



Grade 10
**Physical Education/
Health Education (20F)**

A Course for Independent Study



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

A Course for Independent Study

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INTRODUCTION

INTRODUCTION

Overview

Welcome to *Grade 10 Physical Education/Health Education: A Course for Independent Study*. This course focuses on physically active and healthy lifestyle concepts and practices and builds on what you have learned in Grade 9. This 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 life. The purpose of this Introduction is to help you become familiar with the course and what you are going to learn.

As a student enrolled in an independent study 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.

Who Is Able to Complete This Course?

Any student should be able to complete this course, regardless of physical condition, physical disability or limitation, or access to equipment or resources. If you have any questions about these things, contact your tutor/marker for this course.

What Will You Learn in This Course?

This course focuses on both physical education and health education and is organized into modules and lessons. A description of the course expectations and components follows.

Course Expectations

Here is a brief outline of the main things you need to do to complete this course:

- Read this Introduction very carefully so that you know what is expected of you and where you can find more detailed information.
- Study each lesson in each of the 10 modules.
- Complete all learning activities and check your answers in the answer keys provided.

- Complete all the assignments and mail or electronically submit them to the Distance Learning Unit for assessment when you have completed Modules 1, 2, 4, 6, 8, and 10.
- Be physically active and plan and log your physical activities as part of your assignments.
- Write your final examination when you have completed Module 10.

How Is This Course Organized?

The Grade 10 Physical Education/Health Education course consists of 10 modules. The odd-numbered modules emphasize physical education, while the even-numbered modules emphasize health education.

Physical Education	Health Education
Module 1: Healthy Lifestyle Practices	Module 2: Personal/Social Management
Module 3: Fitness Physiology	Module 4: Mental Health
Module 5: Training and Conditioning	Module 6: Nutrition
Module 7: Sports and Rules	Module 8: Substance Use and Abuse Prevention
Module 9: Biomechanical Principles and Movement Skills	Module 10: Human Sexuality

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

- **Lesson Focus and Introduction:** Each lesson begins by telling you what you will be learning.
- **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. Many questions, however, ask for opinions or reflections for which responses will vary. These do not have answer keys. Do **not** send your learning activities to the Distance Learning Unit.





- **Assignments:** Many lessons also contain one or more assignments. You **will** submit all your completed assignments to the Distance Learning Unit for assessment.
- **Summary:** Each lesson ends with a brief review of what you just learned.

This course also includes the following sections:

- **Glossary:** You can use the Glossary to review terms used in the course.
- **Appendix:** At the end of the course, you will find an appendix, which contains the Physical Activity Inventory.
- **Bibliography:** The resources referred to in this course are listed in the Bibliography.

What Resources Will You Need for This Course?

For this course, you will need to obtain and have access to a variety of resources, including those identified below.

Resource That Comes with the Course

- *Eating Well with Canada's Food Guide* is a pamphlet from Health Canada. You will be using it in Module 6, Lesson 4. You can also view it online at www.hc-sc.gc.ca/fn-an/food-guide-aliment.

Resources Available on the Internet

Having a computer with Internet access is not a requirement to complete this course. It would be helpful to have access to the Internet, however, because many websites contain information related to the course assignments. Remember that Internet sites come and go. The course might refer to some sites that no longer exist. If that is the case, you may be able to use a search engine (such as www.google.ca) to find the information you are looking for.

To complete this course, you will need access to the following files, which are available in the learning management system (LMS). If you do not have access to the Internet or if you need a copy of the material, contact the Distance Learning Unit at 1-800-465-9915.

- **Physical Activity Inventory:** You will need access to this file when you complete your Physical Activity Plan (Assignment 1.3, Part B). This resource is also found in Appendix A at the end of this course.
- **OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education** (Manitoba Education, Citizenship and Youth): You will need access to this resource when you complete your Plan (Assignment 1.2).

Resources to Complete the Fitness Tasks

To complete certain learning activities and assignments, you will need miscellaneous resources.

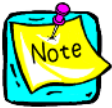
For Learning Activity 5.3 (Part B), you will need

- a learning partner
- a track or safe road/path where you can sprint 50 metres
- a heart-rate monitor (optional) if you have access to one and have been taught how to use it

For Assignment 9.1, you will need

- a learning partner
- a ball
- a long jump pit (if you choose the transport skill option)

A Note about Facilities



If you wish, you can perform many of your physical activities for this course while playing sports or taking part in other organized activities in facilities such as school gymnasiums or playing fields, swimming pools, fitness centres, and so on. Please note that Manitoba Education will not cover costs for obtaining memberships at fitness centres, for joining sports teams, for purchasing sports equipment, and so on.

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, an assignment, or a Physical Activity Log, 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 Study Option (ISO) students and mark assignments and examinations. When you are having difficulty with something in this course, 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. You can also obtain this information 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 coursework, 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 examination(s) with your learning partner. If you and your learning partner are taking the same course, however, your assignment work should not be identical.

How Will You Know How Well You Are Learning?

Here is a breakdown of the values of the course assignments and the final examination:

Assessment Components	Percentage
Assignments from the physical education modules (Modules 1, 3, 5, 7, and 9)	50%
Assignments from the health education modules (Modules 2, 4, 6, 8, and 10)	30%
Final Examination	20%
Total	100%

You will know how well you are learning in this course by how well you complete the learning activities, assignments, and 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.

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 that you will submit to the Distance Learning Unit are worth 80 percent of your final mark in this course. The assignments are found in the Assignment(s) section at the end of each module.

Some assignments are paper-and-pencil tasks, which you will complete directly on the sheets provided. Because this course involves physical activities, some assignments need special preparation and additional resources, several involve creating or viewing videos, and some require research. A brief description of some of the assignments that involve physical activity follows. Detailed information is provided in the assignments themselves.

Physical Activities

To complete this course, you will take part in at least 55 hours of physical activity, which will contribute to your health-related fitness components. You will need to plan and keep a record of your activities. The main assignments that involve physical activities are described below:

- **Physical Activity Plan:** Assignment 1.3: Part B, consists of your Physical Activity Plan, sometimes referred to as “your Plan.” In it, you will plan the physical activities that you will take part in over three four-week periods. Before you take part in your physical activities, however, submit your Plan to the Distance Learning Unit. Your tutor/marker will review it for safety considerations. If your tutor/marker has any concerns about any of the activities, he or she will contact you and/or your parent/guardian to discuss them. Your Plan needs to include at least three different physical activities.

You will then take part in the physical activities and log them in your Physical Activity Logs, accumulating at least 55 hours of physical activity participation time. This averages to at least 30 minutes per day.

- **Physical Activity Logs:** Four of the assignments (Assignments 1.1, 3.1, 5.1, and 7.1) are Physical Activity Logs, sometimes referred to as “your Log.” For these, you will log or record the physical activities that you have taken part in. The first Log is for a one-week period and the others are for four weeks. To meet your required 55 hours of physical activity, you need to be active at least 30 minutes per day or one hour every second day. Each of your Logs needs to include at least three different physical activities, and should total at least 18 hours of physical activity.

You will use the information from your Logs to set personal goals related to the type, frequency, intensity, and duration of an activity. By keeping track of the data you will be able to monitor your own progress and achievement.

- **Workout Routines:** In Assignment 5.3, you will design and perform both a warm-up and a cool-down workout routine for jogging since it is always advisable to warm up and cool down for each workout. In Assignment 5.4 you will perform some simple physical activities and check your heart rate and the accuracy of your predictions.

Special Preparation and Outside Resources

Several assignments require special preparation and/or outside resources:

- **Cardiopulmonary Resuscitation Certificaiton:** In Assignment 1.2 you will have to complete a Cardiopulmonary Resuscitation training program. You can contact the St. John Ambulance office in Winnipeg MB, Telephone: 204-784-7000, Fax: 204-786-2295. Alternatively, you can complete your CPR training through other community organizations such as the Red Cross. You will be responsible for any expenses related to the training program. Upon successful completion of the program, you will receive a certificate. You will then send a photocopy of your certificate to the Distance Learning Unit.
- **Sport Investigations:** In Assignments 7.2 and 9.3 you will complete two sport investigations where you will describe the safety rules, game rules, and etiquette used in these sports. In Assignment 7.2, you will either participate in the sport or officiate a game. In Assignment 9.3, you will participate in the sport.

Viewing and Analyzing a Video

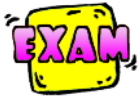


- In the two sport investigations (Assignments 7.2 and 9.3), you will have the option of videotaping your investigation.

Research (Print and Electronic)

- In Assignment 6.1 you will find information on meal planning and fill in a chart on the nutritional benefit of food choice.
- In Assignment 7.2 you will find information on a sport of your choice and do an in-depth study of a team sport with a focus on safety, rules, and etiquette and officiating.
- In Assignment 8.1 you will find information for an advocacy program in a substance use and/or abuse prevention strategy.
- In Assignment 9.3 you will investigate the terminology, rules, and strategies needed to play a second sport of your choice.
- In Module 10 you will have the choice of completing either Assignment 10.3A or 10.3B. If you do Assignment 10.3A, you will research birth control information. If you do Assignment 10.3B you will research abstinence information.

Final Examination



The course contains a final examination based on Modules 1 to 10. The examination is worth a total of **20 percent** of your final course mark. You will write the final examination under supervision.

To do well on the final examination, you should review all of the work that you have completed from Modules 1 to 10, including all learning activities 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 10 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 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
PO 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?

It will take you **at least four months** to complete this course. Given that the course has 10 modules, you would need to complete more than two modules every month.

You will spend a minimum of 120 hours on this course. Of this time, you will spend at least 55 hours being physically active, which ends up being about 30 minutes per day or one hour every second day. Please note, however, that you should strive to meet the guidelines identified in the *Canadian Physical Activity Guidelines* (Canadian Society for Exercise Physiology), which would mean accumulating at least one hour 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 for 13 weeks. There are a total of four Physical Activity Logs. Three of them (the Logs for Modules 3 and 4, Modules 5 and 6, and Modules 7 and 8) each cover four weeks. The Log for Module 1 covers only one week. This totals 13 weeks, or about three months. Besides the Logs, you need to study and complete assignments, some of which involve research. Approximate time allotments are suggested for each assignment.

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.

Take a look at the following three sample charts and decide which one best describes the time of year when you want to begin and complete this course.



Remember that the dates indicated in the charts are just **sample dates** (not actual dates). They are meant to help you keep track of the completion and submission of your **Plan** and your **Logs**.

Sample Chart A: Semester 1

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

Module(s)	Date of Assignment Submission to the Distance Learning Unit	Physical Activity Log (covers the selected one- or four-week period)
1	Mid-September Assignments 1.1 to 1.3 Part A, and 1.3 Part B (the Physical Activity Plan)	Module 1 Log Any one-week period September 1 to September 15
2	Mid-September Assignment 2.1	No Log
3 and 4	Mid-October Assignments 3.1, 3.2, and 4.1	Module 3 Log September 21 to October 19
5 and 6	Mid-November Assignments 5.1 to 5.3 and 6.1	Module 5 Log October 20 to November 17
7 and 8	Mid-December Assignments 7.1 to 7.3 and 8.1	Module 7 Log November 18 to December 16
9 and 10	Mid-January Assignments 9.1 to 9.3 and 10.1 to 10.3A or 10.3B	No Log
Final Examination	End of January	

Sample Chart B: Semester 2

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

Module(s)	Date of Assignment Submission to the Distance Learning Unit	Physical Activity Log (covers the selected one- or four-week period)
1	Mid-February Assignments 1.1 to 1.3 Part A, and 1.3 Part B (the Physical Activity Plan)	Module 1 Log Any one-week period February 1 to February 15
2	Mid-February Assignment 2.1	No Log
3 and 4	Mid-March Assignments 3.1, 3.2, and 4.1	Module 3 Log February 4 to February 28
5 and 6	End of March Assignments 5.1 to 5.3 and 6.1	Module 5 Log March 4 to March 29
7 and 8	Mid-April Assignments 7.1 to 7.3 and 8.1	Module 7 Log March 15 to April 15
9 and 10	End of April Assignments 9.1 to 9.3 and 10.1 to 10.3A or 10.3B	No Log
Final Examination	Mid-May	

Sample Chart C: Full School Year (Not Semestered)

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

Module(s)	Date of Assignment Submission to the Distance Learning Unit	Physical Activity Log (covers the selected one- or four-week period)
1	Mid-September Assignments 1.1 to 1.3 Part A, and 1.3 Part B (the Physical Activity Plan)	Module 1 Log Any one-week period September 1 to September 15
2	Mid-October Assignment 2.1	No Log
3 and 4	Early December Assignment 3.1, 3.2, and 4.1	Module 3 Log October 4 to October 31
5 and 6	Mid-February Assignments 5.1 to 5.3 and 6.1	Module 5 Log November 1 to November 28
7 and 8	Late March Assignments 7.1 to 7.3 and 8.1	Module 7 Log January 15 to February 15
9 and 10	End of April Assignments 9.1 to 9.3 and 10.1 to 10.3A or 10.3B	No Log
Final Examination	Mid-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 or your school.



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?

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

Submission of Assignments		
Submission	Module(s)	Assignments You Will Submit
1	1	Module 1 Cover Sheet Assignment 1.1: One-Week Physical Activity Log* Assignment 1.2: Certification in Cardiopulmonary Resuscitation (CPR) (may be mailed later) Assignment 1.3: Part A—Goal Setting Part B—Physical Activity Plan*
2	2	Module 2 Cover Sheet Assignment 2.1: Communication Skills for a Disagreement
3	3 and 4	Modules 3 and 4 Cover Sheet Assignment 3.1: Physical Activity Log* Assignment 3.2: Short Quiz Assignment 4.1: Stress Reduction
4	5 and 6	Modules 5 and 6 Cover Sheet Assignment 5.1: Physical Activity Log* Assignment 5.2: Safe Exercise Practices Assignment 5.3: Warm-Up and Cool-Down Assignment 6.1: Meal Planning

continued

Submission of Assignments (continued)		
Submission	Module(s)	Assignments You Will Submit
5	7 and 8	Modules 7 and 8 Cover Sheet** Assignment 7.1: Physical Activity Log* Assignment 7.2: Sport Investigation #1 Assignment 7.3: Analyzing Sport Scenarios Assignment 8.1: Substance Use and/or Abuse Prevention Strategy
6	9 and 10	Modules 9 and 10 Cover Sheet Assignment 9.1: Applying Movement Skills Assignment 9.2: Applying Biomechanical Principles to Ability Assignment 9.3: Sport Investigation #2 Assignment 10.1: Advertising Influences on Consumers Assignment 10.2: Questions on STIs Assignment 10.3A: Birth Control or Brochure or Assignment 10.3B: Abstinence Essay or Brochure

* **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.

** The Modules 7 and 8 Cover Sheet contains an Alternate Lesson Consent Form that your parent/guardian will need to sign if you choose the alternate lesson option in Module 10.

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

Safety Checklist for Physical Activity

- 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 conditions 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.

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 safety checklist above. You must be responsible for your own safety.

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

If you are 18 years of age or older, you are required to complete the **Grade 10 Physical Education/Health Education Student Consent Form (Students 18 or Older)** before you register for this course. The 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 old will need to have their parents or 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 a child’s education.)

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

- A parent must sign the **Grade 10 Physical Education/Health Education 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 website.
- Module 10: Human Sexuality deals with issues that may be sensitive for you and/or your parents. For this reason, this module offers a choice of lessons. The regular lesson (Lesson 4A) focuses on the healthy decision making promoting abstinence and includes gathering information on contraception. Lesson 4B focuses on healthy decision making promoting abstinence only and does not include information on contraception. Parents or guardians have the option of having their children complete the alternate lesson (Lesson 4B) instead of the regular one. Students have the opportunity to complete the alternate lesson 4B and Assignment 10.3B if their parents have signed the **Grade 10 Physical Education/Health Education Alternate Lesson Consent Form** found on the Cover Sheet for Modules 7 and 8.
- You and your parent(s) need to sign the **Physical Activity Plan** (Assignment 1.3, Part B). These signatures indicate that you and your parent(s) 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 parent(s) need to sign the **four Physical Activity Logs** (Assignments 1.1, 3.1, 5.1, and 7.1). These signatures indicate that you and your parent(s) declare that you have taken part in the activities indicated on the Logs.

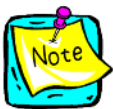
- Parents need to sign for additional physical activities that the student participates in:
 - Module 5 – Assignment 5.3: Warm-Up and Cool-Down
 - Module 7 – Assignment 7.2: Sport Investigation #1
 - Module 9 – Assignment 9.3: Sport Investigation #2

Student Accident Insurance

Parents are encouraged to ensure that their child has adequate accident insurance. One way to do so is to purchase the Manitoba School Board's Student Accident Insurance. It provides comprehensive 24-hour insurance coverage for Manitoba students, including those attending public, independent, and home schools. 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.



Video: View a video.



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 those provided in the Learning Activity Answer Key found at the end of the applicable module.



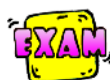
Assignment: Complete an assignment. You will submit your completed assignments to the Distance Learning Unit for assessment when indicated.



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



Mail or Electronically Submit: 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.



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.

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 this course!

GRADE 10 PHYSICAL EDUCATION/HEALTH EDUCATION (20F)

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	
Module 1 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 1.1: One-Week Physical Activity Log	_____ /20	_____ /20
<input type="checkbox"/> Assignment 1.2: Certification in Cardiopulmonary Resuscitation (CPR)—Level A	<input type="checkbox"/> CO / <input type="checkbox"/> INC	<input type="checkbox"/> CO / <input type="checkbox"/> INC
<input type="checkbox"/> Assignment 1.3: Part A—Goal Setting	_____ /28	_____ /28
Part B—Physical Activity Plan	_____ /40	_____ /40
	Total: _____ /88	Total: _____ /88
For Tutor/Marker Use		
Remarks:		

Assessment Rubric for Assignment 1.1

18 to 20 marks—Fully complete

14 to 17 marks—Mostly complete

11 to 13 marks—Fairly complete

6 to 10 marks—More incomplete than complete

0 to 5 marks—Mostly incomplete

GRADE 10 PHYSICAL EDUCATION/HEALTH EDUCATION (20F)

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	
Module 2 Assignment	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 2.1: Communication Skills for a Disagreement	_____ /18	_____ /18
	Total: _____ /18	Total: _____ /18
For Tutor/Marker Use		
Remarks:		

GRADE 10 PHYSICAL EDUCATION/HEALTH EDUCATION (20F)

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: Physical Activity Log	_____/20	_____/20
<input type="checkbox"/> Assignment 3.2: Short Quiz	_____/4	_____/4
<input type="checkbox"/> Assignment 4.1: Stress Reduction	_____/30	_____/30
	Total: ____/54	Total: ____/54
For Tutor/Marker Use		
Remarks:		

GRADE 10 PHYSICAL EDUCATION/HEALTH EDUCATION (20F)

Modules 5 and 6 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 5 and 6 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 5.1: Physical Activity Log	_____/20	_____/20
<input type="checkbox"/> Assignment 5.2: Safe Exercise Practices	_____/8	_____/8
<input type="checkbox"/> Assignment 5.3: Warm-Up and Cool-Down	_____/19	_____/19
<input type="checkbox"/> Assignment 6.1: Meal Planning	_____/38	_____/38
	Total: ____/85	Total: ____/85
For Tutor/Marker Use		
Remarks:		

Assessment Rubric for Meal Planning Chart (Assignment 6.1)

Category	4	3	2	1	0
Portions/Servings relative to activity level	Plan demonstrates consideration of portions/servings and makes appropriate connection between portions/servings and identified activity level.	Plan demonstrates some consideration of portions/servings and makes somewhat appropriate connection between portions/servings and identified activity level.	Plan demonstrates little consideration of portions/servings and makes limited connection between portions/servings and identified activity level.	Plan demonstrates very little consideration of portions/servings and/or makes illogical or inappropriate connections between portions/servings and identified activity level.	Plan demonstrates no consideration of portions/servings and no connection between portions/servings and identified activity level.
Variety of food choices	Plan demonstrates a wide, balanced and appropriate variety of food choices.	Plan demonstrates a variety of appropriate food choices.	Plan demonstrates little variety of appropriate food choices.	Plan demonstrates very little variety or inappropriate food choices.	Plan does not demonstrate variety in food choices.
Representation from food groups	Plan demonstrates consideration and knowledge of Canada Food Guide in planning for appropriate representation of food groups.	Plan demonstrates some consideration and knowledge of Canada Food Guide and plans for somewhat appropriate representation of food groups.	Plan demonstrates little consideration and/or knowledge of Canada Food Guide and plans for inclusion of food groups is limited.	Plan demonstrates very little consideration and/or knowledge of Canada Food Guide and includes illogical and/or inappropriate food group choices.	Plan demonstrates no consideration and/or knowledge of Canada Food Guide.
Consideration of nutrient and fat content	Plan demonstrates consideration of balancing food choices to ensure appropriate nutritional and fat intake.	Plan demonstrates some consideration of balancing food choices to ensure appropriate nutritional and fat intake.	Plan demonstrates limited consideration of balancing food choices to ensure appropriate nutritional and fat intake.	Plan demonstrates very limited or illogical consideration of balancing food choices to ensure appropriate nutritional and fat intake.	Plan demonstrates no consideration of balancing food choices to ensure appropriate nutritional and fat intake.

GRADE 10 PHYSICAL EDUCATION/HEALTH EDUCATION (20F)

Modules 7 and 8 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 7 and 8 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 7.1: Physical Activity Log	_____ /20	_____ /20
<input type="checkbox"/> Assignment 7.2: Sport Investigation #1	_____ /40	_____ /40
<input type="checkbox"/> Assignment 7.3: Analyzing Sport Scenarios	_____ /12	_____ /12
<input type="checkbox"/> Assignment 8.1: Substance Use and/or Abuse Prevention Strategy	_____ /24	_____ /24
	Total: _____ /96	Total: _____ /96
For Tutor/Marker Use		
Remarks: 		

Note: Please refer to the Alternate Lesson Consent Form found on the back of this page.

At this time, you need to decide whether you will complete Lesson 4A (and its assignment) or Lesson 4B (and its assignment) in Module 10: Human Sexuality. Lesson 4A deals with contraception. Lesson 4B (the alternate lesson) does not. If you are younger than 18 and your parent or guardian would prefer that you complete Lesson 4B, then he or she needs to indicate so by completing the form below.

**Grade 10 Physical Education/Health Education
Alternate Lesson Consent Form**

I consent to having my child complete Lesson 4B (the alternate lesson), along with its assignment, in Module 10 of the Grade 10 Physical Education/Health Education course.

Student's name

Signature of parent or guardian

Date

Rubric for Assignment 7.2: Sport Investigation #1					
Category	4	3	2	1	0
Safety Rules	Most of the possible safety rules and routines are outlined.	Many safety rules and routines are outlined.	Some safety rules and routines are outlined.	Few safety rules and routines are outlined.	No safety rules or routines are outlined.
Game Rules	Most of the possible official and modification game rules are outlined.	Many official and modification game rules are outlined.	Some official and modification game rules are outlined.	Few official and modification game rules are outlined.	No official or modification game rules are outlined.
Etiquette	All possible sport etiquette rules are outlined.	Many sport etiquette rules are outlined.	Some sport etiquette rules are outlined.	Few sport etiquette rules are outlined.	No sport etiquette rules are outlined.
Terminology	Most of the possible sport terms are listed and defined.	Many sport terms are listed and defined.	Some sport terms are listed and defined.	Few sport terms are listed and defined.	No sport terms are listed or defined.
Diagrams of Officiating Signals	Clear and precise diagrams are used to explain officiating signals.	Many diagrams are used to explain officiating signals.	Some diagrams are used to explain officiating signals.	Few diagrams are used to explain officiating signals.	No diagrams are used to explain officiating signals.
Offensive Strategies with Diagrams	Two offensive strategies are outlined. Clear and precise diagrams are used.	Two offensive strategies are outlined but not well explained. Many diagrams are used.	One offensive strategy is outlined. Some diagrams are used.	One offensive strategy is outlined but not well explained. Few diagrams are used.	No offensive strategies are outlined. No diagrams are used.
Defensive Strategies with Diagrams	Two defensive strategies are outlined. Clear and precise diagrams are used.	Two defensive strategies are outlined but not well explained. Many diagrams are used.	One defensive strategy is outlined. Some diagrams are used.	One defensive strategy is outlined but not well explained. Few diagrams are used.	No defensive strategies are outlined. No diagrams are used.
Participation and/or Officiating	Five hours of activity, including at least one hour of officiating or scorekeeping, preferably in your chosen sport, are documented.	Less than five hours of activity, including at least one hour of officiating or scorekeeping, preferably in your chosen sport, are documented.	Less than three hours of activity, including at least one hour of officiating or scorekeeping, preferably in your chosen sport, are documented.	Less than one hour of activity or officiating or scorekeeping, preferably in your chosen sport, is documented.	No activity or officiating or scorekeeping is documented.
Bibliography	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	Sources are not included or are not accurately documented.
General and Title Page	No grammatical, spelling, or punctuation errors are made. Title page with illustrations is provided.	Almost no grammatical, spelling, or punctuation errors are made. Clear title page is provided.	A few grammatical, spelling, or punctuation errors are made. Title page is provided.	Many grammatical, spelling, or punctuation errors are made. Title page is provided.	Extensive grammatical, spelling, and/or punctuation errors are made. No title page is provided.

Assignment 8.1: Substance Use and/or Abuse Prevention Strategy

Category	Acquired expected knowledge 4	Somewhat acquired expected knowledge 3	Acquired minimal expected knowledge 2	Did not acquire expected knowledge 1	Did not attempt task or misunderstood task 0	Mark Achieved
Brainstorming Problems	Student identifies two reasonable, insightful barrier/problems that need to change, and represents them thoroughly and distinctly.	Student identifies and represents two barriers/problems that need to change and makes a somewhat clear representation of them.	Student identifies two or less barriers/problems that need to change, and represents them superficially.	Student identifies two or less barriers/problems that need to change, but they are very illogical or very superficially represented.	Student does not identify any barriers/problems that need to change.	
Brainstorming Solutions	Student identifies two reasonable, insightful solutions/strategies to encourage change, and represents them thoroughly and distinctly, with reference to physiological, physical, social and psychological effects.	Student identifies two reasonable, insightful solutions/strategies to encourage change, makes a somewhat clear representation of them. Student may make reference to one or more of the physiological, physical, social and psychological effects.	Student identifies two or less solutions/strategies to encourage change, and represents them superficially.	Student identifies two or less solutions/strategies to encourage change, but they are very illogical or very superficially represented.	Student does not identify any solutions/strategies to encourage change.	
Research/Statistical Data	Student includes two high-quality examples or pieces of data to strongly support campaign.	Student includes two examples or pieces of data to support campaign.	Student includes two or less examples or pieces of data that provide weak support to campaign.	Student includes two or less examples or pieces of data that provide very weak or illogical support to campaign.	Student does not include examples or pieces of data to support campaign.	

continued

Assignment 8.1: Substance Use and/or Abuse Prevention Strategy (continued)						
Category	Acquired expected knowledge 4	Somewhat acquired expected knowledge 3	Acquired minimal expected knowledge 2	Did not acquire expected knowledge 1	Did not attempt task or misunderstood task 0	Mark Achieved
Campaign/Product	Student creates an original, accurate and interesting product that adequately addresses the issue.	Student creates an accurate product that adequately addresses the issue.	Student creates an accurate product but it does not adequately address the issue.	Student creates a product with very limited accuracy and that addressed the issue very superficially.	Student creates a product that is not accurate.	
Sources/Quality	Student includes two or more high-quality sources that provide meaningful connection to the information in the campaign.	Student includes two or more high-quality sources that connect to the information in the campaign.	Student includes two or fewer sources that provide a weak connection to the information in the campaign.	Student includes two or fewer sources that provide a very weak or illogical connection to the information in the campaign.	Student provides no sources.	
Impacts	Student has made a thorough connection to the impact of the problem identified to several of the following: self, community, legal, financial, friends, and family.	Student has made a connection to the impact of the problem identified to some of the following: self, community, legal, financial, friends and family.	Student has made a limited connection to the impact of the problem identified to a few of the following: self, community, legal, financial, friends and family.	Student has made a very limited, or illogical connection to the impact of the problem identified to few of the following: self, community, legal, financial, friends and family.	Student has not made any connections to the impact of the problem identified to any of the following: self, community, legal, financial, friends and family.	
Total Mark: _____ /24						

GRADE 10 PHYSICAL EDUCATION/HEALTH EDUCATION (20F)

Modules 9 and 10 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 9 and 10 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 9.1: Applying Movement Skills	_____ /10	_____ /10
<input type="checkbox"/> Assignment 9.2: Applying Biomechanical Skills	_____ /12	_____ /12
<input type="checkbox"/> Assignment 9.3: Sport Investigation #2	_____ /44	_____ /44
<input type="checkbox"/> Assignment 10.1: Advertising Influences on Consumers	_____ /27	_____ /27
<input type="checkbox"/> Assignment 10.2: Questions on STIs	_____ /13	_____ /13

continued

GRADE 10 PHYSICAL EDUCATION/HEALTH EDUCATION (20F)

Modules 9 and 10 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	
Modules 9 and 10 Assignments (<i>continued</i>)	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 10.3A: Birth Control Essay or Brochure	_____/10	_____/10
OR		
<input type="checkbox"/> Assignment 10.3B: Abstinence Essay or Brochure	_____/10	_____/10
	Total: ____/116	Total: ____/116

For Tutor/Marker Use

Remarks:

Rubric for Assignment 9.3: Sport Investigation #2					
Category	4	3	2	1	0
Safety Rules	Most of the possible safety rules and routines are outlined.	Many safety rules and routines are outlined.	Some safety rules and routines are outlined.	Few safety rules and routines are outlined.	No safety rules are outlined.
Etiquette	All possible sport etiquette rules are outlined.	Many sport etiquette rules are outlined.	Some sport etiquette rules are outlined.	Few sport etiquette rules are outlined.	No sport etiquette rules are outlined.
Game Rules	Most of the possible game rules are outlined.	Many game rules are outlined.	Some game rules are outlined.	Few game rules are outlined.	No game rules are outlined.
Terminology	Most of the possible sport terms are listed and defined.	Many sport terms are listed and defined.	Some sport terms are listed and defined.	Few sport terms are listed and defined.	No sport terms are listed or defined.
Diagrams and Illustrations of Rules and Strategies	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the rules and strategies.	Diagrams and illustrations are accurate and add to the reader's understanding of the rules and strategies.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the rules and strategies.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the rules and strategies.	No diagrams or illustrations are used to add to the reader's understanding of the rules and strategies.
Offensive Strategies	Two offensive strategies are outlined.	Two offensive strategies are outlined but not well explained.	One offensive strategy is outlined.	One offensive strategy is outlined but not well explained.	No offensive strategies are outlined.
Defensive Strategies	Two defensive strategies are outlined.	Two defensive strategies are outlined but not well explained.	One defensive strategy is outlined.	One defensive strategy is outlined but not well explained.	No defensive strategies are outlined.
Four New Skills	Four new skills are listed.	Three new skills are listed.	Two new skills are listed.	One new skill is listed.	No new skills are listed.
Participation	Five hours of activity, preferably in your chosen sport, are documented.	Less than five hours of activity, preferably in your chosen sport, are documented.	Less than three hours of activity, preferably in your chosen sport, are documented.	Less than one hour of activity, preferably in your chosen sport, is documented.	No activity is documented.
General	No grammatical, spelling, or punctuation errors are made.	Almost no grammatical, spelling, or punctuation errors are made.	A few grammatical, spelling, or punctuation errors are made.	Many grammatical, spelling, or punctuation errors are made.	Extensive grammatical, spelling, and/or punctuation errors are made.
Bibliography	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	Sources are not included or are not accurately documented.

Released 2019



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Imprimé au Canada



GRADE 10 PHYSICAL EDUCATION/ HEALTH EDUCATION (20F)

Module 1

Healthy Lifestyle Practices

This module contains the following lessons

- Introduction
- Lesson 1: Active Living
- Lesson 2: Benefits and Impact of Physical Activity
- Lesson 3: Physical Activity Safety and Injury Prevention
- Lesson 4: Cardiopulmonary Resuscitation
- Lesson 5: Planning for a Healthy Active Lifestyle
- Module 1 Summary

MODULE 1: HEALTHY LIFESTYLE PRACTICES

Introduction

This course is all about being physically active and making healthy decisions every day. The physical education modules (the odd-numbered ones) will provide background information on why and how you should be active.

While taking this course, you will set your own physical activity goals and keep track of them in your

- Physical Activity Plan – what you **plan** on doing during three four-week periods (Module 1)
- Physical Activity Log – what you actually **do** in Modules 1, 3, 5, and 7

In this module, you will learn about making choices for being active, being safe, setting goals, and learn about technology that may enhance an active lifestyle. In one of your assignments, you will develop an action plan to begin or maintain an active lifestyle.

There are many factors that affect decisions about being or becoming active or “sticking with” a fitness plan. You will investigate these factors and learn how exercise helps you to be as healthy as possible.



Throughout this course you will be asked to become and stay active. It is therefore important that you learn how to be safe while taking part in a variety of activities. You will learn about appropriate clothing, risk factors of different activities, and facility and equipment safety. It is especially important to look at safety considerations in alternative pursuits.

In the final lesson you will set personal fitness goals and design a plan around how to achieve them. Goals give a person long-term vision and short-term motivation. Your goal during this course is to participate in 30 minutes of moderate to vigorous physical activity each day averaging 55 hours in total for the course. These activities need to be recorded in your Physical Activity Plan and in your Physical Activity Log.

Finally, you will enroll in a one-day training program to learn Cardiopulmonary Resuscitation (CPR). Contact an organization like St. John Ambulance to complete this requirement. You should start looking into this as soon as possible.

Assessment

You will be assessed on your completion of the Module 1 assignments found at the end of this module.

When you complete Module 1, you will submit your Module 1 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 1.1	One-Week Physical Activity Log
2	No Assignment	
3	No Assignment	
4	Assignment 1.2	Certification in Cardiopulmonary Resuscitation (CPR)—Level A
5	Assignment 1.3	Part A—Goal Setting Part B—Physical Activity Plan

LESSON 1: ACTIVE LIVING

Lesson Focus

You will show an understanding of

- the different ways to promote active living for different age groups

You will be able to

- explain the concept of active living and the factors that may affect making personal activity choices
- explain ways that technology may enhance and support a physically active lifestyle
- sign an action plan for active living on a daily basis

Introduction

What does active living mean to you? In this lesson you will look at some definitions of active living, as well as the factors that affect how people choose to be active. You will also look at the use of technology in physical activity.

Definition of Active Living

Active living can be defined in many different ways. Here are three definitions:

1. Active living can be defined as a way of life which values physical activity and integrates it into everyday life.
2. Health and Social Services of the Northwest Territories states that "Active Living is a way of life where people choose to be physically active every day in their community; whether they are at school, at work, at home, or at play.

Active Living is based on the belief that regular physical activity has many lifelong benefits. It means something different for everyone. Active Living playing with the kids, walking the dog, dancing with friends, walking at noon with co-workers, gardening, berry picking, fishing, splitting wood, cycling to work or school, or enjoying active times alone or with friends and family.

Active Living also involves organized activities such as competing in your favourite sport or participating in an activity class of your choice.”*

3. Some definitions of active living include other types of activities besides physical ones. They value physical, social, mental, emotional and spiritual activities, which are also integrated into daily living.



Learning Activity 1.1

Common Points

Now you will get the chance to review and practise what you have learned by completing this learning activity. Remember, you do not submit learning activities for assessment. Instead, you complete them in order to prepare yourself for the assignments which you submit to the Distance Learning Unit to be assessed. Once you have completed this learning activity, check your answers in the answer key at the end of this module.

What are some common points that you see in each of the definitions for active living listed above?

Choosing to be Active

There are many factors that may affect someone’s decision to become physically active. Some factors may include the health and fitness benefits of being physically active, personal experiences, interests, abilities, financial, cultural, demographic, safety issues, and personal circumstances. We will spend some time looking at each of these factors.

* Source: Northwest Territories Health and Social Services. “Healthy Eating/Active Living.” *Health*. 1 Feb. 2012. www.hltss.gov.nt.ca/english/services/health_promotion/health_eating_active_living/default.htm.

The following are some of the health benefits of physical activity:

Back Pain: Regular exercise helps to prevent back pain by making your back more flexible and stronger, and by improving your posture.

Diabetes: Regular physical activity can help to prevent and control type 2 diabetes by reducing body fat.

Emotions: Daily physical activity can help you feel better, reduce depression and anxiety, and help you manage stress.

Heart Disease: Daily physical activity can help prevent heart disease and strokes by improving blood flow, strengthening your heart, lowering your blood pressure, raising the level of your good cholesterol, and lowering the level of your bad cholesterol.

High Blood Pressure: Regular physical activity can lower your blood pressure if it is too high. It can also reduce body fat, which is associated with high blood pressure.

Obesity: Daily physical activity helps to reduce body fat by strengthening your muscles and helping you to burn calories with less effort. If you eat well, physical activity can help you control your weight.

Osteoporosis: Regular weight-bearing exercise strengthens bones and slows down bone loss associated with aging.

Stroke: Regular physical activity lowers your risk of getting a stroke and helps to lower your risk of getting heart disease.

Experiences

An individual's past experiences will play a factor in their choice to live an active lifestyle. If a person has had positive experiences being physically active, they are more likely to want to be physically active again. For example, if going for a walk after a stressful day makes you feel better you may choose to do it the following day. Negative experiences with physical activity sometimes has the opposite effect and individuals may not want to do it again. For example, if someone decided to go skiing with a friend and broke their leg because of a nasty fall, they may never want to go skiing again. Having positive experiences with activity is a very powerful factor in future activity participation.

Interests

An individual's personal interests will play a significant factor in becoming physically active. For example, if you love solitude and love to read, you may not be overly motivated to get out and be physically active with other people. If you love to socialize with others it may seem easy to combine physical activity and being with friends and family.

Abilities

Physical abilities may include how developed your movement and sport skills may be. If you feel that you can easily run, hop, throw, catch, balance, etc., you will find it enjoyable to take part in physical activities. If you do not feel confident or competent with these skills then you may not want to risk embarrassment or injury by taking part in activities that challenge those skills or abilities. It is important to remember that movement and sport skills improve the more you practise them.

Financial abilities refer to the ability to pay for physical activities that you enjoy. If the only activity you like is downhill skiing and you are a first year university student paying for your own university, you may find it difficult to afford downhill skiing three or four times a week. If you like activities that are less expensive such as jogging, then your financial situation will not play as big a part in the factors affecting your physical activity. If you value being active then you will find affordable, enjoyable, and convenient ways to make it happen.

Personal Circumstances

Geography plays a role in the different activities you may or may not be able to do. In Manitoba you may find it difficult to learn how to surf but learning to play hockey or cross-country skiing is very easy. Every country, province, and community has activities that are a natural fit for their geography. Where you have lived in your life will likely reflect the activities you like to participate in.

Being born into a certain culture will affect what activities you have experienced and what personal interests you have explored. If you are Canadian you may have had more opportunities to play hockey but if you live in Australia you may not even know what a skating rink looks like.

Personal characteristics such as risk taking may limit the types of activities you take part in. You may find some activities dangerous or conversely not challenging enough. If you think that football is a dangerous activity you are not likely to give it a try. Parents may also influence your activities at a younger age based on their perception of the risks involved.

Active living choices or lifestyles may change at different times in your life. An infant's or a child's physical activity level is often dependent on the value parents place on being active. As children become older they are required to take physical education throughout their school life. Aside from physical education classes a child or youth may choose to play with a community or school team which will help meet the physical, emotional, and mental needs throughout their growing years. Adulthood is also a critical time for making active living choices. Think about the factors we examined earlier in this lesson. Many of these factors play a role as we progress through adulthood and into our senior years.

Technology

Think of ways technology can affect active living in a positive and negative manner. Machines and automation reduce energy expenditures, cause sedentary living, and decrease caloric expenditures which may in turn contribute to your weight gain. On the other hand, there are new technologies that help people achieve their fitness goals. Fitness centres have treadmills with TVs, biking rooms with video screens, and people wearing heart-rate monitors. Keep this in mind when you are developing your plan to be active. How can you use technology to help you be more active? How can you reduce the use of technology to be more active?



Learning Activity 1.2

Promoting Active Living

Now that you have learned about some of the different factors that can influence why someone may or may not choose an active lifestyle, it is time for you to consider how you could promote an active lifestyle to the following age groups. Here are two examples before you get started.

Adults:

Place posters stating “No Waiting, No Lines – Take The Stairs” next to elevators. This may encourage people to take the stairs which would increase physical activity and promote an active living choice.

Youth:

Join forces with local police to create a drop-in centre at a local school gymnasium for teens. Organized sports and games could be played on weekends which would increase the activity and sport opportunities for all youth.

Give a second idea for the promotion of active living in these age groups. (one mark per category)

1. Parents with infants

a. Create a parent and child fitness class to promote the fitness and health benefits for both the mother and the infant.

b. _____

2. Children (ages 5 to 10)

a. Organize play-structure play days for children in your community. This will raise the awareness of this facility in your community. Involve local celebrities.

b. _____

continued

Learning Activity 1.2 (continued)

3. Youth (ages 11 to 18)

a. Organize a youth beach volleyball tournament to promote outdoor play activities and their benefits

b. _____

4. Adults

a. Get a mall to designate the parking area in front of the major store as a "No Parking Zone" to promote the benefits of walking

b. _____

5. Seniors

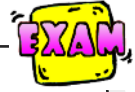
a. Organize a "Golden Shoes" walking tour of your town's cultural highlights to promote the benefits of walking in a social and cultural setting

b. _____

Now that you have completed this learning activity check your answers with the answer key at the end of this module.



Assignment 1.1



One-Week Physical Activity Log (The Log is continuous throughout this course)

It is now time for you to do your first assignment. Remember, you will submit all your completed assignments to the Distance Learning Unit so that you can get some feedback on how you are doing. You will send in this assignment, along with the other assignments from Module 1, when you have completed this module.

The actual assignment is found at the end of this module. Here, the assignment is simply introduced because this is the best time for you to complete it.

To complete this course, you must participate in at least 55 hours of physical activity that is of moderate to vigorous intensity. Here is an explanation of the terms **light**, **moderate**, and **vigorous activities**:

- During **light activities**, you begin to notice your breathing, but talking is fairly easy.
- During **moderate activities**, your heart rate increases and you can hear yourself breathe, but can still talk. Examples of moderate activities include brisk walking, bicycling (less than 15 km/hour), skateboarding, shooting baskets, and curling.
- During **vigorous activities**, your heart rate and breathing increase to an even higher level where it is difficult to talk. Examples of vigorous activities include jogging, swimming, walking briskly, doing jumping jacks, playing sports that involve running, tobogganing, shovelling snow, and walking through deep snow.

