activity and sport performance. They result in misunderstandings about the nutrient value of, and the potential benefits or harm derived from, certain foods and fluids.

It is important to understand that the nutritional needs of individuals participating in physical activity will depend on a variety of factors, such as

- the type of physical activity
- the duration of the activity session
- the intensity of the activity
- the age and gender of the participant
- the environment in which the activity takes place (e.g., air temperature, humidity, time between sessions)



Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact?



The following self-test identifies some common myths or misconceptions about food and nutrition related to physical activity and sport performance. You may wish to work with your learning partner.

1. The self-test consists of a number of statements. For each statement in the chart below, indicate whether it is a fact or a myth. As you work through the self-test, you can immediately compare your answers to the explanations provided in the Learning Activity at the end of this module. Carefully read the feedback for each statement.
2. After taking the self-test, pick three statements that surprised you the most and explain why they surprised you.

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Sport Nutrition Investigation: Myth or Fact?		
Sport Nutrition Statement	Fact (True)	Myth (False)
Everyone needs to take vitamin pills. It's OK to take vitamin supplements, as they are natural substances.		
As long as I eat, it doesn't matter when I eat.		
Everyone should drink eight glasses of water per day.		
Drinking water during exercise causes stomach upset and slows performance.		
Meal-replacement options (e.g., protein shakes, power bars) are not as good as a home-cooked meal.		
I don't like eating meat and am fine just taking an iron supplement.		
It doesn't really matter what you eat during physical training and competition.		
Energy drinks are harmful to your health and detrimental to your performance.		
The ideal ratio of nutrients is 40% complex carbohydrates (CHOs), 30% protein, and 30% fat.		
Use of diet pills and laxatives is an effective way to lose weight.		
The more protein and protein supplements you consume, the more muscle you will gain or maintain.		
Muscle cramps are caused by inadequate salt intake.		
Special supplements, such as amino acids, bee pollen, ginseng, and brewer's yeast, improve athletic performance.		
Skipping breakfast before a morning workout will help you burn more fat.		
Carbo-loading (also known as the "pasta feed") the night before a big race is effective.		
Caffeine causes dehydration during endurance sports and should be avoided.		
Ingesting sugar, honey, soft drinks, or any other sweets will provide the required energy just before athletic competition.		
Vitamins and minerals give athletes extra energy.		

Summary

Myths and misconceptions about food and nutrition relate to many areas of life, including physical activity and sport performance. This lesson was intended to help you dispel myths and use facts to guide your nutrition choices.

Notes

MODULE 3 SUMMARY

Congratulations! You have finished the third module of this course.



Submitting Your Assignments

You will not submit your Module 3 assignments to the Distance Learning Unit at this time. Instead, you will submit them, along with the Module 4 assignments, when you have completed Module 4.

Module 3 Review Questions

You should be able to answer the following questions. If you can't answer them, return to the lesson content and review the exercises.

Lesson 1

1. What is the difference between a portion of food and a Food Guide Serving?
2. How is *Canada's Food Guide* used to evaluate food intake?

Lesson 2

1. In what ways are calories spent?
2. What impact does the intensity of physical activity have on energy expenditure?
3. What role does physical activity play in energy balance and healthy weight?

Lesson 3

1. How is energy balance achieved and maintained?

Lesson 4

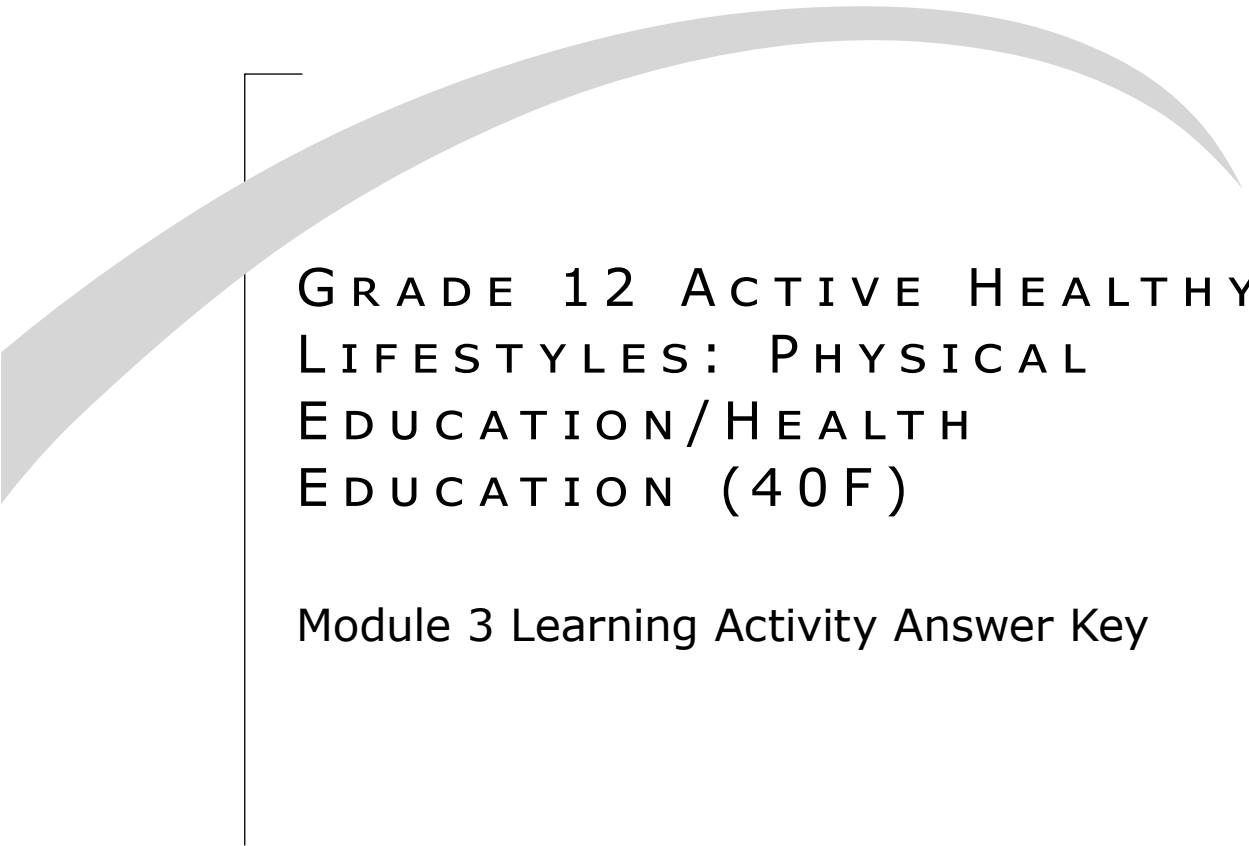
1. What are the causes of food-borne illness?
2. What are the best ways to keep food safe?

Lesson 5

1. What are some common food advertising and marketing strategies?
2. What can individuals do to be more informed consumers?

Lesson 6

1. What are some common food and nutrition myths related to physical activity and sport performance?
2. Where can reliable and accurate food and nutrition information be obtained?
3. Why do food and nutrition myths persist?



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Module 3 Learning Activity Answer Key



Learning Activity 3.1: Identifying Food Guide Servings

For this learning activity, you were asked to assume the menu items listed in the following chart represent a day's food intake for someone your age. Using *Canada's Food Guide* as your guide, you analyzed Food Guide Servings. Compare your responses to those provided below.

Food Guide Servings Analyzer					
Menu	Food Groups				Foods to Limit
	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	
Breakfast					
2 cups/500 mL bran flakes (approx. 60 g, as per package) with 1 small banana	1	2			
1 cup/250 mL 2% milk			1		
Coffee and 1 tsp./5 mL sugar					*
Morning Snack					
Bag of chips					*
Lunch					
Whole-wheat bagel (2 hockey pucks)		2			
2 tbsp./30 mL hummus (1 Ping-Pong ball)				1	
Veggies (baby carrots and bell pepper strips) (2 light bulbs)	2				
¾ cup/175 g yogurt			1		
Afternoon Snack					
Pear (1 tennis ball)	1				
Chocolate bar					*
Dinner/Supper					
2 cups/500 mL beef stew (beef, potatoes, carrots)	1			1	
Spinach salad (fist), salad dressing (1 tbsp./15 mL), and whole-wheat dinner roll	1	2			*
1 tsp./5 mL margarine (thumb-tip)					*
Cake					*
Café au lait (½ cup/125 mL 2% milk)			0.5		*
Total	6	6	2.5	2	7
Recommended number of Food Guide Servings per day for males and females (14 to 18 years of age)	M: 8 F: 7	M: 7 F: 6	M: 3–4 F: 3–4	M: 3 F: 2	



Learning Activity 3.2: The Size of Food Group Servings

Referring to the food items listed in this learning activity, you selected two foods that you eat regularly, comparing your typical portion size to the recommended Food Guide Serving size. You recorded this information in a chart. An example is provided below.

Example

Comparison of Portion and Serving Sizes			
My Food Item	My Typical Portion Size	What One Serving Looks Like	Comments
1 chicken breast	2 hockey pucks	1 hockey puck	My portion size is double an actual serving size. This results in increased caloric intake and can possibly lead to weight gain if not enough calories are expended.



Learning Activity 3.3: How Do I Measure Up?

In this learning activity, you compared your daily food intake with the Food Guide Servings recommended for each food group in *Canada's Food Guide*. You then made a specific healthy eating goal, based on your assessment of your eating patterns.

As your responses will reflect your individual situation, no answer key is provided for this learning activity.



Learning Activity 3.4: Determining Relative Energy Expenditure through Daily Physical Activity

In this learning activity, you examined and recorded your daily physical activities for three days of a typical week and categorized them by intensity level (vigorous, moderate, and light), thereby gaining a greater understanding of your personal daily energy expenditure.

As your responses will reflect your individual situation, no answer key is provided for this learning activity.



Learning Activity 3.5: Energy Balance

This learning activity required you to answer questions about energy balance, using the information you learned in Lesson 3. Compare your responses to the answer key below.

1. What is **energy balance**? Explain **positive** and **negative** energy balance.
 - **Energy balance:** the relationship between calories (food) consumed and calories expended (physical activity).
 - **Positive balance:** energy intake from food exceeds energy expenditure from activity (fat gain).
 - **Negative balance:** caloric expenditure from physical activity exceeds food intake (fat loss).
2. What factors will help develop a **healthy energy balance**?
 - Healthy energy balance can be achieved through daily physical activity and a healthy diet (reduced intake of high-fat foods).
3. Health Canada recommends a daily caloric intake of
2450 to 2900 for males 17 to 18
1750 to 2100 for females 17 to 18

continued

Learning Activity 3.5: Energy Balance (continued)

3. List the amount of calories per gram for the following:
 - **Protein:** 4 cal/g
 - **Carbohydrate:** 4 cal/g
 - **Fat:** 9 cal/g
 - **Alcohol:** 7 cal/g

 4. What are Health Canada's recommendations for intake of:
 - **Protein:** 10 % to 30 % of daily energy intake
 - **Carbohydrate:** 45 % to 65 % of daily energy intake
 - **Fat:** 25 % to 35 % of daily energy intake
-



Learning Activity 3.6: Find the Fat

For this learning activity, you practised reading nutrition facts on sample Nutrition Facts labels for one serving of three different types of French fries: oven-baked, supersize, and small. Compare your responses to the answer key provided below.

1. Analyze each of the following labels. For each label, identify the type of French fries, the serving size, and the percentage (%) of daily intake from fat and carbohydrates.
 - The **oven-baked french fries** are measured in 85 gram servings (approximately 19 pieces). One serving accounts for 6% of your daily intake of fat (4 g) and 7% of your daily intake of carbohydrates (22 g). Note that the fat in these fries is mostly unsaturated.
 - The **supersize french fries** are measured in 176 gram servings. One serving accounts for 40% of your daily intake of fat (26 g) and 23% of your daily intake of carbohydrates (68 g).
 - The **small french fries** are measured in 68 gram servings. One serving accounts for 15% of your daily intake of fat (10 g) and 9% of your daily intake of carbohydrates (26 g).

continued

Learning Activity 3.6: Find the Fat (continued)

2. Make conclusions about the amounts of nutrients in a serving, depending on serving size and preparation method. Specify which type of french fry would be the healthier choice, and explain why.

Although the small french fries come in a smaller serving size than the oven-baked fries, they contain more than twice the amount of fat, and it is entirely saturated fat. The small fries also contain more than 1.5 times the amount of calories. In terms of calories and fat, the oven-baked fries with the unsaturated fats would be the healthiest choice.

At the same time, although the supersize fries come in a serving that is twice as large as the oven-baked fries, the two contain almost the same amount of sodium (salt). It may be best to eat all these fries only in moderation.



Learning Activity 3.7: Food for Thought

For this learning activity, you responded to questions about food and marketing strategies and their impact on food purchases.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 3.8: Thoughts for Discussion

For this learning activity, you were asked to think about and support your opinion about the health consequences of consumer choices in relation to food advertising.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact?

For this learning activity, you reviewed some common statements related to sport nutrition and indicated whether each statement was a fact (true) or a myth (false). Carefully read the feedback for each statement below.

Myth: Everyone needs to take vitamin pills. It's OK to take vitamin supplements, as they are natural substances.

Fact: Vitamin and mineral supplementation is generally not required for individuals who are on a balanced eating plan, which means they are consuming the recommended number of servings from each of the four food groups, as outlined in *Eating Well with Canada's Food Guide* (Health Canada). Individuals who think they may need to take supplements should do so under the direction of a medical doctor, registered dietitian, or nutritionist. Consumers also need to know and understand that not all natural substances are safe and/or legal.

Reference

Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007. Available online at www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html.

Myth: As long as I eat, it doesn't matter when I eat.

Fact: Proper post-exercise nutrition allows muscles to recover more quickly and allows the participant to be ready to exercise/perform again within hours. During exercise, the glycogen stored in muscles is depleted. The amount of depletion will depend on factors such as the amount of glycogen available and the intensity and duration of the exercise.

The critical time following exercise is the first 30 minutes to two hours. During this time, physical activity participants need to

- consume foods with a high-glycemic index (simple carbohydrates), as the muscles are in a state when they will more readily absorb these nutrients
- consume proteins and fats

In addition to ensuring proper food intake, rehydration or drinking of fluids is also critical during post-exercise recovery. Participants who do not have an appetite immediately following exercise could consider drinking chocolate milk.

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: **Everyone should drink eight glasses of water per day.**

Fact: While the notion of needing to drink eight glasses of water per day is a myth, the need for proper and adequate hydration is a fact. During the course of a normal day, the body loses fluid through sweating, breathing, urinating, and environmental factors (e.g., air temperature, humidity). This fluid must be replaced.

Maintaining proper fluid levels helps the body to

- transport nutrients and eliminate waste
- lubricate joints and tissues
- facilitate digestion
- regulate core temperature through sweating

Individuals can replenish their fluid loss by rehydrating with drinking water, sports drinks, soups, teas, milk, juice, or coffee, or eating watery fruit and vegetables. The amount of fluid that needs to be replaced will depend on how much fluid was lost.

Myth: **Drinking water during exercise causes stomach upset and slows performance.**

Fact: Consuming water or other fluids is essential while exercising, as increased activity rates will increase the rate of fluid loss through sweating and increased respiration rates. While exercising, it is better to consume small amounts of water or sports drinks frequently than to gulp large volumes infrequently or not drink at all.

Dehydration can have a significant impact on performance. Excessive dehydration may cause an uncontrollable increase in core body temperature, which may lead to heat exhaustion or heat stroke.

Myth: **Meal-replacement options (e.g., protein shakes, power bars) are not as good as a home-cooked meal.**

Fact: Meal-replacement options are never as nutritious as home-cooked meals that are part of a balanced eating plan. However, meal-replacement options, such as protein shakes and power bars, can be convenient for on-the-go situations, and are safer than perishables if food cannot be kept at a safe temperature.

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: I don't like eating meat and am fine just taking an iron supplement.

Fact: Supplementation cannot and should not replace a balanced eating plan. If a medical doctor, registered dietitian, or nutritionist determines that there is a vitamin/mineral deficiency that cannot be corrected within an individual's balanced eating plan, then supplementation may be appropriate. It is generally understood that iron supplements from plant sources need to be taken with vitamin C for effective absorption.

Myth: It doesn't really matter what you eat during physical training and competition.

Fact: If you want to introduce new foods or drinks as part of your physical activity/sport nutrition plan, try them out during a training session first to know how the body will respond. During physical activity, carbohydrates and fluid are essential to success. Participants also need to match their food intake to their energy expenditure in order to maintain a healthy body weight.

Myth: Energy drinks are harmful to your health and detrimental to your performance.

Fact: Energy drinks are not necessarily bad. A major ingredient in energy drinks is caffeine, which has both pros and cons, although the cons outweigh the pros.

- *Pro:* Because caffeine is a stimulant, its consumption can result in short-term mental alertness.
- *Cons:* For some people, consuming caffeine can lead to increased heart rate, higher pulse rate, increased sweating, and dehydration. All these factors are performance degrading. Other known side effects of caffeine consumption that may affect performance are disrupted sleep patterns, nausea/vomiting, diarrhea, and irritability.

Energy drinks are also of concern due to other products in them. Some energy drinks are artificially sweetened, and therefore do not contain much sugar. The added vitamins, minerals, and herbal products are of most concern. While these may be "natural," they may not be appropriate for participants.

If you have to depend on an energy drink for a quick rush, perhaps you need to ask:

- Are you over-training?
- Are you eating enough at the right times?
- Are you getting enough rest?

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: The ideal ratio of nutrients is 40% complex carbohydrates (CHOs), 30% protein, and 30% fat.

Fact: For regular physical activity and sport participation that adheres to the *Canadian Physical Activity Guidelines* (Canadian Society for Exercise Physiology), participants would need a higher percentage of nutrients from carbohydrates, as they are the primary source of energy. Some participants may need up to 60% carbohydrate intake to meet their energy needs.

Reference

Canadian Society for Exercise Physiology. *Canadian Physical Activity Guidelines*. www.csep.ca/guidelines (4 Jan. 2013).

Myth: Use of diet pills and laxatives is an effective way to lose weight.

Fact: Rapid weight loss can be detrimental to physical performance and, more importantly, to overall health. Rapid weight loss through the use of diet pills, laxatives, and saunas is a serious concern for weight-class sports, such as boxing, taekwondo, body building, wrestling, ballet, and gymnastics. It is also a concern for females who have had negative comments made about their bodies, or who may feel they would be more athletic if they lost weight.

All individuals, including athletes, need to maintain a balanced eating plan. Participants in weight-class sports may have to compete in a higher weight class to avoid subjecting themselves to rapid weight loss.

Myth: The more protein and protein supplements you consume, the more muscle you will gain or maintain.

Fact: Muscles have a limited ability to absorb amino acids that are derived from protein. Once this limit has been reached, excess protein will be stored as body fat, as will all excess calories.

Myth: Muscle cramps are caused by inadequate salt intake.

Fact: Generally, muscle cramps are caused by an excess of fluid loss through sweating, not inadequate salt intake.

While we need sodium to keep the body running normally (e.g., to maintain fluid balance, regulate nerve impulses and muscle function), too much sodium is associated with high blood pressure and increased risk of heart disease and stroke. High sodium intake also causes the body to lose calcium and can have an impact on bone health.

Most sodium comes from processed/prepared food, not the salt shaker on the table. As little as 10% of our daily sodium intake comes from the salt shaker, while over 75% comes from the salt added to food during processing.

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: Special supplements, such as amino acids, bee pollen, ginseng, and brewer’s yeast, improve athletic performance.

Fact: Taking special supplements, such as amino acids, bee pollen, ginseng, and brewer’s yeast, cannot replace a balanced eating program. There is no evidence to indicate that ingesting any of these substances will improve athletic performance. Furthermore, taking any of these special supplements can be quite expensive.

Myth: Skipping breakfast before a morning workout will help you burn more fat.

Fact: To get the most out of a morning workout, you need to eat a proper pre-exercise meal at the proper time so that your body can digest the food and your muscles can absorb the nutrients. In the case of a pre-breakfast workout, you may not have eaten in 8 to 12 hours. By not eating prior to a workout, your muscles will deplete their energy stores more quickly, thereby leaving you without the energy you need to finish your workout, or your intensity will drop to a level below your expectations/goals. Furthermore, once you do eat, you may over-consume due to feeling hungry.

Myth: Carbo-loading (also known as the “pasta feed”) the night before a big race is effective.

Fact: Carbohydrates are converted to and stored in muscles as glycogen. While consuming carbohydrates the night before a long run is helpful, there is a limit to how much glycogen can be stored within muscles. It is more helpful to carbo-load in the days before an endurance activity.

Myth: Caffeine causes dehydration during endurance sports and should be avoided.

Fact: For regular users, caffeine has actually been shown not to be a diuretic in most people. For infrequent users of caffeine, however, some of the known side effects (e.g., nausea, diarrhea, frequent urination) lead to excess fluid loss before the endurance event or performance even begins.

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: Ingesting sugar, honey, soft drinks, or any other sweets will provide the required energy just before athletic competition.

Fact: *These sweet foods will provide quick, short-term energy, as they are easily absorbed for use by the muscles. Depending on the length of the physical activity, however, these quick sources of energy may not provide enough energy for continued/sustained participation. It would be best to consume complex carbohydrates, some protein, and a little fat a few hours before physical activity participation, and simple carbohydrates just before participation.*

Myth: Vitamins and minerals give athletes extra energy.

Fact: *By themselves, vitamins and minerals are not an energy supply. What vitamins and minerals do is help release the chemical energy found in food that is ingested as part of a balanced eating plan.*

Myth: It doesn't matter what you drink during activity as long as you are consuming fluids.

Fact: *Water is the best method for fluid replacement during activity. When exercising in hot temperatures, however, participants need to be aware of excessive sweating. Also, water may not be sufficient in situations where participants are not able to eat during training/competition lasting longer (in general) than 90 minutes. In these situations, sports drinks can be useful. Avoid fluids with high caffeine levels or alcohol, as these may act as diuretics or depressants.*

Myth: Energy drinks and sports drinks are the same.

Fact: *Energy drinks and sports drinks are very different.*

- *Energy drinks are carbonated, which affects fluid absorption. They also have high levels of caffeine.*
- *Sports drinks are scientifically developed to assist physical activity participants/athletes with fluid and electrolyte replacement.*

Myth: Sports drink consumption during exercise contributes to weight gain.

Fact: *Regardless of the source of the calories, if energy input is greater than energy output, there will be weight gain.*

Myth: Sports drinks are high in sugar and calories.

Fact: *By comparing the sugar and calories of sports drinks and fruit juice or regular pop (e.g., using the Nutrition Facts labels), you would find that sports drinks have approximately half the sugar and calories of the other drinks.*

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: Sports drinks are meant only for events lasting more than 60 minutes.

Fact: *Some athletes sweat heavily and lose fluid and electrolytes at a higher rate than others. In these situations, sports drinks can be helpful even if the activity is 60 minutes or less in duration.*

Myth: Sports drinks have too much salt.

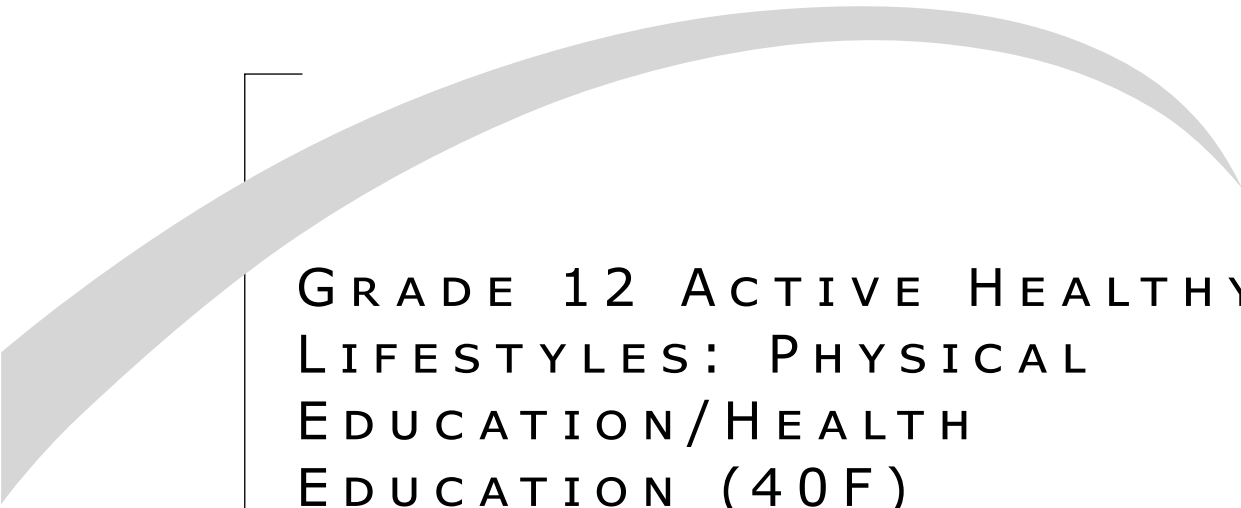
Fact: *Sports drinks have sodium levels similar to those of everyday foods such as milk, bread, and some breakfast cereals. Sodium plays an important role in fluid absorption. Consuming foods with sodium during a physical activity is not always possible or practical; therefore, consuming sports drinks provides a suitable alternative.*

Myth: Only strength athletes need to worry about eating enough protein.

Fact: *Athletes need consistent, quality training, a balanced eating plan, and adequate rest. By missing one of these three, they won't be the best they can be, regardless of the type of physical activity they perform (e.g., strength, power, endurance).*

Myth: There's only one "right way" to fuel the body for maximum performance.

Fact: *No single sport nutrition plan will work for everyone. All individuals are unique with respect to how their bodies respond to certain food intake and exercise.*



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Module 3 Assignments

MODULE 3 ASSIGNMENTS



Assignment 3.1: Module 3 Physical Activity Log

It is time for you to continue recording your physical activities, using your Physical Activity Log.

This assignment consists of two parts:

- Part A: Recording Your Log
- Part B: Wellness Journal

Every time you perform a physical activity from your Physical Activity Plan you need to record

- the types of physical activities in which you participated
- the date you engaged in physical activities
- the amount of time (hours and fractions of hours) you spent participating in activities of various intensity
 - **Light activities:** You begin to notice your breathing, but talking is fairly easy.
 - **Moderate activities:** Your heart rate and breathing increase and you can hear yourself breathe, but you can still talk.
 - **Vigorous activities:** Your heart rate and breathing increase to a level where it is difficult to talk.

Part A: Recording Your Log



To record your **Module 3 Physical Activity Log**, use the chart found on the next page. Alternatively, if you have access to the Internet, you can download one of the following two online Logs to complete your Log electronically. Both Logs are available in the learning management system (LMS).

- Physical Activity Log: Generic Calendar
- Physical Activity Log: Independent Study

Before completing your Log, review the **Module 2 Physical Activity Log**.

Notes



Module 3 Physical Activity Log (Grade 12)

Before you begin to record your physical activities in your Physical Activity Log,

■ you **must** have a telephone conversation with your tutor/marker to discuss your Physical Activity Plan

■ your Plan **must** be approved by your tutor/marker

Logged hours will not be accepted if the telephone conversation and approval have not occurred.

Name _____

I have submitted my Physical Activity Plan (Assignment 1.2) and discussed it with my tutor/marker (Assignment 1.3).

My Plan was approved on _____ (insert date).

I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			

continued

Module 3 Physical Activity Log (Grade 12) *(continued)*

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____ Date _____

Student signature _____ Date _____

Assignment 3.1: Module 3 Physical Activity Log (continued)

When you have completed your Module 3 Physical Activity Log, record your times for each intensity level (light, moderate, and vigorous). Then add up those times to get your total time. This Log, like the two other Logs in this course, should list **at least 27 hours of physical activity**. A **minimum of 19 hours** must be in the **moderate** or **vigorous** zone. All three Logs combined will total at least 80 hours, which is the goal for this course.

Assignment 3.1: Module 3 Physical Activity Log, Part A: Recording Your Log—Criteria

1. Specify your name.
 2. Record the dates on which you were physically active.
 3. Include the activity description for each day that you were physically active.
 4. Identify the intensity level and duration of activity for each day that you were physically active.
 5. Add the total time at each activity level.
 6. Add the total time at all activity levels (**at least 27 hours**).
 7. Sign the Log.
 8. Record the date on which you complete the Log.
 9. Have your parent/guardian sign the Log.
 10. Record the date on which your parent/guardian completed it.
-

Part B: Wellness Journal

Now respond to the four questions in the Module 3 Wellness Journal, found on the following pages.

continued

Notes

Module 3 Wellness Journal (Grade 12)

Name _____ Date _____

What behaviours/influences are helping me to achieve, or preventing me from achieving, my physical activity goals?

CHANGE STOP CONTINUE

1. What do I need to **change** (or revise) to help me reach my physical activity goals? Why?

2. What do I need to **stop** doing that is preventing me from reaching my physical activity goals? Why?

continued

3. What do I need to **continue** doing to help me reach my physical activity goals?
Why?

4. For this submission I am very proud of . . .

Assignment 3.1: Module 3 Physical Activity Log (continued)

Assignment 3.1: Module 3 Physical Activity Log, Part B: Wellness Journal—Criteria

1. Provide answers to all four questions.
 2. Provide answers that respond directly to the question.
 3. Ensure your answers are clear.
 4. Ensure your answers are written in a way that makes sense.
 5. Provide (for questions 1 to 3) an answer to the question, “Why?”
-



Remember, if your assignment does not meet the above criteria, your tutor/marker will have to send it back for you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

Remember that you will be logging your physical activities throughout this course. So, once you have completed this Module 3 Log, immediately start completing the next one, which is the Module 5 Log (there is no Log in Module 4). Your Module 5 Log is found at the end of Module 5.



Assignment 3.2: The Balancing Act

As you move into young adulthood, you may not realize how changes in your day-to-day routines affect opportunities for food intake and energy expenditure. This assignment, which is divided into three parts, is intended to help you recognize personal energy imbalance, reflect on what caused the imbalance, and identify realistic opportunities for improvement.

Part A: Energy Imbalance

How do you think energy imbalance happens in teenagers' lives? Initially, imbalances can be small and unnoticed, but over months and years, they can add up to weight gain and the many health problems that plague so many Canadians today.

continued

Assignment 3.2: The Balancing Act (continued)

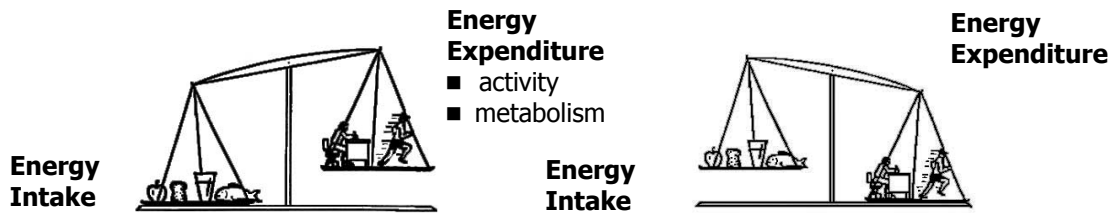
1. Think about factors that contribute to energy imbalance and potential weight gain in yourself, family members, friends, and society in general. The factors can be either food-related or activity-related.
2. On the left side of the following chart, record **five** factors that contribute to an energy imbalance that could lead to weight gain.

Part B: Fixing Energy Imbalance

Now that you have identified factors associated with energy imbalance, think about how this imbalance can be overcome.

1. Think of ways in which teenagers could spend more energy being active, or make food choices that better reflect their daily energy needs. Suggest actions you think are realistic for **you**.
2. On the right side of the following chart, list **five** countermeasures that could help you counter the impact of each activity-related or food-related factor you recorded on the left side of the chart, if appropriate.

My Lifestyle Choices and Energy Balance*



<p>Factors that contribute to an energy imbalance that could lead to weight gain:</p>	<p>Countermeasures that could help me regain energy balance:</p>
---	--

* Source: Dairy Farmers of Manitoba, 2008, 2003. Adapted with permission.

continued

Assignment 3.2: The Balancing Act (continued)

Part C: Review and Final Tally

In the third part of this assignment, you will refer to information and assessments from previous lessons and generate a personal plan to modify your energy imbalance, if appropriate.

1. Food Consumption

- Review your record of food intake and accompanying healthy eating goal, as noted in Learning Activity 3.3.
- Review Learning Activity 3.6, where you identified food habits (or factors related to how/why you choose foods) that may contribute to energy imbalance.

2. Physical Activity

- Review the average number of hours you spend per day in activities of moderate and vigorous intensities, as calculated in Learning Activity 3.4.
- On the right side of the chart (see previous page), you identified an action that could help you counter the impact of each activity-related or food-related factor you recorded on the left side of the chart, if appropriate. These actions may be linked to the OUT-of-class activities you chose for your Physical Activity Plan.

3. A Personal Plan

Write a paragraph outlining what you have learned about yourself and about energy balance. Reflect upon positive changes you can realistically implement in your daily life with respect to food choices and physical activities. Indicate where you can make positive changes and what you plan to do.

Assignment 3.2: The Balancing Act—Criteria

1. In the chart provided, list at least **five** factors that contribute to an energy imbalance that could lead to weight gain.
 2. List at least **five** countermeasures that could help you regain energy balance.
 3. Write a paragraph outlining what you have learned about yourself and energy balance. Discuss positive changes you can make with respect to food choices and physical activity.
-



Assignment 3.3: What's Bugging You?

Choose **three** food-borne pathogens you are interested in researching from the list provided below. Research the three selected pathogens. For each pathogen, answer the following questions, and record your answers in chart form. Identify the sources you use for your research.

Pathogens

- Bacillus cereus
- Campylobacter jejuni
- Clostridium botulinum
- Clostridium perfringens
- Cryptosporidium parvum
- Escherichia coli (E. coli)
- Giardia lamblia
- Hepatitis A, Listeria monocytogenes
- Norovirus (Norwalk virus)
- Salmonella
- Shigella
- Staphylococcus aureus
- Toxoplasma gondii
- Vibrio
- Yersinia

Food-Borne Pathogens			
	Pathogen 1	Pathogen 2	Pathogen 3
1. Sources: What are common food sources of the pathogen?			
2. Signs/symptoms: Describe the signs/symptoms of illness related to the pathogen.			
3. Onset: How long does it take from exposure to the pathogen until the onset of symptoms?			
4. Duration: What is the duration of the illness caused by the pathogen?			
5. Prevention: Describe preventive measures to reduce/prevent illness from the pathogen.			
6. Effects: Describe any long-term effects of the illness caused by the pathogen.			
7. Sources: Identify the sources you use for your research.			

continued

Assignment 3.3: What's Bugging You? (continued)

Assignment 3.3: What's Bugging You?—Criteria

1. Select three food-borne pathogens.
 2. Answer all questions for each pathogen fully, providing accurate information.
 3. Identify the sources you use for your research.
-



Assignment 3.4: Food Safety Errors: Case Studies

In this assignment, you will test your knowledge of food safety by reading case studies of food safety errors. For each case study, determine what the errors were and identify steps that could have been taken to keep food safe. If you wish, you may refer to the Food Safety Guidelines outlined in Lesson 4.

Assignment 3.4: Food Safety Errors: Case Studies—Criteria

1. Identify at least three safety errors for each of the four case studies.
 2. Recommend a way to correct each safety error.
 3. To receive a complete on this assignment, identify a minimum of **12** correct safety errors and ways to correct them.
-

continued

Assignment 3.4: Food Safety Errors: Case Studies* (continued)

Case Study 1: Friday Night

It's Friday night and you've invited some friends over for pizza, baked chicken wings, and a movie. You've made a fiery mayo-based dip for the wings. You add frozen shrimp to the pizza. For a healthy side dish, you prepare some veggies to go with the dip. They look clean, so, to save time, you cut them up without washing them first.

Your friends leave late and you're really tired. There are too many beverages in the fridge—no room for the leftover pizza, chicken, or dip. You cover them with napkins for the night and decide to leave cleanup for the morning.

The next morning you think to yourself, "cold pizza for breakfast." And even though the wings aren't hot any more, they'll taste great for breakfast with the leftover dip. Perfect!

What are your food safety errors?	What should you have done instead?

continued

* Source of Case Studies: Dairy Farmers of Manitoba, 2008. Used with permission

Assignment 3.4: Food Safety Errors: Case Studies (continued)

Case Study 2: Pot Luck

You are preparing your special chicken stew for a pot-luck after the basketball tournament. You are running late and are trying to work quickly. Oh no—you forgot that you still need to make a sandwich! You give the cutting board a quick wipe. There is still a little chicken on it, so you give it a rinse. There, that's better. You use the cutting board to cut bread, and prepare the sandwich in record time. The chicken stew must be ready by now. You dip your spoon into the stew for a taste. Yum! In goes the spoon again. Yup, it's done. You turn the stove off and decide to leave the pot to cool before putting it in the fridge (it should be cool enough by the time you get home later this evening). While quickly wiping the counter, you notice the extra chicken you thawed still sitting on the counter. You didn't need it after all. That's OK. You'll just put it back in the freezer for the next time.

What are your food safety errors?	What should you have done instead?

continued

Assignment 3.4: Food Safety Errors: Case Studies (continued)

Case Study 3: Saturday Night Chili

You are having friends over on Saturday night. You are in the middle of preparing your famous chili when you realize the can of beans you were going to use is badly dented and bulging . . . that's not good. A second can of beans is dented, but not bulging, so you decide to use it instead. You are adding tomatoes when, "Ouch—what a sting!" The juice has dripped into that nasty cut you got yesterday. You'll have to remember to get bandages. And now you are going to sneeze, but with tomato juice on your hands, you don't quite prevent yourself from sneezing on the chili . . . oops.

You planned to serve cheese and crackers before dinner. You notice the cheese has mould on it. No problem—you scrape the sides of the cheese, slice it, and put it out for your friends.

What are your food safety errors?	What should you have done instead?

continued

Assignment 3.4: Food Safety Errors: Case Studies (continued)

Case Study 4: Feeling under the Weather

You work in the school cafeteria. You are normally very energetic, but you are feeling under the weather as you get lunch prepared for the day. You begin to rummage through the fridge searching for something to prepare, when “AAHHH-CHOOO!” You manage to cover your nose with your hand to prevent sneezing on the food in the fridge. You spot some ground beef. You’re not sure when the manager took it out of the freezer—there’s no expiry date on it—maybe a couple of days ago? Hmm . . . or was it at the end of last week? You examine it. Looks fine, smells OK. So you decide to use it. You take it out of the dripping plastic and use it to prepare dinner.

What are your food safety errors?	What should you have done instead?

Notes

MODULE 3 SUMMARY

Congratulations! You have finished the third module of this course.



Submitting Your Assignments

You will not submit your Module 3 assignments to the Distance Learning Unit at this time. Instead, you will submit them, along with the Module 4 assignments, when you have completed Module 4.

Module 3 Review Questions

You should be able to answer the following questions. If you can't answer them, return to the lesson content and review the exercises.

Lesson 1

1. What is the difference between a portion of food and a Food Guide Serving?
2. How is *Canada's Food Guide* used to evaluate food intake?

Lesson 2

1. In what ways are calories spent?
2. What impact does the intensity of physical activity have on energy expenditure?
3. What role does physical activity play in energy balance and healthy weight?

Lesson 3

1. How is energy balance achieved and maintained?

Lesson 4

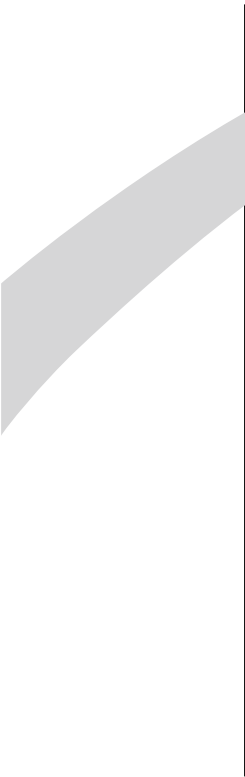
1. What are the causes of food-borne illness?
2. What are the best ways to keep food safe?

Lesson 5

1. What are some common food advertising and marketing strategies?
2. What can individuals do to be more informed consumers?

Lesson 6

1. What are some common food and nutrition myths related to physical activity and sport performance?
2. Where can reliable and accurate food and nutrition information be obtained?
3. Why do food and nutrition myths persist?



GRADE 12 ACTIVE HEALTHY
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Module 3 Learning Activity Answer Key



Learning Activity 3.1: Identifying Food Guide Servings

For this learning activity, you were asked to assume the menu items listed in the following chart represent a day's food intake for someone your age. Using *Canada's Food Guide* as your guide, you analyzed Food Guide Servings. Compare your responses to those provided below.

Food Guide Servings Analyzer					
Menu	Food Groups				Foods to Limit
	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	
Breakfast					
2 cups/500 mL bran flakes (approx. 60 g, as per package) with 1 small banana	1	2			
1 cup/250 mL 2% milk			1		
Coffee and 1 tsp./5 mL sugar					*
Morning Snack					
Bag of chips					*
Lunch					
Whole-wheat bagel (2 hockey pucks)		2			
2 tbsp./30 mL hummus (1 Ping-Pong ball)				1	
Veggies (baby carrots and bell pepper strips) (2 light bulbs)	2				
¾ cup/175 g yogurt			1		
Afternoon Snack					
Pear (1 tennis ball)	1				
Chocolate bar					*
Dinner/Supper					
2 cups/500 mL beef stew (beef, potatoes, carrots)	1			1	
Spinach salad (fist), salad dressing (1 tbsp./15 mL), and whole-wheat dinner roll	1	2			*
1 tsp./5 mL margarine (thumb-tip)					*
Cake					*
Café au lait (½ cup/125 mL 2% milk)			0.5		*
Total	6	6	2.5	2	7
Recommended number of Food Guide Servings per day for males and females (14 to 18 years of age)	M: 8 F: 7	M: 7 F: 6	M: 3–4 F: 3–4	M: 3 F: 2	



Learning Activity 3.2: The Size of Food Group Servings

Referring to the food items listed in this learning activity, you selected two foods that you eat regularly, comparing your typical portion size to the recommended Food Guide Serving size. You recorded this information in a chart. An example is provided below.

Example

Comparison of Portion and Serving Sizes			
My Food Item	My Typical Portion Size	What One Serving Looks Like	Comments
1 chicken breast	2 hockey pucks	1 hockey puck	My portion size is double an actual serving size. This results in increased caloric intake and can possibly lead to weight gain if not enough calories are expended.



Learning Activity 3.3: How Do I Measure Up?

In this learning activity, you compared your daily food intake with the Food Guide Servings recommended for each food group in *Canada's Food Guide*. You then made a specific healthy eating goal, based on your assessment of your eating patterns.

As your responses will reflect your individual situation, no answer key is provided for this learning activity.



Learning Activity 3.4: Determining Relative Energy Expenditure through Daily Physical Activity

In this learning activity, you examined and recorded your daily physical activities for three days of a typical week and categorized them by intensity level (vigorous, moderate, and light), thereby gaining a greater understanding of your personal daily energy expenditure.

As your responses will reflect your individual situation, no answer key is provided for this learning activity.



Learning Activity 3.5: Energy Balance

This learning activity required you to answer questions about energy balance, using the information you learned in Lesson 3. Compare your responses to the answer key below.

1. What is **energy balance**? Explain **positive** and **negative** energy balance.
 - **Energy balance:** the relationship between calories (food) consumed and calories expended (physical activity).
 - **Positive balance:** energy intake from food exceeds energy expenditure from activity (fat gain).
 - **Negative balance:** caloric expenditure from physical activity exceeds food intake (fat loss).
2. What factors will help develop a **healthy energy balance**?
 - Healthy energy balance can be achieved through daily physical activity and a healthy diet (reduced intake of high-fat foods).
3. Health Canada recommends a daily caloric intake of
2450 to 2900 for males 17 to 18
1750 to 2100 for females 17 to 18

continued

Learning Activity 3.5: Energy Balance (continued)

3. List the amount of calories per gram for the following:
 - **Protein:** 4 cal/g
 - **Carbohydrate:** 4 cal/g
 - **Fat:** 9 cal/g
 - **Alcohol:** 7 cal/g

 4. What are Health Canada's recommendations for intake of:
 - **Protein:** 10 % to 30 % of daily energy intake
 - **Carbohydrate:** 45 % to 65 % of daily energy intake
 - **Fat:** 25 % to 35 % of daily energy intake
-



Learning Activity 3.6: Find the Fat

For this learning activity, you practised reading nutrition facts on sample Nutrition Facts labels for one serving of three different types of French fries: oven-baked, supersize, and small. Compare your responses to the answer key provided below.

1. Analyze each of the following labels. For each label, identify the type of French fries, the serving size, and the percentage (%) of daily intake from fat and carbohydrates.
 - The **oven-baked french fries** are measured in 85 gram servings (approximately 19 pieces). One serving accounts for 6% of your daily intake of fat (4 g) and 7% of your daily intake of carbohydrates (22 g). Note that the fat in these fries is mostly unsaturated.
 - The **supersize french fries** are measured in 176 gram servings. One serving accounts for 40% of your daily intake of fat (26 g) and 23% of your daily intake of carbohydrates (68 g).
 - The **small french fries** are measured in 68 gram servings. One serving accounts for 15% of your daily intake of fat (10 g) and 9% of your daily intake of carbohydrates (26 g).

continued

Learning Activity 3.6: Find the Fat (continued)

2. Make conclusions about the amounts of nutrients in a serving, depending on serving size and preparation method. Specify which type of french fry would be the healthier choice, and explain why.

Although the small french fries come in a smaller serving size than the oven-baked fries, they contain more than twice the amount of fat, and it is entirely saturated fat. The small fries also contain more than 1.5 times the amount of calories. In terms of calories and fat, the oven-baked fries with the unsaturated fats would be the healthiest choice.

At the same time, although the supersize fries come in a serving that is twice as large as the oven-baked fries, the two contain almost the same amount of sodium (salt). It may be best to eat all these fries only in moderation.



Learning Activity 3.7: Food for Thought

For this learning activity, you responded to questions about food and marketing strategies and their impact on food purchases.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 3.8: Thoughts for Discussion

For this learning activity, you were asked to think about and support your opinion about the health consequences of consumer choices in relation to food advertising.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact?

For this learning activity, you reviewed some common statements related to sport nutrition and indicated whether each statement was a fact (true) or a myth (false). Carefully read the feedback for each statement below.

Myth: Everyone needs to take vitamin pills. It's OK to take vitamin supplements, as they are natural substances.

Fact: Vitamin and mineral supplementation is generally not required for individuals who are on a balanced eating plan, which means they are consuming the recommended number of servings from each of the four food groups, as outlined in *Eating Well with Canada's Food Guide* (Health Canada). Individuals who think they may need to take supplements should do so under the direction of a medical doctor, registered dietitian, or nutritionist. Consumers also need to know and understand that not all natural substances are safe and/or legal.

Reference

Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007. Available online at www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html.

Myth: As long as I eat, it doesn't matter when I eat.

Fact: Proper post-exercise nutrition allows muscles to recover more quickly and allows the participant to be ready to exercise/perform again within hours. During exercise, the glycogen stored in muscles is depleted. The amount of depletion will depend on factors such as the amount of glycogen available and the intensity and duration of the exercise.

The critical time following exercise is the first 30 minutes to two hours. During this time, physical activity participants need to

- consume foods with a high-glycemic index (simple carbohydrates), as the muscles are in a state when they will more readily absorb these nutrients
- consume proteins and fats

In addition to ensuring proper food intake, rehydration or drinking of fluids is also critical during post-exercise recovery. Participants who do not have an appetite immediately following exercise could consider drinking chocolate milk.

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: **Everyone should drink eight glasses of water per day.**

Fact: While the notion of needing to drink eight glasses of water per day is a myth, the need for proper and adequate hydration is a fact. During the course of a normal day, the body loses fluid through sweating, breathing, urinating, and environmental factors (e.g., air temperature, humidity). This fluid must be replaced.

Maintaining proper fluid levels helps the body to

- transport nutrients and eliminate waste
- lubricate joints and tissues
- facilitate digestion
- regulate core temperature through sweating

Individuals can replenish their fluid loss by rehydrating with drinking water, sports drinks, soups, teas, milk, juice, or coffee, or eating watery fruit and vegetables. The amount of fluid that needs to be replaced will depend on how much fluid was lost.

Myth: **Drinking water during exercise causes stomach upset and slows performance.**

Fact: Consuming water or other fluids is essential while exercising, as increased activity rates will increase the rate of fluid loss through sweating and increased respiration rates. While exercising, it is better to consume small amounts of water or sports drinks frequently than to gulp large volumes infrequently or not drink at all.