You will use your Physical Activity Log (your Log) to record all the physical activities you do throughout this course. Your Log will provide a record of your activities and form the basis for setting your personal goals related to fitness. The format of the Log will evolve as you get further into the course. You will include the type, duration, and intensity of the activity. By keeping track of the data, you will develop skills to help you be in charge of your own fitness

continued

Assignment 1.1 (continued)

To complete your Log, you will have three challenges

1. participate in vigorous physical activity for 30 minutes each day
2. develop healthy habits and active patterns of living
3. persevere in being active when tempted to become inactive

You may already be meeting these challenges, in which case you may explore other activity and health choices. If you are not currently active and have some unhealthy behaviours, your challenge will be to become active and change your behaviours. Don't expect this to happen overnight. The three challenges are a target for you to strive for by the end of this course and for the rest of your life.

You will find Assignment 1.1 in the Assignments section at the end of this module. It's time to begin your physical activities and record them on the One-Week Physical Activity Log provided.

Note

Your Log needs to be signed by your parent/guardian.

Refer to the Introduction at the beginning of this module for further explanation of the Physical Activity Log.

Summary

In this lesson you had the opportunity to learn about the concept of active living and the factors that may affect making personal choices. You also spent some time learning about the benefits of staying active. Now as you go into the assignments you will be prepared to set an action for active living.

Notes

LESSON 2: BENEFITS AND IMPACT OF PHYSICAL ACTIVITY

Lesson Focus

You will show an understanding of

- the contribution of exercise/physical activity to optimal health and the prevention of disease
- factors that have an impact on adherence to a physical activity plan

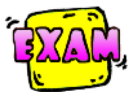
You will be able to

- analyze factors that influence personal and/or group decisions for active, healthy lifestyles

Introduction

Have you ever wondered why people do unhealthy things like smoking? Why not do something that we all know will improve your health and well-being? Most people know that it is healthier to eat vegetables than fried food and that walking to school is better than getting a ride, yet many choose the ride and the fried food. What are the factors that affect decisions about being active and healthy, and what influences the adherence to a fitness plan? Investigating the contribution of exercise as it relates to optimal health and disease prevention, and your own reasons for making the choices you make are all part of this lesson.

The Benefits of Regular Physical Activity



Can you name five benefits of regular physical activity? If you can, that's great!

But there are many more than five, especially if you are active at least four days per week. By being active, you can reduce the risk of developing some of the leading causes of death in Canada. This includes heart disease, diabetes, high blood pressure, and different types of cancer, like colon cancer.

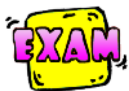
And there's more! Regular physical activity helps build and maintain healthy bones, muscles, and joints. It helps people control their weight, their blood pressure and blood sugar (which is related to diabetes.) It helps maintain a healthy weight. In fact, it is always recommended that people include regular physical activity in any balanced-eating program. It also helps older adults become stronger and less likely to fall.

Besides helping to prevent disease, regular physical activity has many other benefits. Did you know that regular physical activity helps you feel better? Think about it. How do you feel after being physically active? You probably feel pretty good. That's because regular physical activity helps to reduce feelings of depression and anxiety and promotes psychological well-being.

Finally, regular physical activity reduces the risk of dying before your time.

All in all, regular physical activity is one of the best ways that you can stay healthy, both physically and emotionally.

The Contribution of Exercise/Physical Activity to Optimal Health



When looking at the contributions of exercise as it relates to optimal health we can break it down into the following three main areas

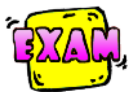
1. Longevity (the length of time between birth and death)

Active individuals experience a longer life and an improved quality of life which reduces the risk of dying prematurely. Exercise strengthens the heart, vascular system, and respiratory system to help fight cardiovascular disease which reduces the risk of cardiovascular disease. Exercise reduces

- anxiety and assists in stress management which promotes an improved outlook on life and provides a positive outlet for stress
- the daily wear and tear on the heart and the cardiovascular system which decreases resting heart rate
- the stress on the walls of veins and arteries and therefore reduces the risk of a coronary event or stroke and exercise helps keep resting blood pressure normal

- the risk of cardiovascular disease and the occurrence of atherosclerosis (hardening of the arteries) by increasing high-density lipoprotein (HDL) cholesterol and decreasing low-density lipoprotein (LDL) cholesterol
2. Performance (the ability of the muscle to exert force in order to create a desired movement)
- Exercise increases the
- strength of connective tissue, making the individual less susceptible to injury and promotes joint stability
 - ability to perform at higher intensities with greater ease which shows greater efficiency of the heart
 - ability to exert greater forces for longer periods of time which reduces the onset of fatigue and increases the ability of the body to recover
- Exercise improves
- the body's core strength and develops strong abdominal and back muscles, promoting better posture
 - back strength which reduces the incidence and severity of low back pain
 - balance, coordination, agility, and muscular strength which make for greater ease, control, and safety in all movements in daily life
- Exercise strengthens
- bones and helps reduce the risk of osteoporosis and the danger of injury and bone fractures
3. Energy Expenditure and Healthy Weight (the amount of energy, measured in calories, that a person uses)
- Exercise
- lowers body fat and increases cellular sensitivity to insulin, which helps regulate blood-sugar levels and lowers the risk of developing diabetes
 - promotes an increase in muscle mass and decreases body fat therefore creating a more toned appearance (the toned body burns more calories during exercise because of the increased ratio of muscle to fat)
 - increases metabolism rate, which helps the body burn more calories both during activity and when at rest which assists with weight management
 - requires an increase in the use of calories to produce energy thereby making it easier to maintain an energy balance between calories in and calories out (3500 calories = 454 grams of fat)

The Contribution of Exercise/Physical Activity to Prevention of Disease



Physical activity is important in maintaining a neutral energy balance, which lowers the risk of disease. Physical activity may also have positive effects on hormone levels that will reduce disease. In addition, physical activity stimulates the bowel and decreases digestion time, which in turn lowers the risk of colon cancer. Listed below are some common diseases and conditions affected by poor lifestyle choices like not exercising, unhealthy eating habits, stress, and smoking.

Cardiovascular disease

- Cardiovascular disease accounts for nearly half of all deaths in the country.
- Types of Cardiovascular diseases and conditions are heart attack, atherosclerosis, angina pectoris, arrhythmias, congenital heart defects, congestive heart failure, hypertension, and stroke.

Cancer

- Cancer is a complex group of diseases characterized by the uncontrolled growth and spread of abnormal cells.
- Common types of cancer are: Lung, Breast, Prostate, Colon and Rectal, Leukemia, and Skin.

Type II diabetes

- Diabetes is a metabolic disorder resulting in the inability to properly break down carbohydrates and control blood sugar levels because the normal insulin mechanism is ineffective.
- Increase physical activity maintains or reduces weight, and it also can improve the body's response to insulin.

Osteoporosis

- Osteoporosis is a skeletal disease characterized by low bone mass and a deterioration of bone tissue, which results in fragile bones that are susceptible to fractures. It is a disease in which the loss of bone mineral density accelerates beyond the loss expected with normal aging.
- Weight-bearing physical activities (i.e., walking, jogging, dancing) help to prevent osteoporosis by increasing bone mass.



Learning Activity 1.3

Disease Prevention

What are four common ways to prevent the diseases and conditions that are listed on the previous page?

1. _____

2. _____

3. _____

4. _____

Some reasons why a person **may not** adhere to an exercise plan are

- Enjoyment – a person may not have found an enjoyable activity.
- Previous experiences – a person may have had a bad experience in the past. For example, may have broken a leg while downhill skiing.
- Values and attitude – a person may not have been brought up valuing the importance of exercise and therefore may have a negative attitude toward sport and physical activity.

Some reasons why a person **may** adhere to an exercise plan are

- Social benefits – a person may really enjoy being with others as part of a team or as a workout partner. This may be the only time they are able to spend time with someone they would not see otherwise.
- Financial commitment – a person may have paid for an expensive membership to a fitness club.

- Medical Reasons—a person may have been instructed by a doctor to get more exercise; therefore may be more likely to stick to a fitness plan.
- Incentives—a person may decide to stick with a sport or fitness plan if rewarded for it. For example, going to a favourite place for dinner with a workout partner after five straight workouts.



Learning Activity 1.4

How to Counteract

Using the list of reasons why someone **may not** adhere to an exercise plan, list an example how you could get someone to be physically active.

1. Enjoyment—a person may not have found an enjoyable activity.

List an example of how to get someone to exercise or adhere to a fitness plan:

2. Previous experiences—a person may have had a bad experience in the past.

List an example of how to get someone to exercise or adhere to a fitness plan:

3. Values and attitude—a person may not have been brought up valuing the importance of exercise and therefore may have a negative attitude toward sport and physical activity.

List an example of how to get someone to exercise or adhere to a fitness plan:

Factors that Influence Personal Decision Making

The focus throughout this section is about making decisions related to starting and/or maintaining an active lifestyle.

Sometimes decisions to be active are made by impulse, some are made by default, some are made by others, and some are planned and intentional. When individuals decide to be active it must be a well-thought-out decision in order to increase the chances that the individual will adhere to the activity or exercise plan. If the decision is made on an impulse like many New Year's resolutions, there is a strong chance that it will not last. If you decide to be active because your friends talk you into going jogging with them, you will not likely go jogging on your own. When exercising is by default, for example, walking or riding your bike to school or work, or if walking is part of your job, this is ideal since one doesn't have to formally make a plan.

Some factors that may influence a personal decision about adopting an active lifestyle could be:

- values
- beliefs
- peers
- media
- environment
- finances

You will take some time to look at each of these influences a bit closer as you set goals.



Learning Activity 1.5



Health Benefits of Physical Activity: Match-Up*

Instructions: Match the sentence (benefit of exercise and physical activity) selecting a number from the following page and then write the corresponding health benefit.

Name _____

Benefits of Exercise and Physical Activity	#	Health Benefits
■ Active individuals experience a longer life and an improved quality of life.		
■ Exercise strengthens the heart, vascular system, and respiratory system to help fight cardiovascular disease.		
■ Exercise reduces the daily wear and tear on the heart and the cardiovascular system.		
■ Exercise reduces the stress on the walls of veins and arteries and reduces the risk of a coronary event or stroke.		
■ Exercise increases the ability to perform at higher intensities with greater ease.		
■ Exercise reduces the risk of cardiovascular disease and the occurrence of atherosclerosis (hardening of the arteries).		
■ Exercise lowers body fat and increases cellular sensitivity to insulin, which helps regulate blood-sugar levels.		
■ Exercise increases the strength of connective tissue, making the individual less susceptible to injury.		
■ Exercise helps reduce the risk of osteoporosis and the danger of injury and bone fractures.		
■ Exercise promotes a more toned appearance. The toned body burns more calories during exercise.		
■ Exercise increases metabolism rate, which helps the body burn more calories both during activity and when at rest.		
■ Exercise develops strong abdominal and back muscles, promoting better posture.		
■ Exercise reduces the incidence and severity of low back pain.		
■ Exercise makes for greater ease, control, and safety in all movements in daily life.		
■ Exercise promotes an improved outlook on life and provides a positive outlet for stress.		

continued

* Source: Reprinted with permission from Can-Fit-Pro Nutrition & Wellness Specialist Certification manual, Fourth Edition, March 2007.

Learning Activity 1.5 (continued)

Health Benefits

1. keeps resting blood pressure normal
2. reduces the risk of dying prematurely
3. lowers the risk of developing diabetes
4. improves heart efficiency
5. improves back strength
6. promotes joint stability
7. reduces the risk of cardiovascular disease
8. increases muscle mass and decreases body fat
9. increases high-density lipoprotein (HDL) cholesterol and decreases low-density lipoprotein (LDL) cholesterol
10. strengthens bones
11. decreases resting heart rate
12. assists with weight management
13. improves balance, coordination, agility, and muscular strength
14. improves the body's core strength
15. reduces anxiety and assists in stress management

Summary

In this lesson you learned about the benefits of physical activity as well as how staying active can help to prevent certain diseases and conditions. You also learned how various factors can affect personal decision making. In later assignments you will be required to recall the benefits of an active lifestyle and to analyze the factors of decision making as they relate to your choice to remain active throughout your lifestyle.

Notes

LESSON 3: PHYSICAL ACTIVITY SAFETY AND INJURY PREVENTION

Lesson Focus

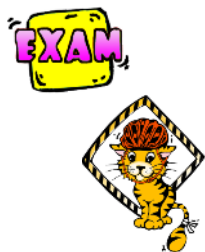
You will show an understanding of

- the reasons for appropriate dress for indoor and outdoor activities

You will be able to

- identify safety and risk factors associated with facilities and sports equipment
- determine the safety considerations in selected alternative pursuits
- relate the importance of making wise choices to prevent injury in selected land-based and/or water-based activities

Introduction



In this lesson you will learn about safety concerns and injury prevention as they relate to physical activity. Throughout this entire course you will be asked to stay active and therefore it is important that you learn how to be safe while doing a variety of activities. You will look at appropriate clothing, risk factors of different activities, facilities, and equipment. You will also look at safety considerations in alternative pursuits.

Appropriate Dress

The right clothing cannot only make the activity safer but it also adds to the comfort of the participant. Using the following tips can help you to decide what to wear each time you decide to be active.

Note

You will be expected to include Safety Information as part of your Physical Activity Plan as outlined in Lesson 5.



Cold Weather Considerations

- Wear comfortable clothing suited for the intensity level of the activity.
- Multiple layers of clothing trap more body heat than one bulky layer.
- Cover your head. Your head should be covered while exercising in the cold, because heat loss from the head may be as much as 30% of the total heat being lost by your body.
- Cover the entire face and neck if it is extremely cold. Cover your mouth with a scarf or mask if breathing cold air causes angina (chest pain) or if you are prone to upper respiratory problems.
- Stay dry. Wet, damp clothing resulting from perspiration or precipitation, significantly increases body-heat loss. Keeping dry should include your feet.
- On a sunny winter day, you may need sunglasses. If you are skiing, you should wear goggles to keep snow out of your eyes. Consider using sunblock, especially at high altitudes where the sun's rays are more intense.

Rainy Considerations

- Choose clothing that is waterproof and breathable.
- Always have extra clothes to change into in case items become wet.
- Choose appropriate non-slip, waterproof footwear.

Hot Weather Considerations

- If practical, protect yourself from sunburn with clothing, such as long-sleeved tops, full-length trousers, a hat, sunglasses, and a sunblock product with SPF rating of at least 30.
- Adjust clothing. Wear lightweight, loose fitting, and light coloured clothing.
- Always wear socks. Light cotton socks will protect the feet and help absorb moisture.

Humid Considerations

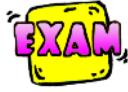
- When heat and humidity combine to reduce the amount of evaporation of sweat from the body, outdoor exercise becomes dangerous even for those in good condition.
- Drink plenty of water to avoid dehydration. Slow down and cool off by getting out of direct sunlight when feeling fatigued, a headache, a high pulse rate or shallow breathing.

Risk Management—Safety Considerations



Risk management is the concept that includes four key steps to calculated risk taking.

Here are the four key steps in action using downhill skiing as an example



1. **Get Training/Instruction**

Take a ski lesson before going on the slopes.

2. **Know Your Abilities and Experience**

Ask yourself “How much experience do I have skiing?” “Which runs should I attempt to go down and which ones should I avoid?” “Am I starting to get tired?”

3. **Know Your Physical Environment**

Understanding and observing your physical surroundings is important to staying safe on a ski slope. Rocks, trees, variations in terrain, boundary markers, weather conditions, number of skiers, are all factors to keep in mind when skiing.

4. **Know Your Attitude**

What is your attitude? Are you a risk taker or are you cautious? Risk taking is a part of many activities. Assessing the risk of doing something that you have not done before is an important part of most activities. Knowing how to minimize the risk is also important. A “throw caution to the wind” attitude without properly assessing and minimizing the risks has led many skiers to situations where major injuries and even death has occurred.



Learning Activity 1.6

Assign Risk

Using diving (into water from three metres) as an example, fill in the information you would consider important for assign risk using the four key factors of risk management.

1. Get Training/Instruction

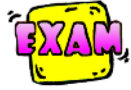
2. Know Your Abilities and Experience

3. Know Your Physical Environment

4. Know Your Attitude



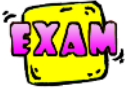
To ensure that you have covered all of the safety considerations when it comes to taking part in a physical activity you should consider the people involved (yourself, friends, parents, etc.) the equipment needed (protective, first aid, etc.) and the facility or space being used for your activity. By using the following checklist you will have covered many of the possible safety considerations in order to make your activity experience as safe as possible.



People	Yes	No
Do I have parental permission to do the activity?		
Do others have permission to do the activity?		
Is the activity age appropriate?		
Is my skill level appropriate for the activity?		
Am I aware of the rules and responsibilities? Should I make any adaptations to the rules?		
What arrangements have been made for transportation?		
Do I have access to a phone should an accident occur?		
Do I have access to important phone numbers?		
Equipment	Yes	No
What personal safety equipment and considerations will be needed for the activity?		
Do I have access to a first aid kit?		
Is the equipment I am using in good condition?		
Does the equipment fit properly?		
Facilities	Yes	No
Is the weather a factor for the activity?		
Have the natural hazards been identified if the activity is outdoors? (e.g. trees, holes, etc.)		
Has the activity area been inspected?		
Have the hazards been identified for an indoor activity?		
Should I consider any modifications or restrictions to the activity area to make it safer?		

If you decided to choose an alternative activity such as rock climbing, mountain biking, or fencing, you may have taken the time to determine any further considerations that you normally would not think of. For example, if you decide to go mountain biking in rough terrain you would have to consider having a first aid kit on hand or possibly taking a form of communication with you such as a radio in case of a crash.

Making Wise Choices



Have you ever thought about how many decisions or choices you make every day? Some decisions are easier to make than others and do not require much thought or deliberation. The results of making choices can lead to happiness and fulfillment or sadness and disappointment. The results of making some choices or decisions, on the other hand, can sometimes have serious consequences.

Wise choices are ones that are made after considering the advantages, disadvantages, and consequences. Our ability to make wise choices versus unwise choices is ultimately what defines and shapes us. Making wise decisions when it comes to physical activities is essential to staying healthy and safe. Making a decision to drink alcohol and then drive a snowmobile has led to many serious injuries and death. This is an example of an unwise decision where the disadvantages were not considered and the consequences minimized or ignored.



Learning Activity 1.7

Chart Your Wise Choices

Fill in the following chart to help prepare yourself to make wise choices related to water- and land-based activities.

Staying Safe on Land and Water			
Activity	Wise Choice	Unwise Choice	Possible Consequences of Unwise Choice
Land-Based Activities			
cycling			
snowboarding			
rollerblading			
jogging			
in-line skating			
backpacking			
hiking			
downhill skiing			
cross-country skiing			
other			
Water-Based Activities			
kayaking			
canoeing			
diving			
scuba diving			
water skiing			
windsurfing (sailboarding)			
sailing			
other			

Summary

In this lesson you learned about the reasons to wear appropriate clothing for indoor and outdoor activities. You also identified the safety and risk factors associated with facilities and sports equipment. The checklist found midway through the lesson gave you an idea of how to determine the safety considerations in selected alternative pursuits. The final learning activity helped you to realize the importance of making wise choices to prevent injury in selected land-based and/or water-based activities. There are no assignments for this lesson. Make sure you completed the learning activities and have been active today.

LESSON 4: CARDIOPULMONARY RESUSCITATION

Lesson Focus

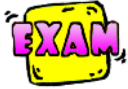
You will show an understanding of

- cardiopulmonary resuscitation (CPR) as specified in the national/provincial certification program

You will be able to

- demonstrate the skills required to administer cardiopulmonary resuscitation (CPR)

Introduction



In this lesson you will take a training program to become certified in cardiopulmonary resuscitation. This training will take about six hours.

Note

You are responsible for paying any expenses related to the training program.



Assignment 1.2



Certification in Cardiopulmonary Resuscitation (CPR)—Level A

For this assignment, you will have to enroll in and complete a Cardiopulmonary Resuscitation (CPR)—Level A training program.

CPR is an emergency medical procedure for victims of cardiac arrest. CPR keeps oxygenated blood (blood containing oxygen) flowing to the brain and heart, thereby keeping people alive until their heart restarts. Many lives have been saved by people using their CPR training.

This assignment is found in the Assignments section at the end of this module. Start making arrangements to take the training. Once you have successfully completed your training, you will submit a photocopy of your certificate to the Distance Learning Unit.

Note

If you are not able to take the CPR training in the near future, don't let it keep you from working on this course. Continue to work on this course and take your CPR training as soon as you can. Send a photocopy of your certificate to the Distance Learning Unit anytime during this course.

Summary

In this lesson you demonstrated your understanding of and your skills in administering CPR.

LESSON 5: PLANNING FOR A HEALTHY ACTIVE LIFESTYLE

Lesson Focus

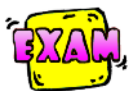
You will show an understanding of

- goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices

You will be able to

- design, implement, evaluate, and revise an action plan for making a personal decision based on values and beliefs
- participate in different types of training and conditioning activities that contribute to personal fitness development

Introduction



Goal setting is a powerful process for personal planning. The process of setting goals helps you get to where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You will also quickly spot the distractions that would otherwise steer you away from your course. More than this, properly set goals can be incredibly motivating, and satisfying.

Goal-setting techniques are often used by top-level athletes. Goals give long-term vision and short-term motivation. They focus your acquisition of knowledge and help you to organize your time and your resources so that you can make the very most of your life.

By setting goals, you will also raise your self-confidence, as you recognize your ability and competence in achieving the goals that you have set. In this lesson you will learn to how to plan and set specific and realistic goals when it comes to setting your Physical Activity Plan.

Key aspects of Goal Setting

Anticipate Barriers

Think about what the barriers are to your activity. Is it time, convenience, energy, distractions? Once you have identified your barriers you can be proactive in trying to prevent these distractions from setting you off course.

Be Specific

The more specific you can make your goals and your plans for reaching them, the greater your chances for success. “I want to become healthier” is an example of an unclear goal. The goal is specific when it addresses a particular health concern such as “I will get eight hours of sleep each night” or “I will eat at least five servings of fruits and vegetables each day.”

What is your motivation?

Knowing what motivates you to become more active is the most important part of developing a physical activity plan. If your goal is to reduce body fat, you’ll approach activity somewhat differently than if your goal is to become stronger.

Commit Yourself

Once you have set a goal, stay committed to it for a set amount of time then re-evaluate the goal to assess your commitment level. It is difficult to achieve your goals if you are not fully committed to them. Writing your goals and placing them where you can see them will help you to stay committed. Some people sign a personal fitness contract that they have a close friend or family member witness.

Plan Ahead

Making exercise a part of your schedule is a great way to avoid the “lack of time” barrier. Plan a variety of activities for a given month. Plan some cardiovascular days which can consist of running, walking, in-line skating, swimming, or any other exercise that increases your heart rate. When choosing your aerobic activity, choose more than one exercise. Remember — VARIETY! Plan to do activities that use equipment. Plan to do some activities that are easy and some that are harder. Plan days where you really push yourself. Change your scenery. Do not follow the same trail every time you walk or run. Be creative. Use diversions such as music or even television to take your mind off the exercise. With more variety, each activity will keep you interested and motivated. You will soon feel fresher and stronger.

Reward Yourself

Keeping an activity log or record lets you know when you have achieved a goal. Reward yourself when your goals are achieved. Setting lots of short-term achievable goals means that you will receive lots of rewards. You might buy yourself a new piece of clothing to workout in. You might go to a movie. Whatever your reward, try to make it something fun or something you enjoy. This will keep the excitement in your exercise regimen.

Know Your Support System

Share your goals with others so they can talk to you about your progress. Knowing who you can turn to for help can get you through the tough parts of any new fitness regimen. You have a greater chance of reaching your personal fitness goals if you have the support of at least one person who understands what you are doing.

Factors that have an Impact on Adherence to a Personal Exercise Plan

There are lots of excuses not to exercise or at least put off exercising to another time.

If you think you're alone, think again. You're actually part of a growing number of people who have decided to cross exercising off their "to do" lists.

The following are some of the reasons why people do not exercise:

- they do not have enough time
- they get enough exercise at work or home
- they are disabled or have health problems
- they think exercise is boring
- they think they are too old
- they don't think exercise is necessary
- they are too tired

Do any of these apply to you?

Set Some SMART Goals

SMART goals are

Specific, Measurable, Attainable, Realistic, and they have a Timeframe

You should set smaller goals for yourself each week and larger goals for yourself each month or semester.

SMART Goal Table		
Specific	Instead of setting a goal to be healthier, set a specific goal to eat three whole-grain foods, or to walk five miles at an aerobically challenging pace.	I would like to run for the whole 12 minutes and complete 26 laps at the gym.
Measurable	Choose a goal with measurable progress, so you can see the change occur. How will you see when you reach your goal?	I will keep track the number of laps I run and the number of laps I walk.
Attainable	A goal needs to stretch you slightly so you feel you can do it and it will need a real commitment from you.	During my last 12-minute run I was able to run 20 laps with a few laps of walking.
Realistic	A realistic goal may push the skills and knowledge of the person working on it but it should not break them.	I have been working hard during warm-ups and the continuous run.
Timeframe	Putting an end point on your goal gives you a clear target to work towards.	I hope to attain this goal by the next fitness test.

Planning for Activity

Now that you have learned how to set a goal, you will learn how to use this goal to develop a plan. In the assignment at the end of this lesson you will select activities to do for four weeks or more, keeping in mind all the goals you have just set for yourself.

Choosing Your Activities

The following are a few things you should consider before selecting your physical activities:

- consider your interests and likes
- consider your fitness and skill level
- consider the health benefits of the activity
- consider accessibility and cost
- consider something you can realistically do
- practise the skill of the sport
- choose an activity that you enjoy doing with others

Choices of Activities

Team Sports

- involve other participants (teammates and opponents)
- may need special equipment or facilities
- are very popular not only among participants but also by spectators
- usually played as a child and youth and more difficult to continue when you get older
- Examples: volleyball, basketball, hockey, football, curling, etc.

Dual or Partner Sports

- you can do with one other person
- often require a smaller space
- can be practised individually
- Examples: tennis, badminton, fencing, judo, etc.

Individual Sports

- individual sports are those that you can do by yourself
- many of these sports are referred to as lifetime sports
- some sports require special equipment
- Examples: golf, bowling, skiing, skating, running, cycling, yoga, etc.

Outdoor or Alternative Sport

- any physical activity done outdoors
- should be done with others for safety
- Examples: cross-country skiing, skating, trail running, mountain biking, rock climbing, snowboarding, etc.



Safety Concerns

Before any activity you should assess the risk of the physical activity and ensure you have proper safety equipment.



Assignment 1.3

Part A: Goal Setting

Using the charts in Assignment 1.3: Part A—Goal Setting found in the Assignment section at the end of this module, identify activity and health smart goals that you will pursue during this course. Remember to make them SMART!

When you have accomplished each goal, take a minute to write a comment or two on how you felt afterwards. Did you feel a sense of accomplishment? Have you noticed that you're now exercising with greater ease than when you first started? Did eating lunch before your workout affect your performance? Keep notes about your progress and use this information to analyze any problems you may be having and to reward your achievements.

Part B: Physical Activity Plan (Your Plan)

The Physical Activity Plan (your Plan) is just that—a plan for your physical activity. Follow the steps listed on the following page. The assignment itself is found in the Assignments section at the end of this module.

Tips to Help You Get Started on Your Plan

Before you get active, you will complete a series of steps to help you set your goals for your physical activity. You will develop and submit to the Distance Learning Unit your Plan for the following twelve weeks, keeping in mind all the goals you have just set for yourself.

continued

Note

Remember to have your parent/guardian monitor and sign off your Plan.

Assignment 1.3 (continued)

Below are a few more tips to help you get started on your first-month Physical Activity Plan:

- Use the goals you set for yourself in Part A of this assignment.
- Name the physical activities in which you plan to participate each week to accomplish your goals. Identify the safety and risk-management measures for each activity and attach this information to your Plan.
- Record in your Physical Activity Log what you did each week. You should choose activities that meet your own interests and abilities.
- Keep a Wellness Journal, reflecting on and assessing your participation in physical activities.

What Do You Need to Consider in Choosing Activities?

The most active people have a special activity they enjoy. Some people love tennis, some love golf, and still others enjoy running. The enjoyment people get from the activities motivates them to participate regularly. Some people do not have a particular favourite but they enjoy a variety of activities, thereby expanding their choices. These people participate regularly in a variety of activities.

Your Plan allows you to reflect on the activities you do during this course, keep track of your progress, make notes on information that you have learned, assess the goals you set for yourself, and, finally, monitor your progress in this course through self-assessment and tutor/marker evaluations.

Summary

In this lesson you learned how to set goals by using SMART guidelines. You also started planning how to stay active by completing your Module 1 Physical Activity Plan.

MODULE 1 SUMMARY

Congratulations! You have completed Module 1 of Grade 10 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 1 assignments 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: One-Week Physical Activity Log*
- Assignment 1.2: Certification in Cardiopulmonary Resuscitation (CPR) – Level A
- Assignment 1.3: Part A – Goal Setting
Part B – Physical Activity Plan*

* Note: Before you submit Assignments 1.1 and 1.3, Part B, make sure that you and your parent/guardian have signed all the applicable forms included in the assignments.

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

Module 1 Review Questions

Use the following questions to help you assess what you learned in Module 1.

Lesson 1

1. What is the definition of Active Living?
2. What are three factors that may affect your decision to pursue an active lifestyle?

Lesson 2

1. List five benefits of physical activity.
2. What are the three main benefits to your life by being physically active?
3. How does physical activity aid in the prevention of Type II diabetes?

Lesson 3

1. What are some considerations for clothing in cold weather conditions?
2. Why is it important for you to drink lots of water when exercising in humid conditions?
3. What are the four key steps to risk management?

Lesson 5

1. What are the seven key aspects of goal setting?
2. What does the acronym SMART stand for and why would you use it?
3. What are some considerations when planning to be active and choosing your activities?



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 1

Learning Activity Answer Key

MODULE 1: LEARNING ACTIVITY ANSWER KEY

Learning Activity 1.1: Common Points

What are some common points that you see in each of the definitions for active living listed above?

- **Active living is being physically active**
- **Active living is a way of life**
- **Active living involves all aspects of health**
- **Active living can be organized or unorganized activities**

Learning Activity 1.2: Promoting Active Living

Now that you have learned about some of the different factors that can influence why someone may or may not choose an active lifestyle, it is time for you to consider how you could promote an active lifestyle to the following age groups. Here are two examples before you get started.

Adults:

Place posters stating “No Waiting No Lines – Take The Stairs” next to elevators. This may encourage people to take the stairs which would increase physical activity and promote an active living choice.

Youth:

Join forces with local police to create a drop-in centre at a local school gymnasium for teens. Organized sports and games could be played on weekends which would increase the activity and sport opportunities for all youth.

Give a second idea for the promotion of active living in these age groups. (one mark per category)

1. Parents with infants
 - a. Create a parent and child fitness class to promote the fitness and health benefits for both the mother and the infant.
 - b. **Organize and promote community baby walks for parents with newborns to get the family off to an active start.**

2. Children (ages 5 to 10)
 - a. Organize play-structure play days for children in your community. This will raise the awareness of this facility in your community. Involve local celebrities.
 - b. **Organize a community walk to promote the health benefits of walking and getting to know your neighbour.**
3. Youth (ages 11 to 18)
 - a. Organize a youth beach volleyball tournament to promote outdoor play activities and their benefits.
 - b. **Create a youth fitness challenge sponsored by local business to highlight the importance of youth fitness.**
4. Adults
 - a. Get a mall to designate the parking area in front of the major store as a “No Parking Zone” to promote the benefits of walking.
 - b. **Organize a “Get Off the Couch” campaign that encourages 30 minutes of any type of activity when they would otherwise be watching television.**
5. Seniors
 - a. Organize a “Golden Shoes” walking tour of your town’s cultural highlights to promote the benefits of walking in a social and cultural setting.
 - b. **Lobby the local school to open its doors to seniors during the day to come and Walk the Halls to connect the school and community in an active way.**

Learning Activity 1.3: Disease Prevention

What are four common ways to prevent the disease and conditions that are listed on the previous page?

- **eating healthy foods rich in minerals such as calcium**
- **getting regular exercise that includes weight-bearing activities**
- **not smoking**
- **maintain a healthy weight**

Learning Activity 1.4: How to Counteract

Using the list of reasons why someone **may not** adhere to an exercise plan, list an example how you could get someone to be physically active.

1. Enjoyment – a person may not have found an enjoyable activity.

List an example of how to get someone to exercise or adhere to a fitness plan:

Help the person find an activity that they may enjoy. If they do not like running try swimming or maybe a racket sport.

2. Previous experiences – a person may have had a bad experience in the past.

List an example of how to get someone to exercise or adhere to a fitness plan:

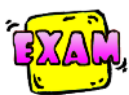
Possibly try a sport with less risk of injury. You could also choose a sport that is easier to master quickly and produces quick fitness results, for example, jogging.

3. Values and attitude – a person may not have been brought up valuing the importance of exercise and therefore may have a negative attitude toward sport and physical activity.

List an example of how to get someone to exercise or adhere to a fitness plan:

Educate the person so that they understand the benefits of physical activity and the necessity to stay active to prevent disease. You could also have them participate in an activity that is highly social and easy to do, for example, community-level soccer or baseball.

Learning Activity 1.5: Health Benefits of Physical Activity: Match-Up*



Instructions: Match the sentence (benefit of exercise and physical activity) selecting a number from the following page and then write the corresponding health benefit.

Name _____

Benefits of Exercise and Physical Activity	#	Health Benefits
<ul style="list-style-type: none"> Active individuals experience a longer life and an improved quality of life. 	2	reduces the risk of dying prematurely
<ul style="list-style-type: none"> Exercise strengthens the heart, vascular system, and respiratory system to help fight cardiovascular disease. 	7	reduces the risk of cardiovascular disease
<ul style="list-style-type: none"> Exercise reduces the daily wear and tear on the heart and the cardiovascular system. 	11	decreases resting heart rate
<ul style="list-style-type: none"> Exercise reduces the stress on the walls of veins and arteries and reduces the risk of a coronary event or stroke. 	1	keeps resting blood pressure normal
<ul style="list-style-type: none"> Exercise increases the ability to perform at higher intensities with greater ease. 	4	improves heart efficiency
<ul style="list-style-type: none"> Exercise reduces the risk of cardiovascular disease and the occurrence of atherosclerosis (hardening of the arteries). 	9	increases high-density lipoprotein (HDL) cholesterol and decreases low-density lipoprotein (LDL) cholesterol
<ul style="list-style-type: none"> Exercise lowers body fat and increases cellular sensitivity to insulin, which helps regulate blood-sugar levels. 	3	lowers the risk of developing diabetes
<ul style="list-style-type: none"> Exercise increases the strength of connective tissue, making the individual less susceptible to injury. 	6	promotes joint stability
<ul style="list-style-type: none"> Exercise helps reduce the risk of osteoporosis and the danger of injury and bone fractures. 	10	strengthens bones
<ul style="list-style-type: none"> Exercise promotes a more toned appearance. The toned body burns more calories during exercise. 	8	increases muscle mass and decreases body fat
<ul style="list-style-type: none"> Exercise increases metabolism rate, which helps the body burn more calories both during activity and when at rest. 	12	assists with weight management
<ul style="list-style-type: none"> Exercise develops strong abdominal and back muscles, promoting better posture. 	14	improves the body's core strength
<ul style="list-style-type: none"> Exercise reduces the incidence and severity of low back pain. 	5	improves back strength
<ul style="list-style-type: none"> Exercise makes for greater ease, control, and safety in all movements in daily life. 	13	improves balance, coordination, agility, and muscular strength
<ul style="list-style-type: none"> Exercise promotes an improved outlook on life and provides a positive outlet for stress. 	15	reduces anxiety and assists in stress management

* Source: Reprinted with permission from Can-Fit-Pro Nutrition & Wellness Specialist Certification manual, Fourth Edition, March 2007.

Health Benefits:

1. keeps resting blood pressure normal
2. reduces the risk of dying prematurely
3. lowers the risk of developing diabetes
4. improves heart efficiency
5. improves back strength
6. promotes joint stability
7. reduces the risk of cardiovascular disease
8. increases muscle mass and decreases body fat
9. increases high-density lipoprotein (HDL) cholesterol and decreases low-density lipoprotein (LDL) cholesterol
10. strengthens bones
11. decreases resting heart rate
12. assists with weight management
13. improves balance, coordination, agility, and muscular strength
14. improves the body's core strength
15. reduces anxiety and assists in stress management

Learning Activity 1.6: Assign Risk

Using diving (into water from three metres) as an example, fill in the information you would consider important for assign risk using the four key factors of risk management.

1. Get Training/Instruction

Learn from an instructor how to position your hands, arms and legs when entering the water.

2. Know Your Abilities and Experience

Ask yourself “How much experience do I have in diving?”

3. Know Your Physical Environment

Your physical environment is your body in relation to your environment. (Check the depth before you dive, locate the slope in the pool, and know which end of the pool is shallow.)

4. Know Your Attitude

What is your attitude? How confident are you of the dive? Have you assessed the risks and minimized the chance of injury? Why are you attempting the dive?



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 1

Assignments

MODULE 1 : ASSIGNMENTS

Assignment 1.1: One-Week Physical Activity Log

20 minutes (20 marks)

Introduction

You will complete a Physical Activity Log (Log) for most of the odd-numbered modules (Modules 1, 3, 5, and 7) in this course.

In completing your Log, you will have three challenges:

1. Participate in vigorous physical activity for 30 minutes each day.
2. Develop healthy habits and active patterns of living.
3. Persevere when you are tempted to become inactive.

Use your Log to record and to keep track of all the physical activities that you do while taking this course. The information will help you to set personal goals related to the type, frequency, intensity, and duration of an activity. The format of the Log will evolve with each module. By keeping track of the data, you will develop skills to help you become self-reliant in health-related fitness activities.

The Log for Module 1 is a little different than the Logs for the other modules.

- In Module 1 you will fill in your Log by listing the physical activities that you are currently doing over a one-week period. Logs for the subsequent modules will be based on the Physical Activity Plan (your Plan) that you will develop later in this module. The Log for Module 1 will not be based on your Plan because you haven't developed one yet.
- The Module 1 Log covers one week of physical activity. Logs for the subsequent modules (Modules 3, 5, and 7) will cover four weeks of physical activity.

Directions

To complete this Log, simply use the One-Week Physical Activity Log that follows. List the physical activities in which you participate during a one-week period. It could be this week or last week. You can include a variety of physical activities such as going for a walk, playing volleyball, skateboarding, cleaning house, vacuuming, trapping, or golfing, etc. This Log should reflect what you ordinarily do. If you are not yet very active, this course will help you to be active.

Once you have recorded your activities, remember to have your parent/guardian sign the Log. You will submit this assignment to the Distance Learning Unit when you have finished Module 1.

Assessment

This assignment is worth 20 marks. You will be assessed only on how well you have completed the Log. You will not be assessed on the content of your Log.

Assessment Rubric

18 to 20 marks—Fully complete

14 to 17 marks—Mostly complete

11 to 13 marks—Fairly complete

6 to 10 marks—More incomplete than complete

0 to 5 marks—Mostly incomplete



One-Week Physical Activity Log

Week	Day	Date (d/m/y)	Activity	Followed Safety Rules (Yes/No)	Duration (in Minutes)	Level of Exertion (Hard/Somewhat Hard/Light)	How You Feel after the Activity (e.g., sore, tired, exhilarated, OK)	Your Signature
1	Sunday							
	Monday							
	Tuesday							
	Wednesday							
	Thursday							
	Friday							
	Saturday							

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

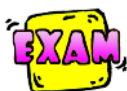
Parent/guardian signature: _____ Date: _____

Student signature: _____ Date: _____

Assignment 1.2: Certification in Cardiopulmonary Resuscitation (CPR)— Level A

6 hours

For this assignment, you will have to enroll in and complete a Cardiopulmonary Resuscitation (CPR)—Level A training program.



CPR is an emergency medical procedure for victims of cardiac arrest. It is performed in hospitals, or by emergency response professionals like paramedics, or by ordinary people who have been trained. CPR keeps oxygenated blood (blood containing oxygen) flowing to the brain and heart, thereby keeping people alive until their heart restarts. Many lives have been saved by people using their CPR training.

By completing this program, you will be certified in CPR, which might help you save somebody's life. The program consists of approximately six hours of training, usually presented in one day.

Several organizations offer this training. This includes St. John Ambulance, and the Canadian Red Cross. If you need help finding CPR training in your community, contact St. John Ambulance at:

St. John Ambulance, Training Department
1 St. John Ambulance Way
Winnipeg, MB R3H 3H5
Telephone: 204-784-7000
Toll-free: 1-800-471-7771
Fax: 204-786-2295
Website: www.sja.ca/mb

If you have difficulty finding a CPR training program, or have any questions, contact your tutor/marker.

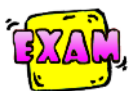
Once you have completed your CPR training, you will be awarded a certificate. You will have to submit a photocopy of your certificate to the Distance Learning Unit. You cannot get a credit for this course unless you successfully complete the training program.

Note

You are responsible for the cost of the CPR course and certification.

Assignment 1.3: Part A—Goal Setting

1 hour (28 marks)



In this assignment you will design two action plans for active living. Make this action plan specific to yourself.

An action plan is a list of tasks that you have determined is needed to carry out to achieve a goal. Whenever you want to achieve something, draw up an action plan. This allows you to concentrate on the stages of that achievement and monitor your progress towards it.

To draw up an action plan, simply use the templates on the following pages, develop an action plan for active living. You may want to modify the form as needed to fit your unique situation. (make two goals/plans worth 14 marks each for a total of 28)

A sample plan has been included for you to use as an example. There are also four blank plans. You can use two of them as rough drafts and two as final copies. Remember, you only have to hand in **two** plans.

Goal-Setting Action Plan

Goal: /1
I will learn to swim by next summer.

Improvement Strategies: /1

- swim faster and longer
- learn new strokes

Tasks/Action Step What do I have to do? List at least three steps. /3	Timelines By when? (Day/Month) List at least three dates. /3	Resources Money/Time/People/Equipment List at least three resources. /3
1. <u>Research where I can take swimming lessons.</u> 2. <u>Register for lessons.</u> 3. <u>Buy a bathing suit.</u>	1. <u>January 15</u> 2. <u>February 10</u> 3. <u>February 15</u>	1. <u>Swimming pool</u> 2. <u>Swimming instructor</u> 3. <u>Money to pay for lessons</u>

Implications for Family Involvement: /1

- My parents may have to drive me to my swimming lessons.

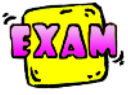
Evidence of Success: /1
(How will you know that you are making progress? What are your targets or checkpoints?)

- I will know that I am making progress by getting feedback from my swimming instructor.

Evaluation Process: /1
(How will you determine that your goal has been reached? What are your measures?)

- I will know that my goal has been reached when I pass my first level in swimming.

Goal-Setting Action Plan



Goal: _____ /1

Improvement Strategies: _____ /1

Tasks/Action Step What do I have to do? List at least three steps. /3	Timelines By when? (Day/Month) List at least three dates. /3	Resources Money/Time/People/Equipment List at least three resources. /3
1. _____ _____ 2. _____ _____ 3. _____ _____	1. _____ _____ 2. _____ _____ 3. _____ _____	1. _____ _____ 2. _____ _____ 3. _____ _____

Implications for Family Involvement: _____ /1

Evidence of Success: _____ /1

(How will you know that you are making progress? What are your targets or checkpoints?)