Dehydration can have a significant impact on performance. Excessive dehydration may cause an uncontrollable increase in core body temperature, which may lead to heat exhaustion or heat stroke.

Myth: **Meal-replacement options (e.g., protein shakes, power bars) are not as good as a home-cooked meal.**

Fact: Meal-replacement options are never as nutritious as home-cooked meals that are part of a balanced eating plan. However, meal-replacement options, such as protein shakes and power bars, can be convenient for on-the-go situations, and are safer than perishables if food cannot be kept at a safe temperature.

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: I don't like eating meat and am fine just taking an iron supplement.

Fact: Supplementation cannot and should not replace a balanced eating plan. If a medical doctor, registered dietitian, or nutritionist determines that there is a vitamin/mineral deficiency that cannot be corrected within an individual's balanced eating plan, then supplementation may be appropriate. It is generally understood that iron supplements from plant sources need to be taken with vitamin C for effective absorption.

Myth: It doesn't really matter what you eat during physical training and competition.

Fact: If you want to introduce new foods or drinks as part of your physical activity/sport nutrition plan, try them out during a training session first to know how the body will respond. During physical activity, carbohydrates and fluid are essential to success. Participants also need to match their food intake to their energy expenditure in order to maintain a healthy body weight.

Myth: Energy drinks are harmful to your health and detrimental to your performance.

Fact: Energy drinks are not necessarily bad. A major ingredient in energy drinks is caffeine, which has both pros and cons, although the cons outweigh the pros.

- *Pro:* Because caffeine is a stimulant, its consumption can result in short-term mental alertness.
- *Cons:* For some people, consuming caffeine can lead to increased heart rate, higher pulse rate, increased sweating, and dehydration. All these factors are performance degrading. Other known side effects of caffeine consumption that may affect performance are disrupted sleep patterns, nausea/vomiting, diarrhea, and irritability.

Energy drinks are also of concern due to other products in them. Some energy drinks are artificially sweetened, and therefore do not contain much sugar. The added vitamins, minerals, and herbal products are of most concern. While these may be "natural," they may not be appropriate for participants.

If you have to depend on an energy drink for a quick rush, perhaps you need to ask:

- Are you over-training?
- Are you eating enough at the right times?
- Are you getting enough rest?

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: The ideal ratio of nutrients is 40% complex carbohydrates (CHOs), 30% protein, and 30% fat.

Fact: For regular physical activity and sport participation that adheres to the *Canadian Physical Activity Guidelines* (Canadian Society for Exercise Physiology), participants would need a higher percentage of nutrients from carbohydrates, as they are the primary source of energy. Some participants may need up to 60% carbohydrate intake to meet their energy needs.

Reference

Canadian Society for Exercise Physiology. *Canadian Physical Activity Guidelines*.
www.csep.ca/guidelines (4 Jan. 2013).

Myth: Use of diet pills and laxatives is an effective way to lose weight.

Fact: Rapid weight loss can be detrimental to physical performance and, more importantly, to overall health. Rapid weight loss through the use of diet pills, laxatives, and saunas is a serious concern for weight-class sports, such as boxing, taekwondo, body building, wrestling, ballet, and gymnastics. It is also a concern for females who have had negative comments made about their bodies, or who may feel they would be more athletic if they lost weight.

All individuals, including athletes, need to maintain a balanced eating plan. Participants in weight-class sports may have to compete in a higher weight class to avoid subjecting themselves to rapid weight loss.

Myth: The more protein and protein supplements you consume, the more muscle you will gain or maintain.

Fact: Muscles have a limited ability to absorb amino acids that are derived from protein. Once this limit has been reached, excess protein will be stored as body fat, as will all excess calories.

Myth: Muscle cramps are caused by inadequate salt intake.

Fact: Generally, muscle cramps are caused by an excess of fluid loss through sweating, not inadequate salt intake.

While we need sodium to keep the body running normally (e.g., to maintain fluid balance, regulate nerve impulses and muscle function), too much sodium is associated with high blood pressure and increased risk of heart disease and stroke. High sodium intake also causes the body to lose calcium and can have an impact on bone health.

Most sodium comes from processed/prepared food, not the salt shaker on the table. As little as 10% of our daily sodium intake comes from the salt shaker, while over 75% comes from the salt added to food during processing.

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: Special supplements, such as amino acids, bee pollen, ginseng, and brewer’s yeast, improve athletic performance.

Fact: Taking special supplements, such as amino acids, bee pollen, ginseng, and brewer’s yeast, cannot replace a balanced eating program. There is no evidence to indicate that ingesting any of these substances will improve athletic performance. Furthermore, taking any of these special supplements can be quite expensive.

Myth: Skipping breakfast before a morning workout will help you burn more fat.

Fact: To get the most out of a morning workout, you need to eat a proper pre-exercise meal at the proper time so that your body can digest the food and your muscles can absorb the nutrients. In the case of a pre-breakfast workout, you may not have eaten in 8 to 12 hours. By not eating prior to a workout, your muscles will deplete their energy stores more quickly, thereby leaving you without the energy you need to finish your workout, or your intensity will drop to a level below your expectations/goals. Furthermore, once you do eat, you may over-consume due to feeling hungry.

Myth: Carbo-loading (also known as the “pasta feed”) the night before a big race is effective.

Fact: Carbohydrates are converted to and stored in muscles as glycogen. While consuming carbohydrates the night before a long run is helpful, there is a limit to how much glycogen can be stored within muscles. It is more helpful to carbo-load in the days before an endurance activity.

Myth: Caffeine causes dehydration during endurance sports and should be avoided.

Fact: For regular users, caffeine has actually been shown not to be a diuretic in most people. For infrequent users of caffeine, however, some of the known side effects (e.g., nausea, diarrhea, frequent urination) lead to excess fluid loss before the endurance event or performance even begins.

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: Ingesting sugar, honey, soft drinks, or any other sweets will provide the required energy just before athletic competition.

Fact: *These sweet foods will provide quick, short-term energy, as they are easily absorbed for use by the muscles. Depending on the length of the physical activity, however, these quick sources of energy may not provide enough energy for continued/sustained participation. It would be best to consume complex carbohydrates, some protein, and a little fat a few hours before physical activity participation, and simple carbohydrates just before participation.*

Myth: Vitamins and minerals give athletes extra energy.

Fact: *By themselves, vitamins and minerals are not an energy supply. What vitamins and minerals do is help release the chemical energy found in food that is ingested as part of a balanced eating plan.*

Myth: It doesn't matter what you drink during activity as long as you are consuming fluids.

Fact: *Water is the best method for fluid replacement during activity. When exercising in hot temperatures, however, participants need to be aware of excessive sweating. Also, water may not be sufficient in situations where participants are not able to eat during training/competition lasting longer (in general) than 90 minutes. In these situations, sports drinks can be useful. Avoid fluids with high caffeine levels or alcohol, as these may act as diuretics or depressants.*

Myth: Energy drinks and sports drinks are the same.

Fact: *Energy drinks and sports drinks are very different.*

- *Energy drinks are carbonated, which affects fluid absorption. They also have high levels of caffeine.*
- *Sports drinks are scientifically developed to assist physical activity participants/athletes with fluid and electrolyte replacement.*

Myth: Sports drink consumption during exercise contributes to weight gain.

Fact: *Regardless of the source of the calories, if energy input is greater than energy output, there will be weight gain.*

Myth: Sports drinks are high in sugar and calories.

Fact: *By comparing the sugar and calories of sports drinks and fruit juice or regular pop (e.g., using the Nutrition Facts labels), you would find that sports drinks have approximately half the sugar and calories of the other drinks.*

continued

Learning Activity 3.9: Sport Nutrition Investigation: Myth or Fact? (continued)

Myth: Sports drinks are meant only for events lasting more than 60 minutes.

Fact: *Some athletes sweat heavily and lose fluid and electrolytes at a higher rate than others. In these situations, sports drinks can be helpful even if the activity is 60 minutes or less in duration.*

Myth: Sports drinks have too much salt.

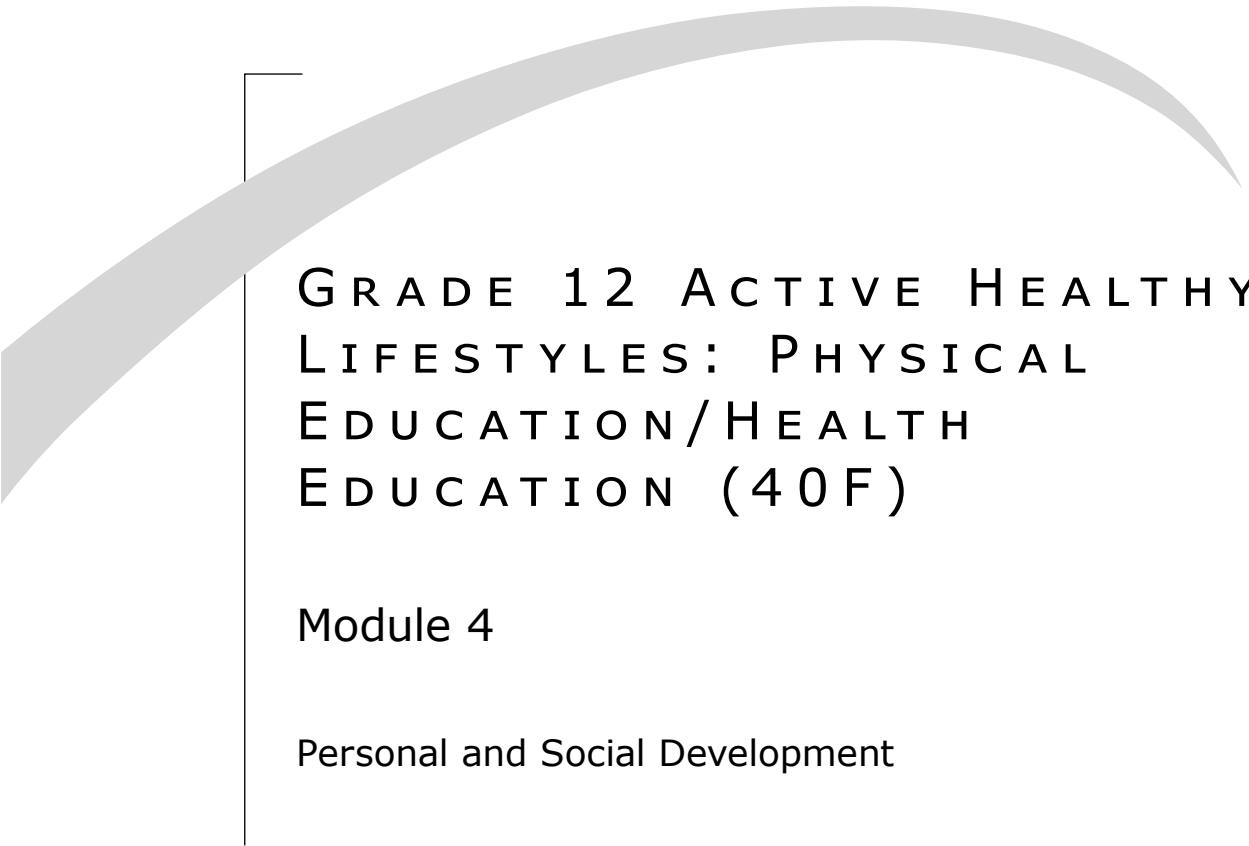
Fact: *Sports drinks have sodium levels similar to those of everyday foods such as milk, bread, and some breakfast cereals. Sodium plays an important role in fluid absorption. Consuming foods with sodium during a physical activity is not always possible or practical; therefore, consuming sports drinks provides a suitable alternative.*

Myth: Only strength athletes need to worry about eating enough protein.

Fact: *Athletes need consistent, quality training, a balanced eating plan, and adequate rest. By missing one of these three, they won't be the best they can be, regardless of the type of physical activity they perform (e.g., strength, power, endurance).*

Myth: There's only one "right way" to fuel the body for maximum performance.

Fact: *No single sport nutrition plan will work for everyone. All individuals are unique with respect to how their bodies respond to certain food intake and exercise.*



GRADE 12 ACTIVE HEALTHY LIFESTYLES: PHYSICAL EDUCATION/HEALTH EDUCATION (40F)

Module 4

Personal and Social Development

This module contains the following:

- Introduction
- Lesson 1: Effective Teams
- Lesson 2: Team Building
- Lesson 3: Leadership Skills
- Module 4 Learning Activity Answer Key
- Module 4 Assignments
 - Assignment 4.1: Process Observation Report
 - Assignment 4.2: Characteristics of Effective Team Leaders

MODULE 4: PERSONAL AND SOCIAL DEVELOPMENT

Introduction

Physical activity often occurs in a social context. In fact, people are encouraged to be active with others as a way of staying motivated and keeping their activity schedules on track. People will seek out others who care about them and their goals and who support them emotionally, regardless of their skills and abilities. This need to feel connected is also present in our everyday lives, whether at school, in the workplace, or at home. We would all benefit from becoming more aware of how we interact with others and how this interaction may be influencing our own and others' experiences.

Lessons 1 and 2 of Module 4 focus on the characteristics of effective teams and the individual roles of team members. You will develop an understanding of the five stages of development that teams go through as they work toward achieving their goals. In addition, you will gain a greater understanding of the importance and contribution of individual communication skills within effective teams. In Lesson 3, you will examine the role of team leaders and the impact of their leadership style on teams.

Assessment

When you have completed the assignments for Module 4, submit your completed assignments for Module 3 and Module 4 to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
2	Assignment 4.1	Process Observation Report
3	Assignment 4.2	Characteristics of Effective Team Leaders

Notes

LESSON 1: EFFECTIVE TEAMS

Introduction

Whether you are playing a game of hockey, studying for a test, or moving a heavy piece of furniture, it pays to work with others to accomplish a goal. Working as a member of a team is a necessary skill in the workplace, in sports, and even in families. This lesson focuses on the characteristics of successful teams and the stages they go through as they grow and develop.

After completing this lesson, you will show an understanding of

- how well-functioning teams exhibit certain characteristics that promote and enhance both individual and team goals
- how effective teams develop and progress through a series of recognizable stages

You will also be able to

- demonstrate an understanding of the characteristics and development of effective teams

Teams and Teamwork Skills

Teamwork takes place when two or more people coordinate their contributions and work toward achieving a common goal. This does not mean that the individual is no longer important; however, effective and efficient teamwork goes beyond individual achievements. Team members understand the team goals and have a sense of ownership in those goals. They trust in the other members of their team and are honest and respectful of others. Team members are valued for their knowledge and skills, and share in the decision-making process.

Teams differ significantly from uncoordinated **groups**, which are assemblies of individuals who tend to operate independently in working toward meeting their own goals. In these groups, members may be cautious about what they say, mistrust others, and have closed relationships with other members. They may be bothered or threatened by differences of opinions, and may not participate in group decision making.

When we consider the differences between teams and low-functioning groups, it quickly becomes apparent why organizations and businesses place great importance on teamwork skills when considering a person for employment. High-performing teams display certain characteristics that promote and enhance both individual and team goals.

The Conference Board of Canada identifies teamwork skills as employability skills, which are needed both in the workplace and in a range of daily activities.

Online Resource

For more information about employability skills, refer to the following website:



The Conference Board of Canada. *Employability Skills 2000*⁺. Ottawa, ON: The Conference Board of Canada, 2000. Available online at www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb.

Common Characteristics of Effective Teams

The following are some common characteristics of effective teams:

- **A team has a clear purpose:** Team members understand why the team exists and share in the creation and accomplishment of team goals.
- **Team members understand the team process and priorities:** The team is clear on what needs to be done next, by whom, and by when. Team members understand that the accumulation of completed tasks leads to the successful achievement of their final goal.
- **Team members know their roles:** Team members know and carry out their roles for completing their tasks. They seek assistance from and give assistance to others, as required.
- **Team members have a collaborative and collective commitment:** All team members are ready and willing to work with one another. This collaboration is achieved through open and honest communication, respectful behaviour, and shared decision making. Team norms for working together are established and regarded as standards for every team member.
- **Conflicts and disagreements are openly resolved:** Conflicts and disagreements are important to team decision making and personal growth. Conflicts and disagreements are examined and resolutions are sought. Some disagreements cannot be resolved, resulting in the need for compromises that do not block the team's efforts.
- **Constructive criticism and encouragement are extended to team members:** Criticism is never directed at team members; rather, comments are focused on removing obstacles and maintaining high performance standards. All members are consistently supported and encouraged as a way of maintaining high levels of motivation.
- **Success is shared:** Team members are made aware of their successes, and team accomplishments are shared equally and proudly.

- **Leadership is shared:** Leadership shifts from time to time within an effective team as team members take on certain tasks and roles. Effective leadership is evident when the actions of the leader move the team closer to the final goal without personal gain or recognition.

The Five Stages of Team Development

Effective teamwork is essential in today's world. However, a newly formed team cannot be expected to perform exceptionally well from the very beginning. Becoming an effective team takes time, and usually follows some easily recognizable stages. A team will journey through these stages as it progresses from being a group of strangers to becoming a united team with a common goal.

Psychologist Bruce W. Tuckman came up with a team development model. This model describes the path that most teams follow in order to achieve high performance. The five stages of Tuckman's team development model are briefly outlined below.

Stage 1: Forming

- The team is assembled and the task is determined or assigned.
- Team members are generally positive and polite.
- Team members tend to behave independently and, although friendliness may exist, they do not know each other well enough to trust one another unconditionally.
- Some members are anxious, as they are not yet clear as to what work will be involved.
- Some members are excited about the task ahead and want to get started.

Stage 2: Storming

- The team members begin to address the task by suggesting ideas that may compete for recognition and ultimate acceptance.
- The team norms become defined, which creates discomfort for some members who may disagree with the approach being used or who feel overwhelmed by the amount of work to be done.
- Some members may react by questioning how worthwhile the goal of the team is and resist taking on a task.
- In extreme cases, the team can become stuck in the **Storming** stage.
- If a team is too focused on reaching consensus, it may decide on a plan that is less effective in completing the task for the sake of the team.

- Some members feel they are on an emotional roller coaster as they try to focus on the task without the support of established processes or relationships with their team members.

Stage 3: Norming

- During this stage, the team moves toward harmonious working practices, with members agreeing on the rules and values by which they operate.
- The members develop a strong commitment to the team goal, and they begin to see good progress toward reaching it.
- In the ideal situation, team members begin to trust each other during this stage as they accept the vital contribution of each member to the team. Now that the team members know each other better, they may be socializing together, and they are able to ask each other for help and provide constructive criticism.

Stage 4: Performing

- Not all teams make it to this stage. This stage is essentially a time of high performance.
- Strong teams are identified by high levels of interdependence, independence, motivation, knowledge, and competence.
- Decision making is collaborative and disagreement is expected and encouraged, as there will be a high level of respect and trust in the communication between team members.
- Team members understand that hard work leads directly to progress toward their shared vision and goal, supported by the structures and processes that have been established.
- Individual team members may join or leave the team without affecting the performing approach of the group.

Stage 5: Adjourning

- This is the final stage that ends the project and sees the ending of the team.
- This stage is also referred to as the **Mourning** stage, as it reflects the feelings experienced by team members at the conclusion of their work.

Note that teams can return to any phase within the team development model if they experience a change (e.g., a review of the project or goals, a change in members). When a member leaves or when a new member joins a successful team, the team will revert to the **Forming** stage, but this stage may last for a very short time as the new member experiences the team culture.



Learning Activity 4.1: Effective Teams—Reflection



The purpose of this learning activity is for you to reflect on your prior learning and experiences as a team member, and to consider the characteristics of an effective team. You may wish to work with your learning partner.

1. Think about the teams in which you have been involved. In your opinion, was the team effective or not effective?
2. How do you determine whether a team is effective?

As your experience of team participation will differ from those of other students, no answer key is provided for this learning activity.

Summary

In this lesson, you reflected on team characteristics. You examined the characteristics of effective teams and the stages they move through as they work toward meeting their goal(s) or completing their task(s).

Notes

LESSON 2: TEAM BUILDING

Introduction

In order for a team to accomplish its goal(s), it is important for the team members to understand that they may play a number of different roles within a given team. A hockey team, for example, has forwards (left, centre, and right) who move the puck into the opposing team's territory; defence (left and right) who trail behind to guard the home ice; and a goaltender who defends the team net. Each member of a team needs to appreciate the roles assumed by or assigned to his or her teammates.

This lesson focuses on the elements of teamwork, the roles within a team, and the importance of team building.

After completing this lesson, you will show an understanding of

- how team members play varying roles that contribute to or detract from team effectiveness
- how a team benefits from team-building activities

You will also be able to

- explore and identify the various roles and skills of team members in building effective teams

Team Roles

A team is made up of all sorts of people. How these people interact and relate to one another is a key factor in determining how successful the team will be at achieving its goals. Some team members are primarily concerned about getting the work done. Others are helpful and supportive to team members. However, there may still be team members who can cause conflict within the team.

High-performing teams don't just happen. They develop because the team members pay attention to the tasks and to team interactions. High-performing teams get the job done and enjoy the process along the way. The team members are energized and hard-working, and manage themselves in their respective roles. The team's end product is characterized by excellence in quality and quantity.

Functional Roles of Team Members

The roles within a team can be divided into three categories (defined by Kenneth D. Benne and Paul Sheats): task roles, social roles, and dysfunctional or individualistic roles.

These three categories can be used to describe the functional roles or actions of teams.

- **Task roles** move a team toward accomplishing their objectives. These actions include setting goals, identifying tasks, gathering facts, providing information, clarifying and summarizing ideas, and building consensus. The roles within this category are those that may be needed to advance a team from the **Forming** stage to the **Performing** stage of team development.
- **Social/interactive roles** are directed at improving how the team is working together. These actions include encouraging participation, expressing feelings, reconciling disagreements, keeping communication open, setting and applying standards for group performance, and building on each other's ideas. It is through these actions that teams function positively and effectively.
- **Dysfunctional/individualistic roles** put the needs of the individual ahead of the needs of the team. They include dominating the discussion, interrupting, wasting time, not listening, withdrawing from the conversation, and holding side conversations. A team that has individuals demonstrating these behaviours is in jeopardy of not realizing its goals/objectives. Well-established teams will be able to manage these behaviours. Newly formed teams may require leader intervention.

Knowing the behaviours that can move a team forward or hinder its progress can be helpful to all team members.

Team Building

Team building can be a very helpful tool for many teams. This includes not only the traditional sports teams, but also teams in a work environment. Team building can consist of a variety of exercises or tasks for the team. These tasks are usually not related to the common goal that the team works towards. The ultimate goal is for the team to work together effectively.

Benefits of team building can include the following:

■ **Increased communication**

Team members may be more willing to communicate with others during and after team building occurs. Team-building exercises may also help team members to communicate more effectively.

■ **Increased motivation**

Team-building activities give teammates a chance to remember what is important and to reconnect as a team while having fun and working together.

■ **Creating a team that feels closer and works together more effectively**

Effective team-building activities help team members to feel closer to each other, which often means they will work more effectively together.

Online Resource

For more information about team building, refer to the following website:



Huges, Martin. "What Are the Benefits of Team Building Exercises?" 23 July 2015. *Livestrong.com*. www.livestrong.com/article/123012-benefits-team-building-exercises/ (1 Oct. 2015).



Learning Activity 4.2: Team Roles—Reflection



Your reflections in this learning activity will add to your observations from Learning Activity 4.1: Effective Teams—Reflection. You may wish to work with your learning partner.

1. Think about the teams in which you have been involved, and consider your personal contribution to the team. What was your role on the team?
2. How did team members interact?

As your experience of team roles will differ from those of other students, no answer key is provided for this learning activity.



Assignment 4.1: Process Observation Report

By now, you should have an understanding of the development of teams and of how effective teams use teamwork skills to work together. You will use this knowledge to complete this assignment. The assignment details and criteria can be found in the Assignments section at the end of this module.

You will submit this assignment when you have completed Module 4. For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Summary

In this lesson, you explored and identified the various roles and skills of team members in building an effective team. You also learned about how team-building activities benefit an effective team. In addition, you had an opportunity to observe a team working together to complete a task.

LESSON 3: LEADERSHIP SKILLS

Introduction

In the previous lessons, you examined the characteristics of effective teams as well as the five stages teams go through in their development. One additional element in the success of a team is effective leadership.

This lesson focuses on the concept of leadership. You will explore the ways in which people become leaders, as well as the skills and methods of effective leadership and their impact on teams. You will have the opportunity to determine your current leadership style.

After completing this lesson, you will show an understanding of

- how some form of leadership is needed in order for teams/groups to be effective
- how effective leaders have particular characteristics and skills
- how leaders demonstrate a recognizable style that may vary, based on circumstances
- how a leader often demonstrates a dominant style, and how an effective leader will recognize when particular circumstances require a different style, and adjust accordingly
- how leaders play certain roles and perform certain functions on teams

You will also be able to

- demonstrate understanding of the characteristics and development of effective teams
- explore and identify the various roles and skills of team members in building effective teams
- examine the characteristics of effective team leaders and their impact on team development

What Is Leadership?

Leadership is any behaviour that influences the actions and attitudes of others to achieve certain results. Leadership in itself is neither good nor bad. Societal values determine whether the leadership of an individual is positive or negative, based on the goals and results being pursued and on the means used to influence others. There are many examples of “good” (e.g., moral, noble, virtuous) and “bad” (e.g., corrupt, immoral) people who have been extremely effective leaders.

People can use broad categories such as the following to attain leadership positions:

- **Qualified for leadership:** Some people become leaders because they achieve the necessary certification or credentials for a position. They may otherwise meet established criteria or prerequisites that persons in authority over them associate with the leadership position.

Examples: lifeguard, teacher

- **Merited leadership:** Some people become leaders primarily through faithful and enthusiastic participation and competent performance over time. These leaders may be considered to have “paid their dues.”

Examples: Olympic flag bearer, captain of a high school football team

- **Captured leadership:** Some people become leaders by campaigning for a position, being “political,” or otherwise manoeuvring themselves into a position. Leaders in this category may also take possession of the position through positive or negative means.

Examples: city mayor, dictator

- **Identified for leadership:** Some people become leaders because they possess personal or professional qualities that are recognized as beneficial and undeniable, and are appropriate for meeting the team’s needs at a particular time.

Examples: project manager of a business, military general

- **Defaulted to leadership:** Some people become leaders simply because other team members are unwilling or unable to accept the position or responsibility.

Example: someone in a small discussion group needs to lead the discussion

The categories also overlap, resulting in a variety of ways that someone can attain a leadership position. Leaders can perform at high levels and make valuable contributions to their teams, regardless of how they were selected or designated as leaders.

Qualities of a Leader

It is generally accepted that some form of leadership is required for a team to be effective and that a leader must possess certain qualities/characteristics, as well as skills/abilities, to lead effectively. The attributes someone has will depend on the person's experience. In other words, not all leaders will have the same qualities/characteristics or skills/abilities, and, if there are similarities, the level to which these are demonstrated will vary from leader to leader and from situation to situation.

The following table offers a list of attributes that a leader may possess.

Qualities/Characteristics	Skills/Abilities
<p>A leader can</p> <ul style="list-style-type: none"> ■ assume responsibility ■ take initiative <p>A leader is</p> <ul style="list-style-type: none"> ■ achievement-oriented ■ adaptable to situations ■ alert to social environment ■ assertive ■ competent ■ cooperative ■ courageous (risk-taker) ■ decisive (good judgment) ■ dedicated (committed) ■ dependable ■ energetic (high activity level) ■ enthusiastic ■ honest (high integrity) ■ optimistic ■ persistent ■ self-confident ■ tolerant of stress or anxiety (resilient) 	<p>A leader can</p> <ul style="list-style-type: none"> ■ communicate well ■ listen openly to others ■ resolve conflict <p>A leader is</p> <ul style="list-style-type: none"> ■ broad-minded (seeks diversity) ■ clever (intelligent) ■ conceptually skilled (holistic view) ■ creative (imaginative) ■ diplomatic and tactful ■ extroverted (outgoing) ■ fair-minded (just) ■ forward-looking (vision) ■ knowledgeable about team/group tasks ■ motivational (inspirational) ■ organized ■ persuasive (influential) ■ socially skilled ■ technically skilled ■ well-spoken (good speaker)

Origins and Styles of Leadership

A leader is someone who has a goal or a belief and is able to convince or influence others to follow it. It would then seem logical that leaders have some form of power by which they are able to persuade or convince others to achieve the same goal or adopt the same belief.

Various leadership theories have emerged over the years in attempts to explain the complexities of leadership. The following theories offer a diverse view of leadership (*Changing Minds.org*; Van Wagner):

- **“Great leader” theories:** “Great leader” theories assume that great leaders are born, not made.
- **Trait theories:** Similar in some ways to “great leader” theories, trait theories assume that people inherit certain qualities and traits that make them suited to leadership. Trait theories often identify particular personality or behavioural characteristics common to leaders. This view has been challenged, since key characteristics of leaders are also exhibited by team members who are not leaders.
- **Situational theories:** Situational theories propose that leaders will demonstrate a particular style of leadership depending on the given situation.
- **Behavioural (functional) theories:** Behavioural theories of leadership are based on the belief that leaders are made, not born (the opposite of the “great leader” theories).
- **Transactional theories:** Transactional theories focus on the principle that followers are motivated by a system of risk and reward. If individuals or teams achieve their identified goal(s), they will be rewarded; if they don’t succeed, they will be punished.
- **Transformational theories:** Transformational theories are based on the idea that leaders motivate and that team members or followers will be inspired to perform for the good of the team.

The Role of Leaders

Based on the **situational theories** of leadership, the role of team leaders should evolve as teams progress through the five stages of team development (identified by Tuckman). Effective leaders are aware of the stages and carry out the necessary actions required at each stage that will enable the team to be successful.

Briefly outlined below are some concerns that effective leaders need to be aware of and the actions they can take to deal with them at the various stages of team development.

1. **Forming**

- Leaders play a dominant role at this stage. Other team roles and responsibilities are not as clear.
- Leaders should provide the team with clear direction and establish identifiable and easily understood objectives.
- Team members need to get to know one another and spend time planning, collecting information, and bonding. This can be frustrating for some members who simply want to get on with the team task.

2. **Storming**

- This stage can be very destructive for the team if it is poorly managed. It is in this stage that many teams fail.
- Leaders need to help team members overcome feelings of discomfort and be aware of any members who may feel overwhelmed.
- Leaders establish team processes and structures, and work to resolve conflict and build good relationships between team members. Relationships among team members will be made or broken in this stage, and some may never recover.
- The leader's authority may be challenged as members position themselves within the team and clarify their roles. Leaders need to remain positive and firm in the face of challenges to their leadership and/or to the team's goal.

3. Norming

- Team members come to respect the leader's authority, and some members demonstrate leadership in specific areas.
- Team leaders can take a step back from the team at this stage as individual members take greater responsibility. This is also when team hierarchy is established.
- Team members may become content and lose either their creative edge or the drive that brought them to this stage. Leaders need to ensure that the team remains focused and on task.
- There is often a prolonged overlap between Storming and Norming behaviour. As new tasks arise, the team may fall back into typical Storming behaviour. This will eventually diminish.
- This is a good time to arrange a social or team-building event.

4. Performing

- Leaders are able to delegate much of the work to other team members, and can concentrate on developing the skills and abilities of individual team members.
- Leaders should have as light a "touch" as possible once the team has achieved high performance.
- Being part of the team at this stage feels easy and comfortable compared with the earlier stages.

5. Adjourning

- Teams may organize a celebratory event at the end of a project, such as a team windup. Team members will likely leave with fond memories of their experience.



Learning Activity 4.3: What Is My Leadership Style?

The purpose of this learning activity is to help you determine your current style of leadership.

1. Read the statements in the following leadership questionnaire and indicate how you would most likely behave if you were the group/team leader, choosing from the ratings provided.
2. When you have completed the questionnaire, go to the Learning Activity Answer Key at the end of the module and consult the evaluation guide. You will be able to learn more about what style of leadership you prefer.

continued

Learning Activity 4.3: What Is My Leadership Style? (continued)

What Is My Leadership Style?			
U = Usually S = Sometimes R = Rarely			
If I were the group/team leader . . .	U	S	R
1. I would ensure that policies and decisions would be determined by consensus or by "majority rule."			
2. I would emphasize the importance of keeping ahead of competing groups.			
3. I would encourage group members to use their best judgment when solving problems.			
4. I would represent the group at outside meetings.			
5. I would use group brainstorming as a way to come up with new ideas.			
6. I would keep the group working at a rapid pace.			
7. I would expect input from everyone on how best to overcome a challenge.			
8. I would personally settle conflicts when they occur in the group.			
9. I would give everyone a chance to lead a meeting by rotating the role of chairperson.			
10. I would grant authority only to group members who agreed with my point of view.			
11. I would let the individuals work out a solution to any arguments arising between group members.			
12. I would encourage all group members to follow standard rules and regulations.			
13. I would encourage group members to sign up for tasks they enjoy doing.			
14. I would schedule the work to be done by the group.			
15. I would be willing to make changes according to the wishes of the group.			
16. I would assign group members particular tasks.			



Assignment 4.2: Characteristics of Effective Team Leaders

In this lesson, you have learned about the qualities and skills of effective leaders, leadership styles, and roles of leaders. You have also explored your own leadership style.

For this assignment, select an article or a chapter from a book about a person who is considered to be an effective leader within today's society. Go to the Assignments section of this module for further instructions and criteria.

Summary

In this lesson, you have reflected on your personal leadership style and on the leadership of others. You demonstrated an understanding of the various roles and skills of team members and the impact leadership has on a team. In addition, this lesson addressed the various ways an effective leader may emerge.

MODULE 4 SUMMARY

Congratulations! You have finished the fourth module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 3 and Module 4 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 3 and Module 4 assignments and organize your material in the following order:

- Modules 3 and 4 Cover Sheet (found at the end of the course Introduction)
- Assignment 3.1: Module 3 Physical Activity Log
- Assignment 3.2: The Balancing Act
- Assignment 3.3: What's Bugging You?
- Assignment 3.4: Food Safety Errors: Case Studies
- Assignment 4.1: Process Observation Report
- Assignment 4.2: Characteristics of Effective Team Leaders

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Module 4 Review Questions

You should be able to answer the following questions. If you can't answer them, return to the lesson content and review the exercises.

Lesson 1

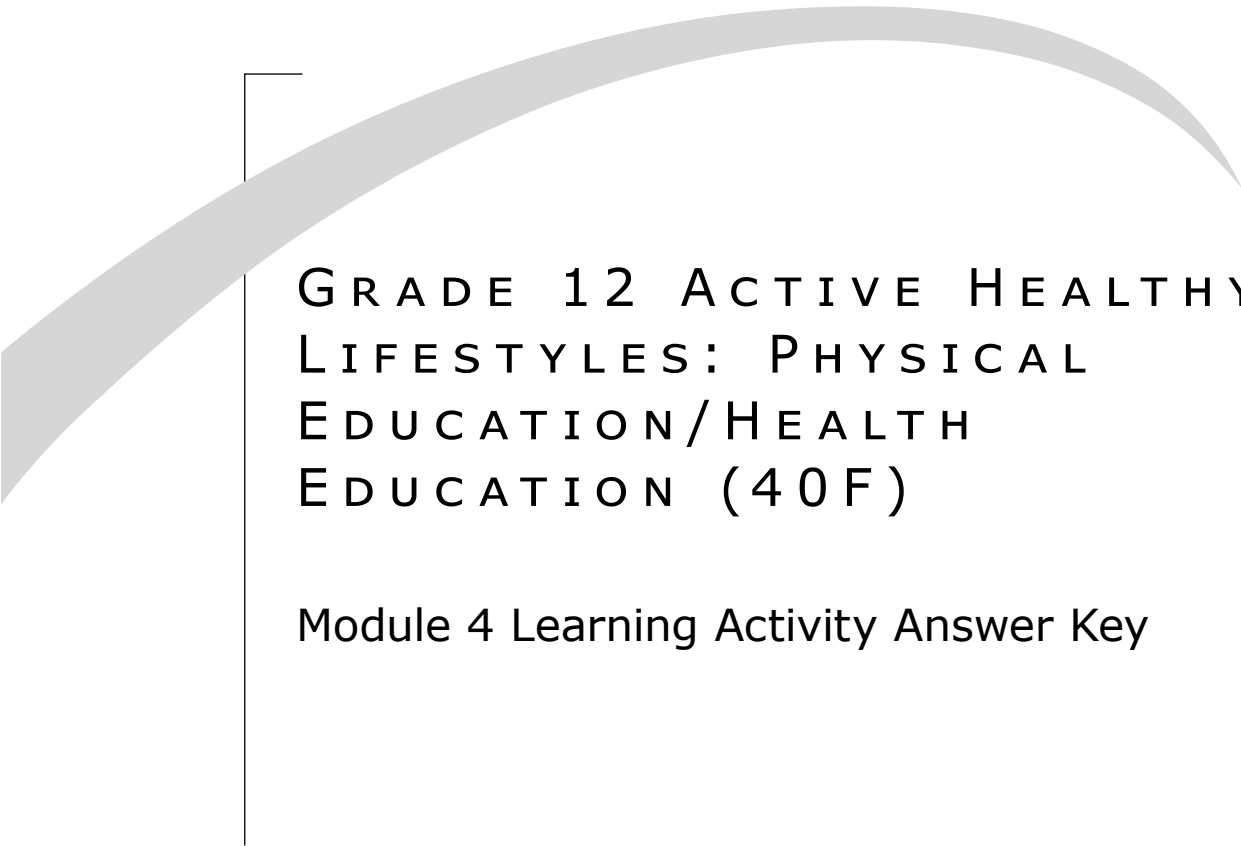
1. Why do some teams work well together and others do not?
2. What are some benefits of team building?

Lesson 2

1. What roles do people play within teams that lead to success?
2. How do communication skills contribute to team effectiveness?

Lesson 3

1. How do people become leaders?
2. What individual characteristics define effective leaders?
3. What leadership roles are present in team situations?
4. How can a leader influence a team to become high-performing?



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Module 4 Learning Activity Answer Key

MODULE 4 LEARNING ACTIVITY ANSWER KEY



Learning Activity 4.1: Effective Teams—Reflection

This learning activity provided you with an opportunity to reflect on your prior learning and experiences as a team member, and to consider the characteristics of an effective team.

As your experience of team participation will differ from those of other students, no answer key is provided.



Learning Activity 4.2: Team Roles—Reflection

This learning activity provided you with an opportunity to reflect on the teams in which you have been involved, and consider your personal contribution to the team.

As your experience of team roles will differ from those of other students, no answer key is provided.



Learning Activity 4.3: What Is My Leadership Style?

In this learning activity, you responded to a leadership questionnaire to determine your preferred leadership style.

Evaluate your responses to the questionnaire using the following guide:

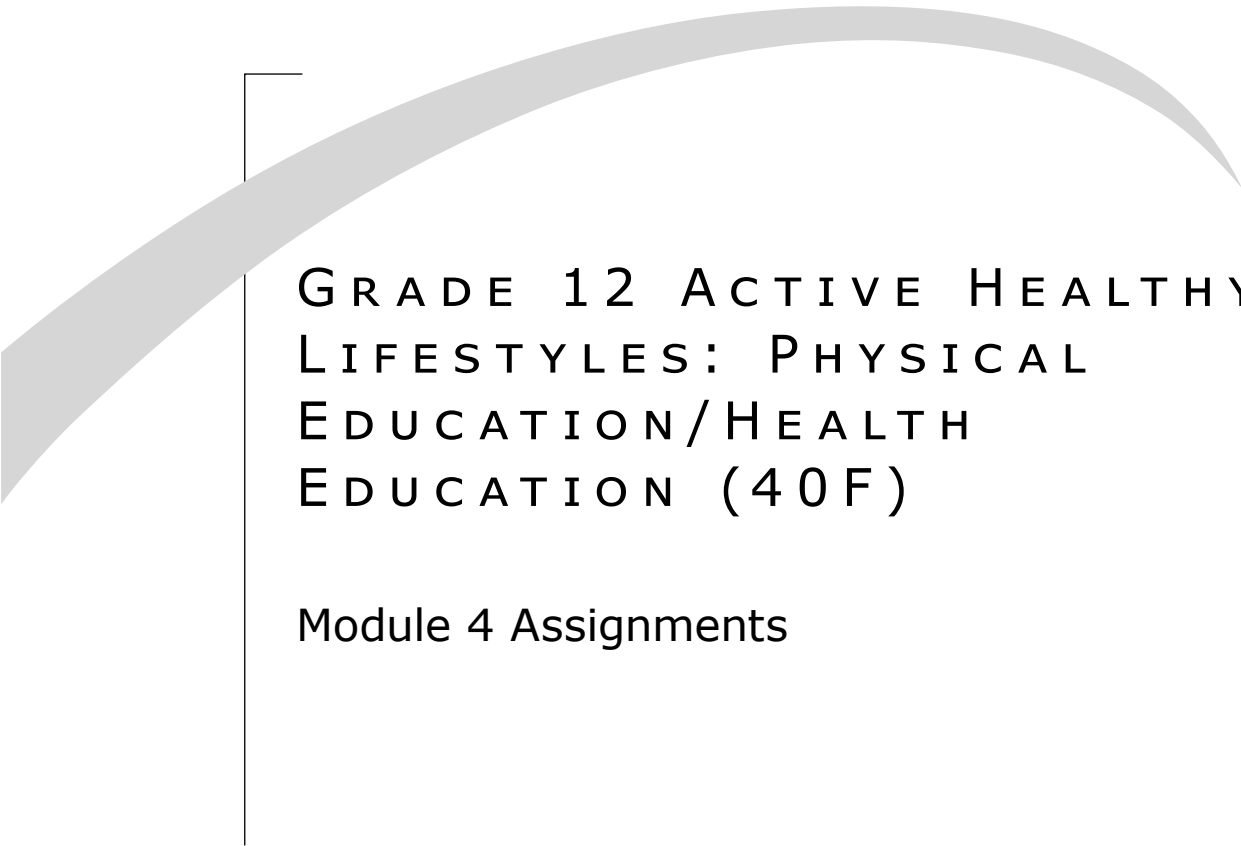
- If you answered “Usually” to the even-numbered questions, place a check mark (✓) beside those rows.

continued

Learning Activity 4.3: What Is My Leadership Style? (continued)

- If you answered “Usually” to the odd-numbered questions, place an asterisk (*) beside those rows.
- Tally the number of check marks and asterisks.
- If you have a greater number of check marks than asterisks, you may lean toward an authoritarian style of leadership. These leaders take control and prefer things to be done their way.
- If you have a greater number of asterisks than check marks, you may lean toward a democratic or participatory style of leadership. These leaders value input from others and prefer things to be done according to majority wishes.

It is important to understand that this learning activity is only a rough approximation of leadership styles. The best way to understand your personal style of leadership is to monitor and evaluate your own actions as a leader.



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Module 4 Assignments

MODULE 4 ASSIGNMENTS



Assignment 4.1: Process Observation Report

By now, you should have an understanding of the development of teams and of how effective teams use teamwork skills to work together. You will use this knowledge to complete the following assignment.

- Observe a team as they work together to complete a task. It could be a team that you are a part of, or a team that you have just chosen to observe. For example, you may want to make arrangements to observe a family member's team, a friend's team, or a team practising or playing at your school or your local community/recreation centre. **Ensure that you discuss your team-observation plan with the team leader or coach prior to the observation.** Keep in mind that you are only observing, not participating.
- Record your observations of the team by completing the following **Process Observation Report Form**.



You can list the team members' names at the top of the form, but please do not mention names throughout the rest of the assignment. If you do not know the participants' names, do not worry about filling them in.

Safety Considerations



While you are observing the team, position yourself in an area where

- you will be safe (e.g., if you are observing hockey, stand behind the glass partition to protect yourself from the play)
- you will not interfere with the team activity (e.g., if you are observing basketball, do not stand on the court, but sit in the appropriate seating section)

continued

Notes

Process Observation Report Form

Process Observer _____ Date _____

Team Members _____

Directions/Description

As the **process observer** for your selected team, you will not actively participate in the team's task. Your role is to position yourself so that you can see and hear the interactions and communication of the team members as they work to accomplish their assigned task/challenge.

Complete the following report of the team activity.

Team Plan

1. Did the team seem to have a clearly defined plan? Explain.

Interaction and Communication

2. Record/tally the positive, negative, or neutral comments made during the team activity. These comments could also be made in the form of suggestions and/or directions. If you need more room to record comments, please use another sheet.

Positive Comments (e.g., "well done," "great idea")	Negative Comments (e.g., "that's dumb," "brutal")	Neutral Comments (e.g., "OK," "what if we try this?")

3. Was any form of non-verbal communication demonstrated? _____

If so, how was the non-verbal communication presented (e.g., sitting out, facial expressions, body language)?

continued

Process Observation Report Form (*Continued*)

Team Roles

4. Using the team roles identified in the course information, try to identify the roles that emerged during the team activity. Record/tally, under the appropriate category below, which roles you observed.

Task Roles	Social/Interactive Roles	Dysfunctional/ Individualistic Roles

5. Did everyone on the team participate? Explain.

6. What was the energy level of the team? Explain.

7. How would you describe the team atmosphere (e.g., relaxed, tense)?

8. Did any disagreements or conflicts arise? _____
If so, how were they resolved?

Overall Impressions

9. What did you find out about the functioning of the team?

10. Given the team experience, what were the team's strengths and/or possible areas in need of improvement?

continued

Assignment 4.1: Process Observation Report (continued)

Assignment 4.1: Process Observation Report—Criteria

1. Describe the team plan.
 2. Detail the nature of the interaction and communication demonstrated during the team activity.
 3. Identify and categorize the team roles that emerged during the team activity.
 4. Describe the team participation, energy level, and atmosphere, noting how any disagreements/conflicts were resolved (if applicable).
 5. Describe the overall functioning of the team, identifying the team's strengths and/or possible areas in need of improvement.
-



Assignment 4.2: Characteristics of Effective Team Leaders

Choose a person you consider to be an effective leader. The leader could be someone you know personally, or someone you have heard or read about. (See examples of famous leaders on the right.) Using the information from Module 4, write a report (one to two pages) explaining why you believe this person is an effective leader.

Your analysis of your chosen leader should include

- a brief biography of the leader
- the way in which this leader obtained his or her position
- the major accomplishments of the individual

Examples of Famous Leaders

- **Martin Luther King Jr.:** African American civil rights leader and activist.
- **Cindy Klassen:** Speed skater from Manitoba and first Canadian to win five medals at a single Winter Olympics.
- **Bob Knight:** National Collegiate Athletic Association (NCAA) and Olympic basketball coach.
- **Nellie McClung:** Canadian feminist, writer, and political and social activist. In 1916, largely through the efforts of Nellie McClung, Manitoba became the first Canadian province to give women the right to vote and to run for public office.
- **Barack Obama:** President of the United States of America.
- **Chief Peguis:** Famous Manitoba chief and ardent defender of human rights.
- **Louis Riel:** Métis leader and a founder of the province of Manitoba.
- **Pat Riley:** National Basketball Association (NBA) coach and author of *The Winner Within: A Life Plan for Team Players*.

continued

Assignment 4.2: Characteristics of Effective Team Leaders (continued)

- the personal qualities and skills that make this person an effective leader
- an explanation of why you think this individual is an effective leader

Be sure to include a bibliography of any resources you consult. Use the Modern Language Association (MLA) format for your bibliographic citations (see below).

MLA Format for Bibliographies

■ Referencing a book

Author's Last Name, First Name. *Title of Book*. Place of Publication (City, and Province or State): Publisher, Year. Medium.

■ Referencing an article/chapter from a book

Author's Last Name, First Name. "Title of Article/Chapter." *Title of Book*. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Pages (of the article/chapter). Medium.

■ Referencing an article from a magazine

Author's Last Name, First Name. "Title of Article." *Title of Magazine* (Month and Year): Pages.

■ Referencing a web page

Author's Last Name, First Name (if available). "Title of Page." *Title of Complete Work/Website*. Name of organization affiliated with the website, date web page was created or last revised (if available). URL
Date you accessed the site (day, month, year).

Note: If you can't find all the details, cite the information that is available.

continued

Assignment 4.2: Characteristics of Effective Team Leaders (continued)

Assignment 4.2: Characteristics of Effective Team Leaders— Criteria

1. Include a brief biography of the individual.
 2. Explain how the leader obtained his or her position.
 3. List his or her major accomplishments.
 4. Describe the personal qualities and skills that make this person an effective leader.
 5. Explaining why you think this person is an effective leader.
 6. Ensure your response is neatly written and organized.
 7. Ensure your response is one to two pages in length.
 8. Include a bibliography that follows the MLA format.
-



Remember, if your assignments do not meet the specified criteria, your tutor/marker will have to send them back for you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

Notes

MODULE 4 SUMMARY

Congratulations! You have finished the fourth module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 3 and Module 4 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

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- Assignment 4.2: Characteristics of Effective Team Leaders

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You should be able to answer the following questions. If you can't answer them, return to the lesson content and review the exercises.