Evaluation Process: _____ /1

(How will you determine that your goal has been reached? What are your measures?)

Goal-Setting Action Plan

Goal: _____ /1		
Improvement Strategies: _____ /1		
<p>Tasks/Action Step What do I have to do? List at least three steps. /3</p>	<p>Timelines By when? (Day/Month) List at least three dates. /3</p>	<p>Resources Money/Time/People/Equipment List at least three resources. /3</p>
<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p>	<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p>	<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p>
Implications for Family Involvement: _____ /1		
Evidence of Success: _____ /1 (How will you know that you are making progress? What are your targets or checkpoints?)		
Evaluation Process: _____ /1 (How will you determine that your goal has been reached? What are your measures?)		

Goal-Setting Action Plan

Goal: _____ /1

Improvement Strategies: _____ /1

Tasks/Action Step What do I have to do? List at least three steps. /3	Timelines By when? (Day/Month) List at least three dates. /3	Resources Money/Time/People/Equipment List at least three resources. /3
1. _____ _____ 2. _____ _____ 3. _____ _____	1. _____ _____ 2. _____ _____ 3. _____ _____	1. _____ _____ 2. _____ _____ 3. _____ _____

Implications for Family Involvement: _____ /1

Evidence of Success: _____ /1
 (How will you know that you are making progress? What are your targets or checkpoints?)

Evaluation Process: _____ /1
 (How will you determine that your goal has been reached? What are your measures?)

Goal-Setting Action Plan

Goal: _____ /1		
Improvement Strategies: _____ /1		
<p>Tasks/Action Step What do I have to do? List at least three steps. /3</p>	<p>Timelines By when? (Day/Month) List at least three dates. /3</p>	<p>Resources Money/Time/People/Equipment List at least three resources. /3</p>
<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p>	<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p>	<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p>
Implications for Family Involvement: _____ /1		
Evidence of Success: _____ /1 (How will you know that you are making progress? What are your targets or checkpoints?)		
Evaluation Process: _____ /1 (How will you determine that your goal has been reached? What are your measures?)		

Assignment 1.3: Part B—Physical Activity Plan

2 hours, plus time you will spend being physically active (40 marks)

This Physical Activity Plan consists of four parts:

- In Part 1 you will maintain a Physical Activity Calendar for three four-week periods while you are enrolled in this course.
- In Part 2 you will assess the risk of physical activities to ensure that you follow proper safety practices.
- In Part 3 you will maintain your Wellness Journal by reflecting on your participation in physical activities.
- In Part 4 you will have a telephone conversation with your tutor/marker. This will give you a chance to discuss your Plan.

Part 1: Physical Activity Calendar (10 marks)

Your Physical Activity Plan is exactly what the title says it is—a description of how you plan to be physically active. To make the best use of your time, you should be physically active at least three times per week. That’s an excellent start! Then, increase this amount so that you are active every day.

You will do the following:

1. Select at least three physical activities that you will be taking part in.
2. Print copies or make photocopies of the Physical Activity Calendars.
3. Use the Physical Activity Calendars to indicate the activities from #1 in which you plan to participate during three four-week periods. Your goal is to increase the number and types of physical activities so that you are moving toward the course goal of a minimum of 60 minutes of moderate to vigorous intensity physical activity each day.
4. Sign your name and write the date on each one.
5. Have your parent/guardian sign his or her name and write the date on each one.

Physical Activity Calendar
Four-Week Period

From: _____ **To:** _____

Write down the month(s) and dates

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

How much time (in total) do you plan on being physically active? _____

Student signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

Physical Activity Calendar
Four-Week Period

From: _____ **To:** _____

Write down the month(s) and dates

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

How much time (in total) do you plan on being physically active? _____

Student signature: _____ Date: _____

Parent/ guardian signature: _____ Date: _____

Physical Activity Calendar
Four-Week Period

From: _____ **To:** _____

Write down the month(s) and dates

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

How much time (in total) do you plan on being physically active? _____

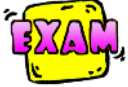
Student signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____



Part 2: Safety and Risk-Management Measures (10 marks)

When selecting activities for your Physical Activity Plan, keep the following factors in mind:

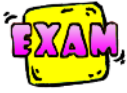


- level of risk of the activity
- safety equipment required
- clothing and/or footwear required
- facilities and environment
- rules that need to be understood and followed
- level of instruction required
- level of supervision required
- your own physical ability
- any medical conditions you might have

Before participating in any form of physical activity, you should assess the risk of the activity and ensure that you follow the proper safety practices. In this part of the assignment, you will have the chance to show you have done that.

Policies Related to Physical Activity

If you are attending school, make sure you are aware of any policies that your school might have regarding physical activity. Check with your school's Independent Study Option Facilitator to find out about any existing policies.



Risk Assessment and Safety Practices for Selected Activities

On the following pages you will find a form entitled **Risk Assessment and Safety Practices for Selected Activities**. A small version appears below.

Risk Assessment and Safety Practices for Selected Activities								
Activity	Risk Level (3 and 4)	Safety Equipment	Clothing/ Footwear	Facilities	Rules	Type of Instruction	Type of Supervision	Miscellaneous
1.								
2.								
3.								
4.								



Prior to filling in the Risk Assessment and Safety Practices for Selected Activities form, you need to determine the risk level of each of the physical activities. The form does not need to be completed when the risk factor rating for activities is 1 or 2. To determine the risk level, use the Physical Activity Inventory found in the learning management system (LMS).

In the first column (Activity) of the form, list the physical activities that you will take part in that have a risk level of 3 or 4. In the other columns of the form, write one of the safety practices under the appropriate heading. You will find some of this information online in the *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education* at www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/checklists/index.html.

If you do not have Internet access, contact the Distance Learning Unit at 1-800-465-9915 and ask to have a copy of these documents mailed to you.

You may leave some boxes of the table blank if there is nothing appropriate to write there. One example has been provided on the following page to help you get started. If you need more room than the form allows for, use a separate sheet of paper. **Please note that your parent/guardian will need to sign the form.**

The purpose of having you and your parent/guardian sign these pages is to indicate that you and your parent/guardian have read the pages and understand the risks and safety practices for each activity that you will be taking part in.

Risk Assessment and Safety Practices for Selected Activities								
Activity	Risk Level (3 and 4)	Safety Equipment	Clothing/ Footwear	Facilities	Rules	Type of Instruction	Type of Supervision	Miscellaneous
Example: Cycling	3	<ul style="list-style-type: none"> bikes, brakes, and air pressure are inspected helmets are correctly fitted and meet Canadian safety standards bikes are correct size for participants 	<ul style="list-style-type: none"> shoes are appropriate jewellery is removed when safety is a concern clothing is appropriate (proper fit and visibility) for conditions 	<ul style="list-style-type: none"> first aid kit and phone are available emergency action plan is in place route map is available, with hazards clearly marked and understood before the ride road is free of hazards or hazards are clearly marked courses are of appropriate length and challenge for riders' abilities 	<ul style="list-style-type: none"> safety rules and Highway Traffic Act regulations are taught and enforced 	<ul style="list-style-type: none"> instructors are certified—National Coaching Certification Program (NCCP)/Canadian Cycling Association session includes appropriate warm-up and cool-down routines skills are taught in proper progression difficulty of ride is appropriate for participants' development and capabilities training occurs in accordance with best practices 	<ul style="list-style-type: none"> instructor is present and vigilant at all times adequate staff are present for participants' capabilities 	<ul style="list-style-type: none"> participants remain well-hydrated, with water bottles available and used regularly throughout session

Risk Assessment and Safety Practices for Selected Activities								
Activity	Risk Level (3 and 4)	Safety Equipment	Clothing/ Footwear	Facilities	Rules	Type of Instruction	Type of Supervision	Miscellaneous
1.								
2.								

continued

Risk Assessment and Safety Practices for Selected Activities (continued)									
Activity	Risk Level (3 and 4)	Safety Equipment	Clothing/ Footwear	Facilities	Rules	Type of Instruction	Type of Supervision	Miscellaneous	
3.									
4.									

If you plan on taking part in any activities with a risk level of "3" or "4," contact your tutor/marker before taking part in these activities. Make sure that your parent/guardian signs this form before you send it to the Distance Learning Unit.

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 the activities labelled with a risk level of "3" or "4" will require qualified instruction and adult supervision.

Parent/guardian signature

Student signature

Date

Part 3: Wellness Journal (10 marks)

1. Reflections (5 marks)

You will be required to complete periodic entries in your Wellness Journal and submit your entries to the Distance Learning Unit along with your Physical Activity Plan. For Module 1, one entry is required.

For this reflection, choose a topic that focuses on the activities in which you participated (e.g., identified in your Log) and how well you are following your Plan. These reflections should be at least three lines long, but they can be longer. If you are having trouble with a topic, consider starting with one of the “opening lines” suggested below.

Examples of Opening Lines

- Activities I was involved in this week were...
- The muscle groups I worked on this week were...
- I am making progress on the following goals...
- I am having challenges with the following goals...
- I worked on _____ this week.
- The activity I did best this week was _____ because...
- I want to improve upon _____ next week because...
- The thing I did this week that I would like to do again is...
- The equipment I used this week when I was being active was...
- I think I made a good plan because...

Through the reflection process you will determine why you enjoy certain activities and not others, what progress you would like to make in some activities, and what benefits you are getting from being active.

2. Notes (2 marks)

Jot down some notes from the information you have read in Module 1 or the information you may have researched for an assignment.

3. Assessment (3 marks)

You will have an opportunity to self-assess your participation in physical activity. This is your chance to have some input into your mark. When you receive the evaluations from your tutor/marker, keep them in your Physical Activity Plan. This will help you see where your strengths lie as well as identify areas you need to work on. Use your assessments when setting and revising your goals. To help you with your self-assessment, you may use the following Self-Assessment Rubric for Physical Activity Participation.

Self-Assessment Rubric for Physical Activity Participation

General Expectation: Participate vigorously and regularly in a variety of physical activities.

Category	Level 1 Infrequently	Level 2 Sometimes	Level 3 Regularly/ Frequently	Level 4 Always or Almost Always/Routinely	My Level
Physical Participation	<ul style="list-style-type: none"> ■ participate in a variety of physical activities ■ participate as an individual or with others (experience difficulty) 	<ul style="list-style-type: none"> ■ participate in a variety of physical activities ■ participate positively as an individual or with others 	<ul style="list-style-type: none"> ■ participate in a variety of physical activities ■ participate positively as an individual or with others 	<ul style="list-style-type: none"> ■ participate actively in a variety of physical activities ■ participate positively as an individual or with others 	
Initiative	<ul style="list-style-type: none"> ■ try new activities ■ take on a leadership role in activities ■ begin physical activities (rely on others) 	<ul style="list-style-type: none"> ■ try new activities, with encouragement ■ lead activities, with encouragement ■ begin activities, with some encouragement 	<ul style="list-style-type: none"> ■ try new activities ■ take a leadership role in activities ■ begin new activities independently 	<ul style="list-style-type: none"> ■ try new activities and encourage others to do so ■ take a leadership role in activities ■ initiate activities and provide opportunities for others to participate 	
Effort	<ul style="list-style-type: none"> ■ work hard (go through the motions) ■ keep from becoming easily distracted from activity and/or distracting others 	<ul style="list-style-type: none"> ■ work hard, with encouragement ■ become easily distracted from activity and/or distract others 	<ul style="list-style-type: none"> ■ demonstrate a determined effort ■ stay engaged in activity 	<ul style="list-style-type: none"> ■ strive for personal best ■ stay engaged in activity and encourage others to do so 	
Enjoyment	<ul style="list-style-type: none"> ■ demonstrate enjoyment when participating in physical activities 	<ul style="list-style-type: none"> ■ demonstrate enjoyment when participating in physical activities 	<ul style="list-style-type: none"> ■ demonstrate enjoyment when participating in physical activities 	<ul style="list-style-type: none"> ■ demonstrate enjoyment when participating in physical activities 	
Social Interaction	<ul style="list-style-type: none"> ■ recognize physical activity as a positive opportunity for social interaction ■ recognize the role that participation in physical activity plays in getting to know and understand self and others 	<ul style="list-style-type: none"> ■ recognize physical activity as a positive opportunity for social interaction ■ recognize the role that participation in physical activity plays in getting to know and understand self and others 	<ul style="list-style-type: none"> ■ recognize physical activity as a positive opportunity for social interaction ■ recognize the role that participation in physical activity plays in getting to know and understand self and others 	<ul style="list-style-type: none"> ■ seek out and motivate others to participate together in physical activity ■ recognize the role that participation in physical activity plays in getting to know and understand self and others 	

continued

Self-Assessment Rubric for Physical Activity Participation (continued)

General Expectation: Participate vigorously and regularly in a variety of physical activities.

Category	Level 1 Infrequently	Level 2 Sometimes	Level 3 Regularly/ Frequently	Level 4 Always or Almost Always/Routinely	My Level
Challenge	<ul style="list-style-type: none"> ■ accept the feelings resulting from challenges, successes, and failures in physical activity ■ show openness to new challenges or trying new activities 	<ul style="list-style-type: none"> ■ accept the feelings resulting from challenges, successes, and failures in physical activity ■ show openness to new challenges or trying new activities 	<ul style="list-style-type: none"> ■ accept the feelings resulting from challenges, successes, and failures in physical activity ■ show openness to new challenges and trying new activities 	<ul style="list-style-type: none"> ■ accept the feelings resulting from challenges, successes, and failures in physical activity and encourage others to do so ■ show openness to new challenges or trying new activities 	
Respect and Support for Others	<ul style="list-style-type: none"> ■ play or interact with others ■ accept others of different ability, culture, or gender ■ offer positive comments to others 	<ul style="list-style-type: none"> ■ partner with others ■ accept others of different ability, culture, or gender ■ offer positive comments to others 	<ul style="list-style-type: none"> ■ participate with others ■ accept others of different ability, culture, or gender ■ encourage others with positive comments 	<ul style="list-style-type: none"> ■ initiate changes in partners or groups to resolve conflict or address an imbalance ■ encourage the inclusion of others of different ability, culture, or gender ■ encourage others with positive comments 	

Part 4: Telephone Conversation with Your Tutor/Marker (10 marks)



To receive full marks for your Plan, you will need to have a telephone conversation with your tutor/ marker. Its purpose is to give you and your tutor/ marker the chance to review your Plan, including your Risk Assessment and Safety Practices for Selected Activities. This will help ensure that your Plan is as effective and safe as possible.

First, contact your tutor/ marker to make an appointment for this conversation. You may require up to 20 minutes on the phone, so you need to ensure that both of you are available for this time. Your tutor/ marker's name and phone number were provided to you on a record of progress sheet—on white paper that was not enclosed in the course package. If you can't find it, contact 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 you might have about your Plan, or about anything else in the course.

MODULE 1 SUMMARY

Congratulations! You have completed Module 1 of Grade 10 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 1 assignments 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: One-Week Physical Activity Log*
- Assignment 1.2: Certification in Cardiopulmonary Resuscitation (CPR) – Level A
- Assignment 1.3: Part A – Goal Setting
Part B – Physical Activity Plan*

* Note: Before you submit Assignments 1.1 and 1.3, Part B, make sure that you and your parent/guardian have signed all the applicable forms included in the assignments.

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

Module 1 Review Questions

Use the following questions to help you assess what you learned in Module 1.

Lesson 1

1. What is the definition of Active Living?
2. What are three factors that may affect your decision to pursue an active lifestyle?

Lesson 2

1. List five benefits of physical activity.
2. What are the three main benefits to your life by being physically active?
3. How does physical activity aid in the prevention of Type II diabetes?

Lesson 3

1. What are some considerations for clothing in cold weather conditions?
2. Why is it important for you to drink lots of water when exercising in humid conditions?
3. What are the four key steps to risk management?

Lesson 5

1. What are the seven key aspects of goal setting?
2. What does the acronym SMART stand for and why would you use it?
3. What are some considerations when planning to be active and choosing your activities?



GRADE 10
**PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)**

Module 1

Learning Activity Answer Key

MODULE 1: LEARNING ACTIVITY ANSWER KEY

Learning Activity 1.1: Common Points

What are some common points that you see in each of the definitions for active living listed above?

- **Active living is being physically active**
- **Active living is a way of life**
- **Active living involves all aspects of health**
- **Active living can be organized or unorganized activities**

Learning Activity 1.2: Promoting Active Living

Now that you have learned about some of the different factors that can influence why someone may or may not choose an active lifestyle, it is time for you to consider how you could promote an active lifestyle to the following age groups. Here are two examples before you get started.

Adults:

Place posters stating “No Waiting No Lines – Take The Stairs” next to elevators. This may encourage people to take the stairs which would increase physical activity and promote an active living choice.

Youth:

Join forces with local police to create a drop-in centre at a local school gymnasium for teens. Organized sports and games could be played on weekends which would increase the activity and sport opportunities for all youth.

Give a second idea for the promotion of active living in these age groups. (one mark per category)

1. Parents with infants
 - a. Create a parent and child fitness class to promote the fitness and health benefits for both the mother and the infant.
 - b. **Organize and promote community baby walks for parents with newborns to get the family off to an active start.**

2. Children (ages 5 to 10)
 - a. Organize play-structure play days for children in your community. This will raise the awareness of this facility in your community. Involve local celebrities.
 - b. **Organize a community walk to promote the health benefits of walking and getting to know your neighbour.**
3. Youth (ages 11 to 18)
 - a. Organize a youth beach volleyball tournament to promote outdoor play activities and their benefits.
 - b. **Create a youth fitness challenge sponsored by local business to highlight the importance of youth fitness.**
4. Adults
 - a. Get a mall to designate the parking area in front of the major store as a “No Parking Zone” to promote the benefits of walking.
 - b. **Organize a “Get Off the Couch” campaign that encourages 30 minutes of any type of activity when they would otherwise be watching television.**
5. Seniors
 - a. Organize a “Golden Shoes” walking tour of your town’s cultural highlights to promote the benefits of walking in a social and cultural setting.
 - b. **Lobby the local school to open its doors to seniors during the day to come and Walk the Halls to connect the school and community in an active way.**

Learning Activity 1.3: Disease Prevention

What are four common ways to prevent the disease and conditions that are listed on the previous page?

- **eating healthy foods rich in minerals such as calcium**
- **getting regular exercise that includes weight-bearing activities**
- **not smoking**
- **maintain a healthy weight**

Learning Activity 1.4: How to Counteract

Using the list of reasons why someone **may not** adhere to an exercise plan, list an example how you could get someone to be physically active.

1. Enjoyment – a person may not have found an enjoyable activity.

List an example of how to get someone to exercise or adhere to a fitness plan:

Help the person find an activity that they may enjoy. If they do not like running try swimming or maybe a racket sport.

2. Previous experiences – a person may have had a bad experience in the past.

List an example of how to get someone to exercise or adhere to a fitness plan:

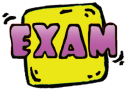
Possibly try a sport with less risk of injury. You could also choose a sport that is easier to master quickly and produces quick fitness results, for example, jogging.

3. Values and attitude – a person may not have been brought up valuing the importance of exercise and therefore may have a negative attitude toward sport and physical activity.

List an example of how to get someone to exercise or adhere to a fitness plan:

Educate the person so that they understand the benefits of physical activity and the necessity to stay active to prevent disease. You could also have them participate in an activity that is highly social and easy to do, for example, community-level soccer or baseball.

Learning Activity 1.5: Health Benefits of Physical Activity: Match-Up*



Instructions: Match the sentence (benefit of exercise and physical activity) selecting a number from the following page and then write the corresponding health benefit.

Name _____

Benefits of Exercise and Physical Activity	#	Health Benefits
<ul style="list-style-type: none"> Active individuals experience a longer life and an improved quality of life. 	2	reduces the risk of dying prematurely
<ul style="list-style-type: none"> Exercise strengthens the heart, vascular system, and respiratory system to help fight cardiovascular disease. 	7	reduces the risk of cardiovascular disease
<ul style="list-style-type: none"> Exercise reduces the daily wear and tear on the heart and the cardiovascular system. 	11	decreases resting heart rate
<ul style="list-style-type: none"> Exercise reduces the stress on the walls of veins and arteries and reduces the risk of a coronary event or stroke. 	1	keeps resting blood pressure normal
<ul style="list-style-type: none"> Exercise increases the ability to perform at higher intensities with greater ease. 	4	improves heart efficiency
<ul style="list-style-type: none"> Exercise reduces the risk of cardiovascular disease and the occurrence of atherosclerosis (hardening of the arteries). 	9	increases high-density lipoprotein (HDL) cholesterol and decreases low-density lipoprotein (LDL) cholesterol
<ul style="list-style-type: none"> Exercise lowers body fat and increases cellular sensitivity to insulin, which helps regulate blood-sugar levels. 	3	lowers the risk of developing diabetes
<ul style="list-style-type: none"> Exercise increases the strength of connective tissue, making the individual less susceptible to injury. 	6	promotes joint stability
<ul style="list-style-type: none"> Exercise helps reduce the risk of osteoporosis and the danger of injury and bone fractures. 	10	strengthens bones
<ul style="list-style-type: none"> Exercise promotes a more toned appearance. The toned body burns more calories during exercise. 	8	increases muscle mass and decreases body fat
<ul style="list-style-type: none"> Exercise increases metabolism rate, which helps the body burn more calories both during activity and when at rest. 	12	assists with weight management
<ul style="list-style-type: none"> Exercise develops strong abdominal and back muscles, promoting better posture. 	14	improves the body's core strength
<ul style="list-style-type: none"> Exercise reduces the incidence and severity of low back pain. 	5	improves back strength
<ul style="list-style-type: none"> Exercise makes for greater ease, control, and safety in all movements in daily life. 	13	improves balance, coordination, agility, and muscular strength
<ul style="list-style-type: none"> Exercise promotes an improved outlook on life and provides a positive outlet for stress. 	15	reduces anxiety and assists in stress management

* Source: Reprinted with permission from Can-Fit-Pro Nutrition & Wellness Specialist Certification manual, Fourth Edition, March 2007.

Health Benefits:

1. keeps resting blood pressure normal
2. reduces the risk of dying prematurely
3. lowers the risk of developing diabetes
4. improves heart efficiency
5. improves back strength
6. promotes joint stability
7. reduces the risk of cardiovascular disease
8. increases muscle mass and decreases body fat
9. increases high-density lipoprotein (HDL) cholesterol and decreases low-density lipoprotein (LDL) cholesterol
10. strengthens bones
11. decreases resting heart rate
12. assists with weight management
13. improves balance, coordination, agility, and muscular strength
14. improves the body's core strength
15. reduces anxiety and assists in stress management

Learning Activity 1.6: Assign Risk

Using diving (into water from three metres) as an example, fill in the information you would consider important for assign risk using the four key factors of risk management.

1. Get Training/Instruction

Learn from an instructor how to position your hands, arms and legs when entering the water.

2. Know Your Abilities and Experience

Ask yourself “How much experience do I have in diving?”

3. Know Your Physical Environment

Your physical environment is your body in relation to your environment. (Check the depth before you dive, locate the slope in the pool, and know which end of the pool is shallow.)

4. Know Your Attitude

What is your attitude? How confident are you of the dive? Have you assessed the risks and minimized the chance of injury? Why are you attempting the dive?



**GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)**

Module 2

Personal/Social Management

This module contains the following lessons

- Introduction
- Lesson 1: Self-Esteem
- Lesson 2: Decision Making
- Lesson 3: Communication Skills
- Module 2 Summary

MODULE 2: PERSONAL/SOCIAL MANAGEMENT

Introduction

Welcome to the second module of the Grade 10 Physical Education/Health Education course. In this module you will look at the personal social-management skills you use every day. They are decision-making and interpersonal skills. You will look within yourself to find out your strengths.

You will spend some time assessing your personal attributes and find out how these attributes affect your decision making. Many times throughout your life you will have to make decisions quickly. If you are aware of your values and beliefs you will likely be confident with a decision based on them. Continually analyzing your values and beliefs will help create a solid foundation for future decision making.

In the final lesson of this module you will examine how communication is crucial in the development of healthy relationships. When communicating with others you want your messages to be clear and easily understood making the skills of effective communication essential. When you become a skilled communicator you will also be able to receive messages from others and be able to respond effectively.

Assessment

You will be assessed on your completion of the Module 2 assignment found at the end of this module.

When you complete Module 2, you will submit your Module 2 assignment 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	No Assignment	
2	No Assignment	
3	Assignment 2.1	Communication Skills for a Disagreement

LESSON 1: SELF-ESTEEM

Lesson Focus

You will show an understanding of

- your talents based on but not limited to academics, athletics, music, or the arts
- how each contributes to self-esteem/self-confidence

You will be able to

- assess your personal attributes and talents

Introduction

In this first lesson of Module 2 you will learn about self-esteem. To get started, let's look at the following scenarios of a person applying for a job.

Jamie applied for a job. She was not sure that she was going to get the job. She believed that the other applicants were better and more qualified than her. Her mind was filled with doubts about her abilities and she was anxious about the job interview. She felt sure she would be rejected. On the day of the interview she accidentally slept in, and to her horror she discovered that the dress she had planned to wear was dirty, and her other dress needed ironing. As it was already getting late, she went to the interview with a wrinkled dress.

During the interview she was tense, uncertain about her responses, worried about her dress, and felt hungry because she did not have enough time to eat breakfast. She found it difficult to stay focused on the interview and had to ask the interviewer to repeat several questions.

Priya applied for the same job. She felt confident that she was a good candidate for the job. During the week preceding the interview she often imagined herself in the interview. On the evening before the interview she prepared the clothes she was going to wear, and went to sleep a little earlier. On day of the interview she woke up earlier than usual to ensure she had ample time to eat breakfast and arrive for the interview before the scheduled time.

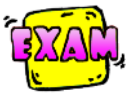
During the interview she felt relaxed and confident because she had rehearsed her responses ahead of time. She remained focused on the interviewer and the questions that were being asked. She smiled and appeared to have a good time in the interview. Jamie and Priya were equally qualified for the job. Who would you select for the job? Why?

What did you learn from these two stories? What do you think were issues that related to each person's self-esteem? Can you identify some behaviours that contributed to each person's outcome related to the job application and interview?

It is easier to feel good about ourselves and create constructive visions and situations that help us realize our goals when attitudes are positive. A person's self-esteem will often determine the degree to which we approach situations confidently and positively.

Self-esteem is feeling good about yourself, knowing your good points, being satisfied with yourself, forgiving yourself, and seeing yourself in positive ways. It is doing the best for yourself, taking risks, accepting failure, and learning from your mistakes.

Here are some things you can do to improve your own self-esteem



- Set achievable and realistic goals and work to accomplish them. (For example, in the previous module you set goals as part of your Physical Activity Plan.) When you achieve your goals, celebrate and get others to celebrate with you.
- Accept compliments. Just say, "thank you" and smile. Often people do not expect this response and what feels like an awkward pause may follow. Just enjoy the silence. Try this today.
- Eat well. If you find yourself getting anxious and irritable your diet may be a contributing factor. Good nutrition feeds the body and the mind.
- Exercise. Walk and talk with a neighbour, ride your bike instead of taking the bus. Shovel the walk, rake the leaves, or go for a jog. You will look and feel better as you increase your level of physical activity.
- At the end of each day, ask yourself: What did I try that I have never tried before? What can I do better today? Who are the people I have helped? Did I thank the people that helped me? If your answers are "no one" or "nothing," change one of them tomorrow.

You may be able to think of other things that you have done that made you feel good about yourself.

Personal Attributes

A thorough self-assessment is the first step in reviewing or figuring out your personal attributes. The knowledge you gain from your self-assessment can assist you in developing a plan to improve your confidence and self-esteem. The intent of the following activity is to focus on your positive qualities and attributes. Everyone has strengths and weaknesses. The activity below is designed for you to assess the frequency with which you display the stated personal attributes and identify areas of strength and the areas that can benefit from some attention.



Learning Activity 2.1

Rating Personal Attributes

Part 1:

In the table below rate yourself according to the frequency with which you believe you display the attribute. There are 18 attributes in total.

The rating scale is a 1–4 system with:

- 1 = Most of the time
- 2 = Frequently
- 3 = Some of the time
- 4 = Occasionally

Attribute	My Rating	Attribute	My Rating	Attribute	My Rating
Honest		Trustworthy		Show common sense	
Make friends easily		Sense of humour		Reliable	
Loyal		Dress appropriately		Happy	
Responsible		Enthusiastic group member		Positive attitude toward learning	
Sincere		Physically active		Take initiative	
Help other people		Organized		Demonstrate self-confidence	

continued

Learning Activity 2.1 (continued)

Now take the results from that rating and write each of the attributes in the four boxes below according to the rating you gave them. There will be 18 results, count them to check.

Rating 1 (Most of the time)	Rating 2 (Frequently)
Rating 3 (Some of the time)	Rating 4 (Occasionally)

continued

Learning Activity 2.1 (continued)

Asking your family or friends to complete the activity

Part 2:

Now ask your learning partner, a family member, or a friend to rate you as 1, 2, 3, or 4 in the 'Your rating of me' box. There are a total of 18 attributes.

The table below is the same one as the one you did in your learning activity.

The rating scale is a 1–4 system with:

1 = Most of the time

2 = Frequently

3 = Some of the time

4 = Occasionally

Attribute	Your Rating of Me	Attribute	Your Rating of Me	Attribute	My Rating
Honest		Trustworthy		Show common sense	
Make friends easily		Sense of humour		Reliable	
Loyal		Dresses appropriately		Happy	
Responsible		Enthusiastic group member		Positive attitude toward learning	
Sincere		Physically active		Take initiative	
Help other people		Organized		Demonstrate self-confidence	

continued

Learning Activity 2.1 (continued)

Now write each of the attributes in the four boxes below according to the rating you received. Remember, there are a total of 18 attributes.

Rating 1 (Most of the time)	Rating 2 (Frequently)
Rating 3 (Some of the time)	Rating 4 (Occasionally)

Personal attributes include character traits, aptitudes, skills, values, and attitudes to name a few and are often described as desirable personal characteristics that enable a person to interact and communicate with others.

Some Questions to Ponder

1. Which of the above attributes do you feel are the most important to you?
The personal attributes that you just listed as well as others not included in this list help to develop your self-esteem.
2. Which attributes received a different rating from the rating you gave yourself? Why do you think they are different?

continued

Learning Activity 2.1 (continued)

3. What other personal attributes do you have that you think contributes to your self-esteem?
4. Is it so hard to develop a positive self-esteem?
5. Why is it important?

Self-esteem comes with the understanding that everyone is unique and significant. You have qualities within your home, school, community, and society that make you a valuable person. Positive self-esteem gives you the courage to be your own person, believe in your own values, and make the right decision when the pressure is on. Teens that have positive self-esteem and the skills to make good decisions put themselves in strong positions to become productive adults.

Summary

In this lesson you were encouraged to think about self-esteem as well as personal attributes. As you move into the next lesson you will want to keep in mind the different influences in your life and how they affect your decision making.

Notes

LESSON 2: DECISION MAKING

Lesson Focus

You will be able to

- Analyze factors that influence personal and/or group decisions for active, healthy lifestyles

Introduction

In this lesson, some background knowledge about the influences that may affect your decision-making process will be given. You will analyze different factors that will assist you in making healthy decisions. You will recall learning about and using the DECIDE model in previous years. To recap here is how it works.

D – Define the topic or problem/issue.

E – Explore the alternatives or options. (What are your choices?)

C – Check alternatives. (List pros and cons for each alternative/option.)

I – Identify possible solutions. (Pick the best choice.)

D – Decide and take action. (Make the best choice.)

E – Evaluate and revise.



Learning Activity 2.2

Evaluate Past Decisions

List some of the decisions you made yesterday. Decide which category it falls into, i.e., health, recreation, etc. For each one, circle how you made the decision. After doing that, evaluate how important the decision was (not important, somewhat important/very important) based on how meaningful the potential consequences could be.

A = on a hunch

B = by putting it off

C = by not deciding

D = by letting someone else make the decision

E = by examining all possibilities

Decision Category	Decision	How you made the decision	Importance of decision
Health		A B C D E	not/somewhat/very
Physical Activity		A B C D E	not/somewhat/very
Educational		A B C D E	not/somewhat/very
Financial		A B C D E	not/somewhat/very
Entertainment		A B C D E	not/somewhat/very

Some Discussion Questions:

1. Did you notice any pattern in your decision making?
2. How many important versus not very important decisions did you make that day?
3. After looking at all the decisions you made would you say you often think through many of your decisions? Explain.
4. Discuss two decisions with respect to the factors that influenced how they were made.
5. Do you remember the goal setting in Module 1? It applies here.

Influences on Decision Making

There are many factors that influence the decisions we make. It is important to be aware of these influences because they can be both positive and/or negative.

Many cultures, races, and religions will influence decision-making because of the values and beliefs associated with them. Other factors such as a person's financial situation, the environment, peer group, and the media also come into play and will have varying degrees of influence on a person's decisions.

In this rapidly changing world, youth need to be equipped with skills to guide and assist them as they make decisions. Young people make lifestyle choices that impact their futures and the future of society. Youth who make decisions to engage in risky behaviour can negatively affect themselves and society in general. Making informed decisions not only assists youth in resisting pressure to engage in risky behaviours, but also encourages them to think about consequences, decide on goals, and understand their own and others' feelings. Adolescents who make snap decisions are more likely to be involved in risky behaviours than those youth who carefully think about the options and evaluate the potential consequences.

Adolescents and youth are less able to:

- identify options
- identify a range of risks and benefits
- understand or predict the risks and benefits
- accurately assess the information received about the decision

This is due in part to their developmental stage. Emotions are also a factor in adolescent decision making. Adolescents who often experience strong emotions that can affect decision making can be taught and can learn how to recognize the effects of their emotions. Thus, adolescents who understand the decision-making process and think through a decision may rely less on emotion.

As you become more experienced and able to use a variety of communication and refusal skills you will be able to make better choices. An awareness of the possible influences on decisions can help make better choices about personal health practices and goals.

Increased personal awareness, self-confidence, and skills and abilities are all important to informed decision making. A person may decide to try something new and different based upon their abilities and confidence, and be willing to deal with the consequences of that decision. There may also be some decisions a person makes without knowing or anticipating the consequences and will therefore be able to learn from the experience.

The amount of time and thought given to making a decision may depend on how important the issue is to you or how strong the influences are at the time that the decision has been made. Regardless of the amount of time devoted to the decision-making process, every decision has some effect on what will happen at a later time. You should always strive to make the healthiest and safest decision possible for yourself and others.



Learning Activity 2.3

Friend's Party Scenario

Read the following scenario about a friend's party and determine the possible influences on the decisions being made.

Case Scenario

You are at school on Friday afternoon and all your friends are talking about going to your best friend's place for a party that night. You have heard rumours that there will be drugs and alcohol at this party. Your best friend's parents will not be home and the whole school knows about the party. As the afternoon progresses your friends start to talk about what to wear and who will be at this party they want to impress. You know that your parents would not approve of this type of party but you really want to go because it sounds like fun and after all it is at your best friend's house.

Now you have to make some very difficult decisions. Some of those include:

- What do you tell your parents?
- If you go what will you wear? Why would you wear that?
- Will you drink alcohol or do drugs?
- How will you get to and from the party? And so on...

continued

Learning Activity 2.3 (continued)

Write some of the possible influences that might persuade you (or any other teenager) to make these decisions. Then write an example for each influence. The first one has been done for you.

Peer Influences 1. best friend 2. 3.	Examples: 1. best friend is hosting a party 2. 3.
Media 1. magazines 2. 3.	Examples: 1. clothing images 2. 3.
Environmental Influences 1. unsupervised home 2. 3.	Examples: 1. parents not at party 2. 3.
Financial Influences 1. dress to impress 2. 3.	Examples: 1. buying new clothing 2. 3.
Other Possible Influences 1. legal 2. 3.	Examples: 1. underage drinking 2. 3.

Summary

In this lesson you reviewed the DECIDE model as well as thought about some influences that may be around you that would affect the way you make decisions. Taking time to analyze decisions is a skill that you will want to continue to develop throughout your lifetime.

LESSON 3: COMMUNICATION SKILLS

Lesson Focus

You will show an understanding of

- the benefits of using effective communication skills for getting along with others
- ways to prevent potential problems between different adult roles and the development of meaningful relationships
- different communication skills and strategies for getting along with others
- different contexts where getting along with others is essential

Introduction

The skills of effective communication are essential to making your messages clear and easily understood. Being a skilled communicator means that you will also be able to receive messages from others and be able to respond effectively.



Learning Activity 2.4

Ways to Communicate

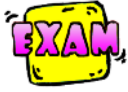
People are able to communicate with each other, verbally and non-verbally. In the space provided, make a list of eight different ways in which people communicate with each other using both verbal and non-verbal methods (e.g., eye contact, hand gestures, or yelling). After you have completed a list of eight, place a check mark beside each communication method you have used in the past two days.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

What do you see as the most common type of communication that you used in the past two days?

Why do you think it is most common?

Communication Skills



Three basic skills are necessary to effectively communicate with others. These skills are:

1. Body Language/Non-verbal – Many messages can be sent to others through gestures, facial expressions, behaviours, and posture.
2. Speaking – When you interact with others, you are responsible for making your thoughts and feelings known to others. You can demonstrate good speaking skills when you clearly say what you mean.
3. Listening – You must pay close attention to what someone is saying. Active listening involves giving your full attention to what the person is saying without interrupting or making judgments and being able to summarize what the speaker is saying.



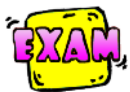
Learning Activity 2.5

Effective Communication

List some ways you would use effective communication skills in each of the following sensitive situations:

Image or identity issues	E.g., If you had a friend that was in search of their identity it would be helpful to have good listening and non-verbal skills to help show support.
Friendship problems	
Group presentation	
Consoling a friend who has experienced a death in the family	
When you or someone you know is being bullied	

Techniques for Active Listening



When you listen carefully to others, you show them that you care about them and that you are interested in what they have to say. Active listeners use several techniques. These techniques are listed below and will be necessary for you to know to complete your assignment for this lesson.

- Paraphrasing – With this technique you rephrase or summarize what the other person has said. This ensures that you have accurately understood what they are saying.
- Clarifying – This involves asking the speaker questions about the way they feel or think in order for you to gain a clearer or deeper understanding of the situation.
- Encouraging – Show your interest in what the person is saying by nodding or say “I understand.”
- Empathizing – This refers to you being able to imagine and understand how someone may be feeling. This may include sharing a common problem or situation.

Communication Breakdown

Sometimes you may feel like people don’t understand you. Sometimes they seem uninterested in the things that are meaningful to you. When they ask you questions, it may feel like you’re on trial. Does it seem like they find fault with everything you do?

Five Tips to Communicating

1. Say what you mean, and be specific. Don’t say, “I hate school. The teachers are mean, and everyone is flunking,” if what you’re really trying to say is, “I know this will upset you, but I got my grades today, and they are terrible.”
2. Try not to be defensive. If your parent/guardian asks what time you’ll be home, don’t assume they think you’re sneaking around and getting into trouble. They are probably concerned about your well-being, and knowing you’ll be home at a certain time eases their worry when you’re not at home.
3. Give people a chance to think things over. It isn’t fair to ask for something you want if you need an answer immediately. Allowing extra time also shows others that you think the issue is important enough to deserve attention from them.

4. Don't put others in the position of guessing what is important to you. Tell them and make sure you think things over first. If everything you bring up seems crucial, they will be confused about your priorities.
5. Try to pick a time to talk that is good for you and the person you want to talk to. If they can't talk to you at that moment, it doesn't mean they're not interested. Ask them to suggest a time that's better for both of you.

Using some of these tips may help you to avoid potential problems or arguments you may have with your parents/guardians, friends, co-workers and others.



Assignment 2.1

Communication Skills for a Disagreement (18 marks)

Now is the time to complete Assignment 2.1. It includes another scenario that deals with the things that influence the decisions that we make. It is found at the end of this module.

Summary

In this lesson you learned about communication skills. Effective communication with the people close to you is essential for building and maintaining relationships. You will want to communicate with your family, your future employer, your partner, and anyone else that will matter to you as you get older. Try to remember the tips to communicating in order to be more effective and understood.

Notes

MODULE 2 SUMMARY

Congratulations! You have completed Module 2 of Grade 10 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 2 assignment 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 assignment and organize your material in the following order:

- Module 2 Cover Sheet (found at the end of the course Introduction)
- Assignment 2.1: Communication Skills for a Disagreement

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

Module 2 Review Questions

Use the following questions to help you assess what you learned in Module 2.

Lesson 1

1. What is the definition of self-esteem?
2. What are your personal attributes that you are most proud of?
3. How do the attributes you just listed contribute to your self-esteem?
4. How does having a positive self-esteem affect the life of a teenager as they move into adulthood?

Lesson 2

1. What are four different influences that may affect your decision-making process?
2. How does the importance of the decision affect the time you put into making that decision?
3. How do your strengths and limitations affect your decision making? Give examples.

Lesson 3

1. List four techniques for active listening.
2. What are three basic communication skills?
3. List five tips for communicating effectively with parents, adults, or teachers.



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 2

Learning Activity Answer Key

MODULE 2: LEARNING ACTIVITY ANSWER KEY

Learning Activity 2.4: Ways to Communicate

People are able to communicate with each other, verbally and non-verbally. In the space provided, make a list of eight different ways in which people communicate with each other using both verbal and non-verbal methods (i.e. eye contact, hand gestures, or yelling). After you have completed a list of eight, place a check mark beside each communication method you have used in the past two days.

1. **eye contact**
2. **body language (hands on hips)**
3. **talking**
4. **yelling**
5. **asking questions**
6. **listening to others**
7. **facial expressions**
8. **gestures**

What do you see as the most common type of communication that you used in the past two days? Why do you think it is most common?

Learning Activity 2.5: Effective Communication

List some ways you would use effective communication skills in each of the following sensitive situations:

Image or identity issues	E.g., If you had a friend that was in search of their identity it would be helpful to have good listening and non-verbal skills to help show support.
Friendship problems	It is important to communicate your feelings or concerns with your friends so little problems do not become big ones.
Group presentation	Good verbal skills such as volume, pace, and tone contribute to the interest of a presentation. Body language that indicates energy and enthusiasm will keep the audience interested.
Consoling a friend who has experienced a death in the family	Having good listening skills and the ability to have empathy with your friend will be important. A soft, caring touch (non-verbal) can show caring and support.
When you or someone you know is being bullied	Speaking up with a strong assertive voice when you or someone you know is being bullied will help it stop.



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 2

Assignment

MODULE 2: ASSIGNMENTS

Assignment 2.1: Communication Skills for a Disagreement

45 minutes (18 Marks)

Using the case scenario provided, answer the following questions to show that you have a good understanding of communication skills. You may have to refer back to the lesson in order to answer them correctly. To receive full marks, provide examples for questions 1 to 3.

Scenario: Gabriella has just had a huge disagreement with her parents and they have grounded her for something she did not do. Gabriella really wants to talk to a close friend.