Lesson 1

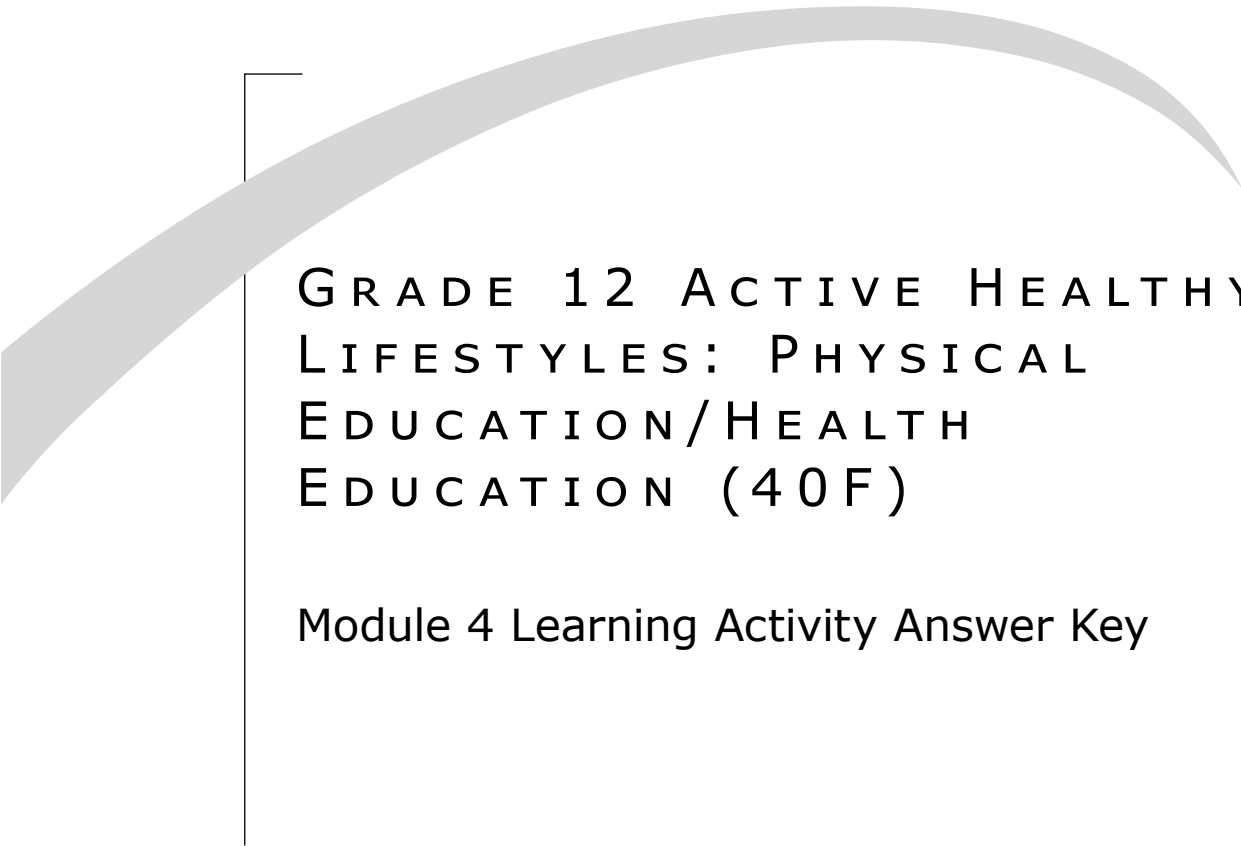
1. Why do some teams work well together and others do not?
2. What are some benefits of team building?

Lesson 2

1. What roles do people play within teams that lead to success?
2. How do communication skills contribute to team effectiveness?

Lesson 3

1. How do people become leaders?
2. What individual characteristics define effective leaders?
3. What leadership roles are present in team situations?
4. How can a leader influence a team to become high-performing?



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Module 4 Learning Activity Answer Key

MODULE 4 LEARNING ACTIVITY ANSWER KEY



Learning Activity 4.1: Effective Teams—Reflection

This learning activity provided you with an opportunity to reflect on your prior learning and experiences as a team member, and to consider the characteristics of an effective team.

As your experience of team participation will differ from those of other students, no answer key is provided.



Learning Activity 4.2: Team Roles—Reflection

This learning activity provided you with an opportunity to reflect on the teams in which you have been involved, and consider your personal contribution to the team.

As your experience of team roles will differ from those of other students, no answer key is provided.



Learning Activity 4.3: What Is My Leadership Style?

In this learning activity, you responded to a leadership questionnaire to determine your preferred leadership style.

Evaluate your responses to the questionnaire using the following guide:

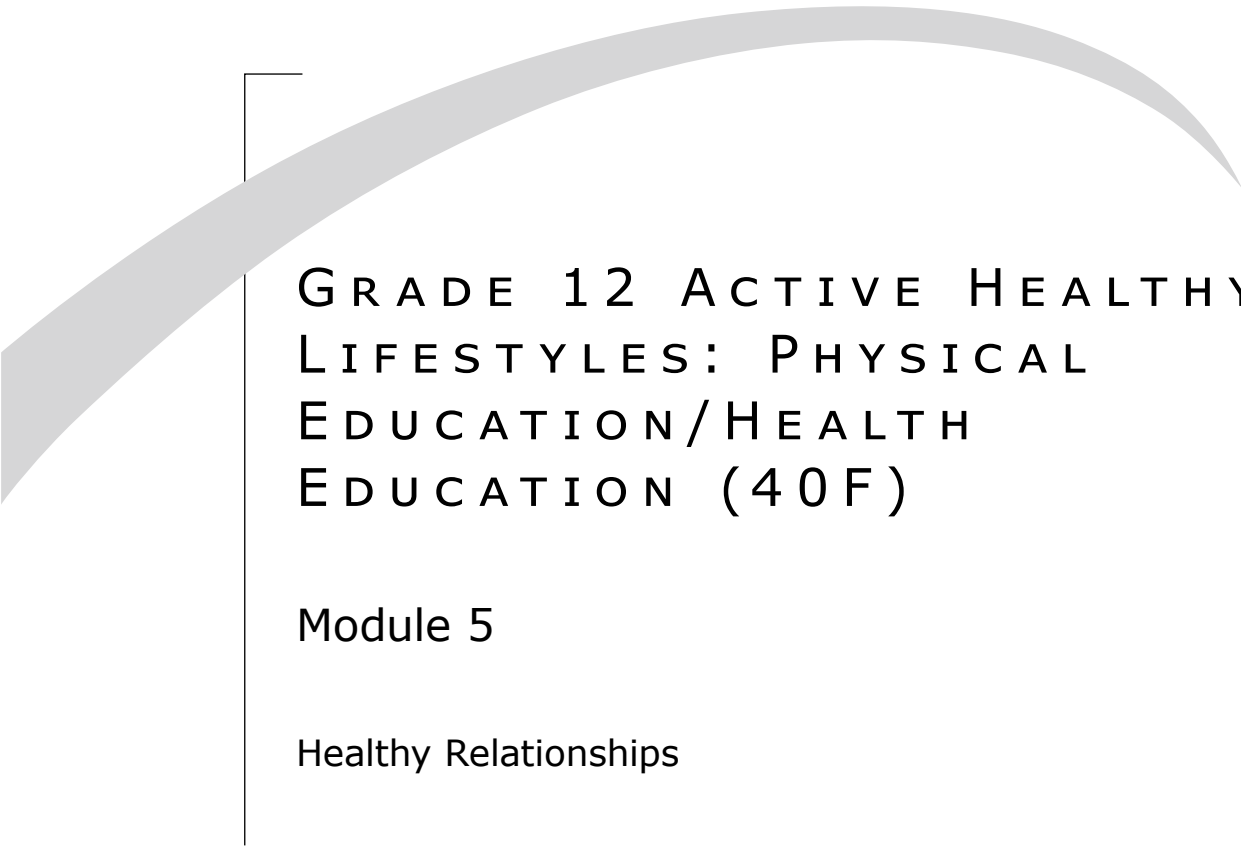
- If you answered “Usually” to the even-numbered questions, place a check mark (✓) beside those rows.

continued

Learning Activity 4.3: What Is My Leadership Style? (continued)

- If you answered “Usually” to the odd-numbered questions, place an asterisk (*) beside those rows.
- Tally the number of check marks and asterisks.
- If you have a greater number of check marks than asterisks, you may lean toward an authoritarian style of leadership. These leaders take control and prefer things to be done their way.
- If you have a greater number of asterisks than check marks, you may lean toward a democratic or participatory style of leadership. These leaders value input from others and prefer things to be done according to majority wishes.

It is important to understand that this learning activity is only a rough approximation of leadership styles. The best way to understand your personal style of leadership is to monitor and evaluate your own actions as a leader.



GRADE 12 ACTIVE HEALTHY LIFESTYLES: PHYSICAL EDUCATION/HEALTH EDUCATION (40F)

Module 5

Healthy Relationships

This module contains the following:

- Introduction
- Lesson 1: Understanding Healthy Relationships
- Lesson 2: Rights and Responsibilities of Healthy Relationships
- Lesson 3: Unhealthy and Abusive Relationships
- Lesson 4: Community Supports and Services
- Module 5 Learning Activity Answer Key
- Module 5 Assignments
 - Assignment 5.1: Module 5 Physical Activity Log
 - Assignment 5.2: Healthy and Unhealthy Relationships
 - Assignment 5.3: Relationship Problem Solving
 - Assignment 5.4: Community Supports and Services

MODULE 5: HEALTHY RELATIONSHIPS

Introduction

Although the purpose and benefits of individual relationships may change over time, we all need relationships with others throughout our lives. The relationship with our parents and other significant caregivers during infancy revolves around meeting our developmental and survival needs. As adolescents and adults, our physical and psychological well-being is nurtured through relationships.

The number of relationships people have is not as important as their quality. Building and maintaining healthy relationships with others, whether with family members, friends, co-workers, teachers, roommates, or a romantic partner, is important for our well-being.

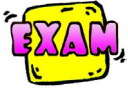
Module 5 focuses on the characteristics and benefits of healthy relationships. You will learn about the factors that affect relationships and how to build and maintain them. In addition, you will explore the rights and responsibilities of being in a relationship. In the process, you will examine unhealthy and abusive relationships, including how to end relationships effectively and safely. You will also explore community supports and services available for various relationship and sexual/reproductive health situations.

Assessment

When you have completed the assignments for Module 5, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 5.1	Module 5 Physical Activity Log
	Assignment 5.2	Healthy and Unhealthy Relationships
3	Assignment 5.3	Relationship Problem Solving
4	Assignment 5.4	Community Supports and Services

Writing Your Final Examination



You will write the final examination when you have completed Module 5 of this course. The final examination is based on Modules 1 to 5. To do well on the final examination, you should review all the work you complete in Modules 1 to 5, including all the learning activities and assignments. You will write the final examination under supervision.

LESSON 1: UNDERSTANDING HEALTHY RELATIONSHIPS

Introduction

In this lesson, you will examine the characteristics and benefits of healthy relationships and the characteristics of unhealthy relationships. You will also learn about the importance of effective communication to the development and maintenance of a healthy relationship. You will examine elements and styles of communication, including the impact technology may have on effective communication.

After completing this lesson, you will show an understanding of

- how issues arise in relationships, and the need for assistance in resolving them
- community supports and services that are available to assist people in dealing with relationship and sexual/reproductive health situations
- the rights of individuals when seeking and receiving assistance
- factors that might influence the development of healthy and unhealthy relationships

You will also be able to

- demonstrate an understanding of the characteristics of healthy and unhealthy relationships
- demonstrate an understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship



Assignment 5.1: Module 5 Physical Activity Log

It is now time for you to begin recording the data from your Physical Activity Plan, using the Module 5 Physical Activity Log. The assignment details and criteria can be found at the end of this module. You will submit the assignment to the Distance Learning Unit when you have completed Module 5.

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Characteristics of a Healthy Relationship

Healthy relationships are enjoyable and respectful. They provide opportunities for many positive experiences that affect self-esteem. We can develop healthy relationships with anyone, including family, friends, and dating partners. It takes time, energy, and care to develop positive, healthy relationships. Relationships made during the teenage years can become very special and may form an important part of your life. There are also many lessons to be learned from the relationships we have.

Healthy dating relationships should start with the same ingredients that healthy friendships have, such as effective communication, honesty, and respect. However, dating relationships are a little different from other relationships because they may include expressions of physical affection that may range from hugging, kissing, or holding hands to sexual intercourse.

All healthy relationships between two partners are characterized by communication, respect, sharing, and trust. They are based on the belief that both partners are equal and that decision making in the relationship is shared equally.

In healthy relationships, we must maintain the freedom to be ourselves. It is important to maintain an individual identity, regardless of the type of relationship being pursued.

Maintaining our identity in a romantic relationship also means nurturing the other relationships we already have with family and friends. At first, dating couples may want to spend all their time with each other, but it is equally important for couples to spend time apart so that they can maintain healthy relationships with other people. These relationships provide perspective, and can be a valuable source of support when a couple experiences difficult or stressful times in a romantic relationship, or when the relationship ends.

A healthy relationship should be satisfying and promote individual growth. Establishing mutually acceptable boundaries based on personal values is important in any relationship. Romantic partners should never pressure each other to do things they have agreed not to do. Mutual respect means not only giving respect to a partner, but also showing respect for oneself.

Healthy Relationship Characteristics*

Some important characteristics of a healthy relationship are identified below.

Closeness

- You are caring and loyal.
- You trust your partner.
- You share your feelings.
- You support your partner during illness or during stressful times.

Shared Goals and Beliefs

- You share beliefs and values.
- You recognize and respect differences in each other.

Shared Experiences

- You share common interests and friends/acquaintances.
- You talk about your experiences and accept and respect each other's individual interests.

Communication

- You are honest with each other.
- You listen to each other.

Respect

- You use respectful language and do not act in ways that demean your partner.
- You understand your partner's wishes and feelings.
- You are ready to compromise—to meet your partner halfway.

Humour

- You and your partner enjoy being with each other and can laugh together.

Affection

- You show your partner you care.
- You show each other affection in many ways.

* Source: Sexuality Education Resource Centre Manitoba, 2006. Adapted with permission.

Characteristics of an Unhealthy Relationship

Relationships generally start out with good intentions. As relationships develop, disagreements and conflicts will arise. Conflict is not necessarily negative if we deal with it appropriately. How we deal with conflict is based on a given situation, as well as on previously learned behaviours.

In some conflict situations, people may behave in ways that are considered unhealthy or abusive, and may include the following:

- **Emotional:** making degrading comments, ignoring, isolating, controlling friendships and/or activities, threatening
- **Physical:** slapping, pushing, punching
- **Sexual:** unwanted touching, forced or coerced sex
- **Financial:** taking or withholding money, controlling spending



Learning Activity 5.1: Relationship Values*



This learning activity provides you with an opportunity to reflect on which characteristics or values are important to you in a relationship, and to what degree. You may wish to discuss this learning activity with your learning partner.

1. Read the relationship values listed in the following table and think about how important each would be to you in an intimate/committed relationship.
2. Identify, in the table, which column you think is most appropriate for each value listed. (For each value, check the applicable column.)
3. After completing the table, respond to the following questions:
 - a. Explain why you selected any two relationship values in each column.
Must Have (essential)
Important
Would Be Nice (but not necessary)
Not Important (if any)
 - b. What other relationship values, if any, did you add to the list, and why?

continued

* Source: PPM 1998; rev. Sexuality Education Resource Centre Manitoba, 2008. Adapted with permission.

Learning Activity 5.1: Relationship Values (continued)

Relationship Values	Must Have	Important	Would Be Nice	Not Important
Being dependable				
Being faithful				
Caring and kindness				
Common leisure activities				
Communication				
Friends in common				
Having children				
Honesty				
Importance of families				
Intelligence				
Love				
Money				
Mutual support				
Religion				
Trust and confidentiality				
Sense of humour				
Sex				
Shared responsibility				
Shared values and beliefs				
Similar interests				
Similar level of education				
Similar lifestyle				
Willingness to grow and change				
Other:				

Benefits of Healthy Relationships

Our psychological health and physical well-being depend heavily on our ability to form close relationships. The process of relationship building begins with our families, moves to the formation of friendships, and may eventually lead to romantic relationships. All these relationships help us to develop interpersonal skills and provide experiences that assist us in fine-tuning our emotions and feelings.

Our first relationships are with our parents or caregivers. When caregivers feed and nurture children, they provide a sense of security, trust, and belonging, thus forming a powerful mutual bond. Children who are benefiting from healthy, loving, and nurturing relationships will seek proximity or contact with their caregivers. As adults, these individuals will be more likely to trust other people, feeling secure that they won't be abandoned or rejected. This initial relationship with caregivers has implications on many of the relationships that will follow.

Children who do not experience a secure, healthy relationship in early childhood may become avoidant, resistant, or ambivalent toward their parents/caregivers. As adolescents and adults, these individuals may have a difficult time trusting friends and intimate partners, or letting people get too close, for fear of being hurt or rejected.

One of the keys to creating a meaningful and special relationship is to affect someone positively at an emotional level. Caring about someone, particularly at a time of need, learning to have faith and trust in others and ourselves, and sharing ourselves with others are some ways to build healthy relationships. These benefits bring about positive outcomes, which will enrich our lives and the lives of others.

Factors Affecting Relationships

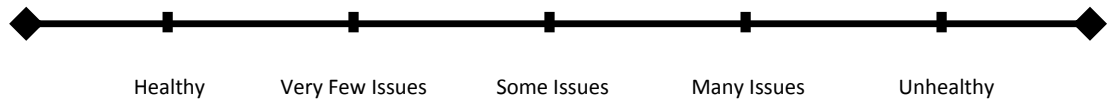
In all relationships, people experience times of difficulty. Problems often arise because the people in the relationships have different expectations, become distracted with other issues, or have difficulty expressing what is on their minds. Some of the issues or concerns are controllable, while others are, or are perceived to be, uncontrollable. Common problems exist in most relationships and, if they remain unresolved, can lead to a breakup.



Learning Activity 5.2: Reflecting on Relationships

In this learning activity, you will choose a person with whom you have a relationship and identify any issues or concerns that exist in your relationship.

1. Who is the person with whom you have a relationship? The name could be real or fictitious, but it should represent a real person.
2. How healthy is the relationship? Mark the sliding scale with an arrow to indicate the relative health of the relationship.



3. What issues or concerns exist in this relationship? Be specific.
4. Into which problem area(s) would you place the issues or concerns? Check the boxes that apply.
 - Practical/Logistical Issues
 - Compatibility Issues
 - Commitment Issues
 - Affection/Intimacy Issues
5. What do you think you should do to resolve the issues or concerns?
6. What might happen if the issues or concerns are not resolved?

Communication: The Cornerstone to Healthy Relationships

A relationship does not exist without communication. A **healthy relationship** does not exist without effective communication. Through effective communication, we create the characteristics of healthy relationships, such as trust, openness, and intimacy. We need effective communication to resolve conflicts, solve problems, and make decisions that contribute to the strength of a relationship. While patterns of communication may vary depending on our personal style, family, and cultural background, being able to express our values, opinions, feelings, and dreams is important in any meaningful relationship.

Everything we know about ourselves and others can only be processed through some form of communication. Effective communication is a shared responsibility that involves both sending and receiving messages. Strategies for effective communication involve verbal skills, active listening, and the ability to resolve problems or issues.

Communication in relationships is one of the most complex and strategic activities of our lives. It often takes place at an emotional level as we disclose our likes and dislikes, our opinions and suggestions, and our wants and needs. This intimate form of communication is best done face to face, when each person is able to use the full range of verbal and non-verbal nuances of communication, so that a message is delivered clearly and received without misunderstandings.

We traditionally establish our communication skills by observing and imitating others around us. It is, therefore, important to practise effective communication strategies.

Individual Communication Skills

Effective communication skills are important in everyday life and help healthy relationships to thrive. These skills are important not only in romantic relationships, but also in any other relationship between friends, family members, co-workers, and so on.

Individual communication skills include the following:

- **Listening:** Listening actively involves looking directly at the person who is speaking (taking into consideration cultural appropriateness), focusing intently on what is being said, and nodding to indicate attentiveness, understanding, or approval. Effective communication is a vital part of any relationship, so strong listening skills are highly valued.
- **Contributing ideas and solutions:** Sharing suggestions, ideas, solutions, and proposals is another important communication skill. The willingness

to share will increase when levels of trust are high. People in relationships must work through difficult times by effectively solving problems together. You may not always agree with another person's ideas, but it is important to address disagreements in a kind and respectful way.

- **Respecting and valuing:** All forms of communication are enhanced within a relationship when people respect and value each other, regardless of their strengths and weaknesses. Communication is strengthened when people in the relationship encourage and support the ideas and efforts of others.
- **Questioning and clarifying:** If there is uncertainty about something being said, it is important to ask for more information to clear up any confusion before moving on. Asking probing questions and paraphrasing points that have been made (restating them in different words) are also effective ways to ensure a clear, accurate, and deeper understanding.
- **Persuading and defending:** The power of positive communication is evident when people exchange, defend, and rethink ideas. Presenting points of view and the reasons for them improves the decision-making process. At times, compromising may be necessary to avoid blocking progress in relationships.
- **Helping and caring:** Seeking and giving assistance strengthens cohesiveness. Asking for help should be viewed as a valuable skill necessary for the advancement of a goal. Successful relationships allow people to freely seek help and willingly offer help to others. Helping and caring contribute to building positive, cooperative, and collaborative relationships.
- **Participating and committing:** Each relationship member demonstrates dedication to the goals of the relationship by completing assigned tasks at a high standard. Commitment can be demonstrated through non-verbal communication, indicating to others the willingness to participate actively in problem solving.

These communication skills may seem relatively straightforward; however, once a conversation begins, not all participants hear or understand the information in the same way. Using these skills can help clear up misunderstandings and avoid conflicts between friends or family members.

Technological Means of Communication

We are living in an age that places great importance on communication. Never before has communication been as prolific or as fast as it is today. Advances in the way we communicate are being made daily through technology that involves computers, the Internet, satellites, and more. The methods of communication now available through technology include wired, wireless, and mobile voice messaging, text messaging, email, and a variety of Internet options (e.g., social media, instant messaging, blogs, personal web pages).

All methods of communication serve a purpose, but each method still requires the same considerations of trust, respect, and kindness. It becomes increasingly difficult, in the many forms of modern communication, to convey emotional messages when the subtle shades of meaning expressed through verbal and non-verbal communication are not present. What we say is important in any meaningful relationship, but how we say something is also a vital part of the message. In fact, much of what we say is “heard” through non-verbal means of communication (e.g., body language, tone, pitch).

Elements of Communication

According to Lynn Meade, a message is constructed of the following elements:

- **Words** (what you say) account for 7% of the message.
- **Voice and tone** (e.g., pitch, volume) account for 38% of the message.
- **Body language** (e.g., posture, facial expression, proximity) accounts for 55% of the message.

People commonly misinterpret the tone of an email or a text message to be more negative than the sender intended it to be. For this reason, conversing with someone via email or text messaging has left many people wondering exactly how a message was meant, and has resulted in critical misunderstandings and conflict.

Forming and building relationships by technological means has its own risks and dangers. It is very easy to think you know someone you are communicating with online. It may seem as though you have the same interests and values, but the online world can be quite deceiving. Connecting and building a relationship with someone on the Internet, where anonymity and pretense are pervasive, has led to many unfortunate and life-threatening situations.



Learning Activity 5.3: How Do I Say It?



In this learning activity, you may want to work with a friend or family member as you consider the kinds of messages communicated in the course of various kinds of relationships (e.g., greeting, arguing, breaking up).