1. Gabriella calls a friend. What are the first two sentences that she says to him or her? (Think about the communication skills. Remember to provide examples.) (4 marks)

2. Gabriella's friend is not listening to her and keeps interrupting. What does Gabriella say to him or her? (Remember to provide examples.) (2 marks)

4. How do you think this manner of communication will work with Gabriella's parents? Why do you think so? (1 mark)

5. How would this manner of communication work effectively with your parents? Why do you think so? (1 mark)

Notes

MODULE 2 SUMMARY

Congratulations! You have completed Module 2 of Grade 10 Physical Education/Health Education.



Submitting Your Assignments

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GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 2

Learning Activity Answer Key

MODULE 2: LEARNING ACTIVITY ANSWER KEY

Learning Activity 2.4: Ways to Communicate

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2. **body language (hands on hips)**
3. **talking**
4. **yelling**
5. **asking questions**
6. **listening to others**
7. **facial expressions**
8. **gestures**

What do you see as the most common type of communication that you used in the past two days? Why do you think it is most common?

Learning Activity 2.5: Effective Communication

List some ways you would use effective communication skills in each of the following sensitive situations:

Image or identity issues	E.g., If you had a friend that was in search of their identity it would be helpful to have good listening and non-verbal skills to help show support.
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When you or someone you know is being bullied	Speaking up with a strong assertive voice when you or someone you know is being bullied will help it stop.



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 3

Fitness Physiology

This module contains the following lessons

- Introduction
- Lesson 1: Your Body's Response to Exercise
- Lesson 2: Fitness Components
- Lesson 3: Assessment, Analysis, Action
- Module 3 Summary

MODULE 3: FITNESS PHYSIOLOGY

Introduction

Throughout this module you will examine the body's response to exercise. It is important to know how and why your body responds the way that it does. Always listen to your body so you know how light or hard to work out. You will examine how the body responds to different levels of exercise intensity and how this variation contributes to physical fitness and disease prevention.

After you learn how the body responds to exercise you will review the health-related fitness components.

By the end of this module you will have a better understanding of why you should exercise and how you can make improvements in your own personal fitness.

Assessment

You will be assessed on your completion of the Module 3 assignments found at the end of this module.

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	Physical Activity Log
2	Assignment 3.2	Short Quiz
3	No Assignment	

Notes

LESSON 1: YOUR BODY'S RESPONSE TO EXERCISE

Lesson Focus

You will show an understanding of

- the body's response to exercise
- how exercising at different intensities affects the structure and function of the cardiovascular and respiratory system

You will be able to

- modify your plan to reflect your new fitness goals

Introduction

Any type of exercise you do uses muscles. Running, swimming, weightlifting, or any sport you can imagine uses different muscles or muscle groups to generate force that allows you to move. For example, in running and swimming, your muscles are creating force against the ground or water to accelerate your body forward and keep it moving.



Assignment 3.1

Physical Activity Log (continuous throughout this course)

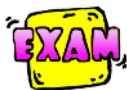
Remember that, in your Physical Activity Log, you need to describe the physical activities you will take part in over the next four weeks, so it will take you at least that long to finish it. You need to get started now! Assignment 3.1 is found in the Assignments section at the end of this module. You will submit the completed assignment to the Distance Learning Unit when you have finished Module 4.

How Do Your Muscles Work During Exercise?

As you begin to use your muscles, you simultaneously increase the demands on the rest of the body. During strenuous exercise, just about every system in your body focuses its efforts on helping the muscles do their work either by speeding up or slowing down their work. For example, during strenuous exercise your heart beats faster so that it can pump more blood to the muscles, and your stomach slows down (stops digesting food) so that it does not waste energy that the muscles can use.

During exercise, your muscles act something like electric motors. The muscles contract and relax to produce a desired movement. They take in a source of energy and they use it to generate force. An electric motor uses electricity as its source of energy. Your muscles are biochemical motors so they use a substance called adenosine triphosphate (ATP) for their energy source. Without ATP your muscles would not be able to contract or relax, making it one of the most important molecules in the body.

The muscles do not store a significant quantity of ATP and therefore it must be continuously produced. The ATP is produced by breaking down the body's stored sugar (glycogen) and fat.



As the body begins to exercise it progresses through three energy systems that use and produce ATP.

- The first stage uses the (phosphagen system) where any stored ATP is used up within 10 seconds.
- The second stage of ATP production (anaerobic system) begins at this point using the sugar (glucose) in the muscle. The stored sugar is used up within two to three minutes.
- The third stage of ATP production (aerobic system) then begins as the body uses oxygen, stored body sugar (glycogen) and fat to produce the ATP needed to continue exercising.

If the intensity of the exercise is too great the body will not be able to meet the ATP needs of the muscles. The longer a person exercises the more they will need to slow down so that ATP production can keep up with ATP usage.

During exercise ATP is used in the muscles to

1. help them contract
2. help them relax
3. help create more ATP

In order to continue exercising, your muscles must continuously make ATP. To make this happen, your body must supply oxygen, sugar in the form of glucose (broken down from glycogen), and fat to the muscles.



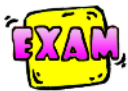
Learning Activity 3.1

Energy Systems

Identify the energy system that is the prime contributor of ATP in the given activity.

- a. phosphagen
 - b. anaerobic
 - c. aerobic
1. Marathon running _____
 2. Weightlifting _____
 3. Dancing _____
 4. Sprint up one flight of stairs _____
 5. Baseball _____
 6. Walking to school _____
 7. Cross-country skiing _____
 8. Tennis _____
 9. Jumping over a puddle of water _____
 10. Mowing the lawn _____

Exercise Intensities



Exercise intensity refers to how hard your body is working during physical activity. For maximum health benefits, the goal is to work hard but not too hard. There are a variety of ways to measure your exercise intensity so that you get the most out of every workout.

Your body's response to moderate intensity exercise (65 to 80 per cent of maximum heart rate) normally includes:

- an increase in heart rate
- an increased breathing rate (this increased respiratory response allows for the body to take in more much needed oxygen)
- an increase in body temperature
- mild to moderate perspiration

In order to understand how exercise affects the various systems, let's review the following systems first.

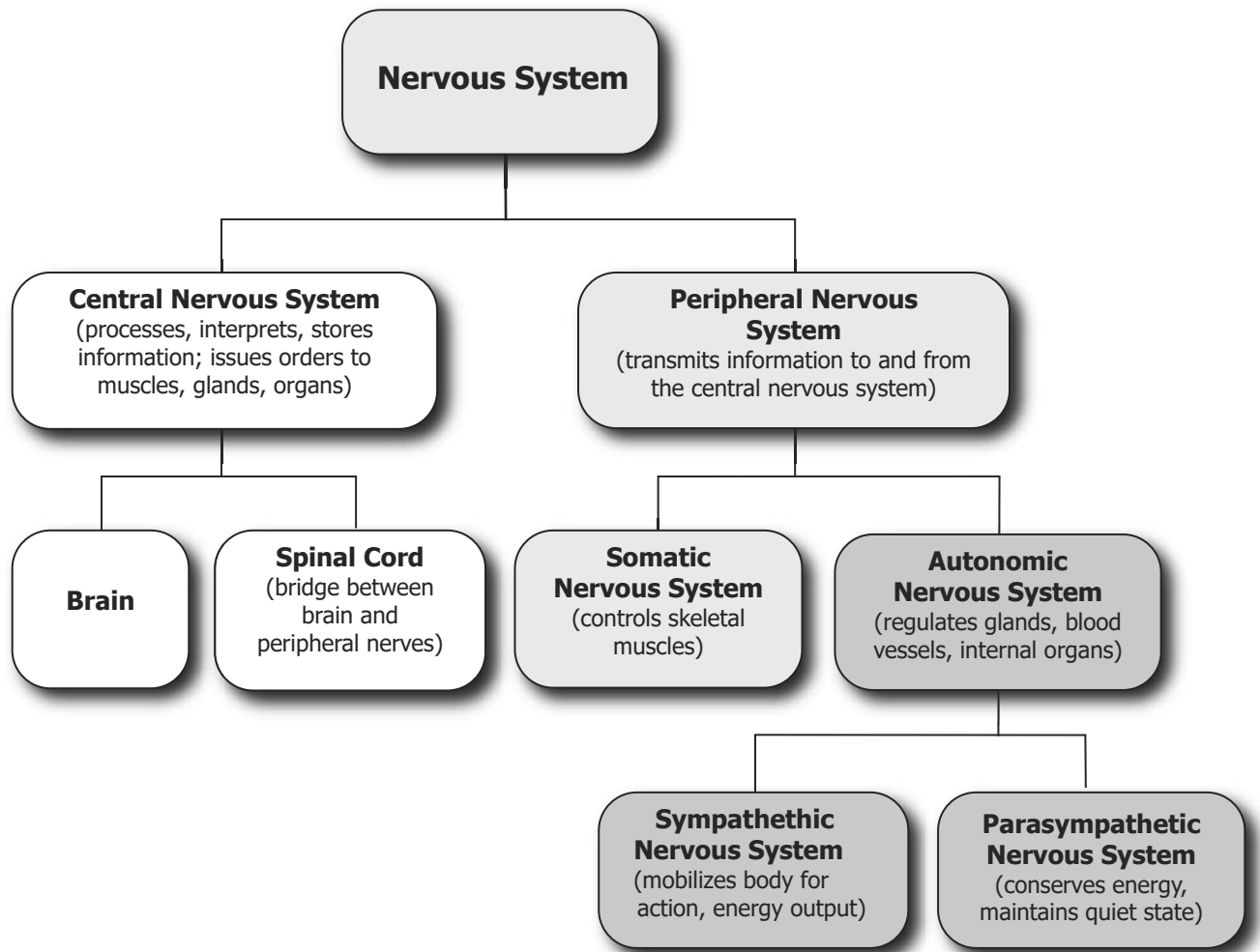
Nervous System

The Nervous System is the body's information gatherer, storage centre, and control system. Its overall function is to collect information about the external environment in relation to the body's internal environment, to analyze this information, and to initiate appropriate responses to satisfy certain needs.

The body's nerves form several systems that are interrelated. The brain and spinal cord for example make up the Central Nervous System (CNS). The Peripheral Nervous System (PNS) is made up of the Somatic and Autonomic Nervous Systems. The Somatic Nervous System controls voluntary or conscious movements such as walking or throwing. The Autonomic Nervous System is responsible for the body functions that are involuntary or not under conscious control – like the heartbeat or the digestive system.

The smooth operation of the Autonomic Nervous System is achieved by dividing it into the Sympathetic and Parasympathetic Systems. These systems cause opposing actions and check on each other to provide a balance.

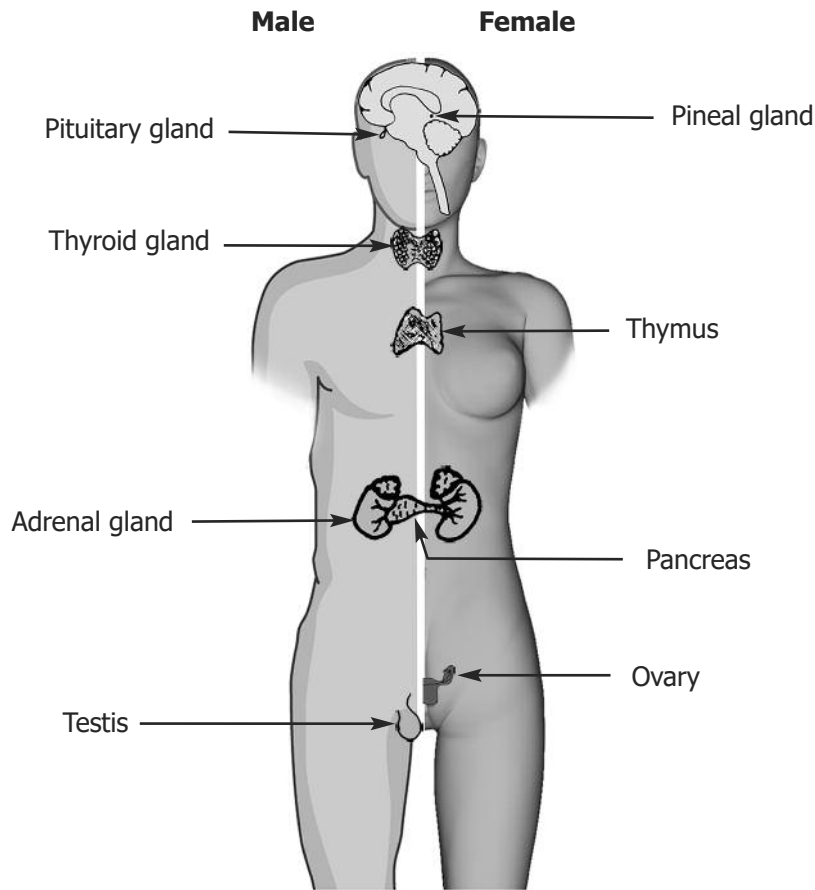
Resting and exercise heart rates are controlled by the sympathetic and parasympathetic nervous systems. The sympathetic division of the autonomic nervous system prepares the body for physical activity by increasing heart rate, blood pressure, and respiration. The sympathetic division also stimulates the release of glucose from the liver for energy. Once exercise begins, the sympathetic nervous system is activated and the heart rate rises quickly. The parasympathetic division helps slow down the heart rate and respiration. At rest, the heart is controlled by the parasympathetic division, which is why the average resting heart rate is about 60 beats per minute. An example of an increased parasympathetic response is the low-resting heart rates in endurance athletes.



Endocrine System

The endocrine system comprises a number of glands that produce hormones needed for a wide array of vital functions. Hormones are chemical substances that are secreted by endocrine glands and are carried by the bloodstream to other target organs or tissues where they control or regulate the development or function of those structures. Endocrine hormones may be either proteins or steroids.

Major Endocrine Glands



Hormones cause a specific effect on the activities of target organs. This effect may require minutes or hours to occur. For example, the hormone epinephrine acts quickly on the heart to increase its rate and force of contraction when a person begins to run. It acts on the blood vessels to increase blood flow to the muscles and decreases blood flow to the gastrointestinal tract. Hormones also help control the type and rate of body growth and metabolism which are long-term effects, and they help the body maintain a consistent internal environment. The endocrine system has a large influence on the way we feel and act. In turn, our energy and other needs in any given situation set the activity of the endocrine system.



Learning Activity 3.2

Body System and Response

In this learning activity, you will match the correct "Body's Response to Exercise" to the "Body System."

To do that, write A, B, C, or D next to the correct sentence under "Body's Response to Exercise." When you have completed this Learning Activity, check your answers in the Key at the end of the module.

Body System

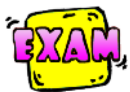
- a. nervous system
- b. endocrine system
- c. circulatory system (includes cardiovascular)
- d. respiratory system

Body's Response to Exercise

1. Increased rate of breathing in order to increase amount of oxygen coming into the body. _____
2. Controls heart rate so that it increases during exercise and decreases at rest. _____
3. Increases secretion of hormones such as insulin and glucagons, thereby adapting to the need for extra fuel during exercise.

4. Increases volume of blood pumped, thereby supply an increased amount of oxygen. _____

Long-Term Effects of Exercise on the Body



Regular exercise makes the heart stronger and the lungs fitter, enabling the cardiovascular system to deliver more oxygen to the body with every heartbeat and increasing the maximum amount of oxygen that the body can take in and use. Exercise also lowers resting blood pressure and reduces the levels of low density lipoprotein (LDL) cholesterol (the bad cholesterol), which in turn reduces the risk of heart attack, stroke, and coronary artery disease. Other conditions that are less likely to occur with regular exercise include colon cancer and some forms of diabetes.

Exercise makes muscles stronger, allowing people to perform tasks that they otherwise might not be able to do. Most everyday tasks require muscle strength and good range of motion in joints, and regular exercise can improve both.

Exercising stretches muscles and joints, which in turn can increase flexibility and help prevent injuries. Weight-bearing exercise strengthens bones and helps prevent osteoporosis.

Exercise increases the body's level of endorphins. Endorphins are chemicals in the brain that reduce pain and induce a sense of well-being. Thus, exercise appears to help improve mood and energy levels and may even help alleviate depression. Exercise also helps boost self-esteem by improving a person's overall health and appearance.

Besides the ways in which exercise benefits people of any age, regular exercise helps older people remain independent by improving functional ability and by preventing falls and fractures. It can strengthen the muscles of even the frailest older person living in a nursing home. Exercise also tends to increase appetite, reduce constipation, and promote sleep.

The beneficial effects of exercise cannot be stored. Heart strength, muscular strength and endurance, and the level of high-density lipoprotein (HDL cholesterol: the good cholesterol) decrease, whereas blood pressure and body fat increase. Even former athletes who stop exercising do not retain measurable long-term benefits. They have no greater capacity to perform physical activities and no fewer risk factors for heart attacks than those who have never exercised, nor do they regain fitness any faster.



Assignment 3.2

Short Quiz

Complete Assignment 3.2, a short quiz, found in the Assignments section at the end of this module.

Summary

In this lesson you discovered what happens in your body when you are exercising. It is important to understand the benefits of exercise to really appreciate why you or other people should exercise regularly to stay healthy. Now that you know what positive responses your body can have and also what diseases can be prevented it will make the choice to become and stay active a bit easier.

Notes

LESSON 2: FITNESS COMPONENTS

Lesson Focus

You will show an understanding of

- the contribution of selected physical activities on overall physical fitness and on each of the fitness components
- the health- and skill-related fitness components

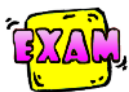
You will be able to

- participate in a variety of activities that will contribute to your personal fitness

Introduction

In this lesson you will review the health- and skill-related fitness components you learned previously in physical education/health education courses/classes. Once you refresh your memory about the fitness components you will relate them to specific physical activities. Do you think soccer players have better cardiovascular endurance than a weightlifter? Let's continue on and see.

Fitness Components

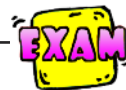


In previous years you learned about the health-related fitness components

- cardiovascular endurance
- muscular strength
- muscular endurance
- flexibility
- body composition



Learning Activity 3.3



Health Match Up

Match up the following health-related fitness component with the appropriate definition.

Health-Related Fitness Component

- a. cardiovascular endurance
- b. muscular strength
- c. muscular endurance
- d. flexibility
- e. body composition

Definition

1. The range and ease of movement of a joint (limited by bone, muscles, ligaments, tendons, and the bone-joint capsule). _____
2. The ability of the heart, blood vessels, and lungs to provide the working muscles with adequate oxygen during prolonged activity (also called aerobic endurance or capacity). _____
3. The individual's body fat and lean (non fat) body mass which includes muscles, bone, and other tissues _____
4. The amount of force that can be exerted by a muscle or group of muscles in a single effort. _____
5. The ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue. _____

More recently you would have learned about the following skill-related fitness components:

- agility
- balance
- coordination
- power
- speed
- reaction time



Learning Activity 3.4



Skill Match Up

Match up the following skill-related fitness component with the appropriate definition.

Skill-Related Fitness Component

- a. agility
- b. balance
- c. coordination
- d. power
- e. reaction time
- f. speed

Definition

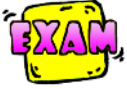
1. The ability of the body to apply a maximum muscular contraction with the greatest possible speed. _____
2. The ability to move your body or parts of your body swiftly.

3. The ability to react or respond quickly to what you hear, see, or feel.

4. The ability to shift the body in different directions quickly and efficiently. _____
5. The ability to use your eyes and ears to determine and direct the smooth movement of your body (e.g., hands, feet, arms, head).

6. The ability to control or stabilize your equilibrium while moving (dynamic balance) or staying still (static balance).

Make sure to check your answers with the answer key at the end of this module to ensure that you have remembered all the correct definitions. Now it is time to relate these fitness components to various physical activities and long-term health benefits.



People who attain high levels of the health-related fitness components reduce their risks of developing health problems, such as heart disease, low-back pain, and obesity and they improve their body's ability to function. This is why maintaining health-related fitness at a good level should be the goal of everyone, regardless of age. Some examples of physical activities you could do to increase your health-related fitness are jogging, swimming, aerobics, walking, cross-country skiing, and weight training.

Skill-related fitness contributes to your ability to successfully participate in sports activities. Regular participation in sports or other recreational pursuits that require specific skills can have a positive influence on the development of your skill-related fitness components. Individuals who have a high level of skill-related fitness are more likely to be physically active than those who have a lower skill. In general, people like to do what they feel good in.

It should be clear to you now that it is hard to be physically active without some level of both skill- and health-related fitness. Those who play sports or are otherwise physically active (such as hiking, canoeing, aerobics, etc.) have developed certain skill-related fitness components that allow them to take part in these activities at a higher level.

In Learning Activity 3.5 you will match up activities with the fitness components.



Learning Activity 3.5

Fitness Component Connection

In the following activity fill in the blanks with one health-related fitness component and/or one skill-related fitness component. Your answer may include one or more of each.

Activity or Exercise	Major Health-Related Fitness Component(s)	Major Skill-Related Fitness Component(s)
Example: arm curls (high resistance low repetition)	■ muscular strength	■ power
Cross-country skiing		
Goalie in hockey		
Soccer (70-minute game)		
Juggling		
Push-ups		
Sprinting for the bus		
Leg press (squat)		
Working with an exercise ball		
Your choice:		

Summary

Throughout this lesson you reviewed your health- and skill-related fitness components. As you are being physically active and recording in your Physical Activity Log keep in mind which fitness components you would be improving with each physical activity and how you can increase your health- and skill-related test results from previous years of testing. You will be testing these components in the next lesson.

LESSON 3: ASSESSMENT, ANALYSIS, ACTION

Lesson Focus

You will show an understanding of

- the importance of fitness testing

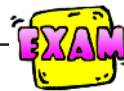
Introduction

Physical fitness assessment can be an integral part of a comprehensive physical activity plan. If properly approached, fitness assessments can provide objective information and motivation for individuals. Assessment of physical fitness involves selection of fitness tasks or tests, exercise preparation, interpretation of results, and follow-up testing or physical activity plan revisions. The focus of testing is on setting personal goals related to desired personal fitness improvements not on passing or failing the test with a certain result.

Learning Activity 3.6 will take you through a short review of the health-related fitness components.



Learning Activity 3.6



Workbook of Health-Related Fitness Components

Fill in the blanks using the word bank given.

Muscular Strength and Endurance

more, fewer, less

Muscular Strength: the amount of force a muscle can exert in one contraction. (To train for strength, one should use _____ weight and _____ repetitions.)

Muscular Endurance: the ability of the muscles to persist in an activity (to train for endurance, one should use _____ weight and _____ repetitions.)

Muscular strength and endurance usually work together to help perform many daily activities. For example: walking, sit-ups, push-ups, climbing stairs, snowboarding, cycling, etc.)

increased, posture, manipulated

The benefits of muscular strength and endurance are:

- _____ success in all physical activity
- contribute to good _____
- prevent and alleviate low-back pain
- allow daily activities to be conducted with more ease
- allow body weight to be _____ more efficiently

continued

Learning Activity 3.6 (continued)

Training Guidelines for Muscular Strength and Endurance

increase, endurance, second

Using the principles of training (not linked to any learning), the following are some guidelines to help increase muscular strength and endurance.

1. To develop strength, _____ resistance.
2. Increase resistance gradually as strength improves.
3. To develop _____, decrease resistance and gradually increase repetitions.
4. Specificity: To develop strength, muscles must work against a heavy resistance.
5. To develop endurance, muscles must work repeatedly against a light/moderate resistance. For example, in callisthenics (e.g., push-ups, pull-ups, dips), personal body weight serves as the resistance.
6. To develop strength and endurance, exercise every _____ day.

Flexibility

reduces, relieves, improves

Flexibility – the ability of the joints to move through a wide range of motion

The benefits of improved flexibility are: makes physical movements more efficient and easier to perform

1. _____ the risk of muscle injury
2. _____ muscle soreness
3. decreases back problems
4. _____ posture

continued

Learning Activity 3.6 (continued)

Cardiovascular Endurance

decreased, increased, pressure

Cardiovascular endurance—the efficiency with which your heart, lungs, and circulatory system can supply the necessary oxygen to the working muscles and the removal of waste products from the muscles.

Benefits of having cardiovascular endurance:

1. _____ resting heart rate (RHR)
2. increased stroke volume (SV)
3. minimal change in maximum heart rate (MHR)
4. decreased heart rate at sub-maximal workloads
5. decreased recovery time following exercise
6. decreased cholesterol levels
7. _____ metabolic rate during and after exercise sessions
8. decreased total body fat
9. decreased blood _____

continued

Learning Activity 3.6 (continued)

Training Guidelines for Cardiovascular Endurance

raise, gradually

1. Exercise should be sufficiently intense to raise the pulse high enough and sustain it long enough to get a training effect.
2. Select aerobic exercises that will _____ heart rate for a continuous period of time.
3. These exercises include jogging, skating, swimming, cycling, dancing, Nordic skiing, and so on. Alternatively, select sports such as basketball, orienteering, lacrosse, soccer, racquet sports, ringette, and so on.
4. Perform an activity that has repetitive, rhythmical movements.
5. To develop and maintain cardiovascular endurance, follow an overload program of continuous activity at least three to five days per week throughout life.
 - a. Increase time gradually, from 15 to 20 minutes.
 - b. Increase rate gradually. Run 1600 m in 7:45 instead of 8:00 minutes.
 - c. Increase distance _____. For example, cover four kilometres instead of three.
 - d. Increase frequency from three days per week to five days per week.
6. If aerobic activities are discontinued, any improved cardiovascular function begins to decline.

Summary

Throughout this lesson you worked through a knowledge-based learning activity that provided a review for the two assignments.

MODULE 3 SUMMARY

Congratulations! You have completed Module 3 of Grade 10 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 3 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 4. At that time, you will submit your Module 3 and Module 4 assignments 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.

Module 3: Review Questions

Lesson 1

1. Explain how your body responds to exercise. In your answer you should be able to talk about many of the body systems and what is happening in each system during exercise.
2. What are six benefits to exercising on a regular basis?
3. What are three different diseases that can be prevented by exercising regularly?

Lesson 2

1. What are the skill-related fitness components? What do you need to do to improve each of these components?
2. What are the health-related fitness components? What do you need to do to improve each of these components?

Lesson 3

1. What are four important aspects of fitness testing?

Notes



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 3

Learning Activity Answer Key

MODULE 3: LEARNING ACTIVITY ANSWER KEY

Learning Activity 3.1: Energy Systems

Identify the energy system that is the prime contributor of ATP in the given activity.

1. Marathon running – **C. Aerobic**
2. Weightlifting – **B. Anaerobic**
3. Dancing – **C. Aerobic**
4. Sprint up one flight of stairs – **A. Phosphagen**
5. Baseball – **A. Phosphagen and B. Anaerobic**
– a baserunner could get to B but almost all activity in baseball is less than 10 seconds
6. Walking to school – **C. Aerobic**
7. Cross-country skiing – **C. Aerobic**
8. Tennis – **A. Phosphagen, B. Anaerobic, and C. Aerobic**
– only if the heart rate remained elevated and in the target zone for longer than 3 to 4 minutes
9. Jumping over a puddle of water – **A. Phosphagen**
10. Mowing the lawn – **C. Aerobic**

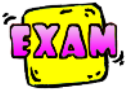
Learning Activity 3.2: Body System and Response

Match the following body system with the body's response to exercise.

Body's Response to Exercise

1. Increased rate of breathing in order to increase amount of oxygen coming into the body – **D. Respiratory System**
2. Controls heart rate so that it increases during exercise and decreases at rest – **A. Nervous System**
3. Increases secretion of hormones such as insulin and glucagons, thereby adapting to the need for extra fuel during exercise – **B. Endocrine System**
4. Increases volume of blood pumped, thereby supply an increased amount of oxygen – **C. Circulatory System (includes Cardiovascular)**

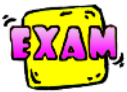
Learning Activity 3.3: Health Match Up



Match up the following health-related fitness component with the appropriate definition.

1. The range and ease of movement of a joint (limited by bone, muscles, ligaments, tendons, and the bone-joint capsule). **Flexibility**
2. The ability of the heart, blood vessels, and lungs to provide the working muscles with adequate oxygen during prolonged activity (also called aerobic endurance or capacity). **Cardiovascular endurance**
3. The individual's body's fat and lean (non fat) body mass which includes muscles, bone and other tissues **Body composition**
4. The amount of force that can be exerted by a muscle or group of muscles in a single effort. **Muscular strength**
5. The ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue. **Muscular endurance**

Learning Activity 3.4: Skill Match Up



Match up the following skill-related fitness component with the appropriate definition.

1. The ability of the body to apply a maximum muscular contraction with the greatest possible speed. **Power**
2. The ability to move your body or parts of your body swiftly. **Agility**
3. The ability to react or respond quickly to what you hear, see, or feel. **Reaction time**
4. The ability to shift the body in different directions quickly and efficiently. **Agility**
5. The ability to use your eyes and ears to determine and direct the smooth movement of your body (e.g., hands, feet, arms, head). **Coordination**
6. The ability to control or stabilize your equilibrium while moving (dynamic balance) or staying still (static balance). **Balance**

Learning Activity 3.5: Fitness Component Connection

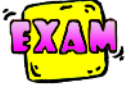
In the following activity fill in the blanks with one health-related fitness component and/or one skill-related fitness component. Your answer may include one or more of each.

Activity or Exercise	Major Health-Related Fitness Component(s)	Major Skill-Related Fitness Component(s)
Example: arm curls (high resistance low repetition)	<ul style="list-style-type: none"> ■ muscular strength 	<ul style="list-style-type: none"> ■ power
Cross-country skiing	<ul style="list-style-type: none"> ■ cardio endurance ■ muscular endurance 	<ul style="list-style-type: none"> ■ balance
Goalie in hockey	<ul style="list-style-type: none"> ■ muscular strength ■ muscular endurance 	<ul style="list-style-type: none"> ■ agility ■ reaction time
Soccer (70-minute game)	<ul style="list-style-type: none"> ■ cardio endurance ■ muscular endurance 	<ul style="list-style-type: none"> ■ coordination ■ speed
Juggling	<ul style="list-style-type: none"> ■ muscular endurance 	<ul style="list-style-type: none"> ■ coordination
Push-ups	<ul style="list-style-type: none"> ■ muscular strength 	<ul style="list-style-type: none"> ■ power
Sprinting for the bus	<ul style="list-style-type: none"> ■ muscular strength 	<ul style="list-style-type: none"> ■ speed
Leg press (squat)	<ul style="list-style-type: none"> ■ muscular strength 	<ul style="list-style-type: none"> ■ power
Working with an exercise ball	<ul style="list-style-type: none"> ■ flexibility ■ muscular endurance 	<ul style="list-style-type: none"> ■ balance ■ coordination
Your choice: <u>stretching after exercise</u>	<ul style="list-style-type: none"> ■ flexibility 	<ul style="list-style-type: none"> ■ coordination

Learning Activity 3.6: Workbook of Health-Related Fitness

Fill in the blanks using the word bank given.

Muscular Strength and Endurance



Muscular Strength: the amount of force a muscle can exert in one contraction. (To train for strength, one should use **more** weight and **fewer** repetitions.)

Muscular Endurance: the ability of the muscles to persist in an activity (to train for endurance, one should use **less** weight and **more** repetitions.)

Muscular strength and endurance usually work together to help perform many daily activities. For example: walking, sit-ups, push-ups, climbing stairs, snowboarding, cycling, etc.)

The benefits of muscular strength and endurance are:

- **Increased** success in all physical activity
- contribute to good **posture**
- prevent and alleviate low-back pain
- allow daily activities to be conducted with more ease
- allow body weight to be **manipulated** more efficiently

Training Guidelines for Muscular Strength and Endurance

Using the principles of training (not linked to any learning), the following are some guidelines to help increase muscular strength and endurance.

1. To develop strength, **increase** resistance.
2. Increase resistance gradually as strength improves.
3. To develop **endurance**, decrease resistance and gradually increase repetitions.
4. Specificity: To develop strength, muscles must work against a heavy resistance.
5. To develop endurance, muscles must work repeatedly against a light/moderate resistance. For example, in callisthenics (e.g., push-ups, pull-ups, dips), personal body weight serves as the resistance.
6. To develop strength and endurance, exercise every **second** day.

Flexibility

Flexibility: the ability of the joints to move through a wide range of motion

The benefits of improved flexibility are: makes physical movements more efficient and easier to perform

1. **reduces** the risk of muscle injury
2. **relieves** muscle soreness
3. decreases back problems
4. **improves** posture

Cardiovascular Endurance

Cardiovascular endurance: the efficiency with which your heart, lungs, and circulatory system can supply the necessary oxygen to the working muscles and the removal of waste products from the muscles.

Benefits of having cardiovascular endurance:

1. **decreased** resting heart rate (RHR)
2. increased stroke volume (SV)
3. minimal change in maximum heart rate (MHR)
4. decreased heart rate at sub-maximal workloads
5. decreased recovery time following exercise
6. decreased cholesterol levels
7. **increased** metabolic rate during and after exercise sessions
8. decreased total body fat
9. decreased blood **pressure**

Training Guidelines for Cardiovascular Endurance

1. Exercise should be sufficiently intense to raise the pulse high enough and sustain it long enough to get a training effect.
2. Select aerobic exercises that will **raise** heart rate for a continuous period of time.
3. These exercises include jogging, skating, swimming, cycling, dancing, Nordic skiing, and so on. Alternatively, select sports such as basketball, orienteering, lacrosse, soccer, racquet sports, ringette, and so on.
4. Perform an activity that has repetitive, rhythmical movements.
5. To develop and maintain cardiovascular endurance, follow an overload program of continuous activity at least three to five days per week throughout life.
 - a. Increase time gradually, from 15 to 20 minutes.
 - b. Increase rate gradually. Run 1600 m in 9:15 instead of 9:30 minutes.
 - c. Increase distance **gradually**. For example, cover four kilometres instead of three.
 - d. Increase frequency from three days per week to five days per week.
6. If aerobic activities are discontinued, any improved cardiovascular function begins to decline.



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 3

Assignments

MODULE 3: ASSIGNMENTS

Assignment 3.1: Physical Activity Log

30 minutes (20 marks)

Introduction

You will complete a Physical Activity Log, including a Wellness Journal, for most of the odd-numbered modules (Modules 1, 3, 5, and 7) in this course and submit it to the Distance Learning Unit at the end of even-numbered modules. In other words, when you have finished Module 4, you will send in your Log for Module 3.

In completing your Log, you will have three challenges:

1. Participate in vigorous physical activity for 30 minutes each day.
2. Develop healthy habits and active patterns of living.
3. Persevere when you are tempted to become inactive.

Use your Log to record and to keep track of all the physical activities that you do while taking this course. The information will help you to set personal goals related to the type, frequency, intensity, and duration of an activity. The format of the Log will evolve with each module. By keeping track of the data, you will develop skills to help you become self-reliant in health-related fitness activities.

Directions

This Log is identical to the Log for Module 1, except that the Module 3 Log covers a four-week period, instead of the one-week period covered in the Module 1 Log.

To complete this four-week Log, simply use the Physical Activity Log on the following pages to list the physical activities that you took part in during the last four weeks. These should include a minimum of three physical activities and should add up to at least 18 hours of physical activity participation. You can include a variety of activities of light (L), moderate (M), and vigorous (V) intensity, such as going for a walk, playing volleyball, skateboarding, cleaning house, vacuuming, trapping, or golfing.

Here is an explanation of the terms **light**, **moderate**, and **vigorous activities**:

- During **light activities**, you begin to notice your breathing, but talking is fairly easy.
- During **moderate activities**, your heart rate increases and you can hear yourself breathe, but can still talk. Examples of moderate activities include brisk walking, bicycling (less than 15 km/hour), skateboarding, shooting baskets, and curling.
- During **vigorous activities**, your heart rate and breathing increase to an even higher level where it is difficult to talk. Examples of vigorous activities include jogging, swimming, walking briskly, doing jumping jacks, playing sports that involve running, tobogganing, shovelling snow, and walking through deep snow.

Use the following chart to fill in the **Level of Exertion** column in the Physical Activity Log that follows. Ask yourself how hard you feel you are working and match it with this chart.

Level of Exertion		
Amount of Effort		Description
1	Resting	You are breathing normally. It's very easy to talk.
2	Somewhat Light	You are breathing a little more heavily, but it is still easy to talk.
3	Light	You notice your breathing. You can talk with some effort.
4	Medium	You are breathing more heavily, but you do not hear yourself breathe.
5	Somewhat Hard	You can hear yourself breathe, but can still talk.
6	Medium Hard	It is more difficult to talk.
7	Hard	You are breathing heavily. It is hard to talk.
8	Very Hard	You are breathing more heavily and find it difficult to talk.
9	Gruelling	It is almost impossible to talk.
10	Maximum	You are breathing very heavily. You cannot talk. You may feel pain.

Assessment

This assignment is worth 20 marks. You will be assessed only on how **well** you have completed the Physical Activity Log. You will **not** be assessed on the content of the Log. All your answers to the Wellness Journal questions are to be well organized and complete and make sense.

Assessment Rubric	
17 to 20 marks	<ul style="list-style-type: none">■ The Physical Activity Log lists at least 18 hours of physical activity.■ All the answers to the Wellness Journal questions are well organized, are complete, and make sense.
11 to 16 marks	<ul style="list-style-type: none">■ The Physical Activity Log lists at least 18 hours of physical activity.■ Some of the answers to the Wellness Journal questions are organized, are complete, and make sense.
10 or fewer marks	<ul style="list-style-type: none">■ The Physical Activity Log lists fewer than 18 hours of physical activity.■ The answers to the Wellness Journal questions are poorly organized, are incomplete, and do not make sense.

Physical Activity Log—Activity Report

Physical Activity Log for Weeks 1 and 2									
You will complete your Log for Modules 3, 5, and 7. List at least 18 hours of physical activity in each Log. That way, all three logs will total 55 hours of physical activity, which is the goal for this course. Make sure you total your time at the bottom of the Duration column on the last page of this form.									
Week	Day	Date (d/m/y)	Activity	Intensity Level (L/M/V)	Followed Safety Rules (Yes/No)	Duration (in minutes)	Level of Exertion (A number from 1 to 10 based on the Level of Exertion chart)	How You Feel after the Activity (e.g., sore, tired, exhilarated, OK)	Your Signature
1	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
	Friday								
2	Saturday								
	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
Friday									
Saturday									

continued

Physical Activity Log for Weeks 3 and 4

Week	Day	Date (d/m/y)	Activity	Intensity Level (L/M/V)	Followed Safety Rules (Yes/No)	Duration (in minutes)	Level of Exertion (A number from 1 to 10 based on the Level of Exertion chart)	How You Feel after the Activity (e.g., sore, tired, exhilarated, OK)	Your Signature
3	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
	Friday								
	Saturday								
4	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
	Friday								
	Saturday								
Total									

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

Parent/guardian signature: _____ Date: _____

Student signature: _____ Date: _____

**Once you have recorded your activities for the four-week period,
remember to have your parent/guardian sign your Log.**

Wellness Journal

Name _____ Date _____

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

START	STOP	CONTINUE
<p>1. What do I need to start doing (or revise) to help me reach my physical activity goals? Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>2. What do I need to stop doing that is preventing me from reaching my physical activity goals? Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>3. What do I need to continue doing to help me reach my physical activity goals? Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>4. For this submission I am very proud of . . .</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>Tutor/Marker Comment</p> <p>To date, you have accumulated _____ hours of your minimum of 55 hours of physical activity.</p>		

Assignment 3.2: Short Quiz

10 minutes (4 Marks)

Complete the following quiz. Circle the best answer

1. Your muscles are biochemical motors, and they use a substance called _____ for their energy source.
 - a. ATP
 - b. MCL
 - c. sugar
 - d. carbohydrates
2. Your body's response to moderate intensity exercise normally includes:
 - a. faster heart rate
 - b. faster breathing (this increased respiratory response allows for the body to take in more much needed oxygen)
 - c. feeling warmer
 - d. all of the above
3. Resting and exercise heart rates are controlled by the _____ and _____ nervous system.
 - a. sympathetic and parasympathetic
 - b. parasympathetic and para-automatic
 - c. automatic and para-automatic
 - d. sympathetic and automatic
4. The endocrine system comprises a number of glands that produce _____ with a varied array of vital functions.
 - a. energy
 - b. reactions
 - c. hormones
 - d. heat

Notes

MODULE 3 SUMMARY

Congratulations! You have completed Module 3 of Grade 10 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 3 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 4. At that time, you will submit your Module 3 and Module 4 assignments 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.

Module 3: Review Questions

Lesson 1

1. Explain how your body responds to exercise. In your answer you should be able to talk about many of the body systems and what is happening in each system during exercise.
2. What are six benefits to exercising on a regular basis?
3. What are three different diseases that can be prevented by exercising regularly?

Lesson 2

1. What are the skill-related fitness components? What do you need to do to improve each of these components?
2. What are the health-related fitness components? What do you need to do to improve each of these components?

Lesson 3

1. What are four important aspects of fitness testing?

Notes



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 3

Learning Activity Answer Key

MODULE 3: LEARNING ACTIVITY ANSWER KEY

Learning Activity 3.1: Energy Systems

Identify the energy system that is the prime contributor of ATP in the given activity.

1. Marathon running – **C. Aerobic**
2. Weightlifting – **B. Anaerobic**
3. Dancing – **C. Aerobic**
4. Sprint up one flight of stairs – **A. Phosphagen**
5. Baseball – **A. Phosphagen and B. Anaerobic**
– a baserunner could get to B but almost all activity in baseball is less than 10 seconds
6. Walking to school – **C. Aerobic**
7. Cross-country skiing – **C. Aerobic**
8. Tennis – **A. Phosphagen, B. Anaerobic, and C. Aerobic**
– only if the heart rate remained elevated and in the target zone for longer than 3 to 4 minutes
9. Jumping over a puddle of water – **A. Phosphagen**
10. Mowing the lawn – **C. Aerobic**

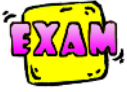
Learning Activity 3.2: Body System and Response

Match the following body system with the body's response to exercise.

Body's Response to Exercise

1. Increased rate of breathing in order to increase amount of oxygen coming into the body – **D. Respiratory System**
2. Controls heart rate so that it increases during exercise and decreases at rest – **A. Nervous System**
3. Increases secretion of hormones such as insulin and glucagons, thereby adapting to the need for extra fuel during exercise – **B. Endocrine System**
4. Increases volume of blood pumped, thereby supply an increased amount of oxygen – **C. Circulatory System (includes Cardiovascular)**

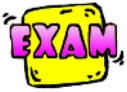
Learning Activity 3.3: Health Match Up



Match up the following health-related fitness component with the appropriate definition.

1. The range and ease of movement of a joint (limited by bone, muscles, ligaments, tendons, and the bone-joint capsule). **Flexibility**
2. The ability of the heart, blood vessels, and lungs to provide the working muscles with adequate oxygen during prolonged activity (also called aerobic endurance or capacity). **Cardiovascular endurance**
3. The individual's body's fat and lean (non fat) body mass which includes muscles, bone and other tissues **Body composition**
4. The amount of force that can be exerted by a muscle or group of muscles in a single effort. **Muscular strength**
5. The ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue. **Muscular endurance**

Learning Activity 3.4: Skill Match Up



Match up the following skill-related fitness component with the appropriate definition.