Keeping in mind the elements of communication, think about the communication within a relationship and the positive or negative impact that may result from the choice of communication mode (e.g., face to face, email, texting, instant messaging, letters). Consider how modes of communication in relationships may differ between generations.

continued

Learning Activity 5.3: How Do I Say It? (continued)

1. Write about what you believe to be the best match between a type of message for a specific circumstance and the best way to communicate it.
 2. Why do you believe that your favoured method is the best in that circumstance?
-

Steps toward Effective Communication*

The following steps are ways to ensure healthy communication that is open, trusting, and reciprocal:

1. **Have reasonable expectations.** Keep in mind that partners are not mind readers. Tell each other what you mean. There will be times when you disagree.
2. **Know your own feelings.** If you feel unhappy or uncomfortable, take time to think about how you really feel, and why.
3. **Recognize and correct communication-blocking habits.** Try not to generalize with “Never” or “Always” statements. Work at not belittling someone who disagrees with you.
4. **Think before you speak.** Take a deep breath so you have time to think about what you want to say and can say it with care. Focus on the behaviour or issue and not the person. Use respectful language.
5. **Allow the other person to save face.** Don’t embarrass your partner in public by arguing or putting him or her on the defensive in front of friends.
6. **Use assertive communication.** Use assertive language, such as “I” statements (e.g., I feel frustrated when you are late).
7. **Decide what is negotiable and what is not.** Know where and when to compromise and when to let well enough alone.
8. **Make time for communication.** Your relationship deserves time, so make time to be together and just talk to each other.
9. **Learn to listen.** Don’t jump to conclusions.
10. **Give each other compliments and positive comments.** It’s sometimes harder to say something to show you care than to argue.

* Source: Sexuality Education Resource Centre Manitoba, 2003. Adapted with permission.

Styles of Communication

Just as there are various modes of communication, so there are also different styles of communication. The following represent four common styles of communication:

- **Passive communication** is viewed as non-participatory. There is very little interaction. Passive communicators are seen as shy and withdrawn. They would much rather “go with the flow” than face a confrontation. These people have opinions, but are choosing not to voice them.

Example: A woman orders a well-done steak, but receives a rare steak instead. When the server comes to the table to ask if everything is OK, the woman responds with, “Yes.”

- **Passive-aggressive communication** is viewed as manipulative. Passive-aggressive communicators may seem to agree in order to avoid confrontation (passive) but will manipulate others to say things for them or say things behind someone’s back (aggressive). These people will often say one thing and do another. They are unwilling to share their negative thoughts verbally, but they will act them out.

Example: Your mom asks you to vacuum the house, and you tell her you will, but you really don’t want to. In the end, you do a poor job, hoping that she will never ask you to vacuum again.

- **Aggressive communication** is viewed as controlling. Aggressive communicators will take control and dominate conversations. In order to “win,” aggressive communicators feel they need to put others down to protect themselves.

Example: A man orders a coffee on his way to work and the staff gets the order wrong. The man proceeds to yell at the employees and tell them how awful they are at doing their job.

- **Assertive communication** is viewed as open and honest. Assertive communicators are respectful and turn potential win-lose situations into win-win or win-learn situations. Assertive communicators will be direct, use “I” statements, and be sensitive to others. **Assertive communication is seen as the most effective style of communication.**

Example: A woman orders a well-done steak, but receives a rare steak instead. When the server comes to the table to ask if everything is OK, the woman responds by saying, “Actually, I asked for a well-done steak and mine is quite rare. Could I please send this back and get a well-done steak?”

While it is important for you to know the characteristics of these four styles of communication, this module focuses on how to communicate assertively. In Lesson 3, you will have opportunities to develop and practise assertive communication skills.



Learning Activity 5.4: Communication Skills—Reflection

1. Read each of the communication skills statements in the following chart and check the choice that best reflects you.
2. Once you have completed the chart, answer the following questions.
 - a. In what communication skill areas did you have the most responses in the “most of the time” column? These indicate strengths within your communication skills.
 - b. In what communication skill areas did you have the most responses in the “some of the time” and “rarely” columns? These indicate areas in which you could improve your communication skills. Try to keep these in mind the next time you are participating in a discussion or in a group or team setting, to help improve team communication and effectiveness.

Communication Skills Self-Reflection			
Communication Skills	Most of the Time	Some of the Time	Rarely
Listening Skills When someone is speaking to me, I . . .			
▪ look directly at the person who is speaking			
▪ focus intently on what is being said			
▪ nod my head to indicate I am listening			
Contributing Ideas/Solutions During a discussion, I . . .			
▪ share my suggestions and ideas			
▪ speak up and assist with problem solving			
Respecting and Valuing: During teamwork, I . . .			
▪ keep an open mind and try to see another’s point of view			
▪ respect the opinions of all group/team members			
▪ encourage all group/team members to contribute ideas			
▪ thank group/team members for their contributions			
Questioning and Clarifying If I am unsure, I . . .			
▪ speak up and ask for clarification			
▪ repeat back in my own words what was said			
▪ ask questions			

continued

Learning Activity 5.4: Communication Skills—Reflection (continued)

Communication Skills Self-Reflection			
Communication Skills	Most of the Time	Some of the Time	Rarely
Persuading and Defending When stating an idea, I . . .			
■ explain my idea clearly (maybe more than once)			
■ support my point of view with facts/examples			
■ don't give up if others do not understand immediately			
Helping and Caring When part of a group/team, I . . .			
■ ask for help from others when needed			
■ freely offer help to others			
■ care about building a positive atmosphere			
Participating and Committing When part of a group/team, I . . .			
■ do my part to reach the group/team goal			
■ complete assigned tasks			
■ actively participate in all group/team activities			



Assignment 5.2: Healthy and Unhealthy Relationships

This assignment will help you summarize the information from this lesson. The assignment details and criteria can be found at the end of this module.

Summary

This lesson focused on relationship values and identified aspects of healthy and unhealthy relationships. Because relationships rely so heavily on communication, it is always important to consider how you speak to others, and to be able to identify your style of communication. The next lesson will continue with the topic of building healthy relationships, focusing on rights and responsibilities in relationships.

LESSON 2: RIGHTS AND RESPONSIBILITIES OF HEALTHY RELATIONSHIPS

Introduction

In this lesson, you will learn about the rights and responsibilities associated with healthy relationships. Any right claimed in a relationship carries with it a duty or a responsibility either for the claimant or for the partner. Mutually respecting relationship rights and responsibilities is a way of ensuring the health of the partnership.

This lesson provides you with opportunities to examine and explore the many facets of rights and responsibilities and to apply them to a variety of relationships.

After completing this lesson, you will show an understanding of

- how healthy relationships involve respecting individual rights (e.g., consenting to sexual activity and responsibilities)
- how rights and responsibilities involve respecting individual perspective related to but not limited to culture, gender, age, sexual orientation, and religion

You will also be able to

- examine rights and responsibilities of individuals in relationships
- explore how respecting rights and responsibilities may affect the development of relationships

What Is a Right?

A right is an entitlement to perform or not to perform certain actions, either legally or morally. With each right that a person possesses, there is a corresponding duty or responsibility. For example, vehicle drivers have the right to drive on public roads and the responsibility to follow the laws and rules of the road to ensure their own safety and the safety of those around them.

A person can claim or assert many rights, such as the right to exist, to be loved, to be cared for, to have access to food, water, and shelter, to a secure environment, to freedom of choice, to feel proud of personal actions, to privacy, to an education, to fair and equal treatment, and so on. Some rights are determined by law (e.g., age for alcohol consumption), some are conditional (e.g., free speech balanced with freedom from discrimination), and some can become limited or restricted (e.g., enforcement of curfews).

Human Rights Legislation

The *Canadian Charter of Rights and Freedoms*, which is Part 1 of *The Constitution Act, 1982*, guarantees the rights and freedoms of Canadian citizens.

Ultimately, the Constitution is the law of Canada. Therefore, all other laws must be consistent with the rules of the Constitution. The Charter of Rights applies to anyone who resides in Canada. It contains the rights and freedoms that Canadians value as being the most important. Different parts of the Charter address different aspects of life and society.



To see the Charter, refer to the following website:

Department of Justice Canada. *Canadian Charter of Rights and Freedoms*. <http://laws-lois.justice.gc.ca/eng/const/page-15.html>.

Cultural Diversity: Balancing Legal Rights and Responsibilities

Students in Manitoba classrooms may come from differing backgrounds and experiences with respect to their knowledge of and attitudes toward human rights and responsibilities as reflected in Canadian and provincial legislation, policies, and practices. It is important to realize that human rights and responsibilities are continually evolving in Canada and in other countries. Some countries may be at different points in their development of human rights legislation and policy. In others, there may be a significant gap between the legislation and policies and the actual practices. Students and their families who are relatively new to Canada may have limited knowledge of human rights legislation and practices in Canada and may have a different concept of the rights and responsibilities of Canadian citizens than those who have been in Canada for a longer period of time.

Students and their families may also reflect a variety of different faith groups and belief systems, which may conflict with some aspects of human rights legislation and policy. It is important that you explore your legal rights and responsibilities without demeaning or devaluing your right of freedom of religion. Therefore, you need to explore how to balance legal rights and responsibilities with your own faith or belief systems.

Keep in mind that **equality** does not mean that both persons in a relationship must do exactly the same work in the home or take responsibility for exactly the same aspects of maintaining a healthy relationship. Families vary in the way they share responsibilities based on a variety of factors. Some of these factors may be based on personal practices, preferences, and choices, and others on social and cultural norms. It is important for you to explore how the principle of equity may play out in different relationships in different ways.

Nevertheless, as human rights legislation and practices in Canada have an impact on family law, it is important for you to explore how these help shape healthy relationships.

Personal Rights within Relationships

It is important for you to know your personal rights within a relationship. An individual's rights include the following.

A Personal Bill of Rights*

- I have the right to be respected; and I will respect others.
- I have the right to make decisions that fit my values.
- I have the right to affection without having to have sex.
- If I do not want physical closeness, I have a right to say “no.”
- I have the right to start a relationship slowly, before I become involved.
- When a relationship is ending, I will not change myself to try to keep it going.
- I have the right to ask for change in a relationship.
- I have the right to postpone pregnancy until I am truly ready to be a parent.
- I have the right to stay safe from sexually transmitted infections.
- I have the right to get a good education.
- I have the right to plan my future.
- I have the right to change my goals.

* Source: PPM 1998; rev. Sexuality Education Resource Centre Manitoba, 2008. Adapted with permission.

Responsibility in Relationships

Responsibility is having a duty and being accountable for your actions. Responsible people do what needs to be done, fulfill their obligations, are answerable for their actions, use good judgment, and don't let people down. Being responsible, therefore, involves values such as trust and reliability.

When we are in a relationship with another person we have a responsibility to look after one another. If we neglect to perform these responsibilities, the relationship may become unhealthy. In some cases, relationships may become unsafe.

Each person in a relationship has the following responsibilities:

- Accept the other person as an individual and treat each other with kindness and caring. Any form of abuse in a relationship is unacceptable.
- Respect and value each other's rights.
- Discuss all aspects of the relationship, including sexual health (e.g., sexual history, testing for sexually transmitted infections, risks, contraception), and share in the decisions and resulting actions.
- Listen actively and validate and support each other's feelings.
- Honour the mutually agreed upon decisions and choices.
- Make, and allow each other to make, personal choices and decisions.
- Dignify the relationship by never pressuring each other to do things that either person is not comfortable doing, including any sexual activity.

Consent to Sexual Activity

In addition to recognizing rights and responsibilities in relationships, you need to understand what **consent** is and how it is given within a healthy sexual relationship. Ensuring active, informed, and freely given consent is a vital factor in healthy sexual relationships.

Unless a person actively says "yes" to an intimate/romantic/sexual act, the partner is not permitted physical contact: "The law in Canada states that only 'yes means yes' and everything else means NO" (Klinic, *Relation Shifts* 15).

In 2008, Canada's "age-of-consent" laws raised the age of consent from 14 years old to 16 years old. These laws were changed to provide children with further protection from sexual exploitation.

Consent*

- Consent is active, not passive.
- Consent is based on choice.
- Consent is not manipulated.
- Consent is not coerced.
- Consent is not submission due to fear.
- Consent is freely given.

* Source: Canadian Red Cross. "What's Love Got to Do with It? Everyone Deserves a Healthy Relationship." *RespectED: Violence and Abuse Prevention*. PowerPoint presentation. Slide 15. 2008. Reproduced with permission.



Learning Activity 5.5: Rights and Responsibilities within Relationships



In preparation for this learning activity, review the information discussed in this lesson on personal rights and responsibilities in relationships. You may want to discuss this learning activity with your learning partner.

1. For each of the following roles, identify one right and one responsibility.

As a friend

I have the right to . . .

I have the responsibility to . . .

As a boyfriend/girlfriend

I have the right to . . .

I have the responsibility to . . .

As a student

I have the right to . . .

I have the responsibility to . . .

As a sport participant (player/spectator)

I have the right to . . .

I have the responsibility to . . .

2. Describe how relationships are affected **positively** when rights and responsibilities are being met.
3. Describe how relationships are affected **negatively** when rights and responsibilities are not being met.

When you have answered these questions, compare your responses with those provided in the Learning Activity Answer Key at the end of this module.

Summary

In this lesson, you examined the rights and responsibilities that involve respecting individual perspectives. In addition, you learned about the personal rights you have in a relationship. When you are in a relationship with someone, it is important to respect and value each other's rights so that you develop a healthy relationship.

LESSON 3: UNHEALTHY AND ABUSIVE RELATIONSHIPS

Introduction

In this lesson, you will learn that conflicts and disagreements are part of all relationships and that there are appropriate ways of behaving when dealing with these conflicts. When the behaviours in a relationship are inappropriate, an abusive relationship may develop. You will learn about the warning signs of abusive relationships and how abuse can be subtle or obvious. You will also learn that some relationships must end because they are unhealthy and, in some cases, place individuals in danger. You will have the opportunity to practise effective and assertive communication skills.

After completing this lesson, you will show an understanding of

- how everyone has the right to be in a relationship that is free from any form of abusive behaviour
- how abusive relationships are the result of abusive behaviours that may develop over time
- how everyone has the right to end a relationship safely
- how there are appropriate ways to end an unhealthy relationship as safely as possible
- how changing abusive behaviours is not the responsibility of those victimized by the behaviours

You will also be able to

- demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship
- apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships

Early Warning Signs of Abuse

Any relationship in which the responsibilities are not being met can develop into an unhealthy relationship. If the conflicts that arise are not mutually resolved, they may lead to unacceptable behaviours, which may be considered abusive.

Abuse in a relationship can be emotional, physical, financial, or sexual (as discussed in Module 5, Lesson 1). Anyone, regardless of his or her background, can be abusive, and both males and females can be abused. Emotional abuse (e.g., making degrading comments, isolating) is often a warning sign of escalating abuse. In some cases, physical abuse does not start until much later in a relationship, but early warning signs are usually evident. Being aware of warning signs during the dating process is especially important.



Assignment 5.3: Relationship Problem Solving

This assignment requires you to think about problems that may develop in a relationship and how you would react to them. You will find the assignment details and criteria in the Assignments section at the end of this module.



Learning Activity 5.6: Relation Shifts Case Study



Abusive behaviour in a relationship or in a dating situation can be categorized as emotional, physical, sexual, and/or financial abuse. Read the following case study and answer the questions that follow. You may wish to discuss this learning activity with your learning partner.

continued

Learning Activity 5.6: Relation Shifts Case Study (continued)

Case Study*

"I met Danny last year, not long after I broke up with my ex. I had just seen my ex with his new girlfriend. I was so hurt that he had moved on so fast. Danny found me crying in the park and asked me what was wrong and told me that a girl as pretty as me shouldn't be crying. . . . He was sweet. We ended up just talking for the longest time. He was so sensitive and he listened, he even got me laughing. From that moment on we were inseparable. We were just friends at first, but the chemistry was off the charts. If we weren't together we were talking online or on the phone. He just made me feel so safe and so beautiful.

"I started to realize I was falling for Danny but I was too scared to say anything. So when he told me I deserved a good love, someone who would cherish me and that he wanted to love me that way, he won my heart. From that moment on we were known as Paige and Danny.

"Things started to feel a little weird when he first started making comments about my clothes. I mean, he never said they were ugly . . . at first he'd just joke about how I was just too sexy. It made me laugh, but then he started to seem like he was actually ticked off. He'd tell me that he just didn't like the way other guys would look at me. He didn't want people to think I was easy or anything. It kind of hurt, but he seemed like he really wanted to protect me. He was afraid that some loser would grab me or something.

"But then I saw a different side of him. One day, when he was picking me up for our date, he slowed down, but then all of a sudden he just drove off—he drove right past me. I was so confused and thought it was a joke at first but then I pulled out my cell phone and I called him, but he was really mad, calling me names and accusing me of just wanting to get guys turned on. So I just begged him to come back and pick me up and I tried to smooth things over. But when he came back he was just so angry. He got out of the car and he just lost it. He started shaking me and he kept threatening me that I was gonna get what I deserved if I didn't stop dressing like a tease. I was stunned and heartbroken. I couldn't believe it.

"The next day I refused to take his phone calls. I couldn't believe the way he had treated me—I mean it was awful. But then he texted me and said he was really sorry. He made it up to me by buying me new clothes, the kind he said that wouldn't send out the wrong message. It seemed weird, but I guess I just really needed to believe that he did love me and just wanted me to be safe."

Pause here and consider the following questions:*

1. Did either of the people start dating because they were planning on experiencing abuse?
2. What were some of the first signs of abuse in this relationship?
3. What abusive behaviour did you notice in this couple?
4. What excuses did the person acting abusively use?
5. Do you think the person believed his or her own excuses?
If yes or maybe—does that make the abuse okay?

Resume reading the case study.

continued

* Source: KLINIC Community Health Centre. Teen Talk Program. *Relation Shifts*. DVD and Facilitator's Guide. Winnipeg, MB: KLINIC, 2007. Adapted with permission.

Learning Activity 5.6: Relation Shifts Case Study (continued)

"I didn't want to lose him and I thought he loved me but things got worse . . .

"I needed help—I needed to get out, but I didn't want to break up with him. I talked to my aunt and she told me that even though he could be a real sweetheart he was also hurting me and I had to decide if that's something that I wanted in my life."

When you have finished this learning activity, compare your responses to those provided in the Learning Activity Answer Key at the end of the module.

Sources of Support

If you find yourself in a situation like the one mentioned above, make sure that you speak to an adult whom you trust (such as a parent/guardian, a school counsellor, if you are attending school, or a medical professional). Here is a list of resources you can contact:

■ **Klinic**

Description: A Manitoba health, counselling, and education service that staffs a 24-hour help line.

Website: <http://klinik.mb.ca/>

Toll-Free Telephone: 1-888-322-3019

■ **Teen Talk**

Description: A database of counselling services and teen clinics offered in Manitoba communities, including addresses, phone numbers, and websites for individual clinics and help lines.

Website: <http://teentalk.ca/>

■ **Kids Help Phone**

Description: A toll-free, 24-hour, bilingual and anonymous phone counselling service for children and youth. A website is also available for posting online questions.

Website: www.kidshelpphone.ca/

Toll-Free Telephone: 1-800-668-6868

Breaking Up

Beginning and ending relationships is a part of life that we all experience. Some relationships do come to an end or have to be terminated. Sometimes relationships simply fade away because the people in the relationships develop new goals or new interests. Some relationships, however, develop conflicts that result in irreconcilable differences and may even result in abusive situations, as examined in Learning Activity 5.6.

Ending a relationship is never easy. Even when a relationship is abusive, deciding to end it may be difficult, and it is certainly normal to feel nervous and sad about doing it. If it is determined that a relationship must end, there are appropriate and assertive ways to do this.

Assertive Communication Tips*

Be Direct

- Say what you want.
- Say what you mean; don't hint.
- Look like you mean it (body language).
- Sound like you mean it (voice).

Use "I" Statements

- I feel . . . ; I don't want . . .
- Take responsibility for your wants and feelings.

Be Firm

- Stand up for yourself.
- Keep repeating your message.
- You don't have to give a reason.
- Stick to your decision.

Be Fair

- Be clear about what you do or do not want.
- Stay calm.
- Don't attack or put down (e.g., the trouble with you is . . .).
- Give alternatives (e.g., instead of, how about if . . .).

* Source: PPM 1998; rev. Sexuality Education Resource Centre Manitoba, 2008. Adapted with permission.



Learning Activity 5.7: Ending a Relationship



It may be helpful to discuss these questions with your learning partner.

1. What kind of situations would cause you to break up with someone?
2. What method of communication (e.g., phone, text, email) would you use to break up with someone, and why? What assertive communications strategies can you see yourself using?
3. If your personal safety might be at risk, what would you do to make sure you remain safe?

When you have finished this learning activity, compare your responses to those provided in the Learning Activity Answer Key at the end of the module.

Summary

So far in this module, you have examined relationships from many viewpoints. You were able to examine the characteristics of healthy and unhealthy relationships and explore how to build strong bonds with the important people in your life. You learned about the need for rights and responsibilities in healthy relationships and the need to be aware of warning signs that could lead to unhealthy relationships. You also addressed how to end an unhealthy relationship effectively and as safely as possible.

LESSON 4: COMMUNITY SUPPORTS AND SERVICES

Introduction

Everyone comes from a different background and has different life experiences. The interactions we have with others along life's journey give each of us opportunities to practise the skills we will need to grow as individuals and to build the kinds of relationships that best suit us. Sometimes, however, we are confronted with relationship and sexual/reproductive situations that are beyond our capabilities to manage on our own. This is when we need to feel empowered to seek assistance from others. This lesson is intended to help you realize that support is available to you and to help you develop skills and strategies to get the assistance you might need.

After completing this lesson, you will show an understanding of

- how issues arise in relationships and people's need for assistance in resolving them
- community supports and services that are available to assist people in dealing with relationships and sexual/reproductive health situations
- the rights of individuals when seeking and receiving assistance

You will also be able to

- apply problem-solving and decision-making strategies to recognize unhealthy relationships
- identify community supports and services to assist in the healthy resolution of relationship issues

When There's a Need

When things go wrong in a relationship, the resulting tension and stress can become overwhelming. Most conflict situations in relationships can be resolved by using the assertive communication strategies discussed in earlier lessons. In extreme cases, partners may come to a point in their relationship when they are unable to resolve the issues leading to serious conflicts. When this happens, it may be sensible to seek outside help to save the relationship. Ideally, partners should make a mutual decision to seek help; however, if one partner is not willing to seek help, this should not preclude the other partner from doing so. It is important that both partners agree to look for solutions to the relationship problems by understanding the reasons for them.

Many community supports and services exist for people who need to talk to someone about issues related to personal health and relationships. Couples may obtain assistance from school counsellors, family members, members of their religious community, or close friends, who can provide new perspectives on the problems and help them to recognize possible solutions. Getting advice from others who have nurtured long-standing relationships themselves is sensible, as they may have experienced similar issues in the past. The wrong advice from inexperienced sources can, however, result in a destroyed relationship, so individuals need to take care in deciding from whom they will take advice.

Deciding to seek professional help from a guidance counsellor or a relationship counsellor is often a good choice. A counsellor will teach both partners better communication skills, as well as identifying different methods of handling similar problems and situations that may arise in the future.

Seeking professional help and support can mean the difference between saving a relationship and allowing it to end with malice and spite. By repairing a troubled relationship, couples are also able to help others if they come for advice. A couple that has sought professional help may be able to provide solid advice and guidance to others facing similar problems.

Sources of Support

Various professional and community supports are available to assist people in dealing with relationships and sexual/reproductive health care. Some of the possible supports and services are listed below:

- school counsellor, advisor, teacher, tutor/marker
- school clinic or public health office
- community health clinics (e.g., Health Action Centre, Klinik Community Health Centre, Mount Carmel Clinic)

- teen clinics (e.g., Youville Centre, Ndinawe Youth Resource Centre, Access Transcona Teen Clinic, Selkirk Teen Clinic)
- supportive phone lines (e.g., Kids Help Phone, Klinik Crisis Line, Teen Touch)
- community or private counsellors
- Elders
- peer support groups
- psychologists
- Child and Family Services

Protection of Privacy and Confidentiality

While many supports and services are available, there are also barriers to accessing them. Individuals need to be aware that they have rights to protection of their medical and personal information.

The Personal Health Information Act was enacted by the Manitoba government in 1997 to protect people's privacy and confidentiality so that they would not be afraid to seek health care or to share personal information. Teens do not need anyone's permission to access medical care, including sexual and reproductive health care.



Assignment 5.4: Community Supports and Services



This assignment requires you to think about how you would react to a number of relationship scenarios, and then identify an actual support person or place you could approach for assistance in a conflict situation. You may wish to work with your learning partner on this assignment.

Summary

This lesson identified individuals and places in the community that can offer help with relationship issues. Whether you are looking for advice on dating issues or need information on sexual health, or if you just need someone to listen to your thoughts and feelings, there are community groups, counsellors, and leaders who are available to help.

Notes

MODULE 5 SUMMARY

Congratulations! You have finished the last module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 5 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 5 assignments and organize your material in the following order:

- Module 5 Cover Sheet (found at the end of the course Introduction)
- Assignment 5.1: Module 5 Physical Activity Log
- Assignment 5.2: Healthy and Unhealthy Relationships
- Assignment 5.3: Relationship Problem Solving
- Assignment 5.4: Community Supports and Services

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Module 5 Review Questions

Lesson 1

1. What are some common characteristics of a healthy relationship and characteristics of an unhealthy relationship?
2. What are the benefits of a healthy relationship?
3. What controllable and uncontrollable factors affect relationships?
4. What are the components of effective communication in a healthy relationship?
5. What are the implications of different communication media?

Lesson 2

1. What are the rights and responsibilities of individuals in a relationship?
2. What constitutes consent to sexual activity?

Lesson 3

1. What are the warning signs of an abusive relationship?
2. What are the types of abusive behaviours?
3. What are some appropriate ways of ending an unhealthy relationship?

Lesson 4

1. What community supports and services are available to assist people in dealing with relationship and sexual/reproductive health situations?
2. What barriers may exist in seeking support for relationship and sexual/reproductive health situations, and how are people's rights (e.g., privacy, confidentiality) protected?

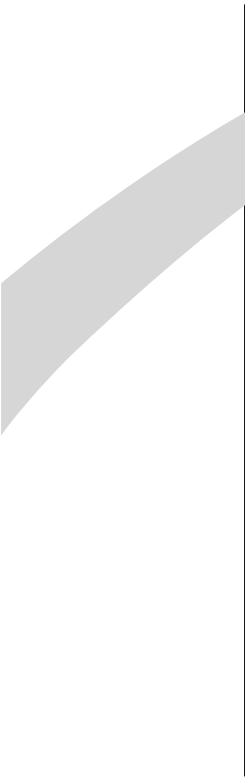
Final Examination



Congratulations, you have finished Module 5 in the course. The final examination is out of 100 marks and you will have to get at least 40 percent on your final examination to get a **Complete** designation in this course. In order to do well on this examination, you should review all of your learning activities and assignments from Modules 1 to 5.

You will complete this examination while being supervised by a proctor. You should already have made arrangements to have the examination sent to the proctor from the Distance Learning Unit. If you have not yet made arrangements to write it, then do so now. The instructions for doing so are provided in the Introduction to this module.

You will need to bring some pens and paper with you to the examination. A maximum of 3 hours is available to complete your final examination. When you have completed it, the proctor will then forward it for assessment. Good luck!



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Module 5 Learning Activity Answer Key

MODULE 5 LEARNING ACTIVITY ANSWER KEY



Learning Activity 5.1: Relationship Values

In this learning activity, you reflected on the characteristics or values that are important to you in a relationship, and to what degree they are important.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 5.2: Reflecting on Relationships

In this learning activity, you chose a person with whom you have a relationship and assessed the health of the relationship. You were asked to identify any issues or concerns that exist in your relationship, and to reflect on how you could resolve issues or concerns.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 5.3: How Do I Say It?

In this learning activity, you considered the types of messages communicated in relationships of various kinds, and the effects of those messages. You wrote about what you believe to be the best match between a type of message for a specific circumstance and the best way to communicate it.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 5.4: Communication Skills—Reflection

For this learning activity, you reflected on your communication skills by checking which of the communication skill areas best reflected you.

- The communication skill areas you practise “most of the time” indicate strengths within your communication skills.
- The communication skill areas you practise “some of the time” or “rarely” indicate areas in which you could improve your communication skills. Try to keep these in mind the next time you are participating in a discussion or in a team setting, to help improve team communication and effectiveness.



Learning Activity 5.5: Rights and Responsibilities within Relationships

Using information on personal rights and responsibilities in relationships discussed in Lesson 2, you answered the following questions. Compare your responses to the sample answers provided below.

1. Review the background information on personal rights and responsibilities in relationships. For each of the following roles, identify one right and one responsibility of that individual.

As a friend

I have the right to . . .

- *disagree with my friend’s choices*
- *not be pressured into activities that make me feel uncomfortable*

I have the responsibility to . . .

- *accept that I cannot control all my friend’s choices*

As a boyfriend/girlfriend

I have the right to . . .

- *be respected*
- *ask for change in a relationship*
- *say “no” to physical closeness if I am uncomfortable*

continued

Learning Activity 5.5: Rights and Responsibilities within Relationships (continued)

I have the responsibility to . . .

- *respect and value my partner's rights*
- *discuss all aspects of the relationship, share in the decisions, and share the resulting actions*
- *never pressure my partner to do things that she or he is uncomfortable doing*

As a student

I have the right to . . .

- *be shown courtesy and respect by my teachers and classmates*
- *seek help or advice from my teachers*

I have the responsibility to . . .

- *be on time for class, bringing all the required supplies and completed homework*
- *make the most of my time in school, and strive for academic excellence*

As a sport participant (player/spectator)

I have the right to . . .

- *have opportunities to keep physically active*

I have the responsibility to . . .

- *abide by the rules of the game*
- *show fair play (good sportsmanship) at all times*

2. Describe how relationships are affected **positively** when rights and responsibilities are being met.

When rights and responsibilities are being met, relationships flourish. Each friend or partner demonstrates commitment to the relationship and respect for the other person involved by honouring rights and responsibilities. Openness and trust can flourish, strengthening the relationship.

3. Describe how relationships are affected **negatively** when rights and responsibilities are not being met.

When rights and responsibilities are not being met, relationships can become unhealthy, or even unsafe. For example, if a person tries to force choices on a friend or partner—disrespecting the partner's right to voice an opinion and make his or her own choices—then trust and communication break down.



Learning Activity 5.6: Relation Shifts Case Study

Abusive behaviour in a relationship or in a dating situation can be categorized as emotional, physical, sexual, and/or financial abuse. For this learning activity, you read a case study and answered questions related to the case study. Compare your responses to the answer key provided below.

1. Did either of the people start dating because they were planning on experiencing abuse?

Paige began dating Danny because he made her feel “so safe and so beautiful.” She did not date him because she was seeking to be abused.

2. What were some of the first signs of abuse in this relationship?

One of the first signs of abuse could be Danny’s casual insults of Paige’s choice in clothing, escalating to the point where he tells Paige that “he didn’t want people to think [she] was a slut,” openly insulting her with this label.

3. What abusive behaviour did you notice in this couple?

At first, Danny demonstrates abuse in his need to control his girlfriend. He is overly possessive, and continually insists that Paige dress according to his standards. Over time, he becomes increasingly aggressive with his demands, calling her a slut. This abuse continues to escalate until he is physically harming Paige—shaking her—and threatening her with further violence if she refuses to dress the way he demands.

4. What excuses did the person acting abusively use?

Danny claims he is looking out for his girlfriend’s best interests, and protecting Paige from being assaulted or abused by another boy. “He didn’t want people to think I was a slut.” “He was afraid that some loser would grab me.”

5. Do you think the person believed his or her own excuses?
If yes or maybe—does that make the abuse okay?

Regardless of whether or not Danny believed the reasons he gave for harming and controlling Paige, this does not excuse his behaviour. While Danny is entitled to his opinion about what clothing he believes is appropriate to wear in public places, he does not discuss this matter with Paige in an open or respectful way; instead, he begins by quietly insulting her and tries to force his beliefs on her.



Learning Activity 5.7: Ending a Relationship

This learning activity involved answering questions about ending a relationship. Compare your responses to those suggested below.

1. What kind of situations would cause you to break up with someone?
 - A relationship could end due to incompatibility issues—you may discover that you and your partner have different goals, or conflicting beliefs or lifestyles.
 - You could break up due to logistical reasons such as physical distance from your partner.
 - A breakup could occur due to commitment issues—you may find yourself being too busy with school, work, or other activities to invest your time and energy in a relationship.
 - A relationship could end due to abuse issues—you may feel threatened or abused by your partner, either emotionally or physically.

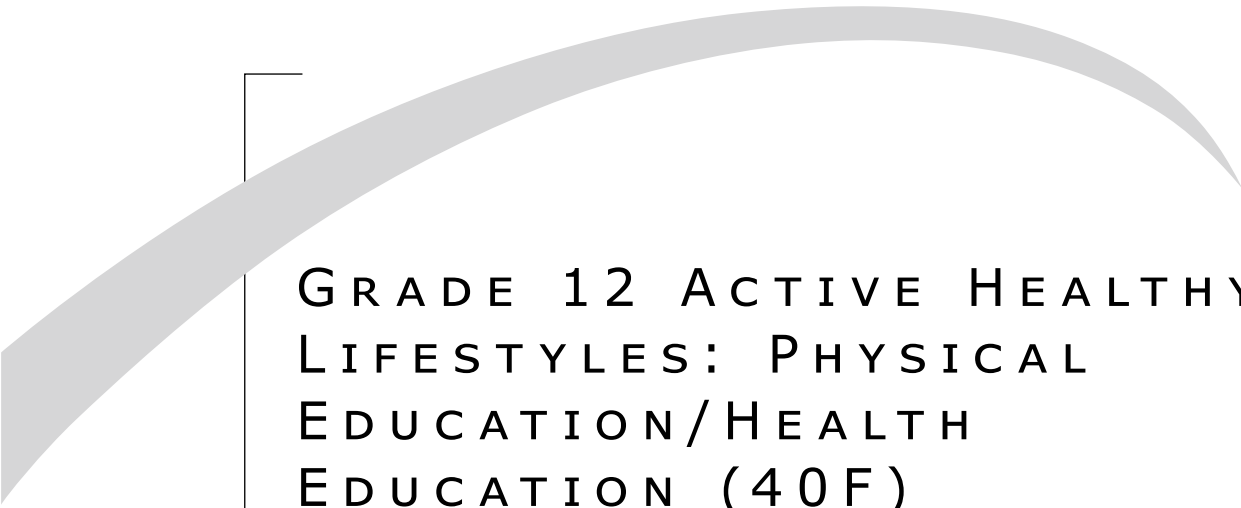
2. What method of communication (e.g., phone, text, email) would you use to break up with someone, and why? What assertive communications strategies can you see yourself using?

The best way to communicate a breakup would be a face-to-face discussion with your partner. Text messages and emails make it difficult to analyze the tone of your voice, and may lead to misinterpretations. You may be seen as avoiding your partner by breaking up through a long-distance communication such as a phone or email message. It is best to speak calmly and clearly, explaining your point of view, and allowing your partner to voice his or her opinions as well.

3. If your personal safety might be at risk, what would you do to make sure you remain safe?

If you are concerned for your personal safety, you should speak with people you trust about your concerns, such as parents or guardians, teachers, school counsellors, or community support groups. It is important to seek advice and assistance, but not to gossip about your partner, or to aggravate him/her any further. If you believe you are at risk of physical assault, you need to contact the police.

Notes



GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Module 5 Assignments

MODULE 5 ASSIGNMENTS



Assignment 5.1: Module 5 Physical Activity Log

It is time for you to continue recording your physical activities, using your Physical Activity Log.

This assignment consists of two parts:

- Part A: Recording Your Log
- Part B: Wellness Journal

Every time you perform a physical activity from your Physical Activity Plan you need to record

- the types of physical activities in which you participated
- the date you engaged in physical activities
- the amount of time (hours and fractions of hours) you spent participating in activities of various intensity
 - **Light activities:** You begin to notice your breathing, but talking is fairly easy.
 - **Moderate activities:** Your heart rate and breathing increase and you can hear yourself breathe, but you can still talk.
 - **Vigorous activities:** Your heart rate and breathing increase to a level where it is difficult to talk.

Part A: Recording Your Log



To record your **Module 5 Physical Activity Log**, use the chart found on the next page. Alternatively, if you have access to the Internet, you can download one of the following two online Logs to complete your Log electronically. Both Logs are available in the learning management system (LMS).

- Physical Activity Log: Generic Calendar
- Physical Activity Log: Independent Study

Before completing your Log, review the **Modules 2 and 3 Physical Activity Logs**.

continued

Notes



Module 5 Physical Activity Log (Grade 12)

Before you begin to record your physical activities in your Physical Activity Log,

- you **must** have a telephone conversation with your tutor/marker to discuss your Physical Activity Plan
- your Plan **must** be approved by your tutor/marker

Logged hours will not be accepted if the telephone conversation and approval have not occurred.

Name _____

- I have submitted my Physical Activity Plan (Assignment 1.2) and discussed it with my tutor/marker (Assignment 1.3).
- My Plan was approved on _____ (insert date).
- I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			

continued

Module 5 Physical Activity Log (Grade 12) *(continued)*

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____ Date _____

Student signature _____ Date _____

Assignment 5.1: Module 5 Physical Activity Log (continued)

When you have completed your Module 5 Physical Activity Log, record your times for each intensity level (light, moderate, and vigorous). Then add up those times to get your total time. This Log, like the two other Logs in this course, should list **at least 27 hours of physical activity**. A **minimum of 19 hours** must be in the **moderate** or **vigorous** zone. All three Logs combined will total at least 80 hours, which is the goal for this course.

Assignment 5.1: Module 5 Physical Activity Log, Part A: Recording Your Log—Criteria

1. Specify your name.
 2. Record the dates on which you were physically active.
 3. Include the activity description for each day that you were physically active.
 4. Identify the intensity level and duration of activity for each day that you were physically active.
 5. Add the total time at each activity level.
 6. Add the total time at all levels of activity (**at least 27 hours**).
 7. Sign the Log.
 8. Record the date on which you complete the Log.
 9. Have your parent/guardian sign the Log.
 10. Record the date on which your parent/guardian completed it.
-

Part B: Wellness Journal

Now respond to the four questions in the **Module 5 Wellness Journal**, found on the following pages.

continued

Notes

Module 5 Wellness Journal (Grade 12)

Name _____ Date _____

What behaviours/influences have helped me to achieve, or prevented me from achieving, my physical activity goals?

DO WELL

STOP

CONTINUE

1. What did I **do well** throughout this course to help me reach my physical activity goals? How did this help me to succeed?

2. What do I need to **stop** doing that has prevented me from reaching my physical activity goals? How would stopping this help me to succeed?

continued

3. What do I need to **continue** doing to help me reach my physical activity goals after I have completed this course? How will this help me over a long period of time?

4. What am I very proud of accomplishing this year?

Assignment 5.1: Module 5 Physical Activity Log (continued)

Assignment 5.1: Module 5 Physical Activity Log, Part B: Wellness Journal—Criteria

1. Provide answers to all four questions.
 2. Provide answers that respond directly to the question.
 3. Ensure your answers are clear.
 4. Ensure your answers are written in a way that makes sense.
 5. Provide (for questions 1 to 3) an answer to the question, "How?"
-



Remember, if your assignment does not meet the above criteria, your tutor/marker will have to send it back for you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

Notes

Assignment 5.2: Healthy and Unhealthy Relationships (continued)

3. In relationships, there are four common problem areas from which difficulties can arise:

- Practical/logistical issues
- Compatibility issues
- Commitment issues
- Affection/intimacy issues

Identify **three** examples of common problems encountered within relationships in each of the four problem areas:

- Practical/logistical issues

- Compatibility issues

- Commitment issues

- Affection/intimacy issues

continued

Assignment 5.2: Healthy and Unhealthy Relationships (continued)

Assignment 5.2: Healthy and Unhealthy Relationships— Criteria

1. Identify **six** characteristics that contribute to healthy relationships, explain how each characteristic contributes to the relationships, and give an example of each.
 2. Identify **four** characteristics that contribute to unhealthy relationships, and give an example of each.
 3. Identify **three** examples of common problems encountered within relationships in each of the four problem areas: practical/logistical issues, compatibility issues, commitment issues, and affection/intimacy issues.
-
-



Assignment 5.3: Relationship Problem Solving

This assignment requires you to think about how you would react to a number of relationship scenarios and then provide actual contact information for each support person or place.

1. Imagine that you have a partner whom you care for/love very much. Carefully read each of the statements in the table below. Mark the small boxes according to the following legend.

Legend

- 1 This is not a problem. I can deal with it.
- 2 This is a problem and we would need to work on it together. (Not a crisis yet.)
- 3 This is a big problem and I would seek help to resolve it. (Crisis, but worth working on.)
- 4 This would be an unsolvable obstacle in our relationship. (Not worth it and cause for termination.)

continued

Assignment 5.3: Relationship Problem Solving (continued)

My Partner				
<input type="checkbox"/> doesn't want to be affectionate with me anymore	<input type="checkbox"/> gets angry easily and often over the smallest things	<input type="checkbox"/> doesn't want me to spend time with my friends	<input type="checkbox"/> doesn't put a lot of time or effort into the relationship	<input type="checkbox"/> finds lots of excuses not to be with me
<input type="checkbox"/> blames me for everything that happens	<input type="checkbox"/> complains about a lot of the things I/we do	<input type="checkbox"/> never says sorry or never takes responsibility for his or her actions	<input type="checkbox"/> raises his or her voice and yells during our arguments	<input type="checkbox"/> promises me lots of things but doesn't follow through
<input type="checkbox"/> criticizes my ideas and suggestions without offering his or her own	<input type="checkbox"/> has lots of money but never spends any when we go out	<input type="checkbox"/> likes to party and gets really drunk every time	<input type="checkbox"/> ridicules my values/religious practices	<input type="checkbox"/> argues with me about everything until he or she gets his or her way
<input type="checkbox"/> flirts with others all the time	<input type="checkbox"/> never talks about feelings	<input type="checkbox"/> doesn't make me feel special around his or her friends	<input type="checkbox"/> wants me to be more like him or her	<input type="checkbox"/> doesn't share a lot of similar interests with me
<input type="checkbox"/> has an annoying habit of	<input type="checkbox"/> wants me to have sex all the time	<input type="checkbox"/> never seems to have fun with me	<input type="checkbox"/> gets jealous when I talk to other guys or girls	<input type="checkbox"/> has threatened suicide if I was ever to leave the relationship
<input type="checkbox"/> shuts down and withdraws as soon as I question anything he or she does	<input type="checkbox"/> constantly interrupts me when we are talking about us	<input type="checkbox"/> has hit me, and then apologized	<input type="checkbox"/> has violent outbursts over the smallest disagreements	<input type="checkbox"/> wants me to quit my exercise classes (or other activities) so that we can spend more time together
<input type="checkbox"/> makes me feel afraid at times	<input type="checkbox"/> likes to make fun of me when we are around his or her friends	<input type="checkbox"/> is always around me and doesn't give me my space	<input type="checkbox"/> borrows money from me but rarely pays me back	<input type="checkbox"/> calls me names when we are having a disagreement

continued

Assignment 5.3: Relationship Problem Solving (continued)

2. Choose **two** statements to which you assigned a "3." For each of these statements, identify where you would seek help to resolve this problem.

3. Review the statements to which you assigned a "4." What do these have in common? In your opinion, why are they unsolvable?

4. Were there any statements that were hard to categorize? Explain.

5. Develop a relationship problem-solving strategy. Think of a problem you may encounter within a relationship. Identify the steps you would take to try to resolve the issue.

Step 1: At the first instance of the problem, I would . . .

Step 2: If the problem continues, I would . . .

Step 3: If the problem still continues, I would . . .

continued

Assignment 5.3: Relationship Problem Solving (continued)

Assignment 5.3: Relationship Problem Solving—Criteria

1. Complete the My Partner survey.
 2. Answer questions 2 through 5 in full sentences.
-
-



Assignment 5.4: Community Supports and Services



This assignment requires you to think about how you would react to a number of relationship scenarios, and then identify an actual support person or place you could approach for assistance in a conflict situation. You may wish to work with your learning partner on this assignment.

1. The following chart lists six conflicts that could arise in relationships. For each scenario, check off which community support you could approach for assistance or guidance. You may choose more than one if you think it is applicable.
2. For each of the six community supports in the chart, list a specific person or group you could approach for assistance in a conflict situation.
 - For **Family Member** and **Peer Group**, list the person's name and his or her relationship to you (e.g., mother, father, guardian, long-time friend, classmate, drama partner, volleyball team member).
 - For **School Counsellor**, list the counsellor's name, as well as the hours he or she is available to meet with students. Some counsellors work at several schools, and may not be available every day of the week.
 - If you are currently not attending school, and you do not know a **School Counsellor** or a **School Teacher**, provide the name and contact information of a **Leader in Your Community**. A religious leader, a private tutor, or a sports coach would all be acceptable.
 - For **Community Clinic**, identify the name of the clinic and the contact information (e.g., phone, email) and briefly describe the supports and services provided by the clinic.

continued

Assignment 5.4: Community Supports and Services (continued)

Community Supports and Services							
Scenarios	Community Supports					Community Clinic	
	Family Member	Peer Group	School Counsellor Leader in Your Community	School Teacher	Name of Clinic	Contact Information	Supports and Services Provided
1. You know someone who is contemplating suicide.							
2. Your boyfriend or girlfriend is abusive (physically, emotionally).							
3. You are considering contraceptive methods.							
4. Your friend has a drug/alcohol problem.							
5. You think you may have a sexually transmitted infection (STI).							
6. You are pregnant, or your partner is pregnant, and you need help.							

continued

Assignment 5.4: Community Supports and Services (continued)

Assignment 5.4: Community Supports and Services—Criteria

1. Complete the Community Supports and Services chart.
 2. Identify and provide the connection/contact information for a member of each community support.
-



Remember, if your assignments do not meet the specified criteria, your tutor/marker will have to send them back for you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

MODULE 5 SUMMARY

Congratulations! You have finished the last module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 5 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 5 assignments and organize your material in the following order:

- Module 5 Cover Sheet (found at the end of the course Introduction)
- Assignment 5.1: Module 5 Physical Activity Log
- Assignment 5.2: Healthy and Unhealthy Relationships
- Assignment 5.3: Relationship Problem Solving
- Assignment 5.4: Community Supports and Services

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Module 5 Review Questions

Lesson 1

1. What are some common characteristics of a healthy relationship and characteristics of an unhealthy relationship?
2. What are the benefits of a healthy relationship?
3. What controllable and uncontrollable factors affect relationships?
4. What are the components of effective communication in a healthy relationship?
5. What are the implications of different communication media?

Lesson 2

1. What are the rights and responsibilities of individuals in a relationship?
2. What constitutes consent to sexual activity?

Lesson 3

1. What are the warning signs of an abusive relationship?
2. What are the types of abusive behaviours?
3. What are some appropriate ways of ending an unhealthy relationship?

Lesson 4

1. What community supports and services are available to assist people in dealing with relationship and sexual/reproductive health situations?
2. What barriers may exist in seeking support for relationship and sexual/reproductive health situations, and how are people's rights (e.g., privacy, confidentiality) protected?

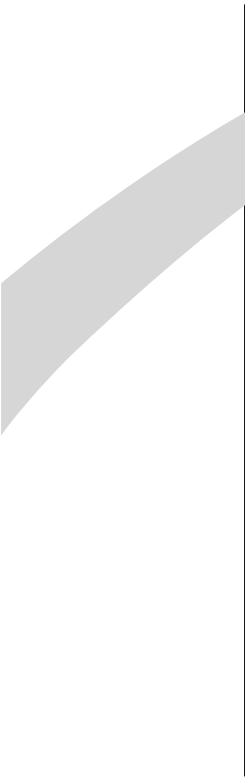
Final Examination



Congratulations, you have finished Module 5 in the course. The final examination is out of 100 marks and you will have to get at least 40 percent on your final examination to get a **Complete** designation in this course. In order to do well on this examination, you should review all of your learning activities and assignments from Modules 1 to 5.

You will complete this examination while being supervised by a proctor. You should already have made arrangements to have the examination sent to the proctor from the Distance Learning Unit. If you have not yet made arrangements to write it, then do so now. The instructions for doing so are provided in the Introduction to this module.

You will need to bring some pens and paper with you to the examination. A maximum of 3 hours is available to complete your final examination. When you have completed it, the proctor will then forward it for assessment. Good luck!



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Module 5 Learning Activity Answer Key

MODULE 5 LEARNING ACTIVITY ANSWER KEY



Learning Activity 5.1: Relationship Values

In this learning activity, you reflected on the characteristics or values that are important to you in a relationship, and to what degree they are important.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 5.2: Reflecting on Relationships

In this learning activity, you chose a person with whom you have a relationship and assessed the health of the relationship. You were asked to identify any issues or concerns that exist in your relationship, and to reflect on how you could resolve issues or concerns.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 5.3: How Do I Say It?