1. The ability of the body to apply a maximum muscular contraction with the greatest possible speed. **Power**
2. The ability to move your body or parts of your body swiftly. **Agility**
3. The ability to react or respond quickly to what you hear, see, or feel. **Reaction time**
4. The ability to shift the body in different directions quickly and efficiently. **Agility**
5. The ability to use your eyes and ears to determine and direct the smooth movement of your body (e.g., hands, feet, arms, head). **Coordination**
6. The ability to control or stabilize your equilibrium while moving (dynamic balance) or staying still (static balance). **Balance**

Learning Activity 3.5: Fitness Component Connection

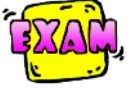
In the following activity fill in the blanks with one health-related fitness component and/or one skill-related fitness component. Your answer may include one or more of each.

Activity or Exercise	Major Health-Related Fitness Component(s)	Major Skill-Related Fitness Component(s)
Example: arm curls (high resistance low repetition)	<ul style="list-style-type: none"> ■ muscular strength 	<ul style="list-style-type: none"> ■ power
Cross-country skiing	<ul style="list-style-type: none"> ■ cardio endurance ■ muscular endurance 	<ul style="list-style-type: none"> ■ balance
Goalie in hockey	<ul style="list-style-type: none"> ■ muscular strength ■ muscular endurance 	<ul style="list-style-type: none"> ■ agility ■ reaction time
Soccer (70-minute game)	<ul style="list-style-type: none"> ■ cardio endurance ■ muscular endurance 	<ul style="list-style-type: none"> ■ coordination ■ speed
Juggling	<ul style="list-style-type: none"> ■ muscular endurance 	<ul style="list-style-type: none"> ■ coordination
Push-ups	<ul style="list-style-type: none"> ■ muscular strength 	<ul style="list-style-type: none"> ■ power
Sprinting for the bus	<ul style="list-style-type: none"> ■ muscular strength 	<ul style="list-style-type: none"> ■ speed
Leg press (squat)	<ul style="list-style-type: none"> ■ muscular strength 	<ul style="list-style-type: none"> ■ power
Working with an exercise ball	<ul style="list-style-type: none"> ■ flexibility ■ muscular endurance 	<ul style="list-style-type: none"> ■ balance ■ coordination
Your choice: <u>stretching after exercise</u>	<ul style="list-style-type: none"> ■ flexibility 	<ul style="list-style-type: none"> ■ coordination

Learning Activity 3.6: Workbook of Health-Related Fitness

Fill in the blanks using the word bank given.

Muscular Strength and Endurance



Muscular Strength: the amount of force a muscle can exert in one contraction. (To train for strength, one should use **more** weight and **fewer** repetitions.)

Muscular Endurance: the ability of the muscles to persist in an activity (to train for endurance, one should use **less** weight and **more** repetitions.)

Muscular strength and endurance usually work together to help perform many daily activities. For example: walking, sit-ups, push-ups, climbing stairs, snowboarding, cycling, etc.)

The benefits of muscular strength and endurance are:

- **Increased** success in all physical activity
- contribute to good **posture**
- prevent and alleviate low-back pain
- allow daily activities to be conducted with more ease
- allow body weight to be **manipulated** more efficiently

Training Guidelines for Muscular Strength and Endurance

Using the principles of training (not linked to any learning), the following are some guidelines to help increase muscular strength and endurance.

1. To develop strength, **increase** resistance.
2. Increase resistance gradually as strength improves.
3. To develop **endurance**, decrease resistance and gradually increase repetitions.
4. Specificity: To develop strength, muscles must work against a heavy resistance.
5. To develop endurance, muscles must work repeatedly against a light/moderate resistance. For example, in callisthenics (e.g., push-ups, pull-ups, dips), personal body weight serves as the resistance.
6. To develop strength and endurance, exercise every **second** day.

Flexibility

Flexibility: the ability of the joints to move through a wide range of motion

The benefits of improved flexibility are: makes physical movements more efficient and easier to perform

1. **reduces** the risk of muscle injury
2. **relieves** muscle soreness
3. decreases back problems
4. **improves** posture

Cardiovascular Endurance

Cardiovascular endurance: the efficiency with which your heart, lungs, and circulatory system can supply the necessary oxygen to the working muscles and the removal of waste products from the muscles.

Benefits of having cardiovascular endurance:

1. **decreased** resting heart rate (RHR)
2. increased stroke volume (SV)
3. minimal change in maximum heart rate (MHR)
4. decreased heart rate at sub-maximal workloads
5. decreased recovery time following exercise
6. decreased cholesterol levels
7. **increased** metabolic rate during and after exercise sessions
8. decreased total body fat
9. decreased blood **pressure**

Training Guidelines for Cardiovascular Endurance

1. Exercise should be sufficiently intense to raise the pulse high enough and sustain it long enough to get a training effect.
2. Select aerobic exercises that will **raise** heart rate for a continuous period of time.
3. These exercises include jogging, skating, swimming, cycling, dancing, Nordic skiing, and so on. Alternatively, select sports such as basketball, orienteering, lacrosse, soccer, racquet sports, ringette, and so on.
4. Perform an activity that has repetitive, rhythmical movements.
5. To develop and maintain cardiovascular endurance, follow an overload program of continuous activity at least three to five days per week throughout life.
 - a. Increase time gradually, from 15 to 20 minutes.
 - b. Increase rate gradually. Run 1600 m in 9:15 instead of 9:30 minutes.
 - c. Increase distance **gradually**. For example, cover four kilometres instead of three.
 - d. Increase frequency from three days per week to five days per week.
6. If aerobic activities are discontinued, any improved cardiovascular function begins to decline.



GRADE 10 PHYSICAL EDUCATION/ HEALTH EDUCATION (20F)

Module 4

Mental Health

This module contains the following lessons

- Introduction
- Lesson 1: Stress Management
- Lesson 2: Supporting Others
- Module 4 Summary

MODULE 4: MENTAL HEALTH

Introduction

In this module you will learn about stress and how it affects your mental, emotional, and physical health.

After you learn how to care for yourself and manage your own stress levels you will learn some strategies to help support others. There will be many times in your life when both you and your friends or family need to have people around them who are supportive. In this module, you will not learn how to become a counsellor or how to solve other people's problems but you will learn a few strategies on how to be there for someone you are close to should they ever need help.

One of the most stressful situations a person can encounter is the death of someone close to them. In this module, you will also take time to understand how you and others may react to the death of a friend or family member. You will look at how you may use some of the strategies for supporting others and to help yourself get through the tragedy.

Assessment

You will be assessed on your completion of the Module 4 assignment found at the end of this module.

When you complete Module 4, you will submit your Module 3 assignments and your Module 4 assignment 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 4.1	Developing Meaningful Relationships
2	No Assignment	

Notes

LESSON 1: STRESS MANAGEMENT

Lesson Focus

You will show an understanding of

- the meaning of mental health
- the physiological and psychological effects of stress related to health and well-being
- the stress management strategies and defence mechanisms that can be healthy or unhealthy ways of managing stress
- the contribution of healthy lifestyle practices to disease/illness prevention

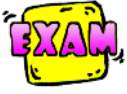
You will be able to

- apply stress management strategies and communication skills for stress reduction for self and/or others
- identify situations that cause personal stress

Introduction

In this lesson you will learn about stress and its effects on your mental, emotional, and physical health. Physical health is how efficiently your body functions. Mental health and emotional health are your feelings about yourself, how well you cope with the stresses of daily life and your ability to process information. In this lesson you will take the time to see what triggers stress in your life and how you can manage it. Let's begin by defining stress.

Stress



The most commonly accepted definition of stress is a **condition or feeling experienced when a person perceives that demands exceed the personal and social abilities the individual is able to handle**. People feel little stress when they have the time, experience, and resources to manage a situation. They feel great stress when they think they can't handle the demands put upon them. Stress, in this instance, is a negative experience. Stress depends a lot on people's perceptions of a situation and their real ability to cope with it. Stress has physical, mental, and emotional effects on us and is associated with either positive or negative feelings. There are two kinds of stress.

1. **Eustress:** This is the "good" type of stress. It refers to the optimal amount of stress which helps promote health and growth. Many times stressful events push us to perform to higher levels and excel....this is "eustress". For example, if you are an athlete and you put physical stress on your body to be able to perform better, this can be positive or eustress.
2. **Distress:** This term refers to the "bad" type of stress (the opposite of Eustress). Distress is damaging, excessive, or pathogenic (disease producing) stress. It occurs when we have excessive demands placed upon us that may lead to physical and mental damage.

Distress describes pressures in school, work, social relationships, family relationships, and any environment that may be perceived as difficult. It can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and stroke.

Managing Stress

Something that triggers a stress response is called a **stressor**. Each person reacts to stress and stressors differently. One person may feel that going for a workout is relaxing and relieves stress while the next person may become extremely anxious about even beginning a workout. Have you ever felt really upset or stressed one day and after a good night sleep your feelings on the situation have changed? Your mood can also affect your stress level. If you are having a bad day you may be more sensitive to your stressors and respond to things that would not normally affect you. When trying to manage stress it is important that you know what your stressors are so you can react to them in a positive manner. The following Learning Activity will help you recognize some of your stressors.



Learning Activity 4.1

Stressful Situations

In the list below check off any situation that may make you feel stressed.

_____ worry about the world situation and possible war

_____ too much responsibility

_____ fear of failing

_____ not enough food

_____ parents separated or divorced

_____ being bullied

_____ making decisions

_____ do not have enough money

_____ trouble with friends

_____ being laughed at by others

_____ getting sick

_____ being late

_____ losing something

_____ breaking something

Can you think of other stressors in your life? List as many as you can think of.



Learning Activity 4.2

Stress Assessment

The purpose of this activity is to help you identify your stressors, and to give you a rough estimate of the amount of stress that you have experienced over the last year. This information can help you deal with your stress in a healthy way.

Use this scale to calculate the amount of stress that you have experienced over the last year. Simply add up all of the values for each stress that you have experienced over that time.

Remember that these are very rough estimates that have been placed here so that you can have a general idea of the amount of stress that you are experiencing. Remember also that each of these stressors affects different people in different ways and to different degrees.

Stress Scale for Teenagers	
Stress	Event Value
Death of a parent, sibling, boyfriend or girlfriend	10
Parents getting divorced or separating from their partners or changing partners	7
Using drugs, alcohol, sex, or gambling to deal with problems	7
Major violation of the law	7
First sexual experience	7
Onset of puberty	6
Pregnancy (or causing pregnancy)	6
Breakup with boyfriend or girlfriend	6
Jail term or probation	6
Death of close family member other than parent or sibling	6
Expelled from school	6

continued

Stress Scale for Teenagers (continued)	
Stress	Event Value
First romantic relationship	5
Serious injury or illness	5
Moving far away, perhaps to a new country or a location with a different culture	6
Minor violation of the law	5
Starting a new school or a new workplace	5
Becoming much more independent	4
Becoming much more responsible	4
Getting fired	4
Change in alcohol or drug use	4
Reconciliation with mate, family, boyfriend, or girlfriend	4
Serious problems at school	4
Serious health problem of a close family member	4
Working more than 25 hours per week while attending school	4
Death of a close friend (not a family member)	4
Working while attending school	3
Change in frequency of dating	3
Confusion of sexual orientation	3
Gain of new family member (new baby, adopted sibling, step-sibling, step-parent)	3
Change in responsibilities at work	3
Change in financial state (getting significantly richer or poorer)	3
Moving to a new residence	3
Change in number of arguments with family or friends	3
Skipping school	3
Sleep less than eight hours per night	3
Tension with boyfriend's or girlfriend's family members	2
Outstanding personal achievement (championships, awards, grades, etc.)	2
Parent starts or stops working	2
Stopping school for any reason (graduation, illness, dropping out)	2

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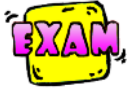
Stress Scale for Teenagers (continued)	
Stress	Event Value
Change in living conditions (new home, visitors, major renovations, new roommates, etc.)	2
Change in personal habits (smoking, dieting, drug use, exercise, etc.)	2
Chronic allergies	2
Change in religious activity (change in house of worship, etc.)	2
Change in work hours	1
Change to a new school (other than graduation)	1
Pre-menstruation period	1
Going into debt (you or your family)	1
Change in frequency of family gatherings	1
Vacation	1
Total Score	

It is crucial to understand, however, that a major change in your life has effects that carry over for long periods of time. It is like dropping a rock into a pond. After the initial splash, you will experience ripples of stress. And these ripples may continue in your life for at least a year.

So, if you have experienced total stress within the last 12 months of 25 or greater, even with normal stress tolerance, you may be overstressed. Persons with low stress tolerance may be overstressed at levels as low as 15.

Being overstressed will make you sick. Carrying too heavy a stress load is like running your car engine past the red line; or leaving your toaster stuck in the “on” position; or running a nuclear reactor past maximum permissible power. Sooner or later, something will break, burn up, or melt down. If you are concerned about your level of stress, tell your parents/guardians or your health-care provider.

Body's Reaction to Stress



Now that you have an idea of what may cause you stress, it is time to find out what stress actually does to your body. Being able to recognize your body's reactions will help you to deal with early signs of stress.

The General Adaptation Syndrome describes the body's short- and long-term response to stress that generally goes through three stages.

Stage 1 is called the **alarm reaction**. This is the first response to stress. This is called the fight or flight response. The body releases adrenaline resulting in a variety of physiological and psychological mechanisms to become activated that combat the stress and allow you to stay in control. In a stressful situation your body gets ready for physical activity to **fight** or deal with the situation or **flight** which means to escape or try to avoid the situation. The alarm phase lasts only for a few seconds but the symptoms of this stage may last significantly longer.

Some of the physiological responses are

- increased heart rate and blood pressure
- increased delivery of oxygen and blood sugar to power important muscles
- increased sweating in an effort to cool these muscles
- reduced blood flow to the skin and an increase to the core of our bodies, reducing blood loss if we become injured
- feeling of nausea

Stage 2 is called the **resistance or adaptation stage**. If the cause of the stress (the stressor) is not removed, the second stage begins. This stage is the body's response to long-term protection. If the stressor is loud noise for example, you would gradually get used to it so it would not irritate you as much. If the stressor is one that appears again and again over time you will get to know the stressor and be able to prepare for it. Nevertheless we still perceive it as a stressor. Overuse of the body's defense mechanism in this phase may eventually lead to significant health problems such as hypertension.

Stage 3 is called **exhaustion**. In this stage, the body has run out of its reserve of body energy to cope with the stressors. The body experiences "adrenal exhaustion" that could lead to progressive mental and physical exhaustion, and illness.

Here is a checklist that lists some of the symptoms of stress under four categories.

Symptoms of Stress			
Emotional	Physical	Social	Mental
Emotionally discouraged	Neck, shoulder and back pain	Manipulating other people	Boredom
Chronic worrying	Greater occurrence of ailments like colds and flus	Decreased sex drive	Confusion
Nervousness	Stomach problems	Nagging	Lack of creativity or new ideas
Touchiness	Increased use of illegal or controlled drugs	Fewer contacts with family and friends	Apathy
Chronic disappointment	Increased use of anti-anxiety and anti-depressant medication	Isolation	Poor memory
Anxiety	Teeth grinding	Loneliness	Difficulty concentrating
Nervousness	Chronic exhaustion	Lashing out	Low productivity
Depression	Difficulty sleeping	Not expressing themselves	Negative attitude
Crying spells			
Mood swings			



Learning Activity 4.3

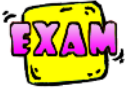
Ways to Deal with Stress

Now that you know the effects of stress on your body it is time to think about some ways to deal with stress. In the spaces provided think of 10 ways that people deal with stress. The first one has been done for you.

1. go for a walk
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

After completing this list do you see these things as tips or strategies? Were some behaviours healthy and others unhealthy? Being aware of your stress and having a healthy plan to cope with them is a very important aspect of healthy living. The next section will give you an example of stress-management strategies you can try to use in your daily life.

Stress-Management Strategies



A stress-management strategy should provide escape, distraction, and avoidance from the stressor. Here are a few that might work for you.

1. **Take a Deep Breath!**

Shallow breathing puts less oxygen in the blood stream, producing an increase in muscle tension. You may experience headaches and you may feel more anxious and uptight. Breathe in through your nose and out through your mouth. Try to inhale enough so that your lower abdomen rises and falls. Count as you exhale – slowly!

2. **Manage Time**

One of the greatest sources of stress is poor time management. Make a reasonable schedule for yourself and include time for stress reduction as a regular part of your schedule. Too much studying is actually inefficient and can lead to burnout. Recognize when you are most stressed and allow yourself some reasonable breaks. When things feel especially difficult, take a walk or otherwise change your scenery.

3. **Connect with Others**

A good way to combat sadness, boredom, and loneliness is to seek out activities involving others. Become a participant!

4. **Talk It Out**

When you feel something, try to express it (appropriately, of course!). “Bottled up” emotions increase frustration and stress. Share your feelings. Someone else may see your problem in a different light. Talking with someone else can help clear your mind of confusion so that you can focus on problem solving.

5. **Take a “Minute” Vacation**

When you have the opportunity, take a moment to close your eyes and imagine a place where you feel relaxed and comfortable. Notice all the details of your chosen place, including pleasant sounds, smells, and temperature. Or change your mental “channel” by reading a good book or playing relaxing music to create a sense of peace and tranquility.

6. **Get Physical**

Physical activity plays a key role in reducing and preventing the effects of stress. Whenever you feel nervous, angry, or upset, release the pressure through exercise or physical activity. Find something you enjoy and make regular time for it. Running, walking, or swimming are good options for some people. Working in the garden, washing your car, or playing with your dog can relieve that “uptight” feeling, relax you, and often will actually energize you! Remember, your body and mind work together.

7. **Take Care of Your Body**

Healthy eating and adequate sleep fuels your mind as well as your body. Avoid consuming too much caffeine and sugar. In excess, the temporary “highs” they provide often end in fatigue or a “crash” later. Take time to eat breakfast in the morning. It really will help keep you going through the day! Well-nourished bodies are better prepared to cope with stress.

8. **Laugh**

Maintain your sense of humour, including the ability to laugh at yourself. Rent or take yourself to a funny movie: the sillier the plot the better. Laughter is good for you!

9. **Know Your Limits**

When confronted with a stressful situation, ask yourself: is this my problem? If it isn't, leave it alone. If it is, can you resolve it now? Once the problem is settled, leave it alone. Don't agonize over the decision, and try to accept situations you cannot change. Know your limits. If a problem is beyond your control and cannot be changed at the moment, don't fight the situation. Learn to accept what is, for now, until such time when you can change things.

10. **Avoid Self Medication**

Alcohol and other drugs do not remove the conditions that cause stress. Although they may seem to offer temporary relief, these substances only mask or disguise problems. In the long run, behaviour while “under the influence” increases rather than decreases stress. Prescription medications should be taken only on the advice of your doctor.

11. **Be Optimistic**

Become aware of positive or enjoyable moments or interactions. These may seem like small events but they can often provide a big lift to energy and spirits and help you begin to see things in a new, more balanced way.

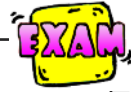
These seem like simple everyday ways of approaching life and they are. They are strategies that improve health and reduce stress. The assignments at the back of the module will give you a chance to work through some potential stress-causing situations so you can practise some strategies.

12. **Look Forward to Mastering New Skills**

Every time you successfully manage a stressful situation, you learn and practise management strategies. This means that, in the future, you will be able to handle stress more easily.



Assignment 4.1



Stress Reduction

It is now time to complete Assignment 4.1. You will apply some of the stress-management strategies you came up with. You will also have to use some of the communication skills you learned in Module 2. You will find this assignment at the back of the module.

Summary

You have gained new knowledge about stress in this lesson. You have had an opportunity to attempt a stress-management strategy. How your body responds to stress as well as stress-management strategies may all be new ideas for you. Try to take the time in your daily life to put some of the healthy strategies into practice. In the next lesson you will look at how to support others. You will want to draw on the material you learned here as well as the information from Module 2.

LESSON 2: SUPPORTING OTHERS

Lesson Focus

You will show an understanding of

- the behaviours necessary for providing support to others
- the behaviours that promote emotional health and well-being

You will be able to

- identify the contribution of healthy lifestyle practices to disease/illness prevention
- support others who are dealing with the loss of a friend or family member

Introduction

Now that you have learned how to recognize stressful situations for yourself it is important that you learn some strategies to help support others. There will be many times in your life when you and your friends or family will need to have people around them who are supportive. In this lesson you will not learn how to become a counsellor or how to solve other people's problems but you will learn how to be there for someone you are close to if they ever need help.

You will also take time to understand how you or others might react to the death of a friend or family member. Learning how to support others at this difficult time is an important part of life.

Strategies

You already know that good communication is necessary to effectively manage or respond to a crisis or tragedy. When someone is in crisis, they are likely to feel very stressed. The following strategies may help individuals communicate more effectively when they are trying to support someone in a stressful situation:

- Learn about stress signals. Stress signals are the warning signs of anger and “shut down.” They include non-verbal cues such as turning red in the face, looking away, agitated behaviour, etc.
- Be honest, but say what you need to with care, tact, and courtesy.
- Think the issue through before you speak; get all the facts.
- Listen without interrupting or criticizing.
- Check your perceptions of what others are telling you. Don’t assume anything.

Using these suggestions will help a person communicate what help he or she needs or what help you can offer to others.

What constitutes good or clear communication may differ from one family member to another or friends of different generations, cultures, ages, or gender. Furthermore, in a crisis situation this communication may be altered because we may not feel sure of ourselves and question how or if we should share our feelings (e.g., fear, anger, sorrow) and thoughts (e.g., blame, hope, problem solving).

Listening and speaking are necessary for successful communication. Listening gives you valuable information that should not be ignored, even if you dislike what or how something is being said. At times, a family member or friend in crisis may pull away from you. Part of good communication is the ability to accept temporary withdrawal or silence, as even this silence can be informative to you and helpful to your family members or friends. Likewise, speaking up and clearly stating what you feel and think is an important part of coping with a crisis. Communication also keeps us connected to family and community. Being connected helps ground us in reality and reduces the stress we feel due to crisis and daily hassles.

Tips for Supporting Others

Here are some suggestions for supporting others:

- Be flexible. People will have different reactions to the same event.
- Be visible and available and allow people to talk.
- Try to stay up-to-date with the current facts of the situation.
- Allow crying, frustration, and verbal expressions of anger.
- Avoid remarks like “everything will be OK.”

Empathy versus Sympathy

Empathy is the ability to identify with another person’s feelings. The ability to see and feel things as others see and feel them is central to any successful social relationship at all stages of life.

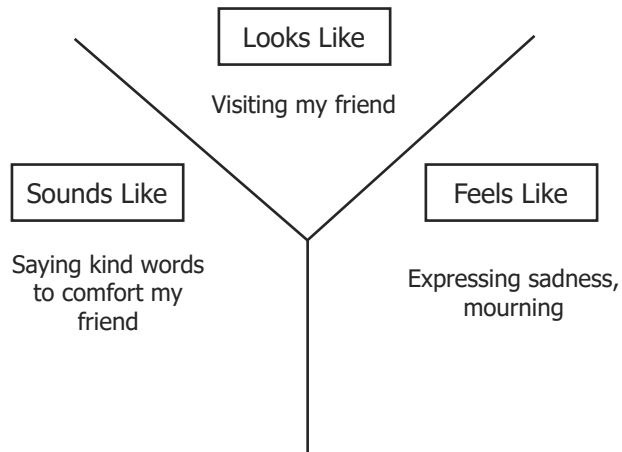
Sympathy can be defined as a kindness of feeling toward one who suffers. It is also a feeling or an expression of pity or sorrow for the distress of another person.



Learning Activity 4.4

Responding with Empathy

Using the following graph list some ideas about how someone may react in an empathetic manner to someone in need of support (e.g., your best friend just lost her dog).



Dealing with Loss and Grief

Grief is one's own experience of loss. It is often an integral part of most life changes and experiences. People who can acknowledge their grief and learn healthy ways to express their pain can then free their emotional energies to focus on life and the challenges ahead. Grief that is not allowed a healthy release sometimes finds expression in anger, abuse, substance abuse, and illness. Sooner or later, all of us must face the loss of friends and family members, through death and in other ways. Some examples of loss could be the death of a pet or when parents divorce. Children often feel loss if parents, family members, and/or friends move away and don't live near anymore.

The Emotions of Grief

Elisabeth Kübler-Ross, a psychiatrist, identified the following stages of grief. These stages are not always seen in this sequence but they do help to understand the mourning process. People work through them at different rates and to various degrees. Some emotions may occur more than once and in different orders.

1. **Denial** – or disbelief is the first reaction to any loss; “It can't be true.” It is a basic refusal to believe what has happened.
2. **Anger** – it may be directed at others blaming them for the loss. It may sometimes even be directed at the person who is dying.
3. **Bargaining** – when there is forewarning of the death, the grieving person may attempt to make a deal in exchange for having things the way they were before and prolong the dying person's life.
4. **Depression** – as the grieving person realizes the futility of the situation depression will set in. This feeling may be accompanied by periods of guilt and overwhelming sadness. The grieving person may not feel motivated to do anything.
5. **Acceptance** – understanding and realizing that life has to go on, the grieving person will accept the loss.

Healing Strategies for Helping Families Grieve

It is important when working with anyone who is grieving to do the following:

1. **Become aware of your own personal issues around grief.** This means becoming aware of your own fears, attitudes, and beliefs about grief. For example, if an individual is raised to believe that “We don’t air our problems in public,” then that individual may have difficulty helping a family who needs to vent and share their pain openly and/or with great emotion.
2. **Acknowledge the family’s grief.** Label their experience as one of grief. Let them know they have a right to have their feelings.
3. **Be there.** One’s presence can be the greatest gift given to a grieving individual. Sometimes holding someone’s hand, offering a hug, or just acknowledging, “This must be so hard for you,” can be enough to support someone in their grief process.
4. **Listen.** Grieving people need to share their pain with another person who will not judge them or give them advice and suggestions. Listening to someone tell their story over and over can often be an invaluable gift to them in helping them sort through their feelings and release their pain.
5. **Offer “permission to grieve.”** Grieving families need to realize that it is important to express the emotions of grief, but that there are ways to express pain that are more healing than others. For example, an angry parent can learn to express their anger through physical activity such as yard work, tearing up old phone books, writing letters, or screaming in a pillow. The key is to help grieving people find constructive ways to release their feelings of grief rather than to take it out on others or themselves.

At this time let’s talk a bit about how you have experienced and dealt with losses. This is perhaps hard to talk about, but as you will learn it is important to express your grief. Remember these are your personal thoughts and the following activity will not be shared with the tutor/marker.

Summary

Throughout this lesson you learned about some valuable communication skills for supporting others. You also learned about the stages and emotions of grieving. If you found this lesson stressful or difficult please take some time to use any of the stress-management strategies you learned earlier. If you feel you would like to talk to someone please spend some time with someone you trust. If you feel you want to contact your tutor/marker to get some support please feel free to do so.

MODULE 4 SUMMARY

Congratulations! You have completed Module 4 of Grade 10 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 3 and Module 4 assignments 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 Modules 3 and 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: Physical Activity Log*
- Assignment 3.2: Short Quiz
- Assignment 4.1: Stress Reduction

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

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

Module 4 Review Questions

Lesson 1

1. List some important aspects of mental/emotional health.
2. What is the difference between eustress and distress?
3. Explain the effects of the **fight or flight response** within your body.
4. What is General Adaptation Syndrome? Explain all three stages.
5. List four strategies you use to reduce the effects of stress on your body.

Lesson 2

1. List three tips to communicating effectively when supporting someone in need.
2. List five general tips to supporting others.
3. What is the difference between sympathy and empathy?
4. List and describe the stages of grieving.



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 4

Learning Activity Answer Key

MODULE 4 LEARNING ACTIVITY ANSWER KEY

Learning Activity 4.3: Ways to Deal with Stress

Now that you know the effects of stress on your body it is time to think about some ways to deal with stress. In the spaces provided think of 10 ways that people deal with stress. The first one has been done for you.

Answers will vary. Here are some suggestions.

1. go for a walk
2. **go for a work out**
3. **call a friend**
4. **meditate or pray**
5. **slam a door**
6. **do something nice for someone**
7. **bake**
8. **take deep breaths**
9. **watch TV**
10. **eat something healthy**

Learning Activity 4.4: Responding with Empathy

Looks Like:

- **be as flexible as possible**
- **create a climate of appreciation and respect**
- **be visible and available**
- **organize informal group activities**

Feels Like:

- **Stay up-to-date with current facts so they will feel that you are informed about their problem**
- **Allow for emotions – crying, frustration, verbal expressions of anger. Avoid potentially awkward remarks like “everything will be OK.” Make room for people to have their feelings, even as you try to reassure them. Simply acknowledging feelings is important, as is being together.**

Sounds Like:

- **Allow people to talk. Showing that it is normal to share feelings and reactions during times of distress and disaster.**
- **Allow for mistakes, emotional upset, etc. In the midst of a traumatic situation, it is normal for people to experience difficulty concentrating, or to feel irritable and edgy. Try to normalize these reactions and frame potential conflicts in the context of normal reactions to abnormal events.**



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

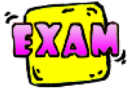
Module 4

Assignment

MODULE 4: ASSIGNMENTS

Assignment 4.1: Stress Reduction

1 hour (30 marks)



Read the following two scenarios and respond to two questions for each scenario.

Scenario 1 (16 marks)

Jeff and Susan have just started a new school year. Jeff is in Grade 9 and Susan is in Grade 11. Jeff and Susan have just moved to a new house with their mom. Their parents split up over the summer and are now going through the steps to get a divorce. Their father lives nearby, about 15 minutes away, and they see him on most weekends. Both Jeff and Susan have lots of friends, but both are not overly strong in their academics at school.

1. For each person in this scenario, identify **two** stressors that are in the person's control. (2 marks for each person's stressors, for a total of 8 marks)

Person Involved	Stressor (identify two for each person)
Mother	■ ■
Father	■ ■
Jeff	■ ■
Susan	■ ■

2. Select **four** of the six stressors provided in the following chart and identify **two** healthy activities or strategies to deal with each of the selected stressors. Use a specific healthy activity or strategy only once. (8 marks)

Stressors (identify four)	Healthy Activities or Strategies (identify two for each stressor—1 mark for each)
1. Parents splitting up	<input type="checkbox"/> <input type="checkbox"/>
2. New school year	<input type="checkbox"/> <input type="checkbox"/>
3. New house	<input type="checkbox"/> <input type="checkbox"/>
4. Academic struggles	<input type="checkbox"/> <input type="checkbox"/>
5. Seeing father on weekends only	<input type="checkbox"/> <input type="checkbox"/>
6. Travel between homes on weekends	<input type="checkbox"/> <input type="checkbox"/>

Scenario 2 (14 marks)

It is three weeks before final exams and Sam has three final exams to write. She has started organizing her notes, but knows she has difficulty writing tests. Her marks are between 75% and 85% in all three classes. She wants to be on the honour roll at the end of the semester; therefore, her marks need to be above 80%. Most of her friends in those classes are doing much better than she is, and she feels as though they do not have to study as hard. Sam also has to work five four-hour shifts over the next three weeks.

1. Using the chart below, identify **four** stressors described in the scenario. (4 marks)

Check off the stressors that are under Sam's control and the stressors that are not under Sam's control. (1/2 mark for each check, for a total of 2 marks)

Identify Four Stressors	Stressors under Sam's Control	Stressors Not under Sam's Control

2. Identify **two** healthy activities or strategies to deal with each of the four stressors you identified in question 1. Use a specific healthy activity or strategy only once. (8 marks)

Stressors (from question 1— no marks)	Healthy Activities or Strategies (identify two for each stressor—1 mark each)
	<ul style="list-style-type: none"> ■ ■
	<ul style="list-style-type: none"> ■ ■
	<ul style="list-style-type: none"> ■ ■
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GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 4

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MODULE 4 LEARNING ACTIVITY ANSWER KEY

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GRADE 10 PHYSICAL EDUCATION/ HEALTH EDUCATION (20F)

Module 5

Training and Conditioning

This module contains the following lessons

- Introduction
- Lesson 1: Safe Exercise Practices
- Lesson 2: Principles of Training
- Lesson 3: Heart-Rate Monitoring
- Module 5 Summary

MODULE 5: TRAINING AND CONDITIONING

Introduction

In this module you will review the principles of training. If you remember from Grade 9 these are the principles like specificity, overload, diminishing return, and so on. You will then apply this information to the development of your health-related fitness components.



Throughout this module you will also look at the reasons why proper technique is important when weightlifting and when doing any specific sporting activities. Think about your own physical activity choices as part of your plan and the proper techniques that you should be using to minimize risk of injury.

In the last lesson of this module you will learn about the importance of heart-rate monitoring. You may have done some work with this in the past but this module focuses more on knowing why and how your body reaches certain heart rates. You will learn about the basics of heart-rate monitoring and how you can gain fitness benefits when working in different heart-rate zones.

Assessment

You will be assessed on your completion of the Module 5 assignments found at the end of this module.

When you complete Module 6, you will submit your Module 5 assignments, along with your Module 6 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	Physical Activity Log
	Assignment 5.2	Safe Exercise Practices
		Warm-Up and Cool-Down
2	No Assignment	
3	No Assignment	

Notes

LESSON 1: SAFE EXERCISE PRACTICES

Lesson Focus

You will show an understanding of

- reasons why exercise techniques should be used to minimize risk of injury during exercise

You will be able to

- design warm-up and cool-down routines for yourself to implement when doing your chosen physical activities

Introduction

In this lesson you will examine how to minimize the risk of injury when you are physically active. The focus will be on proper exercise techniques and warm-up and cool-down routines.



Assignment 5.1

Physical Activity Log (Continuous throughout the course)

The Physical Activity Log is an ongoing assignment throughout this course. You will be expected to

- participate in vigorous physical activity for 30 minutes each day
- develop an active healthy lifestyle
- make positive choices when it comes to personal health

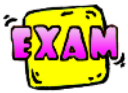
Remember that, in your Physical Activity Log, you need to describe the physical activities you will be taking part in over the next four weeks, so it will take you at least that long to finish it. Better get started now!

Assignment 5.1 is found in the Assignments section at the end of this module. You will submit the completed assignment to the Distance Learning Unit when you have finished Module 6.

Exercise Techniques

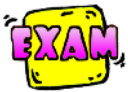
When you learn about proper exercise techniques you will focus on proper techniques. Each sport has its own set of *do's* and *don'ts* related to technique. You will investigate your specific sport choice in the assignment at the end of this lesson. The following is an example of weightlifting.

The *Do's* of Weightlifting



- Do keep your back straight when lifting to reduce strain on your back.
- Do use proper lifting techniques when moving weights around the room. Keep the weight as close to your body as possible.
- Do lift the weight slowly so that the weight stays under your control. (Slow and controlled lifting and lowering will maximize the desired muscular gains. You will be able to minimize the risk of injury if you are under control.)
- Do breathe out on the exertion, and breathe in when you return to the start position.

The *Don'ts* of Weightlifting



- Don't breathe in and out fast (hyperventilate) or hold your breath when you lift heavy weights. You may faint, lose control of the weights, and cause serious injury. If you feel pain, don't continue. Try it with less weight or stop the painful exercise for a few days. (Sharp pain is an indicator that something is wrong.)
- Don't lift weights if you are light-headed. Stop your workout and start again the next day. (You may drop weights and risk injury if you are not feeling well.)
- Don't exercise any groups of muscles (i.e., back) more than three times a week. (Muscles need time to recover to get stronger and/or bigger.)
- Don't "cheat" on your technique to lift heavy weights (e.g., arching your back to help on a bench press). (You risk injury if you do improper technique and you recruit other muscles to assist with the desired motion. This reduces the work of the targeted muscles which makes the exercise inefficient.)



Additional Weightlifting Safety Precautions



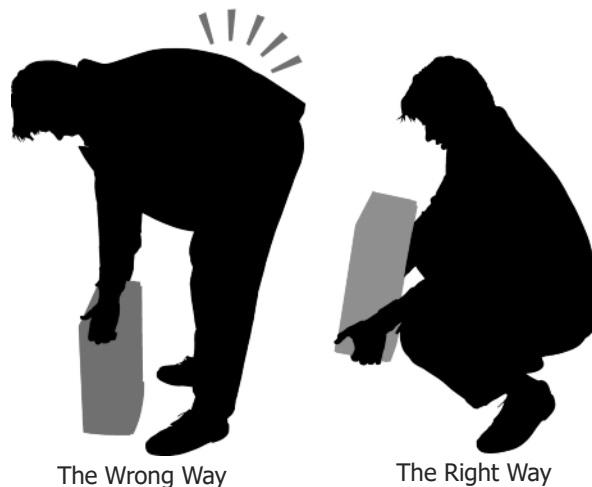
- Do use spotters. A spotter is someone who can help you with the weight in case you cannot complete a lift.
- Do wear shoes with good traction.
- Don't lift more than you know you can lift safely.
- Don't lift barbells without putting safety clips on the bar. Without safety clips, the weight plates can slide off of the bar suddenly unbalancing the weight. The weights may also land on your feet.
- Do make sure the equipment you use is in good condition.
- Do make yourself familiar with your "home" gym's or fitness facility's safety rules and follow them. They were created for a reason.

Proper Lifting Technique

Much of the adult population will experience lower-back injuries over their lifetime. These injuries are often caused by improper lifting techniques and overuse which causes muscle strain or wear and tear on the joints. By using proper lifting techniques along with stretching and strengthening exercises, you can reduce the risk of back injury.

Proper techniques for lifting and carrying objects

Bend your knees and squat down; keep your back arched and your head up while lifting. This position allows more power to come from the larger muscles of the legs and keeps the weight off your back.



Why is it important to lift the right way? Just ask any adult if they have ever had a sore back or know anybody who has. Chances are that you will get a positive response. Lots of adults have sore backs. And having a sore back is serious because it affects almost everything you do – like walking, sitting standing, etc.

Lifting and carrying things correctly is one way of keeping your back healthy. When you have to carry or lift something heavy, keep it close to your body. The farther from the body you carry something, the more stress you place on your back. Try not to bend to the side or twist around; that will put even more stress on your back. If you keep on putting unnecessary stress on your back, especially during repetitive, heavy lifts, you can seriously and permanently injure your back.

When lifting, remember to stand straight. Don't stoop or walk bent-over. Carry the load in front of you, as close as possible to your body. If you have to walk long distances with a heavy load, try carrying it on your shoulders. If it is too heavy, don't be afraid to ask for help.

In the following learning activity, you will review some of this by matching the proper exercise technique with the physiological reason for doing it properly.



Learning Activity 5.1

Match Up: Exercise Techniques and Physiological Reasons

Using the list of Exercise Techniques and of Physiological Reasons below, match up the correct technique and correct reason with the physical activity.

Exercise Techniques

- bend knees to 90 degrees or more
- keep one foot flat on the floor at all times
- perform in seated position
- keep head forward of body's midline
- pull bar to chest

Physiological Reasons

- prevent strain on cervical spine
- prevent wear and tear on joints
- reduce low-back strain
- prevent strain on knees
- prevent strain on neck and upper back

Physical Activity	Exercise Technique	Physiological Reason
Hamstring stretch		
Low-impact "aerobics" class		
Lat. pull down		
Wall squat		
Half neck circles		

Make sure to check your answers at the end of this module to see how you did. Another great way to help prevent injuries as well as soreness or stiffness after exercise is to warm-up and cool-down.

How to Warm-up and Cool-down

Appropriate warm-ups and cool-downs are important parts of any physical activity. The greater the speed of the movements required during the activity, the longer and more specific the warm-up needs to become.

The Warm-up

Why warm up?

A pre-exercise warm-up

- warms your muscles by increasing the movement of blood through your tissues, making the muscles more supple
- increases delivery of oxygen and nutrients to your muscles by increasing the blood flow to them
- prepares your muscles for vigorous movements
- prepares your heart for an increase in activity
- prepares you mentally for the upcoming exercise
- primes your nerve-to-muscle pathways to be ready for exercise

The warm-up is widely viewed as a routine to help prevent injury during exercise. While scientific studies are ongoing to define the best warm-up techniques to gain this injury-prevention advantage, the warm-up in general is firmly established as a key to exercising safely and effectively.

Three Key Elements of a Warm-up

There are three important elements of a warm-up. They are

1. general warm-up
2. activity-specific warm-up
3. dynamic stretching

All three elements are equally important and any one part should not be neglected or thought of as unnecessary. They work together to bring the body and mind to a physical readiness, ensuring the individual is prepared for the activity to come. This process will help ensure the participant has a minimal risk of injury.

Let's look at each element individually.

1. General warm-up

The aim of the general warm-up is simply to elevate the heart rate and the breathing rate. This will increase the blood flow and help transport oxygen and nutrients to the working muscles. This will also help to increase the muscle temperature, allowing for a more effective stretching session. A good indication is warming up to the point where you feel warmer, the joints and muscles feel looser and you experience a light sweat.

The general warm-up should consist of light (low intensity) physical activity such as walking or jogging. Both the intensity and duration of the general warm-up (or how hard and how long you warm up), should be governed by the fitness level of the participant. A correct general warm-up for the average person should take about five to ten minutes and result in a light sweat.

Pump your arms or make large but controlled circular movements with your arms to help warm the muscles of your upper body.

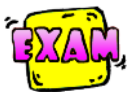
2. Activity-specific warm-up

With the first part of the warm-up carried out thoroughly and correctly, it is now safe to move onto the next part of an effective warm-up. In this part, the person is preparing their body for the movements required for their particular activity. In other words the movements should reflect the type of actions that will be required during the specific sport or activity.

One of the best ways to warm up is to perform the upcoming movements related to the selected sport at a gradually increasing pace. This will allow you to simulate at low intensity the movements you are about to perform at higher intensity during your chosen activity. Examples include a few minutes of easy catching practice for baseball players, going through the motion of bowling a ball for lawn bowlers, shoulder rolls, side-stepping and slow-paced practice hits for tennis players, or jogging for runners. This warm-up serves a “rehearsal effect” which include movements that will mimic the sport or activity one is participating in – including moving the lower and upper body in all directions!

3. Dynamic stretching

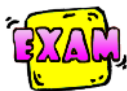
A warm-up should finish with a series of dynamic stretches. This form of stretching carries with it a higher risk of injury if used incorrectly. The purpose of dynamic stretching is to increase joint mobility and decrease muscle tension rather than increase flexibility and relaxation of the tissue (as static stretching does).



Dynamic stretching involves slow and controlled movements – where you gradually move a joint through its full range of motion (about five to ten seconds). Dynamic stretching is NOT bouncing! For example, performing arm circles in a slow and controlled manner is a dynamic stretch for the shoulders (involving the chest, back, and shoulder muscles) or performing a standing calf-stretch with movement. When doing a standing calf-stretch, stand with the feet wide apart, with one foot in front and one foot back; shift the body weight onto the front foot, press the back heel into the floor; slowly raise up onto the toes of the back foot and then press the back heel to the floor. Repeat.