In this learning activity, you considered the types of messages communicated in relationships of various kinds, and the effects of those messages. You wrote about what you believe to be the best match between a type of message for a specific circumstance and the best way to communicate it.

As your responses will differ from those of other students, no answer key is provided for this learning activity.



Learning Activity 5.4: Communication Skills—Reflection

For this learning activity, you reflected on your communication skills by checking which of the communication skill areas best reflected you.

- The communication skill areas you practise “most of the time” indicate strengths within your communication skills.
- The communication skill areas you practise “some of the time” or “rarely” indicate areas in which you could improve your communication skills. Try to keep these in mind the next time you are participating in a discussion or in a team setting, to help improve team communication and effectiveness.



Learning Activity 5.5: Rights and Responsibilities within Relationships

Using information on personal rights and responsibilities in relationships discussed in Lesson 2, you answered the following questions. Compare your responses to the sample answers provided below.

1. Review the background information on personal rights and responsibilities in relationships. For each of the following roles, identify one right and one responsibility of that individual.

As a friend

I have the right to . . .

- *disagree with my friend’s choices*
- *not be pressured into activities that make me feel uncomfortable*

I have the responsibility to . . .

- *accept that I cannot control all my friend’s choices*

As a boyfriend/girlfriend

I have the right to . . .

- *be respected*
- *ask for change in a relationship*
- *say “no” to physical closeness if I am uncomfortable*

continued

Learning Activity 5.5: Rights and Responsibilities within Relationships (continued)

I have the responsibility to . . .

- *respect and value my partner's rights*
- *discuss all aspects of the relationship, share in the decisions, and share the resulting actions*
- *never pressure my partner to do things that she or he is uncomfortable doing*

As a student

I have the right to . . .

- *be shown courtesy and respect by my teachers and classmates*
- *seek help or advice from my teachers*

I have the responsibility to . . .

- *be on time for class, bringing all the required supplies and completed homework*
- *make the most of my time in school, and strive for academic excellence*

As a sport participant (player/spectator)

I have the right to . . .

- *have opportunities to keep physically active*

I have the responsibility to . . .

- *abide by the rules of the game*
- *show fair play (good sportsmanship) at all times*

2. Describe how relationships are affected **positively** when rights and responsibilities are being met.

When rights and responsibilities are being met, relationships flourish. Each friend or partner demonstrates commitment to the relationship and respect for the other person involved by honouring rights and responsibilities. Openness and trust can flourish, strengthening the relationship.

3. Describe how relationships are affected **negatively** when rights and responsibilities are not being met.

When rights and responsibilities are not being met, relationships can become unhealthy, or even unsafe. For example, if a person tries to force choices on a friend or partner—disrespecting the partner's right to voice an opinion and make his or her own choices—then trust and communication break down.



Learning Activity 5.6: Relation Shifts Case Study

Abusive behaviour in a relationship or in a dating situation can be categorized as emotional, physical, sexual, and/or financial abuse. For this learning activity, you read a case study and answered questions related to the case study. Compare your responses to the answer key provided below.

1. Did either of the people start dating because they were planning on experiencing abuse?

Paige began dating Danny because he made her feel “so safe and so beautiful.” She did not date him because she was seeking to be abused.

2. What were some of the first signs of abuse in this relationship?

One of the first signs of abuse could be Danny’s casual insults of Paige’s choice in clothing, escalating to the point where he tells Paige that “he didn’t want people to think [she] was a slut,” openly insulting her with this label.

3. What abusive behaviour did you notice in this couple?

At first, Danny demonstrates abuse in his need to control his girlfriend. He is overly possessive, and continually insists that Paige dress according to his standards. Over time, he becomes increasingly aggressive with his demands, calling her a slut. This abuse continues to escalate until he is physically harming Paige—shaking her—and threatening her with further violence if she refuses to dress the way he demands.

4. What excuses did the person acting abusively use?

Danny claims he is looking out for his girlfriend’s best interests, and protecting Paige from being assaulted or abused by another boy. “He didn’t want people to think I was a slut.” “He was afraid that some loser would grab me.”

5. Do you think the person believed his or her own excuses?
If yes or maybe—does that make the abuse okay?

Regardless of whether or not Danny believed the reasons he gave for harming and controlling Paige, this does not excuse his behaviour. While Danny is entitled to his opinion about what clothing he believes is appropriate to wear in public places, he does not discuss this matter with Paige in an open or respectful way; instead, he begins by quietly insulting her and tries to force his beliefs on her.



Learning Activity 5.7: Ending a Relationship

This learning activity involved answering questions about ending a relationship. Compare your responses to those suggested below.

1. What kind of situations would cause you to break up with someone?
 - A relationship could end due to incompatibility issues—you may discover that you and your partner have different goals, or conflicting beliefs or lifestyles.
 - You could break up due to logistical reasons such as physical distance from your partner.
 - A breakup could occur due to commitment issues—you may find yourself being too busy with school, work, or other activities to invest your time and energy in a relationship.
 - A relationship could end due to abuse issues—you may feel threatened or abused by your partner, either emotionally or physically.

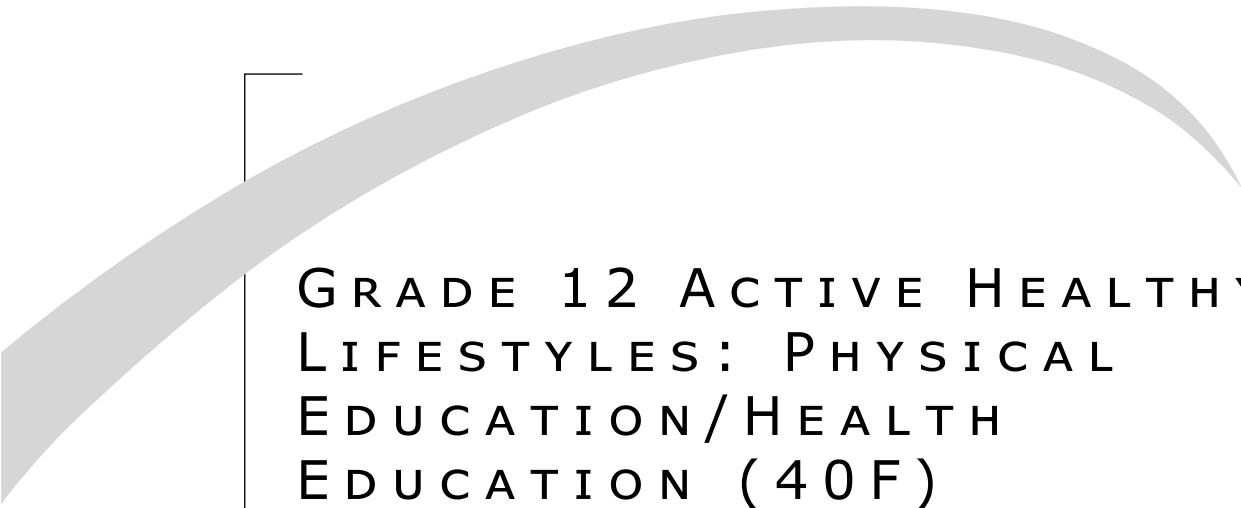
2. What method of communication (e.g., phone, text, email) would you use to break up with someone, and why? What assertive communications strategies can you see yourself using?

The best way to communicate a breakup would be a face-to-face discussion with your partner. Text messages and emails make it difficult to analyze the tone of your voice, and may lead to misinterpretations. You may be seen as avoiding your partner by breaking up through a long-distance communication such as a phone or email message. It is best to speak calmly and clearly, explaining your point of view, and allowing your partner to voice his or her opinions as well.

3. If your personal safety might be at risk, what would you do to make sure you remain safe?

If you are concerned for your personal safety, you should speak with people you trust about your concerns, such as parents or guardians, teachers, school counsellors, or community support groups. It is important to seek advice and assistance, but not to gossip about your partner, or to aggravate him/her any further. If you believe you are at risk of physical assault, you need to contact the police.

Notes



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EDUCATION (40F)

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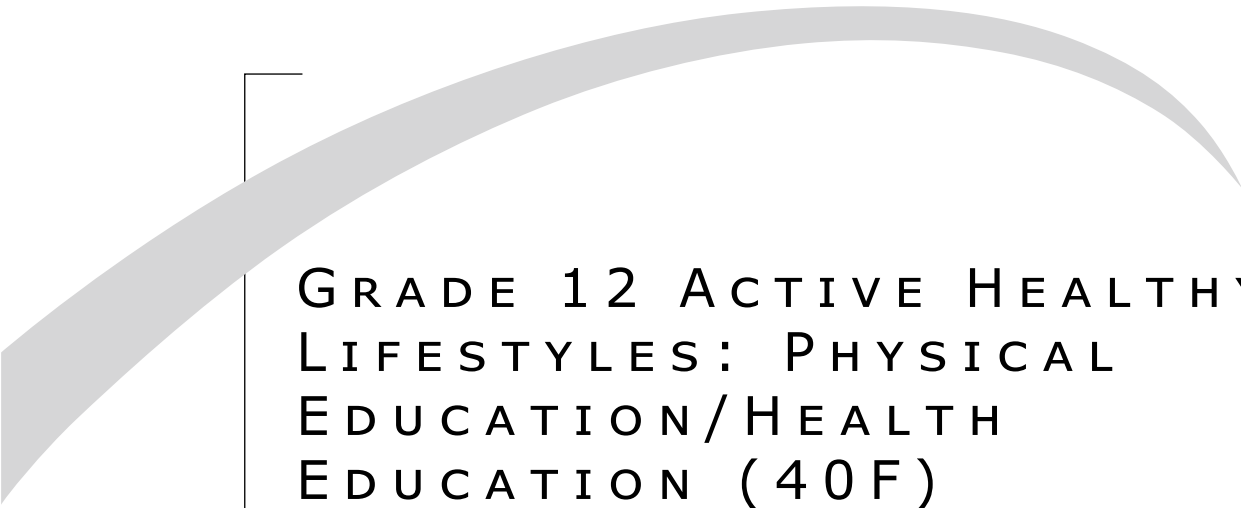
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GRADE 12 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (40F)

Appendix

APPENDIX: PHYSICAL ACTIVITY INVENTORY

This Physical Activity Inventory is intended to assist you in identifying activities that you would like to include in your physical activity practicum. You may choose physical activities based on the type of activity, the health-related fitness component(s) to which the activity contributes, the level of risk involved in the activity, or a combination of these factors.

A Physical Activity Safety Checklist is available online for each of the activities listed, unless otherwise indicated (see www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/checklists/index.html). These checklists contain information about managing risk under the following risk factors:



- level of instruction
- level of supervision
- facilities/environment
- equipment
- clothing/footwear
- personal and other considerations

Codes for Physical Activity Inventory

The following codes are used in the Physical Activity Inventory.

Code for Type of Activity	
AL	Active Living
AP	Alternative Pursuits
CO	Combative Activities
FIT	Fitness Activities
IT	Invasion/Territory-Type Sports/Games
NW	Net/Wall-Type Sports/Games
RG	Rhythmic Gymnastic-Type Activities
SF	Striking/Fielding-Type Sports/Games
TG	Target-Type Sports/Games

Code for Risk Factor Rating (RFR)	
RFR	Level of safety concerns; recommended instruction and supervision.
1	There are few safety concerns for this physical activity; little or no qualified instruction or adult supervision is required.
2	There are some safety concerns for this physical activity; quality instruction is recommended, and little or no adult supervision is required.
3	There are several safety concerns for this physical activity; qualified instruction is required, and adult supervision is recommended.
4	There is a high level of safety concerns for this physical activity; qualified instruction and adult supervision are required.

Code for Health-Related Fitness Component	
✓	Indicates that the activity contributes to the specific health-related fitness component.

continued

Physical Activity Inventory							
Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Aerobics—Dance	FIT	✓		✓	✓	2
	Aerobics—Step	FIT	✓		✓	✓	2
	Aerobics—Water/Aqua	FIT	✓		✓	✓	4
	Aikido	CO	✓	✓	✓	✓	4
	Archery	TG		✓			4
	Athletics—Jumps	FIT		✓		✓	3
	Athletics—Long-Distance Running	FIT	✓		✓	✓	2
	Athletics—Middle-Distance Running	FIT	✓		✓	✓	2
	Athletics—Sprints, Relays, Hurdles	FIT	✓	✓	✓	✓	2
	Athletics—Throws	FIT		✓		✓	4
	Backpacking	AP	✓	✓	✓		3
	Badminton	NW	✓		✓	✓	2
	Bandy	IT	✓		✓		3
	Baseball	SF		✓	✓	✓	2
	Basketball	IT	✓	✓	✓	✓	2
	Biathlon	AP	✓	✓	✓		4
	Bocce	TG				✓	1
	Bowling—5-Pin, 10-Pin	TG			✓	✓	1
	Boxing	CO	✓	✓	✓		4
	Broomball	IT	✓		✓	✓	3
	Calisthenics	FIT		✓	✓	✓	1
	Canoeing/Kayaking/Rowing	AP	✓	✓	✓		4
	Canoe/Kayak Tripping (Wilderness/Whitewater)	AP	✓	✓	✓		4
	Catch (For safety, see Low-Organized Games)	AL			✓	✓	1
	Cheerleading	RG	✓	✓	✓	✓	4

continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Circuit Training	FIT	✓	✓	✓	✓	2
	Climbing—Wall, Rock, Bouldering, Ice Tower	AP		✓	✓	✓	4
	Cricket	SF		✓	✓	✓	2
	Croquet (For safety, see Low-Organized Games)	TG			✓		1
	Cross-Country Running	FIT	✓		✓	✓	2
	Curling	TG			✓	✓	2
	Cycling—Indoor/Stationary	FIT	✓	✓	✓		1
	Cycling—Recreational	AL	✓	✓	✓		2
	Cycling—Sport (BMX, Cyclocross, Mountain Bike, Road Racing, Track Racing)	AP	✓	✓	✓		3
	Cycling—Trips	AP	✓	✓	✓		3
	Dance—Ballet	RG	✓	✓	✓	✓	2
	Dancing—Ballroom	RG	✓		✓		2
	Dancing—Folk	RG	✓		✓		2
	Dancing—Hip Hop	RG	✓		✓		2
	Dancing—Hoop	RG	✓		✓		2
	Dancing—Line	RG	✓		✓		2
	Dancing—Square	RG	✓		✓		2
	Dancing—Tap	RG	✓		✓		2
	Diving—Springboard, Platform	RG				✓	4
	Dodging Games (For safety, see Low-Organized Games)	FIT	✓	✓	✓		1–4

continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Fencing	CO	✓		✓	✓	4
	Field Hockey	IT	✓	✓	✓	✓	3
	Fitness Training—Exercise Machines (e.g., treadmills, ergometers, elliptical trainers)	FIT	✓	✓	✓		3
	Fitness Training—Small Equipment (e.g., Stretch Bands, Physio Balls, Jump Ropes, Agility Ladders, Medicine Balls)	FIT	✓	✓	✓	✓	2
	Football—Flag	IT	✓	✓	✓	✓	2
	Football—Tackle	IT		✓	✓	✓	4
	Frisbee (For safety, see Low-Organized Games)	AL			✓		1
	Geocaching	AP	✓	✓	✓		4
	Goal Ball	IT			✓	✓	4
	Golf	TG		✓	✓	✓	2
	Gymnastics—General, Tumbling, Artistic	RG		✓	✓	✓	4
	Hacky Sack (For safety, see Low-Organized Games)	AL			✓	✓	1
	Handball—1-Wall, 4-Wall	NW	✓	✓	✓	✓	1
	Hiking	AP	✓		✓		2
	Hockey—Ice	IT	✓	✓	✓	✓	4
	Hockey—Roller/Inline	IT	✓	✓	✓	✓	4
	Hockey-Type Games—Ball, Floor, Road, Floorball, Gym Ringette, Shinny	IT	✓	✓	✓	✓	3
	Horseback Riding—Western, English Saddle	AP		✓	✓		4

continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	House and Yard Work	AL		✓	✓	✓	1
	Jogging	FIT	✓	✓	✓		1
	Judo	CO	✓	✓	✓	✓	4
	Jump Rope (For safety, see Fitness Training)	FIT	✓		✓		1
	Karate	CO	✓	✓	✓	✓	4
	Kickball (Soccer-Baseball)	AL			✓		1
	Kickboxing	CO	✓	✓	✓	✓	4
	Lacrosse—Box, Field	IT	✓	✓	✓	✓	4
	Lacrosse—Soft	IT	✓	✓	✓	✓	3
	Lawn Bowling	TG			✓	✓	1
	Lawn Mowing	AL	✓	✓	✓		3
	Low-Organized Games*	AL	✓	✓	✓	✓	1–4
	Martial Arts	CO	✓	✓	✓	✓	4
	Orienteering	AP	✓		✓		2
	Paddleball	NW	✓		✓		2
	Pilates (For safety, see Fitness Training)	FIT		✓	✓	✓	2
	Qigong	FIT		✓	✓		2
	Racquetball	NW	✓	✓	✓	✓	2
	Rhythmic Gymnastics	RG	✓		✓	✓	2
	Ringette	IT	✓	✓	✓	✓	4
	Rock Climbing (For safety, see Climbing)	AP		✓	✓	✓	4
	Rowing—Sport (For safety, see Canoeing/Kayaking/Rowing)	AP	✓	✓	✓		3

* With Low-Organized Games, the Health-Related Fitness Components and the Risk Factor Rating will vary from one game/activity to another.

continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Rowing—Ergometer (For safety, see Fitness Training [Exercise Machines])	FIT	✓	✓	✓		3
	Rowing—Sport (For safety, see Canoeing/Kayaking/Rowing)	AP	✓	✓	✓		4
	Rugby—Flag	IT	✓		✓	✓	3
	Rugby—Tackle	IT	✓	✓	✓	✓	4
	Sailing/Yachting	AP		✓	✓		4
	Scuba Diving	AP			✓		4
	Sepak Takraw	NW	✓	✓	✓	✓	2
	Skateboarding	AL	✓		✓		2
	Skating—Figure	RG	✓		✓	✓	2
	Skating—Ice	AL	✓	✓	✓		2
	Skating—Inline/Roller (Indoor, Outdoor)	AL	✓	✓	✓		2
	Skiing—Alpine	AP	✓	✓	✓		4
	Skiing—Cross-Country	AP	✓		✓		2
	Skiing—Water	AP		✓	✓		4
	Snorkelling	AP			✓		4
	Snowboarding	AP	✓	✓	✓		3
	Snowshoeing	AP	✓		✓		2
	Soccer	IT	✓	✓	✓	✓	2
	Softball—Slo-Pitch, Modified, Fast Pitch	SF		✓	✓	✓	2
	Speed Skating	AP	✓	✓	✓	✓	3
	Spinning (For safety, see Cycling—Indoor/Stationary)	FIT	✓	✓	✓		1
	Squash	NW	✓	✓	✓	✓	2

continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Stretch Banding (For safety, see Fitness Training—Small Equipment)	FIT		✓	✓	✓	1
	Stretching (For safety, see Fitness Training)	FIT				✓	1
	Swimming—Open Water	FIT	✓	✓	✓	✓	4
	Swimming—Pool	FIT	✓	✓	✓	✓	4
	Table Tennis	NW	✓		✓		2
	Tae Bo	FIT	✓	✓	✓	✓	2
	Tae Kwon Do	CO	✓	✓	✓	✓	4
	Tai Chi	FIT			✓	✓	1
	Tchoukball	IT	✓	✓	✓	✓	2
	Team Handball	IT	✓	✓	✓	✓	2
	Tennis	NW	✓	✓	✓	✓	2
	Tobogganing, Sledding, Tubing	AP	✓		✓		3
	Triathlon	FIT	✓	✓	✓	✓	4
	Tumbling (For safety, see Gymnastics)	RG		✓	✓	✓	4
	Ultimate	IT	✓	✓	✓	✓	2
	Volleyball	NW		✓	✓	✓	2
	Walking	AL	✓		✓		1
	Water Polo	IT	✓		✓		4
	Weightlifting	FIT		✓	✓	✓	3
	Weight (Strength/Resistance) Training	FIT	✓	✓	✓	✓	3
	Windsurfing/Sailboarding	AP		✓	✓		4
	Wrestling—Freestyle, Greco-Roman	CO	✓	✓	✓	✓	4
	Yoga	FIT		✓	✓	✓	2

Module 2 Physical Activity Log (Grade 12)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			

continued

Module 2 Physical Activity Log (Grade 12) *(continued)*

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____ Date _____

Student signature _____ Date _____

Module 3 Physical Activity Log (Grade 12)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			

continued

Module 3 Physical Activity Log (Grade 12) *(continued)*

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____ Date _____

Student signature _____ Date _____

Module 5 Physical Activity Log (Grade 12)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			

continued

Module 5 Physical Activity Log (Grade 12) *(continued)*

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
	▪ ▪			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____ Date _____

Student signature _____ Date _____

Physical Activity Plan (Grade 12)

Name _____ Date _____

Physical Activity	Weekly Frequency of Activity	Number of Weeks	Estimated Total Time (Hours)	Risk Factor Rating
Total Number of Hours				

continued

Physical Activity Plan (Grade 12) *(continued)*

Physical Activity	Weekly Frequency of Activity	Number of Weeks	Estimated Total Time (Hours)	Risk Factor Rating
Total Number of Hours				

Tutor/Marker Signature
Date

The tutor/marker signature is an acknowledgement of the following:

- The student has met the criteria for formulating his or her personal Physical Activity Plan.
- The student has shown an understanding of how to manage risk and take appropriate steps to participate safely in physical activity.
- The student is aware of the safety guidelines and information and the associated responsibilities for discussion with and approval by his or her parent/guardian.

Physical Activity Plan
Parent/Guardian Consent Form
(Grade 12)

(Required for students under 18 years of age)

Dear Parent/Guardian,

Please review this form and, upon agreement, provide your signature.

I, _____, parent/guardian of
Name of Parent/Guardian

Name of Son/Daughter

do hereby certify and acknowledge the following:

- I have reviewed my son's/daughter's personal Physical Activity Plan.
- I approve of the Plan and the safety guidelines specified by my son/daughter.

Parent/Guardian Signature

Date

Student Signature

Date

Practice Physical Activity Log (Grade 12)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

Safety and Risk-Management Form (Grade 12)

Complete this form for physical activities with risk factor ratings of 3 or 4.

Name _____ Date _____

Physical Activity _____

1. Instruction	
Considerations	How are the considerations being addressed?
1.1. How much instruction will be required?	
1.2. What qualifications do the instructors have?	
1.3. What skills assessment will be done to determine the participant's level of ability?	
2. Supervision	
2.1. What level of supervision will be required?	
2.2. What are the emergency procedures?	
2.3. What equipment or supplies (e.g., phone, first aid kit) will be required?	
2.4. What training do the supervisors have to respond to an emergency?	
3. Facilities/Environment	
3.1. What are the potential hazards?	
3.2. What areas have been inspected? Who inspected them?	
3.3. What are the facility rules for users?	
3.4. What modifications or restrictions are required?	
3.5. What precautions are needed based upon the environment?	

Additional copies of this form are available on Blackboard Learn at <<https://bblearn.merlin.mb.ca>>.

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

4. Equipment	
Considerations	How will the consideration be addressed?
4.1. Has the equipment been inspected and properly maintained? (e.g., skis and ski poles)	
4.2. Have modifications been made to the equipment?	
4.3. What protective equipment should be worn? (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
4.4. Does the equipment use require special instruction or adjustment?	
5. Clothing/Footwear	
5.1. Does the activity require special clothing or footwear?	
5.2. Will additional clothing be required to address environmental conditions? (e.g., rain jacket, hiking boots, sunscreen)	
6. Other Considerations*	
6.1. Is the activity appropriate for the physical condition of the participant?	
6.2. Will instruction be required?	
6.3. Does the participant have adequate insurance coverage?	
6.4. Will there be a need for special rules and responsibilities?	
6.5. Who is the emergency contact person?	
6.6. Is transportation required?	

* Special health care needs, skill level, experience, accessibility, and so on.

continued

Safety and Risk-Management Form (Grade 12) *(continued)*

Additional Student Comments

Student Signature _____ Date _____

Tutor/Marker Comments

Tutor/Marker Signature _____ Date _____

I am aware that my child will be taking part in these activities and I will ensure that he or she follows all safety guidelines. I am also aware that some activities will require qualified instruction and adult supervision.

Parent/Guardian Signature

Student Signature

Date