The time you commit to your warm-up should be relative to your level of involvement in your particular sport or activity. So, for people just looking to increase their general level of health and fitness, a minimum of five to ten minutes would be enough. However, if you are involved in high-level competitive sport you need to dedicate adequate time and effort to a complete warm-up.

The Cool-down



Why cool down?

Cooling down after exercise means slowing down your level of activity gradually.

A cool-down allows muscles to return to their normal temperature slowly, and reduces the risk of damage due to a sudden drop in temperature.

Cooling down

- helps your heart rate and breathing return to normal gradually
- helps avoid fainting or dizziness, which can result from blood pooling in the large muscles of the legs when vigorous activity is stopped suddenly
- helps prepare your muscles for the next exercise session, whether it's the next day or in a few days' time
- helps to remove waste products from your muscles, such as lactic acid, which can build up during vigorous activity

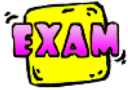
You may see conflicting advice as to whether cooling down prevents post-exercise muscle soreness, also known as delayed-onset muscle soreness (DOMS). However, even if cooling down doesn't prevent DOMS, the other benefits of cooling down mean that you should always make it a part of your exercise session.

Ensuring an effective cool-down

For an effective cool-down

- perform low-intensity exercise for a minimum of five to ten minutes
- follow this with a stretching routine

Low-Intensity Exercise



Gradually slowing down the pace and exertion of your activity over several minutes can seem a natural progression, as well as fulfilling the need to include a cool-down period at the end of your exercise. An example might be to shoot some baskets after a basketball game.

Another option is to jog or walk briskly for a few minutes after your exercise, making sure that this activity is lower in intensity than the exercise you have just performed. This exercise allows the heart rate to gradually return to normal as well as allow time for the extra blood flow to return from the working muscles.

Stretching Routine

The best and most effective time to include flexibility exercises is after your cool-down, as at this time your muscles are still warm and most likely to respond favourably and there is a low risk of injury. Stretching helps to relax muscles and restore them to their resting length and improves flexibility (the range of movement about your joints).

Static stretching is recommended as part of the cool-down routine. Static stretching (stretching a muscle and holding it in this position without discomfort for 20 to 30 seconds) should be done after the body is warm. There is a limited threat of injury and it is extremely beneficial for overall flexibility. During this part of the cool-down, static stretching should include all the major muscle groups, and this entire period should last for about five to ten minutes.

Static stretching is performed by placing the body into a position whereby the muscle or group of muscles to be stretched is under tension. Both the opposing muscle group (the muscles behind or in front of the stretched muscle), and the muscles to be stretched are relaxed. Then slowly and cautiously the body is moved to increase the tension of the muscle, or group of muscles to be stretched. At this point the position is held maintained to allow the muscles and tendons to lengthen. Remember not to bounce when holding the stretch.

As a guide, allow 10 minutes of post-exercise stretching for every one hour of exercise. Make these post-exercise stretches more thorough than your pre-exercise stretches. Ensure that you stretch all the major muscle groups that you have used during your exercise. Stretch each muscle group two or three times for 20 to 30 seconds.



Assignment 5.2

Safe Exercise Practices

In this assignment you will answer questions about technique and safe practices for preventing injury in regard to your chosen physical activities in your plan. Assignment 5.2 is found in the Assignments section at the end of this module.



Assignment 5.3

Warm-Up and Cool-Down

You will design a warm-up and cool-down routine before jogging that will need to be signed by your parent/guardian. Assignment 5.3 is found in the Assignments section at the end of this module.

Summary

In this lesson you learned about proper techniques when weightlifting and during general day-to-day movements involving lifting. You also received information about warming up and cooling down after exercising. You used this information to complete the assignments.

LESSON 2: PRINCIPLES OF TRAINING

Lesson Focus

You will show an understanding of

- the principles of training
- the health-related fitness components

You will be able to

- apply the principles of training to developing the health-related fitness components

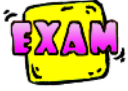
Introduction

You will begin this lesson by refreshing your memory about the principles of training and the health-related fitness components. As you review the definitions and information about each, try to think about how you could apply these principles of training to the fitness components. These principles of training are applicable to all levels of training or participation.

The Principles of Training

The creation of any long-term physical activity or fitness development plan should be based on a number of key principles to be effective and bring about its desired goals. The principles of training are

1. specificity
2. progressive overload
3. individual variability
4. diminishing return
5. reversibility



Here are the definitions of each of the principles of training. You may also want to refer to pages 1 to 13 in the *Guidelines for Fitness Assessment in Manitoba Schools* for more information.

1. Specificity

In order for the training that you are doing to be effective it should be specific to the sport or task for which you are training. Different energy systems are used for endurance as opposed to strength. Different muscle fibres are used for running as compared to cycling. Different changes take place in the body in response to the type of training you do. Specific training brings specific results.

2. Progressive Overload

Training must place continuous increasing demands or stresses on the body systems (muscular, nervous, and circulatory) if continued changes are to take place. For the beginner, this means that the stresses of training must exceed the everyday demands of the body. As the body gets used to the new stress it must be activated again to a greater extent. Gradually increasing the demands on the body is what progressive overload is all about. The rate of improvement is related to four factors that can be remembered with the letters FITT – Frequency, Intensity, Time (duration), and Type. See the following page for more information on FITT Principle Guidelines.

FITT Principle Guidelines

Fitness and/or Health Benefit	Variables			
	F Frequency	I Intensity	T Time	T Type
Cardiovascular endurance (aerobic)	<ul style="list-style-type: none"> ■ 3 to 5 times per week 	<ul style="list-style-type: none"> ■ moderate to vigorous intensity (60% to 85% of maximum heart rate) 	<ul style="list-style-type: none"> ■ minimum of 20 minutes 	<ul style="list-style-type: none"> ■ running ■ cycling ■ cross-country skiing (continuous motion of large muscle group[s])
Muscular strength	<ul style="list-style-type: none"> ■ alternate days 3 times per week 	<ul style="list-style-type: none"> ■ high resistance (sets to maximum capability) 	<ul style="list-style-type: none"> ■ 1 to 3 sets of 8 to 12 repetitions 	<ul style="list-style-type: none"> ■ free weights ■ universal gym ■ tubing ■ body weight
Muscular endurance	<ul style="list-style-type: none"> ■ alternate days 3 times per week 	<ul style="list-style-type: none"> ■ low to moderate resistance 	<ul style="list-style-type: none"> ■ 3 sets of 10 to 20 repetitions 	<ul style="list-style-type: none"> ■ free weights ■ universal gym ■ tubing ■ body weight
Flexibility	<ul style="list-style-type: none"> ■ daily 	<ul style="list-style-type: none"> ■ slow and controlled movement 	<ul style="list-style-type: none"> ■ 20 to 30 seconds 	<ul style="list-style-type: none"> ■ static
Body Composition	<ul style="list-style-type: none"> ■ 5 to 7 times per week 	<ul style="list-style-type: none"> ■ combination of intensities 	<ul style="list-style-type: none"> ■ dependent on intensity 	<ul style="list-style-type: none"> ■ aerobic ■ anaerobic ■ resistance
Anaerobic	<ul style="list-style-type: none"> ■ alternate days 2 or 3 times per week 	<ul style="list-style-type: none"> ■ 90% of maximum heart rate 	<ul style="list-style-type: none"> ■ 2 to 3 minutes per "bout" 	<ul style="list-style-type: none"> ■ sprinting ■ jumping
Active daily living/health	<ul style="list-style-type: none"> ■ daily 	<ul style="list-style-type: none"> ■ low to moderate intensity 	<ul style="list-style-type: none"> ■ 30 to 60 minutes 	<ul style="list-style-type: none"> ■ gardening ■ walking ■ bowling

References:

Manitoba Fitness Council. *Active Healthy People: Fitness Theory Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.

_____. *Resistance Training Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.

3. Individual Variability

People respond differently to the same training. Care must be taken to consider this when training with a partner or in groups. Some of the reasons for this difference in training response are discussed below.

- **Heredity** – many characteristics are genetically inherited (e.g., body type, heart and lung size, muscle fibre composition).
- **Maturity** – more mature individuals are able to deal with, and respond to more training. Less mature individuals need the energy for growth and development and consequently do not respond as well to training.
- **Nutrition** – training places new demands on the body, which must be addressed with proper nutrition. As the tissues and organs change they require more protein.
- **Rest and sleep** – the body makes its necessary changes during sleep. Increased training often demands more rest, and too little rest may lead to fatigue. Exercising too frequently and too intensely hinders the body’s ability to recover and adapt. Generally, the harder you train, the more recovery you should allow for.
- **Illness or injury** – the popular phrase “No pain, no gain” has led to the demise of many training programs. Pain is a signal that your body must pay attention to. It is a signal that something is wrong. Ignoring the signals and working through the pain can often lead to serious injury.
- **Motivation** – the individual must see the relationship between hard work and results that lead to achieving personal goals. Training is easier when you are doing it for personal reasons (intrinsic) rather than for extrinsic reasons (e.g., awards, approval of others).

4. Diminishing Return

This principle suggests that the rate of fitness improvement slows down over time as the level of fitness gets nearer to the person’s genetic potential. It is much easier to see results from a fitness development program when the starting point is relatively low. Extremely fit individuals make only small advances towards a higher fitness level over a significant amount of time. Altering the form of exercise is sometimes helpful for people with a high fitness level to reactivate change.

The duration of an activity may also fall under this principle. Doing aerobic exercise for longer than one hour, for example, does little to enhance the cardiovascular training effect.

5. Reversibility

The adaptations and changes that take place after months of training are reversible. If the body ceases to be stressed, then the adaptations that have been gained will be lost. With complete bed rest, fitness can decline at the rate of 10% per week according to Brian J. Sharkey the author of *Fitness and Health*. In other words, the principle of reversibility means that “if you don’t use it, you’ll lose it”.

Health-Related Fitness Components

When developing a physical activity or fitness plan it should be balanced and contain exercises that contribute to each of the following components.

Cardiovascular Endurance – the ability of the heart, blood vessels, and lungs to provide the working muscles with adequate oxygen during prolonged activity (also called aerobic endurance or capacity).

Muscular Strength – the amount of force that can be exerted by a muscle or a group of muscles in a single effort. Muscular strength is developed by using resistance exercises and applying the principles of training discussed previously in this lesson. Resistance refers to a force, usually measured in kilograms or pounds, that acts against your muscles. The key to improving strength is to use heavy weight (high resistance) in combination with few repetitions.

Muscular Endurance – the ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue. Muscular endurance is important for good posture and for injury prevention. For example, if abdominal and back muscles are not toned enough to hold the spine correctly, the chances of lower-back pain and back injury are increased. Muscular endurance helps people cope with the physical demands of everyday life and enhances performance in sports and work. Muscular endurance is developed by repeating an exercise many times with little or no resistance.

Flexibility – the range and ease of movement of a joint (limited by bone, muscles, ligaments, tendons, and the bone-joint capsule). Flexibility in a joint is also specific to the action performed at the joint. The ability to do front splits does not mean that side splits can be done even though both actions occur at the hip.

Body Composition—the relative percentage of muscle, fat, bone, and other tissue of which the body is composed. The primary concern for physical activity is the amount of lean muscle mass or the amount of muscle compared to the amount of body fat. Keeping the amount of body fat lower and the amount of muscle tissue higher is the goal of many. Body fat contributes no strength advantage and limits endurance, speed, and general movement. Through proper nutrition and a daily exercise program most people are able to maintain a desirable body composition.



Learning Activity 5.2

Apply Principles of Training

Using the activities suggested indicate how you would apply the principle of training listed.

Specificity—(e.g., cyclist—in terms of their cardiovascular endurance)

Progressive Overload—(e.g., Olympic weightlifter—in terms of their muscular strength)

Individual Variability—(e.g., father and son training for a marathon—in terms of their cardiovascular endurance)

Diminishing Return—(e.g., world class sprinter trying to decrease their time by 1 second in terms of their muscular strength and flexibility)

Reversibility—(e.g., a person being bedridden with an injury for one week in terms of their muscular strength, endurance, cardiovascular endurance, and flexibility)

Principle of Training	Suggested Activity	How to Apply

Summary

In this lesson you reviewed the principles of training and the health-related fitness components. You will now use the information in this lesson to help create your personal Physical Activity Plan goals. When thinking about how to improve your health-related fitness components you will want to apply the principles of training to create a plan that will allow you to see the greatest benefits.

Notes

LESSON 3: HEART-RATE MONITORING

Lesson Focus

You will show an understanding of

- the reasons for heart-rate monitoring in personal fitness training

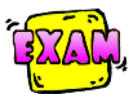
You will be able to

- demonstrate how to monitor your heart rate and how to interpret the information you gather from it

Introduction

Your heart rate will increase as the intensity of your effort increases. In other words, your heart needs to get more blood and oxygen to the muscles that are now working harder and does so by beating faster. Monitoring your heart rate will allow you to track changes taking place in your cardiovascular system in response to the work that is being done.

Why Is It Important to Monitor Your Heart Rate?



- heart rate provides feedback about how hard you are working so that you can adjust the intensity to get the desired results
- resting heart rate can be an indicator of health and fitness
- heart rate tells us if there is anything wrong (e.g., when we are sick our heart rate is faster)
- irregular heart rate (too fast or too slow) may indicate a cardiac problem
- helps to verify improvement in aerobic fitness
- lets you exercise safely

How Do You Check Your Heart Rate?

The following are two different ways to check your heart rate:

- carotid pulse (neck pulse)
- heart-rate monitors

Carotid Pulse (Neck)



If you use your right hand count your neck pulse on the right side, and if you use your left hand count your pulse on the left side of the neck. Try taking your pulse using a 15-second count. First, count the heart rate for 15 seconds; then multiply by the number 4. This method is considered to be especially good because you can do it quickly and because counting your heart rate for longer periods after exercise is less accurate.

When feeling for the carotid pulse under the angle of the jaw, use very light pressure.

Heart-Rate Monitors

A heart-rate monitor is simply a device that looks like a wrist watch that can sense your heart rate by receiving signals from a chest transmitter. A heart-rate monitor will sense any changes in heart rate and update the information approximately every five seconds. This makes the heart-rate monitor invaluable as a training tool as it allows the wearer to continue the pace of their activity while they monitor their heart rate.



Transmitter

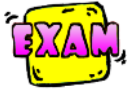
Detects your heart rate continuously and transmits a signal to the wrist receiver

Wrist Receiver

Displays your heart rate during exercise

To improve your cardiovascular fitness you must engage in aerobic activities or sports that are of sufficient intensity to get your heart rate into your target heart-rate (THR) zone and keep it there.

What Are Heart-Rate Zones and How Can You Find Yours?



1. Your heart-rate zones are calculated ranges of heart rate that provide benefits specific to that zone.
2. Calculating your heart-rate zone requires you to know your **maximum heart rate (MHR)**. The maximum heart rate is the fastest your heart can beat.
3. Your **target heart rate (THR) zone** for aerobic exercise (moderate to vigorous intensity) is generally between 60% and 85% of your maximum heart rate depending on your level of fitness.
4. It tells you how hard to work during your exercise session to get the most benefits.

You can calculate your own target heart rate using the following formula:

1. First determine your maximum heart rate.
 $208 - (\text{age in years} \times 0.7) = \text{Maximum Heart Rate (MHR)}$
 $208 - (\text{_____} \times 0.7) = \text{_____}$
2. Then calculate your target heart-rate zone **Lower Limit**:
 $\text{MHR} \times 0.70 = \text{Lower Limit}$
 $\text{_____} \times 0.70 = \text{_____}$
3. Next calculate your target heart-rate zone **Upper Limit**:
 $\text{MHR} \times 0.85 = \text{Upper Limit}$
 $\text{_____} \times 0.85 = \text{_____}$
4. Your target heart-rate zone (THR zone) is:
Lower Limit _____ to Upper Limit _____ beats per minute.

The following chart will help give you an idea of how you may feel when exercising within each of the different zones.

Heart-Rate Zone	Heart-Rate Range* (Age Based)	Descriptive Exertion	Fitness Benefits
Zone 1 Sedentary Activity	50% – 60% of maximum heart rate (MHR)	<ul style="list-style-type: none"> no exertion to extremely light very easy to have a conversation 	Health Zone <ul style="list-style-type: none"> you will see health benefits but few if any fitness benefits
Zone 2 Mild Activity	60% – 70% of MHR	<ul style="list-style-type: none"> moderately light exertion breathing becomes somewhat noticeable 	Energy Efficient Zone <ul style="list-style-type: none"> exercising within this zone develops basic endurance and aerobic capacity
Zone 3 Moderate Activity	70% – 80% of MHR	<ul style="list-style-type: none"> somewhat hard to strong exertion still able to converse 	Aerobic Zone <ul style="list-style-type: none"> exercising in this zone will develop your cardiovascular system
Zone 4 Vigorous Activity	80% – 90% of MHR	<ul style="list-style-type: none"> hard to very strong exertion heavier breathing is evident 	Anaerobic Zone <ul style="list-style-type: none"> training in this zone will develop your lactic acid system
Zone 5 Maximum Activity (e.g., 100-metre sprint)	90% – 100% of MHR	<ul style="list-style-type: none"> very hard to maximum exertion (extremely strong maximum pain) 	Red Line Zone <ul style="list-style-type: none"> training in this zone will only be possible for short periods of time

* The heart-rate range may vary, depending on the source of exercise, age, physical abilities, individual fitness levels, and so on. It is important to note that different aerobic exercises have different maximum heart rates.

Reference: Borg, Gunnar. *Perceived Exertion and Pain Scales*. Windsor, ON: Human Kinetics, 1998.



Learning Activity 5.3

Calculating and Predicting Heart Rate

For this two-part learning activity, you will first calculate your heart rate in various zones, and then you will make heart-rate predictions.

Part A: Calculate Heart Rate in Various Zones

Using the same formula that you used to find your upper and lower limit heart rates, fill in the following chart to make it personalized for you.

First determine your maximum heart rate.

- $208 - (\text{age in years} \times 0.7) = \text{Maximum Heart Rate (MHR)}$
- $208 - (\text{_____} \times 0.7) = \text{_____}$

Heart-Rate Zone	Heart-Rate Range
Zone 1 Sedentary Activity	Calculate your target heart-rate zone— Zone 1 : <ul style="list-style-type: none">■ $\text{MHR} \times 0.50 = \text{Zone 1 - Lower Limit}$■ $\text{_____} \times 0.60 = \text{Zone 1 - Upper Limit}$ 50% – 60% of maximum heart rate (MHR) _____ to _____ is my personal Zone 1 heart rate
Zone 2 Mild Activity	Calculate your target heart-rate zone— Zone 2 : <ul style="list-style-type: none">■ $\text{MHR} \times 0.60 = \text{Zone 2 - Lower Limit}$■ $\text{_____} \times 0.70 = \text{Zone 2 - Upper Limit}$ _____ to _____ is my personal Zone 2 heart rate
Zone 3 Moderate Activity	Calculate your target heart-rate zone— Zone 3 : <ul style="list-style-type: none">■ $\text{MHR} \times 0.70 = \text{Zone 3 - Lower Limit}$■ $\text{_____} \times 0.80 = \text{Zone 3 - Upper Limit}$ _____ to _____ is my personal Zone 3 heart rate
Zone 4 Vigorous Activity	Calculate your target heart-rate zone— Zone 4 : <ul style="list-style-type: none">■ $\text{MHR} \times 0.80 = \text{Zone 4 - Lower Limit}$■ $\text{_____} \times 0.90 = \text{Zone 4 - Upper Limit}$ _____ to _____ is my personal Zone 4 heart rate
Zone 5 Maximum Activity	Calculate your target heart-rate zone— Zone 5 : <ul style="list-style-type: none">■ $\text{MHR} \times 0.90 = \text{Zone 5 - Lower Limit}$■ $\text{_____} \times 1.00 = \text{Zone 5 - Upper Limit}$ _____ to _____ is my personal Zone 5 heart rate

continued

Learning Activity 5.3 (continued)

Part B: Heart-Rate Predictions

To complete this learning activity, you will need the following:

- a learning partner
- a track or a safe road/path where you can sprint 50 metres
- a heart-rate monitor (optional) if you have access to one and have been taught how to use it







In this part of the learning activity, you will predict your heart rate, record your actual heart rate, and identify the target heart-rate zone.

1. Using the information you came up with throughout Lesson 3, predict your heart rate and actual beats per minute (bpm) for each activity listed in the table on the following page and record it in the **Prediction** column.
2. Do each activity for the time amount given and then record your heart rate in the **Actual** column. You can use either a heart-rate monitor or your carotid pulse.
3. Identify the target heart-rate zone that corresponds with your actual result using your information from Learning Activity 5.3 (Part A), and record it in the last column of the table on the following page.

continued

Learning Activity 5.3 (continued)

Heart-Rate Predictions				
	Activity	Prediction	Actual	Was this a mild, moderate, or vigorous activity for you?
	Lie down for two minutes			
	Walk at a brisk pace for two minutes			
	Jog for four minutes			
	Sprint 50 metres			

Summary

You may have noticed that most of this lesson was a review from *Grade 9 Physical Education/Health Education*. When learning about your heart rate it is important to understand the benefits or risks you would be getting when exercising in certain heart-rate zones. In Assignment 5.5 you will be doing a lab that will help you understand what types of activities get you heart rate into different zones.

MODULE 5 SUMMARY

Congratulations! You have completed Module 5 of Grade 10 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 5 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 6. At that time, you will submit your Module 5 and Module 6 assignments 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.

Module 5 Review Questions

Lesson 1

1. Describe two reasons for having proper lifting techniques.
2. List five things of what to do and what not to do when weightlifting.
3. List five reasons to warm up and five reasons to cool down.

Lesson 2

1. How do the principles of training apply when wanting to improve your health-related fitness components?
2. What are the most common principles of training that you will use when designing your personal Physical Activity Plan?

Lesson 3

1. Which heart-rate zone would you want to work within if you wanted to get an aerobic workout?
2. What are two ways you can determine your heart rate?
3. Why would using a heart-rate monitor be more efficient than taking your heart rate at your carotid pulse?

Notes



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 5

Learning Activity Answer Key

MODULE 5: LEARNING ACTIVITY ANSWER KEY

Learning Activity 5.1: Match Up: Exercise Techniques and Physiological Reasons

Physical Activity	Exercise Technique	Physiological Reason
Hamstring stretch	Perform in seated position	Reduce low-back strain
Low-impact "aerobics" class	Keep one foot flat on the floor at all times	Prevent wear and tear on joints
Lat. pull down	Pull bar to chest	Prevent strain on neck and upper back
Wall squat	Bend knees to 90 degrees or more	Prevent strain on knees
Half neck circles	Keep head forward of body's midline	Prevent strain on cervical spine

Notes



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 5

Assignments

MODULE 5: ASSIGNMENTS

Assignment 5.1: Physical Activity Log (continuous throughout the course)

30 minutes (20 marks)

Introduction

You will complete a Physical Activity Log, including a Wellness Journal, for most of the odd-numbered modules (Modules 1, 3, 5, and 7) in this course and submit it to the Distance Learning Unit at the end of the even-numbered modules. In other words, when you have finished Module 6, you will send in your Log for Module 5.

The Physical Activity Log is an ongoing assignment throughout this course. You will be expected to do the following:

- Participate in vigorous physical activity for 30 minutes each day.
- Develop an active healthy lifestyle.
- Make positive choices when it comes to personal health.

Use your Log to record and to keep track of all the physical activities that you do while taking this course. The information will help you to set personal goals related to the type, frequency, intensity, and duration of an activity. By keeping track of the data, you will develop skills to help you become self-reliant in health-related fitness activities.

Directions

This Log is identical to the Log for Module 3. To complete this four-week Log, simply use the Physical Activity Log on the following pages to list the physical activities that you took part in during the last four weeks. These should include a minimum of three physical activities and should add up to at least 18 hours of physical activity participation. You can include a variety of activities of light (L), moderate (M), and vigorous (V) intensity, such as going for a walk, playing volleyball, skateboarding, cleaning house, vacuuming, trapping, or golfing.

Here is an explanation of the terms **light**, **moderate**, and **vigorous activities**:

- During **light activities**, you begin to notice your breathing, but talking is fairly easy.
- During **moderate activities**, your heart rate increases and you can hear yourself breathe, but can still talk. Examples of moderate activities include brisk walking, bicycling (less than 15 km/hour), skateboarding, shooting baskets, and curling.
- During **vigorous activities**, your heart rate and breathing increase to an even higher level where it is difficult to talk. Examples of vigorous activities include jogging, swimming, walking briskly, doing jumping jacks, playing sports that involve running, tobogganing, shovelling snow, and walking through deep snow.

Use the following chart to fill in the **Level of Exertion** column in the Physical Activity Log that follows. Ask yourself how hard you feel you are working and match it with this chart.

Level of Exertion		
Amount of Effort		Description
1	Resting	You are breathing normally. It's very easy to talk.
2	Somewhat Light	You are breathing a little more heavily, but it is still easy to talk.
3	Light	You notice your breathing. You can talk with some effort.
4	Medium	You are breathing more heavily, but you do not hear yourself breathe.
5	Somewhat Hard	You can hear yourself breathe, but can still talk.
6	Medium Hard	It is more difficult to talk.
7	Hard	You are breathing heavily. It is hard to talk.
8	Very Hard	You are breathing more heavily and find it difficult to talk.
9	Gruelling	It is almost impossible to talk.
10	Maximum	You are breathing very heavily. You cannot talk. You may feel pain.

Assessment

This assignment is worth 20 marks. You will be assessed only on how **well** you have completed the Physical Activity Log. You will **not** be assessed on the content of your Log. All your answers to the Wellness Journal questions are to be well organized and complete and make sense.

Assessment Rubric	
17 to 20 marks	<ul style="list-style-type: none">■ The Physical Activity Log lists at least 18 hours of physical activity.■ All the answers to the Wellness Journal questions are well organized, are complete, and make sense.
11 to 16 marks	<ul style="list-style-type: none">■ The Physical Activity Log lists at least 18 hours of physical activity.■ Some of the answers to the Wellness Journal questions are organized, are complete, and make sense.
10 or fewer marks	<ul style="list-style-type: none">■ The Physical Activity Log lists fewer than 18 hours of physical activity.■ The answers to the Wellness Journal questions are poorly organized, are incomplete, and do not make sense.

Physical Activity Log—Activity Report

Physical Activity Log for Weeks 1 and 2									
You will complete your Log for Modules 3, 5, and 7. List at least 18 hours of physical activity in each Log. That way, all three logs will total 55 hours of physical activity, which is the goal for this course. Make sure you total your time at the bottom of the Duration column on the last page of this form.									
Week	Day	Date (d/m/y)	Activity	Intensity Level (L/M/V)	Followed Safety Rules (Yes/No)	Duration (in minutes)	Level of Exertion (A number from 1 to 10 based on the Level of Exertion chart)	How You Feel after the Activity (e.g., sore, tired, exhilarated, OK)	Your Signature
1	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
	Friday								
2	Saturday								
	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
Friday									
Saturday									

continued

Physical Activity Log for Weeks 3 and 4

Week	Day	Date (d/m/y)	Activity	Intensity Level (L/M/V)	Followed Safety Rules (Yes/No)	Duration (in minutes)	Level of Exertion (A number from 1 to 10 based on the Level of Exertion chart)	How You Feel after the Activity (e.g., sore, tired, exhilarated, OK)	Your Signature
3	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
	Friday								
	Saturday								
4	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
	Friday								
	Saturday								
Total									

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

Parent/guardian signature: _____ Date: _____

Student signature: _____ Date: _____

**Once you have recorded your activities for the four-week period,
remember to have your parent/guardian sign your Log.**

Wellness Journal

Name _____ Date _____

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

START	STOP	CONTINUE
<p>1. What do I need to start doing (or revise) to help me reach my physical activity goals? Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>2. What do I need to stop doing that is preventing me from reaching my physical activity goals? Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>3. What do I need to continue doing to help me reach my physical activity goals? Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>4. For this submission I am very proud of . . .</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>Tutor/Marker Comment</p> <p>To date, you have accumulated _____ hours of your minimum of 55 hours of physical activity.</p>		

Assignment 5.2: Safe Exercise Practices

15 minutes (8 marks)



Using one of the sports or physical activities that you have chosen to participate in this week complete the following questions regarding the various techniques needed to participate in the activity safely.

1. Name one sport or physical activity that you are participating in (other than weightlifting).
2. Fill in the chart on the following page by listing at least four of the *Do's* and four of the *Don'ts* for your chosen activity. Make sure you have at least one example related to each of these four areas:
 1. equipment
 2. skill techniques
 3. exercise techniques
 4. safety
3. Indicate **why** the examples would be considered *Do's* and *Don'ts*. (This is similar to the *do's* and *don'ts* of weightlifting that are described in Lesson 1.)

Name of sport or physical activity: _____

Category	Do's <i>(2 marks—1/2 mark for each example)</i>	Don'ts <i>(2 marks—1/2 mark for each example)</i>	Why it is a Do or a Don't <i>(4 marks—1 mark for each category)</i>
1. Equipment			Do
			Don't
2. Skill Techniques			Do
			Don't
3. Exercise Techniques			Do
			Don't
4. Safety			Do
			Don't

Assignment 5.3: Warm-Up and Cool-Down

30 minutes (19 marks)

Directions

Design a *warm-up* that you can do before jogging. The warm-up should consist of the three elements of a good warm-up and last for approximately 10 minutes. Describe each section and include the specific exercises you will be doing.

Repeat this process for the *cool-down*, which will also last for 10 minutes.

Once your plan is complete, do the warm-up and cool-down routine in association with the activity. Complete the *self-reflection* section to evaluate your plan and your response to it.

1. Design a warm-up. (3 marks)

2. Design a cool-down. (4 marks)

Signature of parent/guardian: _____

Signature of student: _____

Self-Reflection (12 marks)

3. How did you feel during and after the warm-up and cool-down?

a. Warm-up (2 marks)

b. Cool-down (2 marks)

4. What part of your warm-up and cool-down routine worked the best, and why? (4 marks)

5. What changes would you make in either the warm-up or the cool-down? (4 marks)

MODULE 5 SUMMARY

Congratulations! You have completed Module 5 of Grade 10 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 5 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 6. At that time, you will submit your Module 5 and Module 6 assignments 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.

Module 5 Review Questions

Lesson 1

1. Describe two reasons for having proper lifting techniques.
2. List five things of what to do and what not to do when weightlifting.
3. List five reasons to warm up and five reasons to cool down.

Lesson 2

1. How do the principles of training apply when wanting to improve your health-related fitness components?
2. What are the most common principles of training that you will use when designing your personal Physical Activity Plan?

Lesson 3

1. Which heart-rate zone would you want to work within if you wanted to get an aerobic workout?
2. What are two ways you can determine your heart rate?
3. Why would using a heart-rate monitor be more efficient than taking your heart rate at your carotid pulse?

Notes



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 5

Learning Activity Answer Key

MODULE 5: LEARNING ACTIVITY ANSWER KEY

Learning Activity 5.1: Match Up: Exercise Techniques and Physiological Reasons

Physical Activity	Exercise Technique	Physiological Reason
Hamstring stretch	Perform in seated position	Reduce low-back strain
Low-impact "aerobics" class	Keep one foot flat on the floor at all times	Prevent wear and tear on joints
Lat. pull down	Pull bar to chest	Prevent strain on neck and upper back
Wall squat	Bend knees to 90 degrees or more	Prevent strain on knees
Half neck circles	Keep head forward of body's midline	Prevent strain on cervical spine

Notes



**GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)**

Module 6

Nutrition

This module contains the following lessons

- Introduction
- Lesson 1: Importance of Nutrition
- Lesson 2: Nutritional Value of Foods
- Lesson 3: Factors Affecting Optimal Performance
- Lesson 4: Meal Planning
- Module 6 Summary

MODULE 6: NUTRITION

Introduction

Throughout this module you will learn about the daily nutritional needs of the body as suggested by the *Eating Well with Canada's Food Guide*. The importance of food choices throughout the stages of life as well as during pregnancy is examined. Meal planning and learning the nutritional value of many different foods are some of the activities.

Determining the nutritional value of many packaged foods is achieved by learning how to interpret food labels. You will also investigate the nutritional value of unpackaged foods.

Some of the nutritional factors that may affect optimal physical performance will be examined. All of this information will help you to make appropriate food and nutritional choices for daily meals and snacks.

Finally you will plan meals and investigate the challenges and benefits to planning a one-day menu.

Assessment

You will be assessed on your completion of the Module 6 assignment found at the end of this module.

When you complete Module 6, you will submit your Module 5 assignments and your Module 6 assignment 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	No Assignment	
2	No Assignment	
3	No Assignment	
3	Assignment 6.1	Meal Planning

Notes

LESSON 1: IMPORTANCE OF NUTRITION

Lesson Focus

You will show an understanding of

- the various healthy lifestyles practices that contribute to disease/illness prevention, including mental illness/disorders
- the importance of being healthy during pregnancy

You will be able to

- identify a variety of food choices that may aid in the prevention of chronic disease
- identify different foods that may promote healthy living throughout different stages of life
- identify the substances to avoid during a pregnancy and to explain how these substances affect foetal development.

Introduction

In this lesson you will learn about the importance of food choices and their nutritional value throughout various stages of life as well as during pregnancy. This lesson will help you gain knowledge about how to choose different foods to aid in disease prevention.

Why do you choose to eat the foods that you do? Have you ever wondered about the nutritional content of those foods? Have you ever compared what you eat to your parents/guardians or grandparents? Should there be different food choices for various life stages? If so why do you think that?

The nutritional needs of the body change throughout life's stages but the nutritional requirements remain the same.

Food and Life Stages

In general, consume

- many different nutritious foods
- six to eight glasses of water daily
- enough protein to maintain and repair cells
- vitamins that are fat- and water-soluble
- essential minerals (e.g., iron, calcium, and zinc)
- limited trans fats, alcohol, caffeine, and salt

Remember: a varied diet that includes only fruits, vegetables, whole grains, dairy foods, and lean meats can fulfil these basic requirements.

Pregnant women/foetal development

Some recommendations for women that become pregnant are

- Add 300 calories extra per day during the second and third trimester.
- Concentrate on quality rather than quantity of the foods you choose.
- Cravings are OK, but don't let them replace more nutritious foods.
- Pay special attention during pregnancy to iron, calcium, folic acid, vitamin C, zinc, and protein. Iron supplements are often advised, but don't take them unless your doctor recommends them. Before and in the early weeks of pregnancy folic acid is important to avoid neural tube defect (birth defects involving incomplete development of the brain and spinal cord) in the baby. All women of childbearing age should eat foods high in folic acid like leafy green vegetables such as kale and spinach, orange juice, and enriched grains or take a folic acid supplement (remember to talk to your doctor first).
- Do not drink any alcohol during pregnancy to avoid a disorder called Foetal Alcohol Syndrome (FAS). FAS is associated with a lower IQ, developmental delays, behaviour problems, learning difficulties, and memory problems.
- Be physically active, swimming is great. Consult your doctor before exercising.
- Keep drinking plenty of fluids.
- Direct and passive smoking is risky. Smoking is associated with growth retardation, increased risk of spontaneous abortion, stillbirths, placental complications, and low birth weight.

A baby depends on the food the mother eats to supply energy, protein, vitamins, calcium, iron, and other minerals from the instant of conception for normal growth and development.

Infants—birth to six months of age

Infants may increase their body length by 50% and their weight by 300% between birth and one year of age. Breast milk is a good choice because it supplies a baby with the required amounts of nutrients, fluids, and energy up to six months of age. Where possible, breast milk is preferred to formula (infant formula is an industrially produced milk product, usually based on either cow or soy milk, designed to duplicate the nutrient content of natural human breast milk). Additional advantages of breast milk is that it contains many protective and immunological factors that benefit the baby's development.

Infants—six to twelve months

Around six months of age, solid foods are usually introduced. There may be reduced body stores of iron and vitamin D as a baby is gradually weaned from the breast or bottle and new solids are introduced.

To maintain nutrient body stores

- Expose the skin to sunlight occasionally, enough to provide a baby's vitamin D requirements.
- Introduce foods one at a time so if there is an allergic reaction you know which food caused it.
- Introduce new foods once every four to five days to avoid confusion and to rule out food allergy and sensitivity.
- Introduce cereals as the first solid food (this is frequently recommended). Cereals that are iron enriched rice-based have an additional benefit. There is a lower risk of an allergic reaction which may occur with food such as eggs, dairy products.
- Introduce fruits and vegetables after the cereals. Fruits and vegetables are important for vitamin and mineral content and they also provide new tastes, textures, and colours.
- Offer meat, poultry, and fish last.
- Do not add salt or sugar to your baby's food, they are not important.
- Avoid 2% or skim cow's milk in the first 12 months. Whole milk can be introduced after six months. (For infants under six months, cows' milk protein is hard to digest, the fat is poorly absorbed, and the mineral content is too high.)
- Feed babies frequently – up to four to six times per day.

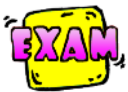
The first year of an infant's life is a time of astonishing physical change. During this time, a baby will grow rapidly. On average, babies grow 25 centimetres in length while tripling their birth weights by their first birthday.

Childhood

1. Children need nutritious food to fuel growth, development, and active play. A child's early experiences with food helps shape their eating habits later in life. By being good role models, parents and guardians can encourage children to experience and enjoy a wide variety of tasty and nourishing foods.
2. Food-related problems for young children include tooth decay, becoming overweight, becoming obese, and the development of food sensitivities.
Recommendations include:
 - Your child needs to have enough fluids, especially milk and water.
 - Some foods are more likely to cause allergic reactions, such as peanuts, shellfish, and cow's milk.
 - Eat close to the recommended portions or food from the food groups as laid out by *Eating Well with Canada's Food Guide*.
 - Eat foods low in fat.
 - Avoid eating or drinking after teeth have been brushed at night.
3. During childhood, children tend to vary their food intake spontaneously to coincide with their growth patterns. Growth spurts and the onset of puberty increase nutritional needs further. Like energy needs, a child's total protein, vitamin and mineral requirements increase with age. After age one, a baby's growth in length slows considerably, and by two years, growth in height usually continues at a fairly steady rate of approximately six centimetres per year until adolescence. Ideally, children should be accumulating stores of nutrients in preparation for the rapid growth spurt they will experience during adolescence.

Adolescence

As children experience the growth spurt as they move into adolescence they need additional calories and nutrients. For girls, this generally occurs around 10 to 11 years of age, and boys at around 12 to 13 years.



Recommendations include

- Foods that are high in calories can generally be eaten without causing excess weight, as long as the adolescent is physically active.
- Balance takeaway and fast foods with nutrient-dense foods, such as wholegrain breads and cereals, fruits, legumes, nuts, vegetables, fish and lean meats.
- To boost calcium intake important for growing bones, provide dairy products.

Calcium intake is important at this stage of life as 90% of one's total bone mass is achieved by the age of 17. Getting a significant amount of weight-bearing exercise and Vitamin D will also optimize bone development during adolescence.

By the time girls reach age 15 and boys reach age 16 or 17, the growth associated with puberty will have ended and they will have reached physical maturity.

Young adults (18 to 30)

Employment, education for your future career, and possibly moving away from home are parts of the changing lifestyle that accompanies the late teens and early 20s. This changing lifestyle may have an impact on making healthy nutritional choices. To help ensure optimum health is maintained through this stage, below are some recommendations.

- Establish healthy eating habits that will be carried on into later life.
- Be conscious of food portion sizes.
- Make a deliberate effort to keep active. (30 to 60 minutes daily of weight-bearing cardiovascular and resistance training activities)
- Limit or ideally avoid alcohol intake.
- Keep your fat intake below 30% of total daily calories. Avoid trans fats.
- Limit the amount of salt in the daily diet.
- Include foods rich in iron and calcium.

Adults (30 to 55)

In adulthood, our nutritional needs stabilize, but it's vitally important that we eat a healthy, balanced diet to help avoid health problems like heart disease and type II diabetes.

Although the body has stopped growing and developing, nutritional needs remain high to help keep the immune system high to fight off diseases and illnesses. It is important to know that metabolism (how quickly your body uses up calories) slows down at a rate of approximately 2% per decade. Women need to take special care with iron because menstruation makes their needs higher.

Healthy Eating Habits for Adults are Very Important

The health-protective effects of a fruit- and vegetable-rich, balanced diet also take on a renewed importance. A varied diet, together with an active, non-smoking lifestyle, keeps energy levels, alertness and immunity high, and reduces the risk of disease and obesity.

By eating a healthy diet and being physically active, we can maintain a healthy body weight and reduce our risk of developing diet-related illnesses, such as heart disease and cancer.

Senior Years (55+)

As people get older their caloric needs may decline due to a drop in muscle tissue which is often a result of less physical activity. However vitamin and mineral needs stay the same and may even increase as the body starts absorbing them less sufficiently. For example, as you get into your senior years the stomach declines in its ability to absorb B vitamins. For this reason many seniors take vitamin B supplements to ensure they have enough B vitamins for neurological function.

Staying as active as possible benefits both body and mind, and allows an ample food intake without unhealthy weight gain. Physical activity also helps to maintain a strong immune system, which reduces risk of illness and speeds recovery. A daily multivitamin and mineral supplement can be helpful as well.

Recommendations for Seniors

- Consider a wide variety of foods and remember to drink adequate fluids.
- Well-balanced eating with regular exercise, keeps you healthy.
- Eat nutrient dense foods, for example, eggs, lean meats, fish, liver, low-fat dairy foods, nuts and seeds, legumes, whole grain breads and cereals.
- Get outside each day to boost your vitamin D synthesis for healthy bones.
- Remember a calorie is a calorie. Eat nutritious calories! Avoid foods that are high in calories and low in nutrients, such as cakes, sweet biscuits, and soft drinks.
- To keep bowels healthy and regular, choose foods naturally high in fibre.
- Table salt needs to be limited, especially during cooking.
- Stimulate your appetite and maintain muscle mass; get active!

Mental Health

A person's food intake affects mood, behaviour, and brain function. A hungry person may feel irritable and restless, whereas a person who has just eaten a meal may feel calm and satisfied. A sleepy person may feel more productive after a cup of coffee and a light snack. A person who has consistently eaten less food than needed over a long period of time may be apathetic and moody.

The human brain has high energy and nutrient needs. Changes in energy or nutrient intake can alter both brain chemistry and the functioning of nerves in the brain. The intake of calories and several different nutrients affect the levels of chemicals in the brain called neurotransmitters. Neurotransmitters transmit nerve impulses from one nerve cell to another, and they influence mood, sleep patterns, and thinking. Deficiencies or excesses of certain vitamins or minerals can damage nerves in the brain, causing changes in memory, limiting problem-solving ability, and impairing brain function.

Benefits of Healthy Eating

"Poor" diet and physical inactivity are associated with an increased risk of a number of chronic health conditions including cardiovascular disease, type II diabetes, some cancers, osteoporosis, high blood pressure, as well as overweight and obesity. Eating well and regular exercise are preventative benefits.

Summary

In this lesson you learned a lot about the nutritional needs throughout the life stages including a healthy pregnancy. Much of the information presented in this lesson will be tested during the final examination. You also spent time investigating nutritional choices for disease prevention during the assignment. The information you discovered should guide you in your own personal nutritional choices throughout your life.

Notes

LESSON 2: NUTRITIONAL VALUE OF FOODS

Lesson Focus

You will show an understanding of

- the nutritional value of a variety of foods

You will be able to

- show how a person can make healthy food choices by interpreting the food label information

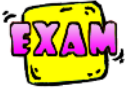
Introduction

Throughout this lesson you will investigate the nutritional value of different foods as well as learn how to read labels. Making sure you know how to determine the nutritional value of foods will help you to make educated meal and snack choices.

Are You Label Smart?

One of the most important consumer skills is the ability to read and interpret food labels. Knowing how to interpret nutrition facts, nutrition claims, and ingredient lists is the first step in being able to make healthier food choices.

Nutrition Facts



The Nutrition Facts box on food labels is required by law in Canada. Nutrition Facts will assist you in making informed choices when deciding to purchase a packaged food item.

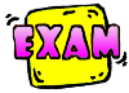
There are four key messages to Nutrition Fact Labelling.

The diagram shows a Nutrition Facts label with four key messages explained by arrows:

1. All the information in Nutrition Facts is based on a specific amount of food. (Arrow points to the Serving Size: 1 cup (228 grams))
2. The facts table lists calories and some core nutrients. (Arrow points to the Amount Per Serving section)
3. The % Daily Value (% DV) gives a context to the actual amount of a nutrient. It indicates at a glance how much of a nutrient is in the specific amount of food. (Arrow points to the % DV column)
4. This number is the actual amount (quantity) of the nutrient in the specific amount of food. Even if the nutrient amount is zero, it is listed. (Arrow points to the Dietary fibre 0 g)

Nutrition Facts	
Serving Size	1 cup (228 grams)
Amount Per Serving	
Calories	260
Calories from fat	120
	% DV
Total fat 13 g	20%
Saturated fat 5 g	25%
Cholesterol 30 mg	10%
Total carbohydrate 31 g	10%
Dietary fibre 0 g	
Protein 5 g	

Reference: Health Canada. "Nutrition Labelling ... Get the Facts!" Ottawa, ON: Health Canada, 2008.



Nutrition Claims

Nutrition Claims on the front of food packages describe the amount of a nutrient in a food (e.g., a claim that a product is “fat free”). Labelling laws on packages do not require nutrition claims but there are regulations that indicate the wording of a claim to ensure that it is accurate. The Canadian government has defined the meanings of these claims in order for manufacturers use to highlight certain nutrition claims of a product. Below is a selection of the common nutrition claims for fat, “light” products, limiting calories, sugar, and calcium content.

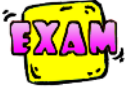
Nutrition Content Claims and Their Meaning*	
Keyword	What they mean
Free	■ an amount so small, health experts consider it nutritionally insignificant
Sodium free	■ less than 5 mg sodium*
Cholesterol free	■ less than 2 mg cholesterol, and low in saturated fat (includes a restriction on trans fat)* ■ not necessarily low in total fat
Low	■ always associated with a very small amount
Low in fat	■ 3 g or less fat*
Low in saturated fat	■ 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	■ at least 25% less energy than the food to which it is compared
Source	■ always associated with a “significant” amount
Source of fibre	■ 2 g or more fibre*
Good source of calcium	■ 165 mg or more of calcium*
Light	■ 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) ■ 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. “Nutrition Labelling . . . Get the Facts!” *Food and Nutrition*. www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/educat/te_background-le_point-08_e.html. (This reproduction has not been produced in affiliation with, or with the endorsement of, the Government of Canada.)

Ingredient List



All pre-packaged foods must, by law, include a list of ingredients by weight, from most to least important. Those with the most weight are listed first. The ingredient list helps to identify sources of the nutrients and the amount of the ingredient in the food. This list is an important source of information for prevention of food allergies or being aware of products in foods you should not be eating for family or cultural reasons.



If you would like further information on food labelling please visit www.healthcanada.ca/nutritionlabelling.



Learning Activity 6.1

Comparing Labels

Find three different snack foods (such as: chips, peanuts, crackers, etc.) with labels. You can find items in your own house or you may want to visit the local grocery store.

Fill in the following chart to compare your snacks.

Item to compare	Snack #1 Food Item:	Snack #2 Food Item:	Snack #3 Food Item:
What is the shelf life (best before date)?			
What is the recommended serving size?			
How many servings are in the package or box?			
What are the top five ingredients?			
How many calories per serving size?			
How many grams of fat per serving size?			
List any nutritional claims the product makes. (refer to lesson for some examples)			
What is the % daily value of Carbohydrates?			
What is the % daily value of Cholesterol?			
What are the top three core nutrients in each snack? (refer to lesson if unaware of the 13 core nutrients)			

continued

Learning Activity 6.1 (continued)

Answer the following questions.

1. What are some similarities in the three snacks that you chose to compare labels?

2. Which snack would be considered the best for you? Why?

3. When choosing any of these snacks would you then adjust your choice of meals for the day? What are some adjustments you would make?

4. What are some considerations you should look at when choosing a healthy snack?

Summary

In this lesson you determined the nutritional value of some foods that you choose in the learning activity and you spent time learning how to read and interpret information found on food labels. Even though there is no assignment in this lesson, be sure to pay careful attention to the learning activities.

LESSON 3: FACTORS AFFECTING OPTIMAL PERFORMANCE

Lesson Focus

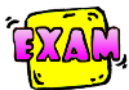
You will show an understanding of

- how different nutritional choices can affect physical and mental performance

Introduction

In this lesson you will analyze some of the factors that may affect optimum performance. By putting this last bit of information together with the other knowledge you have already gained, you will be able to make appropriate food and nutritional choices during exercise.

Food and Fuels for Performance



The Manitoba Milk Producers refer to carbohydrates as the “Fuel of Champions.” Carbohydrates supply the main source of muscle energy for long, steady, intense activity. Depleted storage of muscle energy leads to reduced endurance, fatigue, and exhaustion. Eating carbohydrate-rich foods is the only way to maintain and refill muscle-energy stores.

All carbohydrates contain roughly the same amount of energy (4 kcal per gram). Foods that are high in carbohydrates include breads, potatoes, pasta, rice, and cereals.

Foods containing carbohydrates can also be rated according to their ability to raise blood glucose levels. This rating is known as the Glycemic Index (GI). As raising the blood sugar levels quickly is not desirable, selecting foods with lower GI's is important for good health. A low on the glycemic index is less than 55, medium is 56 to 69, and high are foods with values of 70 or higher. Foods with a high glycemic index elevate blood sugar (glucose) quicker. White bread, potatoes, and rice are amongst those with a high index. Pasta, noodles, and crisps belong to the moderate index and apples, beans, and lentils to the low index.

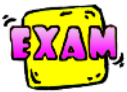
High GI (70 and above)
Medium GI (56 to 69)
Low GI (55 and under)

The fuel used during exercise is glucose, and muscle glycogen is the stored form of this sugar.

Fats should provide no more than about 20 to 30 percent of daily calories. Your body needs small amounts of fat for certain critical functions and as a supplemental energy source to glucose. But eating too much fat is associated with heart disease, some cancers, and other major problems.

Fats are classified as either saturated or unsaturated. Saturated fats come in foods from animals (e.g., meats, eggs, milk, cheese, etc.) and unsaturated fats in some vegetable products (e.g., corn oil). How your body uses fat for energy depends upon the intensity and duration of exercise.

- When you rest or exercise at low to moderate intensity, fat is the primary fuel source.
- As you increase exercise intensity, your body also relies increasingly on carbohydrates for fuel.
- If your body uses up its glycogen supply and you wish to keep exercising, you will need to decrease the exercise intensity so that your body will go back to fat for energy. During this time your body will try to replenish its glycogen levels.



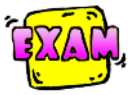
During exercise, protein plays only a minor role as an energy source. Protein's function is mainly to build, repair, and maintain tissue.

Iron is the mineral in red blood cells responsible for getting oxygen to working muscles. Iron deficiency could lead to anemia. Anemia can cause fatigue and poor recovery from workouts. Foods containing iron include meat, eggs, legumes, dark green vegetables, dried fruit, and enriched grains.

The iron obtained from meat is more readily absorbed than iron from other sources. Consuming meat or a vitamin C-containing food (e.g., oranges, strawberries, tomatoes) with a non-meat source of iron (e.g., legumes, grains) enhances iron absorption, whereas consuming coffee or tea with a non-meat iron-containing food decreases iron absorption.

Be careful in choosing to take iron supplements as high levels of iron consumption can be toxic. Physicians can monitor changes in iron status through comprehensive blood tests.

Food Intake Prior to Competition



As an athlete's training decreases in amount and intensity leading up to a competition, the emphasis on food intake would be on carbohydrates to maximize muscle-energy storage in the form of glycogen.

An athlete/individual should eat nutrient- and carbohydrate-rich foods such as whole grain bread, potatoes, rice, fruit, cereal, legumes, and starchy vegetables. This can be achieved by eating at least eight servings of grain products and vegetables and fruit daily.

Pre-Event Meal

- Eat a meal that consists mainly of food containing carbohydrates and low in protein and fat.
- Drink fluids during a meal.
- Examples of pre-event meals are
 - cereal, milk, fruit, toast
 - milk, sandwich with lean meat
 - fruit, yogurt, muffin
 - small portion of pasta with tomato sauce

Food Intake Following an Intense Workout

Eating a 200 to 400 gram serving of carbohydrate-rich food (e.g., tuna sandwich, chocolate milk, fruit-sweetened yogurt) immediately after exercise, and then small meals spaced evenly throughout the rest of the day, helps to refill the stores of muscle energy or glycogen.

Fluid Loss

Fluids aid in the regulation of body temperature. The evaporation of sweat/perspiration from the skin helps cool the individual's body. Adequate fluid intake helps replace the evaporated sweat/perspiration. Dehydration, associated with not consuming enough fluids to replace the fluids lost during exercise, is serious and can lead to poor performance, cramps, heat exhaustion, and possible heatstroke.

Although water does not provide caloric energy, adequate hydration is at least as important to athletic performance as the food you eat. In fact, fluid losses of as little as 2% of body weight (less than 2 kg in a 100-kg athlete) can impair performance by increasing fatigue. It is common for some athletes to lose between 5 to 8 pounds of sweat during a competition. So it's easy for athletes to become dehydrated if they don't drink enough to replace what is lost in sweat.

Physical activities that are played indoors have conditions of heat, humidity, and airflow differing from those activities played outdoors. Athletes may wear team uniforms and equipment for protection that may not consider heat loss needs. Listed below are some general guidelines for replacing fluid, but make sure to always consider the environment in which you are exercising to be able to make any additional adjustments necessary.

To keep from dangerously overheating, people need to replace fluids as they are lost. To keep pace, the physically active individual should drink

- at least 625 ml of fluid two hours before a heavy exercise period
- 500 ml 10 to 15 minutes before exercise
- 250 ml every 15 minutes during exercise

Herbal Supplements

The category "herbal" includes any plant with flavouring or medicinal value. That includes the botanicals we associate with today's pharmaceuticals, as well as the herbal supplements we purchase, and, of course, the herbs we use to enhance the flavour of our food, such as garlic and sage. Today, the practice of a western herbalist primarily draws on 150 to 200 plants.

Because herbal supplements are promoted as all-natural, alternative medicines, consumers tend to think of them more as vitamins than as actual drugs. It is important to understand that herbal supplements do not have to meet federal regulations like other medical drugs do. That means potency, purity, and safety are not necessarily consistent from brand to brand. It's important to talk with your doctor before starting to take any supplement. Listed below are a few important points about herbal supplements and exercise.

- Be aware that labels on herbal supplements can be misleading. In fact there may be substantially more or less of the listed amounts of ingredients in a container. Substances may be added. Failed doping tests for athletes may be caused by these substances.
- Keep up-to-date on the benefits of herbs on performance. Check current references. For example, Ephedra Sinica contains ephedrine, a stimulant to the cardiovascular and nervous system, is used to speed up fat loss and make one feel energetic. However, there is no solid evidence that herbal ephedra can improve athletic performance, but the use of ephedrine-containing products can result in serious side effects, including death.
- Check claims for scientific basis. For example, popular herbs and plants are consumed for their anabolic “muscle building” agents including yohimbine, smilax, tribulus, wild yams, and gamma oryzanol. The compounds found in many of these herbs and plants, cannot be converted by the human body into testosterone or other anabolic steroids. A claim that these agents can increase muscle mass has little or no scientific basis.

Dietary Supplements

There are many dietary supplements such as vitamins, minerals, protein powders, carbohydrate gels, sports drinks, and liquid meals. Eating a well-balanced diet will ensure you of getting the needed nutrients for optimal performance. The use of nutritional supplements is very common but they should only be taken after consulting with a physician.

Common sports nutrition supplements

- sports drinks
- carbohydrate bars and gels (these gels contain a high sugar content therefore needing extra water to rehydrate)
- protein powders, drinks, and bars
- liquid meal supplements
- vitamin and mineral supplements

Rest

Rest days are important because they allow muscle-energy (glycogen) stores to refill and allow muscles to adapt to exercise changes and repair themselves.

Summary

In this lesson you learned about the factors that can affect optimal performance. You learned about the importance of food choices, water intake, supplements, and rest. The next time you exercise or want to perform at your best make sure to take these factors into consideration to help you feel great before, during and after the activity. There will be questions on this lesson on the final examination.

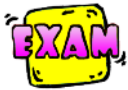
LESSON 4: MEAL PLANNING

Lesson Focus

You will show an understanding of

- the knowledge to design a daily nutritional menu
- the use of goal setting to meal plan
- that meal planning can aid in healthy eating

Introduction



Your body requires a steady supply of quality food to survive and to function properly.

By following the suggestions in *Eating Well with Canada's Food Guide*, you can select foods that will provide the essential daily nourishment. A steady supply of food is defined as eating regularly throughout the day.

***Eating Well with Canada's Food Guide* is based on the following guidelines to healthy eating.**

1. Enjoy a variety of foods from each of the four main food groups.
2. Emphasize enriched cereals, breads, other whole grain foods, vegetables, and fruit.
3. Choose lower fat dairy products, leaner meats, and foods prepared with little or no fat.
4. Achieve and maintain a healthy body weight by enjoying regular physical activity and healthy eating.
5. Limit salt, alcohol, and caffeine

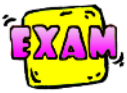
Refer to the coloured *Eating Well with Canada's Food Guide* that is included in this course. It is also found at



www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html

Eating Well with Canada's Food Guide organizes food into four basic groups that focuses on choices that are low in fat, high in fibre, and rich in vitamins and minerals. The foods within each food group have similar nutritional value (the amount of important vitamins, minerals and energy sources a food has). Select foods from all four groups every day so that all essential nutrients are available for nourishment. Eating the same foods day after day supplies the body with the same vitamins and minerals repeatedly but you miss the other nutrients that your body needs. A balanced meal offers a significant amount of nutrition. To eat a balanced diet, aim to include foods from at least three food groups with each meal. Limit the amounts of fat, salt, and sugars (simple carbohydrates) in your diet. Consider your serving size in a bowl of cereal for example.

Snacking and Eating Out



Snacking and eating out can be both enjoyable and nutritious. Snacks and foods eaten in restaurants range from nutritious, low-fat foods to those that are high in fat and sugar. Snack food can offer good nutrition. Snacks provide extra food energy along with nutrients you may have missed at other times during the day. Growing, active teens need the refuelling that snacks can provide. Snack choices require as much attention as breakfast, lunch and dinner choices. These foods supply proteins, carbohydrates, vitamins, and water.

Eating out is in. Once considered a special occasion, eating out has become an everyday occurrence for many. Along with convenience and atmosphere, restaurants can provide healthy food. Variety is the key to good nutrition. Select a restaurant that offers a variety of choices. Be cautious when ordering from any menu to not toss away all nutritional common sense. There is a place in every meal for all kinds of foods. Choose carefully and select menu items that limit fat, sugar, and salt. Restaurant menus may offer high fat meal selections and large portion sizes that compromises health if dining out on a regular basis. Sharing a main course meal or dessert and ordering off the appetizer menu instead of the other sections of the menu can assist in portion control. Below is a listing of menu signal words that indicate the fat content of meal choices.

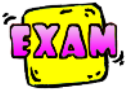
Fat Consumption

One can reduce fat consumption by being aware of how fat becomes part of our food in different ways. Fat is added during food processing in baked goods, candy bars, snack food, processed meats such as hot dogs, and is hidden in many foods such as granola bars and coffee creamers.

High-Fat Words	Lower-fat Words
Au gratin	Baked
Breaded	Broiled
Buttered	Poached
Creamy	Roasted
Gravy	Steamed
Cheesy	Rotisserie
Scalloped	

Fat is added during food preparation in the form of cooking fats, butter or margarine, and sauces. Avoid the sauces or have them on the side to control the amount of sauce being added to your food. Fat is added at the table in the form of salad dressing, sour cream, sauces, gravy, butter or margarine. Limit the amount of toppings on your foods to decrease the additional fat to your diet. Fat is found naturally in foods such as fresh meat and milk products. We can choose lower-fat dairy products and lean meats. A balanced meal offers a significant amount of nutrition. To eat a balanced diet, aim to include foods from at least three food groups with each meal.

Other Foods



Taste and enjoyment can also come from “other foods” and beverages that are not part of the four food groups. These foods can have a place in one’s lifestyle if you keep in mind the 80/20 rule. (80% from the food groups and 20% other foods) These foods provide for social contact such as going for a cappuccino and a cheesecake with friends. It is important though, to limit the amounts of fat, salt, and sugars (simple carbohydrates) found in these foods. There is room for everything in moderation. Eating in moderation also means controlling the size of your portions. Balancing calorie input with calorie output (physical activity) is the secret to weight management as well as developing a healthy body. Before placing your order, consider the other food choices you have made, or expect to make, during that day. The food choices you make when snacking or eating out are part of your overall diet. Fast food restaurants do provide information about portion size and nutrition content. Request this information at your favourite food outlet or visit their websites to review the nutritional value of their menu items.



Assignment 6.1

Meal Planning

In this assignment you will be plan one full day of meals and then answer questions. You will find Assignment 6.1 in the Assignments section at the end of this module.

Summary

You have just learned about the *Eating Well with Canada’s Food Guide*. You also read about the importance of healthy snacking and making appropriate choices when eating away from your home. In your assignment you will now be bringing all your knowledge together and plan a one-day menu. Good luck and happy eating!

MODULE 6 SUMMARY

Congratulations! You have completed Module 6 of Grade 10 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 5 and Module 6 assignments 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 Modules 5 and 6 assignments and organize your material in the following order:

- Modules 5 and 6 Cover Sheet (found at the end of the course Introduction)
- Assignment 5.1: Physical Activity Log*
- Assignment 5.2: Safe Exercise Practices
- Assignment 5.3: Warm-Up and Cool-Down
- Assignment 4.1: Meal Planning

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

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

Module 6 Review Questions

Lesson 1

1. List three examples of food that have possible benefits in disease prevention? Why?
2. Describe how someone's nutritional choices may lead them to prevent a mental illness or disorder.
3. What are some essential foods that a mother should have during foetal development?
4. What are some essential foods that a person should have throughout different stages of their lives in order to remain healthy? List and explain why these foods are required.

Lesson 2

1. What is the nutritional value of some of the foods you discovered in the learning activity?
2. How does the *Eating Well with Canada's Food Guide* help in making food choices?
3. How do fad diets, today's busy society, and other factors affect your food choices?
4. What are the four main pieces of information identified on a nutrition label and why is that information important in selecting a product?

Lesson 3

1. What are some nutritional factors that affect physical performance?
2. How much water should you be drinking before and during exercise?
3. What are some of the risks of using herbal supplements?

Lesson 4

1. What are the nutritional needs for a person your age for one day?
2. What are some factors that would influence your food choices for a two-day period?
3. What are some long-term goals you can use in a nutritional plan for the rest of your life?



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 6

Assignment

MODULE 6: ASSIGNMENTS

Assignment 6.1: Meal Planning

90 minutes (38 marks)

Part A (16 marks)

In this assignment you will plan one full day of meals.

Important points to keep in mind when doing the assignment are

- You must include three meals as well as the snacks you will have that day.
- You may include all the snacks you would have that day in one box.
- Make sure to use the *Eating Well with Canada's Food Guide* to help you plan.
- Record the number of servings from each food group for each meal you have designed. Make sure serving sizes match your daily requirements (e.g., a bowl of cereal might be two or three servings of grain products depending on the size of the bowl!)
- In the last box use the knowledge you have gained in the last three lessons to explain the nutritional benefits of each food or beverage. Specify the important vitamins and minerals that are contained in each food as well as other important information such as types of fat contained in each food, calories, etc.
- Consider your activity levels when choosing what to eat as well as portion sizes.
- Be sure to have a balanced meal plan.

How does the food you have listed meet the criteria on the previous page?				
What are you going to eat?				
	Breakfast	Lunch	Dinner	Snacks



Possible websites you may want to refer to are

- www.dietitians.ca
- www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html
- www.whfoods.com

Rubric for Meal Planning Chart					
Category	4	3	2	1	0
Portions/Servings relative to activity level	Plan demonstrates consideration of portions/servings and makes appropriate connection between portions/servings and identified activity level.	Plan demonstrates some consideration of portions/servings and makes somewhat appropriate connection between portions/servings and identified activity level.	Plan demonstrates little consideration of portions/servings and makes limited connection between portions/servings and identified activity level.	Plan demonstrates very little consideration of portions/servings and/or makes illogical or inappropriate connections between portions/servings and identified activity level.	Plan demonstrates no consideration of portions/servings and no connection between portions/servings and identified activity level.
Variety of food choices	Plan demonstrates a wide, balanced, and appropriate variety of food choices.	Plan demonstrates a variety of appropriate food choices.	Plan demonstrates little variety of appropriate food choices.	Plan demonstrates very little variety or inappropriate food choices.	Plan does not demonstrate variety in food choices.
Representation from food groups	Plan demonstrates consideration and knowledge of Canada Food Guide in planning for appropriate representation of food groups.	Plan demonstrates some consideration and knowledge of Canada Food Guide and plans for somewhat appropriate representation of food groups.	Plan demonstrates little consideration and/or knowledge of Canada Food Guide and plans for inclusion of food groups is limited.	Plan demonstrates very little consideration and/or knowledge of Canada Food Guide and includes illogical and/or inappropriate food group choices.	Plan demonstrates no consideration and/or knowledge of Canada Food Guide.
Consideration of nutrient and fat content	Plan demonstrates consideration of balancing food choices to ensure appropriate nutritional and fat intake.	Plan demonstrates some consideration of balancing food choices to ensure appropriate nutritional and fat intake.	Plan demonstrates limited consideration of balancing food choices to ensure appropriate nutritional and fat intake.	Plan demonstrates very limited or illogical consideration of balancing food choices to ensure appropriate nutritional and fat intake.	Plan demonstrates no consideration of balancing food choices to ensure appropriate nutritional and fat intake.

Part B (22 marks)

Answer the following questions.

1. Which food group was most difficult to include? (1 mark)

2. Which food group was easiest to include? Are these your favourite foods? (2 marks)

3. If you actually ate everything you have included in this menu is it more or less than what you normally eat? Explain. (2 marks)

4. Would you have to adjust your exercise if you used this meal plan on a regular basis? Expand on your answer. (2 marks)

5. Did you include eating out in this meal plan? Why or why not? (2 marks)

6. When making the meal plan did you find it easier to design full meals or snacks? Give a short explanation. (2 marks)

7. What are some of the benefits associated with meal planning? (5 marks)

8. How might factors like cost, availability of foods, and cultural rituals influence your food choices? (3 marks)

9. What are three long-term goals related to healthy eating that you would like to set for the rest of your life? (3 marks)

Notes

MODULE 6 SUMMARY

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GRADE 10 PHYSICAL EDUCATION/ HEALTH EDUCATION (20F)

Module 7

Sports and Rules

This module contains the following lessons

- Introduction
- Lesson 1: Sport Safety, Rules, and Officiating
- Lesson 2: Sport Terminology and Game Strategies
- Lesson 3: Ethical Issues in Sport
- Module 7 Summary

MODULE 7: SPORTS AND RULES

Introduction

There is an opportunity in this module to learn more about a sport of your choice. Gaining a better understanding of the sport will help your performance as well as give you an appreciation of other athletes within that sport. You will investigate the importance of rules, not only for the enjoyment of the game but also for safety reasons.

In the first lesson you will continue with your Physical Activity Log as well as learn about offensive and defensive strategies. In the second lesson you will learn some sport terminology and officiating signals and guidelines. The final lesson deals with examining some unethical situations that can occur within sport.

During this module you will use your activity time not only for your Physical Activity Log but also for the completion of Assignment 7.2: Sport Investigation #1. You must complete both the Log and the assignment with signatures in order to get credit for both.

In the Sport Investigation assignment you will have a task to complete and you will participate in the sport for at least five hours. This means that this module cannot take you any less than seven hours (five hours of participation and two hours to complete the task for the assignment). If you have trouble choosing a sport for your assignment please contact your tutor/marker.

Assessment

You will be assessed on your completion of the Module 7 assignments found at the end of this module.

When you complete Module 8, you will submit your Module 7 assignments, along with your Module 8 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 7.1	Physical Activity Log
2	Assignment 7.2	Sport Investigation #1
3	Assignment 7.3	Analyzing Sport Scenarios

LESSON 1: SPORT SAFETY, RULES, AND OFFICIATING

Lesson Focus

You will show an understanding of

- rules associated with selected sports while participating
- safety rules, routines, and procedures prior to participating in each physical activity

You will be able to

- apply rules and procedures for safe and responsible participation and use of equipment in selected, specific physical activities and environments
- demonstrate the ability to keep score and/or officiate in selected organized sports

Introduction

Can you remember playing a game that did not have rules? Have you ever made up rules for the games you were playing? Why did you make these rules? Every sport or game has a set of rules that govern their play. However, sometimes rules are modified. There are many reasons for this which may include: encouraging more participation, making it easier to play, accommodating space limitations, including everyone that wants to play. Basically every game has rules unless you can think of one that does not.

In this lesson you will gain an understanding of the safety rules, game rules, and etiquette, and learn different officiating signals which are used in order to make sport more enjoyable. You will also have to show that you can keep score or be an official in a given sporting activity. We will review the importance and roles of officials so you will be clear about what is expected of you in your assignment, which will be officiating or keeping score in a sporting event. You will apply what you learned to your selected sport as you participate in them.



Assignment 7.1

Physical Activity Log

Remember that, in your Physical Activity Log, you need to describe the physical activities you will be taking part in over the next four weeks, so it will take you at least that long to finish it. Now is a good time to look over the assignment on the sport investigation. You can use the five hours of participation in the Assignment 7.2: Sport Investigation #1 for your Log as well; as long as it involves moderate to vigorous activity like officiating soccer. Better get started now! Assignment 7.1 is found in the Assignments section at the end of this module. You will submit the completed assignment to the Distance Learning Unit when you have finished Module 8.

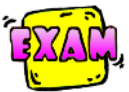
If you have not reached 55 hours of physical activity after completing the Module 7 Physical Activity Log, please contact your tutor/marker.

Safety Rules, Procedures, and Routines



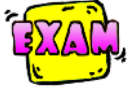
Playing sports can be a lot of fun but every sport also has an element of risk related to personal injury. That is why it is essential to know the safety rules and precautions specific to each sport or physical activity. There are seven safety procedures to remember to help prevent injuries.

1. Wear protective equipment



Protective equipment is anything you wear that helps you from getting hurt. The equipment you wear is usually designed specifically for the sport you play. A **helmet** is one of the most common pieces of protective equipment. They protect the wearer from head injuries such as concussions while playing football, hockey, baseball, softball, biking, skateboarding, and in-line skating, just to name a few.

It is important to wear the helmet that was designed for your sport. For instance, don't wear your baseball batting helmet when you're playing football! Your helmet should fit snugly but comfortably, and if it has a strap—like a bike helmet does—you need to fasten it to stop it from falling off when you need it most.



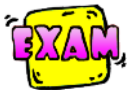
Sports that use small objects (e.g., balls, shuttlecocks, etc.) or implements (e.g., racquets, sticks, etc.) usually require eye protection and mouth guards. Other sports where there is risk of intense impact with another player, an object, or the ground require leg or shin pads, wrist guards, elbow pads, and knee guards. And don't forget your feet. Cleats are worn in football, baseball, softball, and soccer where players need extra grip while playing on sometimes slippery surfaces. These shoes have special rubber or plastic points on the soles to help grip the ground while running. Talk with your parents or sports retailer to know what gear you need. Then wear that gear whenever you're practising or playing.

2. Develop skills and techniques

Injuries can be related to the level of skill needed to play and the amount of practise prior to playing. Skill development generally follows a progression (learning skills in a particular order of increased complexity) which helps to decrease the risk of injury. You need to make sure that you have practised the skills necessary to play the sports you choose. Knowing how to keep yourself and others safe makes the game far more enjoyable. For example, catching your racquet with your free hand during the follow-through phase of a racquetball stroke will protect your opponent from serious injury to the face.

The level of competition and the type of sport will dictate the type of supervision and the amount of skill development you should have before playing. A good performance level not only minimizes injury risk, it also enhances enjoyment and challenge of the sport.

3. Warm-up and cool-down



Warming up is a good way to prepare the body for physical activity. Remember this from Lesson 1 in Module 5? You shouldn't even start stretching until you raise the temperature of the body through light running activities for 5 to 10 minutes.

Doing some sport-specific "rehearsal movements" after the body has warmed up will get you more prepared to play the sport you have chosen. Warming up your muscles and practising a sport help keep you safe. Warm-ups lasting 15 to 30 minutes that include dynamic stretching help lengthen your muscles and increase your bloodflow and muscle temperature. A warmed up muscle is ready for action and is much less likely to get hurt.

Cooling down after a game or activity is often neglected. This phase of a physical activity helps prevent muscle soreness and speeds recovery.

4. Know the rules of the game

Traffic lights at intersections help prevent crashes between the many cars and trucks that drive on the roads together. This system works because drivers know the rules and follow them – at least most of the time. It’s the same way in sports.

Some game rules are just about protecting other players and playing fair. For instance, in baseball or softball, the batter can’t fling the bat after hitting the ball and heading for first base. He or she must drop it so that it doesn’t hit anyone.

When players know the rules of the game – what is legal and what is not – fewer injuries are likely to take place. You and the other players know what to expect from each other. For instance, you know that in soccer it is against the rules to come from behind, crash into a player’s legs, and steal the ball. It’s legal – and safer – to go after the ball rather than the player.

5. Watch out for others

With sports that use “plays,” it helps to understand what your role is in each one. Being where you’re supposed to be can help you stay out of harm’s way. For example if you are playing football it is essential to know your role in the play so that you do not run into another player who is running a pass route close to yours. Knowing the play will keep yourself and others safe.

Likewise, a springboard diver would make sure that the pool was clear before diving so that he or she will not land on top of someone else. A golfer will check for nearby players before swinging a club.

One way you can watch out for others is to communicate on the field. For instance, a baseball player in the outfield might yell “I got it” to avoid a collision with another outfielder. Listening to your coach during a game also can help keep you safe.

6. Don't play when you are injured

If you love sports, it's tempting to get right back in the game, even after an injury. Returning to play before an injury has had a chance to fully heal can lead to an even more severe injury, one that might sideline you for a much longer period of time. Be honest with yourself, parents, and coaches if you've been hurt. See a doctor for your injuries, when necessary, and follow his or her advice about how and when to return to practice and play.

7. Improve your fitness

While injuries can occur at any time, they are more likely to occur at the end of a game or match. This is due, in a large part, to the players being tired and less able to cope with the demands placed on their bodies at a very intense point in the game. Fatigued athletes are also less able to perform skills as properly as they should be done. Making sure you are physically fit will help keep you safe on the playing field. Getting adequate sleep and good nutrition can also help you to perform better for longer periods of time.



By following these safety procedures you will be able to design a routine in order to keep you and others around you safe.



Learning Activity 7.1

Safety Procedures

In your own words discuss how each of the following seven safety procedures relates to rules and routines of sports or physical activities that you are involved in or have included in your Physical Activity Log.

1. Wear protective equipment: _____
2. Develop skills and techniques: _____
3. Warm-up and cool-down: _____
4. Know the rules of the game: _____
5. Watch out for others: _____
6. Do not play when you are injured: _____
7. Improve your fitness: _____

Game Rules and Etiquette



As mentioned in the **Safety Rules, Procedures, and Routines** section, it is important to know the rules of the game before you get started in order to play safe and have more fun. The rules that are used in the sport or activity you are choosing to participate in may be different than the official rules of that sport so you must make sure to be clear about what rules you are abiding by. To help you with your assignment you may want to refer to the following websites to look up various rules of a sport.



www.sportsknowhow.com/rules/index.html or sportsrules.50g.com/

Etiquette is a set of guidelines that promote good behaviour and fair play. Every sport has written and unwritten rules or guidelines that support etiquette. The rules of etiquette are based on what authorities and traditions of that sport say are acceptable. These rules are often learned as the game is played or from other more experienced players in the sport. Generally, etiquette is about showing respect for players, officials, areas of play, coaches, and spectators. The following are examples of golf etiquette. In Assignment 7.2, you will have to choose a sport and explain the etiquette in that sport.

Example of Golf Etiquette

Safety first!

- Whenever you're swinging a club, be very careful to keep a safe distance from others. Do not practise swinging in the direction of others in case you hit the ground and spray something toward them.
- Always wait until the group in front of you is out of range before you hit. If your ball is flying toward someone the traditional golf warning is to call out: "FORE"!
- Take note of the safety suggestions in golf carts and drive carefully. Usually, courses prefer [or require] you to keep the cart on the established cart-paths.
- Although golf can be aggravating at times it's very poor manners, and obviously dangerous, to ever throw clubs.

Pace is important!

- As you are walking to your next shot and as others are hitting, prepare for your turn and be ready. Do not keep others waiting.
- The golfer farthest from the green or hole always hits first. A variation of this rule in casual golf is called "ready golf." This means that whoever is ready to hit first, does so. [Your group should discuss their preference of play before starting the round.]
- If you hit an errant shot and cannot find your ball, by the rules of golf you have five minutes to find it. However, if the course is crowded and the group behind is ready to hit, golf etiquette suggests waving them up and letting them play through while you continue looking for your ball.
- Similarly, your group should keep up to the group in front. If they get too far ahead of you, and there is another group right behind you waiting, it is polite to allow that faster group to play through.

continued

Example of Golf Etiquette (continued)

- As mentioned, if you are using a power cart, the usual course rule is the “90-degree-rule”—you drive the cart on the path—parallel to the ball (90 degrees), leave the cart on the path, and walk to your ball with your club. But, always take a couple of clubs with you so you don’t waste time returning to the cart for a different club.
- When your group finishes on the green, leave for the next tee immediately so players behind can start. Do not keep them waiting. (Always discuss the previous hole and mark down scores while waiting at the next tee.)

Learn about “Course Care”!

- Train yourself to always replace divots in the fairway, repair ball marks on the green, and use the rake to smooth out traps after walking and hitting in the sand.

Remember golf “etiquette,” too!

- When another player is hitting or putting—do not talk!
- Yelling on the course is not a good idea—you could disturb the players in your group or others on the course.
- Many players prefer that you do not stand in a place that casts a shadow on their putting line as this can be distracting to them.
- Similarly, do not walk over the line of another player’s putt, in case this damages or changes the putting surface. (Step over the putting line, or walk around behind the player.)

Power Cart Etiquette

- If you and your companion in the cart have balls on opposite sides of the fairway, drive to first ball and leave that player there with his club, then drive to the second ball. After you both have hit, get back into the cart and drive further down the fairway.
- Take note of the golf course “cart rules.” As mentioned, some courses will post “cart-path only” signs; others will ask you to observe the “90-degree rule.”
- Never drive a power cart too close to a putting green. Generally, courses will have signs directing carts around the green area, but staying on the cart-paths is usually the best idea.

Officiating

Qualities of an official

Officials or judges are the key people in competitive events that must carefully observe the action, make interpretations of the rules, and apply the correct penalty to a player or team for their infraction. Officials must remain impartial, focused, and confident. Confidence is a critical characteristic needed by every official. Officials must also be effective communicators with the players, coaches, and spectators. Making and interpreting the “call” is the most difficult task for any official. Another key role is taking action whenever there is a safety risk that may harm the participants.

Officials and/or judges should have

Rule knowledge

- Every official must have a good working knowledge of the rules.
- You don’t want to find yourself in a situation where players, coaches, or fans are questioning you and you don’t have an answer! A strong knowledge of the rules is important to an official’s credibility and confidence.

Fitness

- Conditioning should be related to the type and level of the sport in which you are working.
- Officials should ensure they are fit in order to fulfil the physical demands and responsibilities of the officiating duty.

Appearance and presence

- When you show up to the game to officiate you should look respectable. You have to look clean and crisp. This means clean pants and shirt and also clean footwear.
- First impressions can help get your game off to a great start.
- Presence – the way you carry and handle yourself; act professionally and you will get respect.

Special ability

- Some sports require that you have a high degree of skill (e.g., skating in hockey).
- Always work to improve your level of skill needed for the sport you are officiating.

Positioning

- Proper positioning enhances an official's performance. Keep moving to get the best view.
- Work hard and practise to make it second nature.

Signals

- Use signals to communicate with everyone. It is essential that you use the standard, correct signals.
- Proper use will signal confidence and competence and add to your professionalism.

Procedures

- Learn the procedures for the game so well that they become second nature. They will then guide your game.
- Proper execution shows confidence and competence.

Attitude

- A good attitude is essential to development.
- You demonstrate your attitude through hustle, enthusiasm, and determination, not showboating.
- A good attitude will also show everyone that you mean business and that even if they don't agree with some of your calls at least they know you are giving a solid effort.

Reaction to pressure

- Have the courage to make the "tough call."
- Remain cool in a tough situation, things will be easier.
- Remember that the higher the level, the more there is at stake. This in turn means more pressure situations. If you want to progress, learn to deal with it!
- Do not be influenced by players, coaches, or fans to make a "call."

Rapport and communication

- Communication is essential with partners, players, and coaches.
- Establishing good communication early can make tough situations easier to deal with.
- Also you must be able to accept and give criticism. Having good communication skills makes this a constructive process.

Player safety

Keeping players safe should be the number one priority of any official. Officials should

- check the playing area for possible hazards
- apply the rules that keep people safe to send the right message
- apply the rules fairly and without bias to minimize conflict
- change the game slightly to account for any hazards and how to deal with them
- raise the awareness of the players to anything dangerous. Just knowing there is a danger can help to avoid accidents

Officiating signals

An official/judge is responsible to enforce the rules to maintain the order of the game. In most sports officials use hand signals to help communicate to the players, coaches, and fans why there is a stoppage in play. Some signals are used throughout many different sports. For example, pointing at a spot on the playing surface usually means that the play will begin from that place. Most signals are unique to the sport in which it is used. In Assignment 7.2 you will have to investigate and report on the officiating signals that are used in the sport you have chosen.

Summary

In this lesson you learned about the importance of safety rules, game rules, etiquette, and the roles of the game official. You reviewed the aspects of a good official and what is necessary to keep players safe when you are the one officiating the game.

Sport participation can be fun and have many fitness benefits but it is important to play safe and to know the rules of the game.

Notes

LESSON 2: SPORT TERMINOLOGY AND GAME STRATEGIES

Lesson Focus

You will show an understanding of

- the effectiveness of offensive and/or defensive strategies in a variety of specific games and sport situations

You will be able to

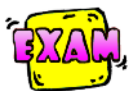
- analyze movement concepts related to strategies for individual physical activities
- apply the terminology associated with the skills and rules for selected individual and dual activities/sports

Introduction

In this lesson you will apply terminology associated with the skills and game play used within sport.

All sports and games are played with the same intention of competing or striving to do your best. In order to do this you often have to learn the skills and strategies of the sport or game. Most games that are structured to have one side compete against another use predetermined and practised offensive and defensive strategies.

Offensive Strategies (“plays”)



Offensive strategies are used when a player or team is in possession or control of the object of play such as a basketball, soccer ball, badminton shuttlecock, or tennis ball. Offensive strategies are often learned through watching people play or by having a coach or parent teach you the object of the game. For example, if the object of a hockey game is to put the puck into the net, a player or coach will come up with ways to try to make this happen by coming up with offensive strategies or “plays.” In your assignment at the end of this lesson you will have to participate in a sport and be able to explain the offensive strategies you used while playing. Now, practise thinking about these strategies by doing the following learning activity.



Learning Activity 7.2

Offensive Strategies

Fill in the table with an appropriate strategy.

Offensive objective	Strategies you could use to achieve this objective?
To score a goal in hockey	e.g., Pass the puck to an open player so they can shoot the puck without it getting taken away.
To shoot a golf ball close to the pin	
Try to score a point in a badminton match	
Try to score a point in a fencing match	

The following are some websites that help explain certain offensive strategies used in that sport. If you are looking for a particular sport use an online search engine like www.google.ca and query *<(sport) offensive strategies>*.



Soccer: www.thecoachingcorner.com/soccer/

Basketball: www.coachesclipboard.net/BasketballOffenses.html

Badminton: <http://gttf.uchc.edu/badmintondoublestrat.html>

Tennis: www.tennis4you.com/lesson-lounge/divisions/doubles.htm

Defensive Strategies

The basic goal of every defence is to stop opposing offences from scoring (i.e., touchdown, field goal) and to regain and control the object of play. Coaches will teach their players to execute certain defensive strategies to counter the offensive strategies that their opposition will likely employ. There are many different philosophies on the best way to accomplish that objective, including which formation or strategy is the best.

A defensive formation or strategy can be defined as a predetermined alignment of defensive players on the field of play. Most team sports use variations of person-to-person defence and zone defence. Dual sports like badminton use formations such as up-and-back or side-to-side.

It is also important to distinguish between an individual offensive or defensive skill or manoeuvre and a strategy employed by an entire team. In your assignment you will have to take a closer look at the reasons why you are moving in a certain way or why you are doing the skills you have learned.

Sport Terminology

When playing or watching any new sport you often find yourself confused when others are using words that you have never heard before. Have you ever watched a basketball game and heard words like hang time, jump shot, stuffed, or goal tending? Each sport has its own terminology that helps to describe the skills, plays, and aspects of the game. In one of the assignments you will investigate the terminology used in the sport you have chosen.



Assignment 7.2

Sport Investigation #1

You will do an in-depth study of a sport that involves officiating. You will investigate the safety rules, games rules, and etiquette used in this sport so chose a sport that includes all of these aspects. You will also show a record of your participation and/or officiating. If your officiating time meets the requirement of moderate to vigorous activity, (as in soccer) it can be included as part of your Physical Activity Log. **Please note that you must have a Parent or Guardian sign a consent form before you participate in a new activity.** Assignment 7.2 is found in the Assignments section at the end of this module.

Summary

In this lesson you were reminded of the importance of sport terminology. Game strategies including offense and defense were presented. You will now chose a sport and investigate the terminology used and arrange to officiate in this sport for a period of time. Good luck with the assignment.

LESSON 3: ETHICAL ISSUES IN SPORTS

Lesson Focus

You will show an understanding of

- moral and ethical conduct in specific sport situations

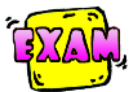
Introduction

The Canadian government has recognized that sport enriches the lives of Canadians in many ways: in their roles as participants, spectators, coaches, and volunteers. Sport also offers opportunities for the personal, moral, and value-centred development of children and young people by promoting ethical and safe sport as part of an active lifestyle. The Canadian government sees sport as an arena for the development and realization of human excellence and that sport helps to build a civil society by forging healthy and cooperative communities.

As you can see, sport is seen as playing an important role in our society and provides the opportunity for those involved to gain many benefits that playing sports and games offer. Children participate in sports mostly because it is fun. Parents on the other hand understand the importance of physical activity and play for the normal growth and development of their children.

Part of a child's growth includes the values of teamwork and fair play that can be learned through sport. Unfortunately these values are sometimes viewed differently by players, coaches, and parents and when this happens we see the negative side of sport participation. It is when there is greater value placed on the **outcome** rather than on the **playing** of a game that the true meaning of sport becomes lost and the potential for unethical behaviour emerges. You will investigate some of these unethical situations and how they impact on the game being played.

Manitoba High School Athletic Code of Ethics*



The Code of Ethics for the Manitoba High Schools Athletic Association (MHSAA) has been created to provide guidance to all those involved in a game relative to their behaviour and responsibility. Below is the Code of Ethics for the players, spectators, coaches, and officials.

Code of Ethics for Participants

The school requires participants to

- Conduct themselves at all times with honour and dignity.
- Treat visiting teams, spectators, and officials as honoured guests.
- Faithfully complete school work as practical evidence of loyalty to the school and team.
- Show that it is a privilege to represent the school.
- Remember that there is no place in school athletics before, during, or after competition for the use of alcohol or drugs of any kind.

The game requires participants to

- Maintain a high level of physical fitness.
- Be fair at all times.
- Believe in the honesty and integrity of opponents and officials.
- Play the game for the game's sake.
- Accept peacefully and without question the decisions of the officials.

Fair play demands that participants

- Recognize wholeheartedly the efforts of team-mates and opponents, regardless of skill, score, colour, creed, or race.
- Give opponents full credit when they win.
- Learn to work at correcting personal faults.
- Play hard and to the limit of personal abilities, regardless of discouragement—a true athlete does not give up, quarrel, cheat, bet, or show off.
- Accept both victory and defeat with pride and compassion, never boastful or bitter.

* Source: Adapted, by permission, from Manitoba High Schools Athletic Association (MHSAA). *2002/2003 Provincial Handbook*. Winnipeg, MB: MHSAA, 2002. 9–10.

Code of Ethics for Spectators

- Believe in the honesty and integrity of participants, coaches, and officials.
- Accept peacefully and without question the decisions of the officials.
- Recognize and applaud honestly and wholeheartedly the efforts of participants, regardless of skill, score, colour, creed, or race.

Be a fan... not a fanatic!

Code of Ethics for Coaches

The school expects coaches to

- Be an integral part of the school system as an educational contribution.
- Remember that the athletic arena is a classroom with moral and educational obligations required at all times.
- Insist upon high scholarship and enforcement of all rules of eligibility.

The participants expect coaches to

- Take the responsibility of maintaining up-to-date knowledge with sound and current coaching techniques/procedures.
- Maintain fair, unprejudiced relationships with all team members.
- Pay careful attention to the physical condition of players.
- Inspire a love of the game and a desire to compete fairly.

Fair play demands that coaches

- Take a strong stand against profanity, unfair play, and inappropriate behaviour of team members.
- Maintain self-control at all times, accepting decisions of officials without outward appearance of vexation.
- Model and teach athletes to win by use of legitimate means only.
- Believe in the honesty and integrity of opponents and officials.
- Teach that to win is always desirable, but to win at any cost defeats the purpose of the game.

Code of Ethics for Officials

Officials are expected to

- Maintain a professional relationship toward the event, the players, the coaches, and spectators at the venue and away from the venue.
- Prepare thoroughly.
- Be on time for duty and appear in appropriate uniform and in a professional manner.
- Be rested and alert.
- Adhere to right decisions despite disapproval of spectators, coaches, and players.
- Control temper at all times in dealing with players, coaches, and crowds.
- Respect and aid companion officials in making decisions.
- Make interpretations and announcements clear to both teams.

Fair play demands that officials

- Maintain a pleasant, impartial attitude toward all players and coaches.
- Carry out duties so as not to distract from the players or the game.
- Discourage any acts of unfair play.

Unethical Aspects of Sport

Although we would like to think that everyone is ethical and follows the rules of the game we know that is not true. It would seem that the greater the stakes for high-level achievement, as found in world class amateur and professional sport, the greater the pressure on athletes and others to do whatever it takes to win, regardless of morals or ethics. Here are some examples of those kinds of unethical and immoral behaviours:

- use of banned substances such as steroids
- athletes gambling on sporting events that they are participating in
- bribing or influencing judges
- modifying equipment beyond allowable standards for the sport
- knowingly cheating or breaking the rules
- demonstrating behaviours that are not consistent with the team's values and expectations

For the purposes of this lesson and because you investigated illegal substances and gambling in Grade 9 we will be concentrating on the ethics related to breaking rules or cheating.



Learning Activity 7.3

Breaking the Rules

List five examples of cheating or breaking the rules in a sport or game of your choice:

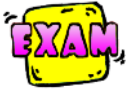
Sport/Game _____

1. _____
2. _____
3. _____
4. _____
5. _____

Every sport has a set of rules which include the consequences for breaking them. The consequences for rule infractions range from loss of possession to penalties, personal fouls, or being ejected from the game. Cheating or breaking the rules of any sport is not tolerated at any level. Whether it is an Olympic judge fixing the results of a performance in figure skating or a 12-year-old getting into a fight in a hockey game, there are consequences for cheating or breaking the rules.

Essential Definitions

Following are some important definitions to help you understand the various elements of sport that are related to cheating and breaking rules and therefore create confusion in the minds of athletes, coaches, and parents.



Fair Play

Conduct becoming to someone participating in a sport (such as fairness, respect for one's opponent, and graciousness in winning and losing).

Examples include:

- picking an opponent up off the ground after a hard foul in basketball
- shaking hands with the opposing team after a well-played hockey game
- refusing to argue with a tennis official after an incorrect call

Questionable Means

The art or practice of winning games by questionable means without actually breaking the game's rules, but violating their spirit; or the use of ethically questionable methods to gain an objective. Examples include:

- holding an opponent's jersey in basketball
- faking an injury to stop the clock in football
- taking a "dive" to get a possession of the ball in soccer

Right-versus-Right Dilemma

Challenging situations that present themselves in the course of athletic contests in which there is not one right answer, but instead a degree of rightness on both sides of the issue. Examples include:

- basketball teams' late-game practice of fouling a player they know will have difficulty making the free throws.
- resting a team's starters for a late-season game to prepare them for the postseason even though the game's outcome will determine other playoff participants and seeds.
- a student-athlete missing his or her track event at a Provincial championship so that she can attend a community team soccer try-out.

Cheating

Cheating occurs when a player knowingly breaks the rules of the game to gain an advantage over his or her opponent. Examples include:

- The use of any performance enhancing substance.
- Football players who apply cooking spray to their jerseys (to make them slippery and hard to tackle).
- Corking a bat making it lighter so that it can be swung faster, or spitting on the baseball changing the normal flight of a ball.

- A batting player erasing the back line of the batter's box so the umpire cannot see if the rear foot is outside the line.
- Wearing goalie pads bigger than the legal size or exceeding the curve limit on a stick in hockey.
- Repositioning a golf ball to gain a better line to the pin without taking the appropriate penalty.

Cheating shows a lack of respect for the game and all of the people involved in the game including the opponents, coaches, team-mates, parents, and spectators. Cheating is a cowardly act that is clearly a declaration that you are not good enough.



Assignment 7.3

Analyzing Sport Scenarios

You are presented with three different sport scenarios. Read the scenario then identify which element of sport ethics (fair play, questionable means, right-versus-right, or cheating) the scenario is an example of, and indicate what you believe the best course of action would be. This is the final assignment in Module 7 and is found in the Assignments section at the end of this module.

Summary

In this lesson you looked at the Canadian government's position on sport as well as the Manitoba High School Athletic Code of Ethics. You examined the differences among the terms such as fair play, questionable means, right-versus-right situations, and cheating.

Notes

MODULE 7 SUMMARY

Congratulations! You have completed Module 7 of Grade 10 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 7 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 8. At that time, you will submit your Module 7 and Module 8 assignments 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.

Module 7 Review Questions

Lesson 1

1. What are the seven safety procedures when referring to safety rules?
2. What does etiquette mean?
3. Why is it important to know the rules of the game before participating?
4. What are five important aspects that an official must have?
5. What are four things an official should do in order to keep players safe during a game?

Lesson 2

1. What is an offensive strategy?
2. What is a defensive formation?
3. Why is it important to know the terminology of the sport you are participating in?

Lesson 3

1. Why does the Canadian government place importance on sport participation?
2. What are four important guidelines for participants according to the MHSAA Code of Ethics?
3. What differentiates gamesmanship from cheating?
4. List three examples of unethical behaviour in sport?



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 7

Assignments

MODULE 7: ASSIGNMENTS

Assignment 7.1: Physical Activity Log (continuous throughout the course)

30 minutes (20 marks)

Introduction

You will complete a Physical Activity Log for most of the odd-numbered modules (Module 1, 3, 5, and 7) in this course and submit it to the Distance Learning Unit at the end of the even-numbered modules. In other words, when you have finished Module 8, you will send in your Log for Module 7.

This Physical Activity Log is the final one in the ongoing assignment throughout this course. You will be expected to do the following:

- Participate in vigorous physical activity for 30 minutes each day.
- Develop an active healthy lifestyle.
- Make nutritious and positive choices when it comes to personal health.

This Physical Activity Log will be used to keep track of all the changes that you made in your revised Physical Activity Plan (Module 5: Assignment 5.1) You will be expected to hand in this assignment with your other assignments at the end of Module 8.

Use your Log to record and to keep track of all the physical activities that you do while taking this course. The information will help you to set personal goals related to the type, frequency, intensity, and duration of an activity. By keeping track of the data, you will develop skills to help you become self-reliant in health-related fitness activities.

Directions

This Log is identical to the Logs for Module 3 and 5. To complete this four-week Log, simply use the Physical Activity Log on the following pages to list the physical activities that you took part in during the last four weeks. These should include a minimum of three physical activities and should add up to at least 18 hours of physical activity participation. You can include a variety of activities of light (L), moderate (M), and vigorous (V) intensity, such as going for a walk, playing volleyball, skateboarding, cleaning house, vacuuming, trapping, or golfing.

Here is an explanation of the terms **light**, **moderate**, and **vigorous activities**:

- During **light activities**, you begin to notice your breathing, but talking is fairly easy.
- During **moderate activities**, your heart rate increases and you can hear yourself breathe, but can still talk. Examples of moderate activities include brisk walking, bicycling (less than 15 km/hour), skateboarding, shooting baskets, and curling.
- During **vigorous activities**, your heart rate and breathing increase to an even higher level where it is difficult to talk. Examples of vigorous activities include jogging, swimming, walking briskly, doing jumping jacks, playing sports that involve running, tobogganing, shovelling snow, and walking through deep snow.

Use the following chart to fill in the **Level of Exertion** column in the Physical Activity Log that follows. Ask yourself how hard you feel you are working and match it with this chart.

Level of Exertion		
Amount of Effort		Description
1	Resting	You are breathing normally. It's very easy to talk.
2	Somewhat Light	You are breathing a little more heavily, but it is still easy to talk.
3	Light	You notice your breathing. You can talk with some effort.
4	Medium	You are breathing more heavily, but you do not hear yourself breathe.
5	Somewhat Hard	You can hear yourself breathe, but can still talk.
6	Medium Hard	It is more difficult to talk.
7	Hard	You are breathing heavily. It is hard to talk.
8	Very Hard	You are breathing more heavily and find it difficult to talk.
9	Gruelling	It is almost impossible to talk.
10	Maximum	You are breathing very heavily. You cannot talk. You may feel pain.

Assessment

This assignment is worth 20 marks. You will be assessed only on how **well** you have completed the Physical Activity Log. You will **not** be assessed on the content of your Log. All your answers to the Wellness Journal questions are to be well organized and complete and make sense.

Assessment Rubric	
17 to 20 marks	<ul style="list-style-type: none">■ The Physical Activity Log lists at least 18 hours of physical activity.■ All the answers to the Wellness Journal questions are well organized, are complete, and make sense.
11 to 16 marks	<ul style="list-style-type: none">■ The Physical Activity Log lists at least 18 hours of physical activity.■ Some of the answers to the Wellness Journal questions are organized, are complete, and make sense.
10 or fewer marks	<ul style="list-style-type: none">■ The Physical Activity Log lists fewer than 18 hours of physical activity.■ The answers to the Wellness Journal questions are poorly organized, are incomplete, and do not make sense.

Physical Activity Log—Activity Report

Physical Activity Log for Weeks 1 and 2									
You will complete your Log for Modules 3, 5, and 7. List at least 18 hours of physical activity in each Log. That way, all three logs will total 55 hours of physical activity, which is the goal for this course. Make sure you total your time at the bottom of the Duration column on the last page of this form.									
Week	Day	Date (d/m/y)	Activity	Intensity Level (L/M/V)	Followed Safety Rules (Yes/No)	Duration (in minutes)	Level of Exertion (A number from 1 to 10 based on the Level of Exertion chart)	How You Feel after the Activity (e.g., sore, tired, exhilarated, OK)	Your Signature
1	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
	Friday								
2	Saturday								
	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
Friday									
Saturday									

continued

Physical Activity Log for Weeks 3 and 4

Week	Day	Date (d/m/y)	Activity	Intensity Level (L/M/V)	Followed Safety Rules (Yes/No)	Duration (in minutes)	Level of Exertion (A number from 1 to 10 based on the Level of Exertion chart)	How You Feel after the Activity (e.g., sore, tired, exhilarated, OK)	Your Signature
3	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
	Friday								
4	Saturday								
	Sunday								
	Monday								
	Tuesday								
	Wednesday								
	Thursday								
Total									

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

Parent/guardian signature: _____ Date: _____

Student signature: _____ Date: _____

**Once you have recorded your activities for the four-week period,
remember to have your parent/guardian sign your Log.**

Wellness Journal

Name _____ Date _____

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

START	STOP	CONTINUE
<p>1. What do I need to start doing (or revise) to help me reach my physical activity goals? Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>2. What do I need to stop doing that is preventing me from reaching my physical activity goals? Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>3. What do I need to continue doing to help me reach my physical activity goals? Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>4. For this submission I am very proud of . . .</p> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>Tutor/Marker Comment</p> <p>To date, you have accumulated _____ hours of your minimum of 55 hours of physical activity.</p>		

Assignment 7.2: Sport Investigation 1

2 hours (sport participation can be credited to your Log) (40 marks)

Sport Investigation

You will conduct an in-depth study of a team sport. You will investigate the terminology, rules, etiquette, and strategies used in this sport so chose a sport that includes all of these aspects. You will also show a record of your participation and/or officiating. If you participate in the chosen sport for a minimum of five hours you will receive additional points on your rubric and can be included as part of your Physical Activity Log. The five hours don't have to be consecutive. **Please note that you must have a Parent or Guardian sign a consent form before you participate in any activity.**



Your final investigation submission may be a written report or a video presentation. You may chose to videotape yourself or a partner instead of presenting it in writing. Answer all questions on video. You also may use a combination of writing and video to present the following:

1. Key safety rules and procedures of the sport. You must include the seven safety procedures as explained in the lesson.
2. Key game rules for the sport you are participating in. You must include the official rules as well as any rule modifications you are using when playing.
3. Key points of etiquette in the sport you have chosen.
4. Make a list and define the terminology necessary to be able to participate and officiate the sport chosen.
5. Use diagrams and words to explain the officiating signals used in your chosen sport.
6. Key offensive and defensive strategies of the game or sport. You must create a list of two offensive and two defensive strategies and what skills are needed in order to perform these strategies. Use diagrams and words to explain them.
7. Participation and/or officiating record indicating a minimum of five hours signed by an adult witness (coach or parent).
8. A bibliography listing the references you used (e.g., website addresses, books, magazines, etc.).
9. General impression with attention to spelling, grammar, punctuation, and including a title page with illustrations.

Note

Your officiating or participation/time in this sport can count for your Physical Activity Log.

How do I choose the sport that I want to officiate?

New officials generally desire to officiate the sport they played as a child or youth. If you are not sure which sport to officiate, attend an officials association meeting and ask to work a scrimmage. This experience will give you a better understanding of the game. Remember, however, that officiating is challenging and it might take a while for a sport to appeal to you. You may choose to officiate a high-level game or just a very simple pick-up game with your friends or family. If you have any questions about this assignment, be sure to contact your tutor/marker.

Rubric for Sport Investigation 1

Category	4	3	2	1	0
Safety Rules	Most of the possible safety rules and routines are outlined.	Many safety rules and routines are outlined.	Some safety rules and routines are outlined.	Few safety rules and routines are outlined.	No safety rules or routines are outlined.
Game Rules	Most of the possible official and modification game rules are outlined.	Many official and modification game rules are outlined.	Some official and modification game rules are outlined.	Few official and modification game rules are outlined.	No official or modification game rules are outlined.
Etiquette	All possible sport etiquette rules are outlined.	Many sport etiquette rules are outlined.	Some sport etiquette rules are outlined.	Few sport etiquette rules are outlined.	No sport etiquette rules are outlined.
Terminology	Most of the possible sport terms are listed and defined.	Many sport terms are listed and defined.	Some sport terms are listed and defined.	Few sport terms are listed and defined.	No sport terms are listed or defined.
Diagrams of Officiating Signals	Clear and precise diagrams are used to explain officiating signals.	Many diagrams are used to explain officiating signals.	Some diagrams are used to explain officiating signals.	Few diagrams are used to explain officiating signals.	No diagrams are used to explain officiating signals.
Offensive Strategies with Diagrams	Two offensive strategies are outlined. Clear and precise diagrams are used.	Two offensive strategies are outlined but not well explained. Many diagrams are used.	One offensive strategy is outlined. Some diagrams are used.	One offensive strategy is outlined but not well explained. Few diagrams are used.	No offensive strategies are outlined. No diagrams are used.
Defensive Strategies with Diagrams	Two defensive strategies are outlined. Clear and precise diagrams are used.	Two defensive strategies are outlined but not well explained. Many diagrams are used.	One defensive strategy is outlined. Some diagrams are used.	One defensive strategy is outlined but not well explained. Few diagrams are used.	No defensive strategies are outlined. No diagrams are used.
Participation and/or Officiating	Five hours of activity, including at least one hour of officiating or scorekeeping, preferably in your chosen sport, are documented.	Less than five hours of activity, including at least one hour of officiating or scorekeeping, preferably in your chosen sport, are documented.	Less than three hours of activity, including at least one hour of officiating or scorekeeping, preferably in your chosen sport, are documented.	Less than one hour of activity or officiating or scorekeeping, preferably in your chosen sport, is documented.	No activity or officiating or scorekeeping is documented.
Bibliography	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	Sources are not included or are not accurately documented.
General and Title Page	No grammatical, spelling, or punctuation errors are made. Title page with illustrations is provided.	Almost no grammatical, spelling, or punctuation errors are made. Clear title page is provided.	A few grammatical, spelling, or punctuation errors are made. Title page is provided.	Many grammatical, spelling, or punctuation errors are made. Title page is provided.	Extensive grammatical, spelling, and/or punctuation errors are made. No title page is provided.

Total: /40

Assignment 7.3: Analyzing Sport Scenarios

1 hour (12 marks – complete two scenarios at 6 marks each)

Choose two of the following three sport scenarios. Read it, then identify which element of sport ethics (fair play, right-versus-right, or cheating) the scenario is an example of, and indicate what you believe the best course of action would be. Clearly explain your reason for suggesting that course of action and relate your answer to sport ethics.

Remember to analyze only two of the three.

Scenario 1

Situation:

Hidden Lake High School has a school-wide rule against any athletes drinking alcohol or using drugs. Any athletes caught drinking or using drugs at any point during the school year are automatically removed from their teams. The boys' volleyball team had a great chance of winning the conference and Provincial championships. After one of the team's practises early in the season, the team's captain came back to the change room and bumped into two of his close friends, both starters on the volleyball team. Both players are taking drugs, and the label indicates that the drugs are an anabolic steroid. What should the captain do?

Scenario 2

Situation:

Johnny was a Grade 12 student on the school wrestling team. His brother, Daniel, was a Grade 11 student at a different high school in the same conference. Though not on the wrestling team, Daniel was friendly with many of the team's members. Three days before the heated interschool match-up, Daniel informed Johnny that his would-be opponent had been nursing a sore left knee for the last week. The guy planned to wrestle in the meet, but his knee was definitely bothering him. Johnny and his opponent stepped onto the mat for their 80 kg match-up, and they were fairly even heading into the second period. Knowing that he needed to win his match to secure a team victory for school, Johnny shot a single-leg take-down on his opponent's weakened left knee. As his opponent shrieked in pain, Johnny was able to pin him, ensuring his team's victory. Was Johnny right to take advantage of the information that Daniel had provided him?

Scenario 3

Situation:

In an important soccer match, Calvert Hall and Hillcrest were tied in the first half. One of Calvert Hall’s strikers chased a pass into the penalty area with a Hillcrest defender running right next to him. Just as they reached the ball, the striker jumped to his left, crossed his legs and tumbled to the ground, rolling over twice and holding his ankle. From the referee’s angle, it appeared that the defender committed an unnecessarily hard foul, intentionally pushing and tripping the striker. So, the referee not only called for a penalty kick, but also ejected the defender from the game. Calvert Hall scored on the penalty kick, and went on to win the game easily as Hillcrest was forced to play with only 10 men for the rest of the match. Were Calvert Hall striker’s actions reasonable?

Choose **two** different scenarios.

Response to Scenario ____ (please select 1, 2, or 3)

1. Identify the element of sport ethics in the scenario. (1 mark)

2. Describe the alternatives that are available and the consequences for each. (3 marks)

3. Identify the most ethical alternative and give reasons for your choice. (2 marks)

Remember to choose **two** different scenarios.

Response to Scenario ____ (please select 1, 2, or 3)

1. Identify the element of sport ethics in the scenario. (1 mark)

2. Describe the alternatives that are available and the consequences for each. (3 marks)

3. Identify the most ethical alternative and give reasons for your choice. (2 marks)

MODULE 7 SUMMARY

Congratulations! You have completed Module 7 of Grade 10 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 7 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 8. At that time, you will submit your Module 7 and Module 8 assignments 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.

Module 7 Review Questions

Lesson 1

1. What are the seven safety procedures when referring to safety rules?
2. What does etiquette mean?
3. Why is it important to know the rules of the game before participating?
4. What are five important aspects that an official must have?
5. What are four things an official should do in order to keep players safe during a game?

Lesson 2

1. What is an offensive strategy?
2. What is a defensive formation?
3. Why is it important to know the terminology of the sport you are participating in?

Lesson 3

1. Why does the Canadian government place importance on sport participation?
2. What are four important guidelines for participants according to the MHSAA Code of Ethics?
3. What differentiates gamesmanship from cheating?
4. List three examples of unethical behaviour in sport?



GRADE 10 PHYSICAL EDUCATION/ HEALTH EDUCATION (20F)

Module 8

Substance Use and Abuse Prevention

This module contains the following lesson

- Introduction
- Lesson 1: Legal Aspects and Current Trends in Substance Use and Abuse
- Module 8 Summary

MODULE 8: SUBSTANCE USE AND ABUSE PREVENTION

Introduction

This module is about the use and abuse of legal and illegal substances and the issues surrounding these substances. Legal substances include gasoline and glue but if used improperly they are considered harmful and dangerous.

Medicinal drugs play a very important and positive role in our society. Some prescription drugs are used to treat the symptoms of illnesses and conditions such as the common cold and others help to relieve pain or soreness. Prescription drugs can be harmful when used improperly.

There are also substances and drugs that have very negative effects on individuals and society as well. Some of these substances and drugs are legal and others are illegal. Drugs and other substances may be used by people for many reasons, such as peer pressure or desire to be part of a group, or as numbing effect that helps to ease physical or emotional pain. This module is designed to have you think about the impacts of drug use as well as the legal consequences of using drugs.

Note

There is only one lesson in this module. However, it includes a large research assignment. So, allow yourself a similar amount of time to complete this module as you did with the previous ones.

Assessment

You will be assessed on your completion of the Module 8 assignment found at the end of this module.

When you complete Module 8, you will submit your Module 7 assignments and your Module 8 assignment 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 8.1	Substance Use and/or Abuse Prevention Strategy

Notes

LESSON 1: LEGAL ASPECTS AND CURRENT TRENDS IN SUBSTANCE USE AND ABUSE

Lesson Focus

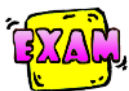
You will show an understanding of

- current trends and statistics about substance use
- how these trends affect healthy living, locally and nationally
- the legal aspects and consequences of substance use, abuse and addiction
- issues concerning the use and abuse of legal and illegal substances

You will be able to

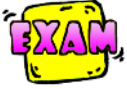
- demonstrate how to effectively refuse legal and illegal substances

Introduction



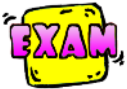
Medicinal drugs play a very important role on our society. Modern medicine relies on these drugs every minute of every day to save lives. Medicinal drugs can either be prescribed by a doctor or purchased without a prescription at a pharmacy or drugstore. Prescription drugs are those that are prescribed by a doctor to treat a variety of symptoms and conditions such as the common cold, pain, inflammation, high blood pressure, high cholesterol, heart conditions, depression, and many more. They are drugs that have specific purposes and should be taken in specific amounts (dosage) to achieve the desired effect. Taking too little or not at the right times will reduce the effectiveness of the drug, while taking too much or too often usually results in adverse short- or long-term effects. Prescription drugs are prescribed for, and are intended to be taken by a specific individual and should therefore never be taken by a person for whom they were not prescribed.

During adolescence, drugs may be offered to you. Will you take an aspirin for your headache? What choices will you make when it comes to alcohol or tobacco? What will influence your decisions if you are confronted with the chance to try a drug like marijuana?



Drugs may be used by people for many reasons: medication, stress relief, curiosity or experimentation, peer pressure, desire to be part of a group, a sense of relaxation and pleasurable euphoria, or as a way of easing physical or emotional pain. The choices you make can have a wide range of positive or negative consequences.

Substance Classification



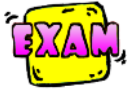
Club Drugs: The use of psychoactive drugs (a substance that changes brain function, resulting in temporary changes in perception, mood, consciousness, or behaviour) may be used for recreational rather than medical or spiritual purposes. The term “club drugs” has been used in the past to refer to drugs primarily used by young adults at dance clubs and raves. Club drugs are still widely used and available in these settings, but are also appearing in other social settings within our communities, such as in bars, on college campuses, and at high school parties or gatherings. Club drugs often appear at events for young adults that are advertised as “non-alcoholic functions” in which parents assume the attendees will be supervised and safe. Club drugs include, but are not limited to, MDMA (Ecstasy), LSD (lysergic acid diethylamide), methamphetamine, GHB (Gama Hydroxybutyric Acid), Ketamine, and Rohypnol. Other drugs or substances such as marijuana and alcohol are also popular at clubs or raves.

Club drugs are classified into three areas:

- Stimulants – drugs that speed up body functions such as heart rate, blood pressure, body temperature, etc. (e.g., cocaine, nicotine, caffeine)
- Depressants – drugs that slow down body functions (e.g., alcohol, sleeping pills, painkillers)
- Hallucinogens – drugs that both speed up and slow down body functions. Drugs that change the way a person experiences things like touch, taste, smell, sense of time, speed, and distance. May cause people to hear and see things that are not really there (e.g., LSD, Magic Mushroom)

These drugs are very dangerous because of their effects on a person’s ability to function properly both physically and mentally. How and where the drug was manufactured and who is selling them adds to the danger because the drug could also include other substances.

Non-prescription medication: This form of medication can be sold legally without a doctor's prescription and is available in pharmacies and most larger grocery stores. The most common non-prescription medication is for pain relief, and for the symptoms of the cold or flu.



Prescription Drug: This is a licensed medicine that is regulated by legislation to require a prescription before it can be obtained. Below are the three categories of prescription drugs:

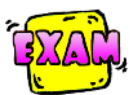
1. **Narcotics** – (Codeine, Vicodin, Percocet), also known as analgesics or opioids are drugs that are prescribed for moderate to severe physical pain. They are abused because of their euphoric, sedating, and numbing effects. Narcotic abuse causes tolerance (need more of the drug for the same effect) and dependence and the withdrawal symptoms are severe.
2. **Depressants** – (Xanax, Valium, Librium) are drugs that are prescribed to treat anxiety and sleep disorders. They are abused because of their sedating properties. With abuse, depressants cause tolerance and dependence and the withdrawal symptoms can be severe.
3. **Stimulants** – (Ritalin, Dexedrine, Meridia) are prescribed to treat ADD/ADHD and other conditions such as asthma. They are abused because of their energizing and euphoric effects. Stimulants do not generally cause tolerance or dependence but abuse is associated with hostility and paranoia. There is also great risk for cardiovascular failure and seizures.

Alcohol: Alcohol is a legal depressant, a liquid obtained by the fermentation of carbohydrates by yeast or by distillation. There are many different types of alcohol, but Ethanol (ethyl alcohol) is the type of alcohol that is used to make alcoholic beverages.

Tobacco: the product manufactured from the leaf of various plants and used in cigars and cigarettes, snuff, and pipe and chewing tobacco. Nicotine is one of more than 4,000 chemicals found in tobacco smoke and is the primary component that acts on the brain. Smokeless tobacco products such as snuff and chewing tobacco also contain high levels of nicotine as well as other toxins.

Anabolic Steroids: Anabolic steroids are any drugs or hormonal substances chemically and pharmacologically related to testosterone (other than estrogen, progestins, and corticosteroids), that promote muscle growth. Most illicit anabolic steroids are sold at gyms, competitions and through mail-order operations.

Addiction



Addiction is defined as a dependence on a substance (e.g., nicotine, alcohol) to the extent that a strong physiological and/or psychological need is established, despite the harmful consequences to self and others. You may know someone who smokes and finds it very hard to quit even though they are aware of the severe consequences associated with the habit. This is because they may be addicted to the nicotine in the cigarettes.

Some people may be more prone to drug addiction than others and there may be genes that predispose certain people to addiction. Some people experiment with drugs such as alcohol and marijuana and either do not realize or disregard the potential hazards associated with their use. Sometimes the use of one drug will lead to the use of other more powerful and potentially dangerous drugs such as “speed”, LSD (lysergic acid diethylamide), and PCP (phencyclidine), cocaine and heroin. It is important to always be aware that experimentation can turn into use or abuse without any obvious signs.

It is also important to realize that addiction often has social and emotional consequences such as

- low self-esteem
- emotional distress
- family problems (e.g., abuse, divorce)
- loss of friends
- job loss
- participation in crime to support the addiction

The harm from chemical dependency (addiction) should be measured not just in how the addiction harms the body (the physical effects), but also in the way it affects mental health (the psychological effects), and social health—your family and work environment. A person may lose old friends (non-drug users) and end up making new friends (drug users) that may be a bad influence on them.

How does addiction affect a person’s mind?

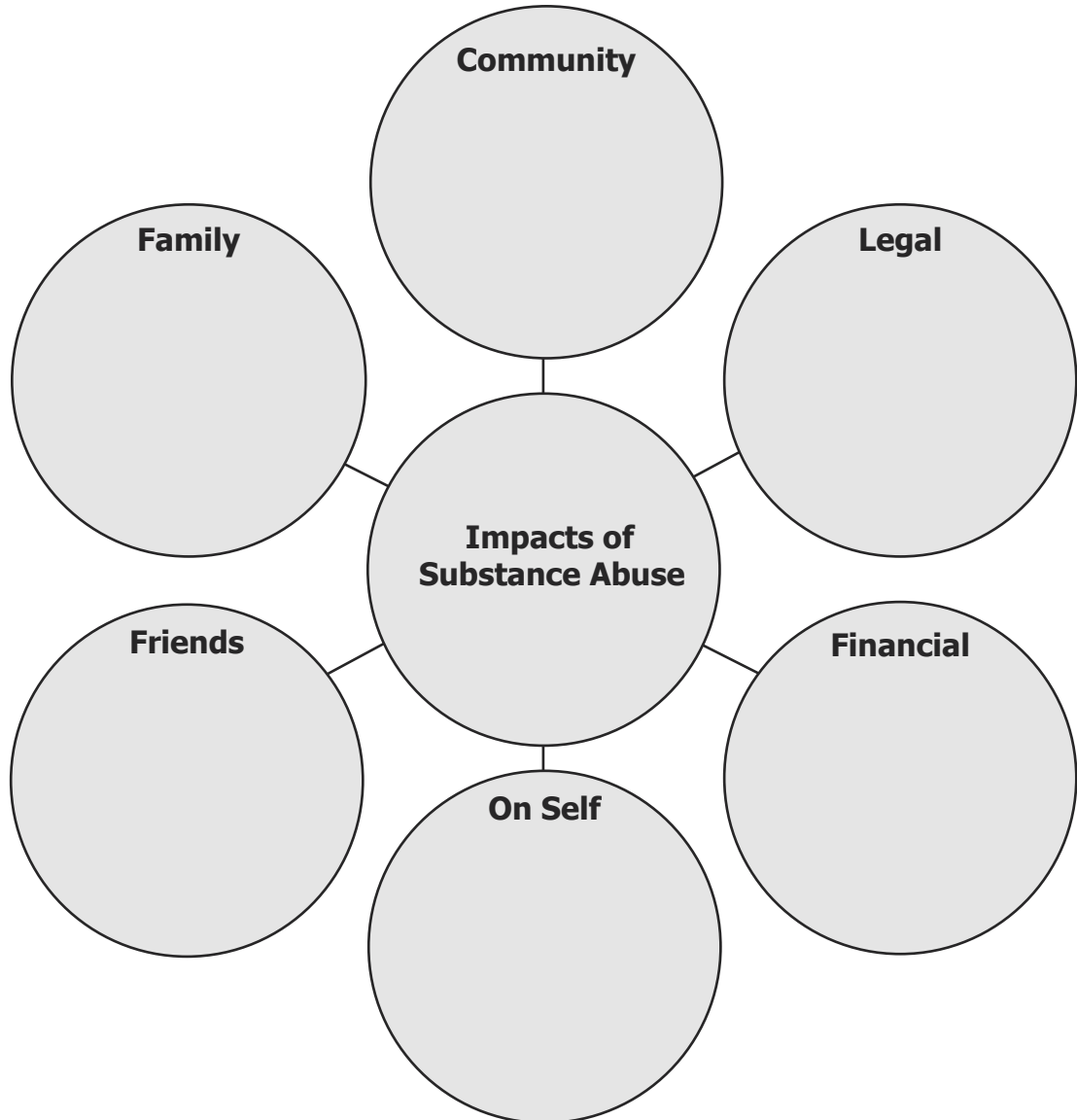
Addiction usually disturbs a person’s perceptions and attitudes and can disrupt their personality. One reason would be that substances such as alcohol, nicotine, cocaine, heroin, and valium interfere with the natural chemistry of the brain. Another reason is that the experience of addiction has an effect on a person’s thinking and feeling. An addiction such as smoking may not have the same harmful social consequences on relationships as other substances might, but the addiction can be just as powerful.



Learning Activity 8.1

Impact of Substance Abuse

Using the chart below, fill in some possible impacts of substance abuse.



continued

Learning Activity 8.1 (continued)

Questions:

1. Was it easier to fill in some bubbles than others?
2. Do you think the impacts in some of the bubbles may change at different stages of your life?
3. Were some of these impacts friend-related, for example, losing old friends or making new but maybe questionable friendships?

Legal Consequences

Experimentation during the teenage years may occur, and may include alcohol and drugs. Unfortunately, teenagers often do not link their immediate actions with the potential long-term consequences. Teenagers sometimes feel indestructible and immune to the problems that others may have experienced.

Legally available drugs include alcohol, cannabis, prescribed medications, inhalants (fumes from glues, aerosols, and solvents), caffeine pills, energy drinks, and over-the-counter cough, cold, sleep, and diet medications. Even though these drugs and substances can be legally purchased by some individuals, some are restricted to others due to their age. For example, in Manitoba you cannot buy or consume alcohol until you are 18 years of age.

The most commonly used illegal drugs are stimulants (cocaine, crack, and speed), LSD (lysergic acid diethylamide), PCP (phencyclidine), opiates (opium and heroin), and designer or club drugs (Ecstasy).



Learning Activity 8.2

Legal Brainteaser Scenario*

Read the following scenario and in the box below fill in the legal consequences of all four males. You may have to do a little research into the current laws. Check your answers when you are done (the answer key is located at the end of this module)

Canadian and Manitoba Laws Cited:**

LGCCA—*Liquor, Gaming and Cannabis Control Act*

CDSA—*Controlled Drugs and Substances Act*
Canadian Criminal Code

HTA—*Highway Traffic Act*

YCJA—*Youth Criminal Justice Act*



Joel (age 17), his brother Barry (age 16), and two friends (ages 19 and 20) went to Grand Beach to camp for the long weekend. Joel borrowed his mother's van and his brother's tent. His friends purchased three bottles of alcohol and hid them in their camping gear.

They arrived at the campground at about 7:30 p.m., unloaded the van, and started a fire. They decided to have a couple of drinks before setting up the tent. At 8:30 p.m., the 20-year-old went to the van to get his stash of marijuana; he rolled some joints and returned the unused portion to the van. At 9:00 p.m., after having consumed four drinks of alcohol, Joel felt sleepy and went to the van to lie down.

When he entered the van he felt chilled, so he let it run for about 10 minutes to warm up. Leaving the keys in the ignition, he lay down in the back of the van and fell asleep. The group began to get very boisterous around 10:00 p.m. The park wardens came to investigate. They found Joel asleep in the van, and the group drinking around the campfire. Barry and the 19-year-old each had half a joint in their pockets. The wardens searched the van and found two grams of marijuana.

continued

* Source: Adapted, by permission, from Manitoba Addictions Awareness Week Committee. "High on Life: Everybody Wins!" In *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: Manitoba Addictions Awareness Week Committee, 2002. 2.4.11 Legal Brainteasers.

** Laws cited may be subject to change. Consequences were based on law at date of MAAW Kit publication.

Learning Activity 8.2 (continued)

Person Involved	Legal Consequences
Barry (age 16)	1. _____ _____ 2. _____ _____
Joel (age 17)	1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____
19-year-old	1. _____ _____ 2. _____ _____
20-year-old	1. _____ _____

Follow-up Questions:

1. Have you checked your answers?
2. Did you miss a few things?
3. Do you know whether the laws have changed since this course was written?



Learning Activity 8.3

Refusal Statements

Using the same scenario now, imagine that you were also at Grand Beach that weekend. You and your friends were in the campsite right beside them. As the four guys were having their “pre set-up” drinks you walk by and they ask you to come and join them. Assuming you do not want to get involved with this group what are three possible statements you could say to them?

1. _____
2. _____
3. _____

Although thinking or writing down refusal statements may seem unrealistic it is essential that you have already practised them in your mind so that if the situation ever arises you are prepared to say no.



Learning Activity 8.4

Effects of Alcohol and Drugs: Trivia Game



Do this with your learning partner.

Point values for questions/statements depend on degree of difficulty (5, 10, 15, and 20 points). Answers require an explanation to receive points.

5 points

1. Is alcohol really a drug?

continued

Learning Activity 8.4 (continued)

2. What amount of alcohol can you safely consume while pregnant?

3. Alcohol is known to increase sexual ability and performance. True or False? Explain.

4. What is the addictive chemical used in tobacco?

10 points

5. What do the letters BAC stand for and mean?

6. What two important factors influence a person's BAC level?

7. Marijuana is not a hallucinogen. True or False? Explain.

8. Marijuana can temporarily impair an individual's short-term memory. True or False? Explain.

9. Inhalants can make users sick and can even kill. True or False? Explain.

continued

Learning Activity 8.4 (continued)

10. Inhalants have an almost immediate effect on users. True or False? Explain.

11. Psilocybin (mushrooms) is the most potent or strongest hallucinogen. True or False? Explain.

15 points

12. Cocaine and crack can cause heart attacks and strokes. True or False? Explain.

13. Which produces more tar, marijuana or tobacco?

14. Hallucinogens (e.g., LSD, mushrooms) cause people to see, hear, and feel things that are not real. True or False? Explain.

20 points

15. "Physical Tolerance" is drinking so much alcohol over a period of time that it takes an increasing amount of alcohol to get the same effect. True or False? Explain.

continued

Learning Activity 8.4 (continued)

16. Regular heavy use of alcohol increases the risk of developing certain cancers of the stomach and intestines. True or False? Explain.

17. Long-term marijuana users experience memory loss and impaired learning ability. True or False? Explain.

18. Cocaine is very addictive. People may become dependent on cocaine and crack with continuous use over a period of a few days. True or False? Explain.

19. The major reason why crack is more dangerous than cocaine is that lung damage occurs when smoke is inhaled into the lungs. True or False? Explain.



Assignment 8.1

Substance Use and/or Abuse Prevention Strategy

You will spend the rest of the time in this module on a large research project. In this project, you will examine current statistics and trends on substance use as it affects healthy living, locally and nationally. You will design a substance use and/or abuse prevention strategy.

Assignment 8.1 is found in the Assignments section at the end of this module.

Summary

In this lesson you spent time thinking about the impact of substance use and abuse. You also learned about the classification of some drugs as well as the legal consequences of illegal drug use. In the final assignment you will look at current trends in society and why people may choose to do drugs and what you can do to get them to stop. Substance use and abuse has a lasting effect on those that are touched by it. Many healthcare dollars are spent on the issues surrounding abuse and addiction, as well as supporting those that need help in dealing with someone who is abusing alcohol or drugs. Please take the time before starting the next module to reflect your personal and family values and how they might affect your decisions related to substance use.

Note

- * Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in the assignments.
- ** The cover sheet for Modules 7 and 8 contains an Alternate Lesson Consent Form that your parent/guardian will need to sign if you choose the alternate lesson option in Module 10.

MODULE 8 SUMMARY

Congratulations! You have completed Module 8 of Grade 10 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 7 and Module 8 assignments 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 Modules 7 and 8 assignments and organize your material in the following order:

- Modules 7 and 8 Cover Sheet (found at the end of the course Introduction)**
- Assignment 7.1: Physical Activity Log*
- Assignment 7.2: Sport Investigation #1
- Assignment 7.3: Analyzing Sport Scenarios
- Assignment 8.1: Substance Use and/or Abuse Prevention Strategy

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

** The cover sheet for Modules 7 and 8 contains an Alternate Lesson Consent Form that your parent/guardian will need to sign if you choose the alternate lesson option in Module 10.

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

Module 8 Review Questions

1. What is the definition of addiction?
2. What are the classifications of club drugs?
3. How would an adolescent move from experimentation to addiction?
4. What are some the various effects addiction can have on someone?
5. List four possible causes of addiction.
6. What are some possible impacts on family when it comes to substance abuse?



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

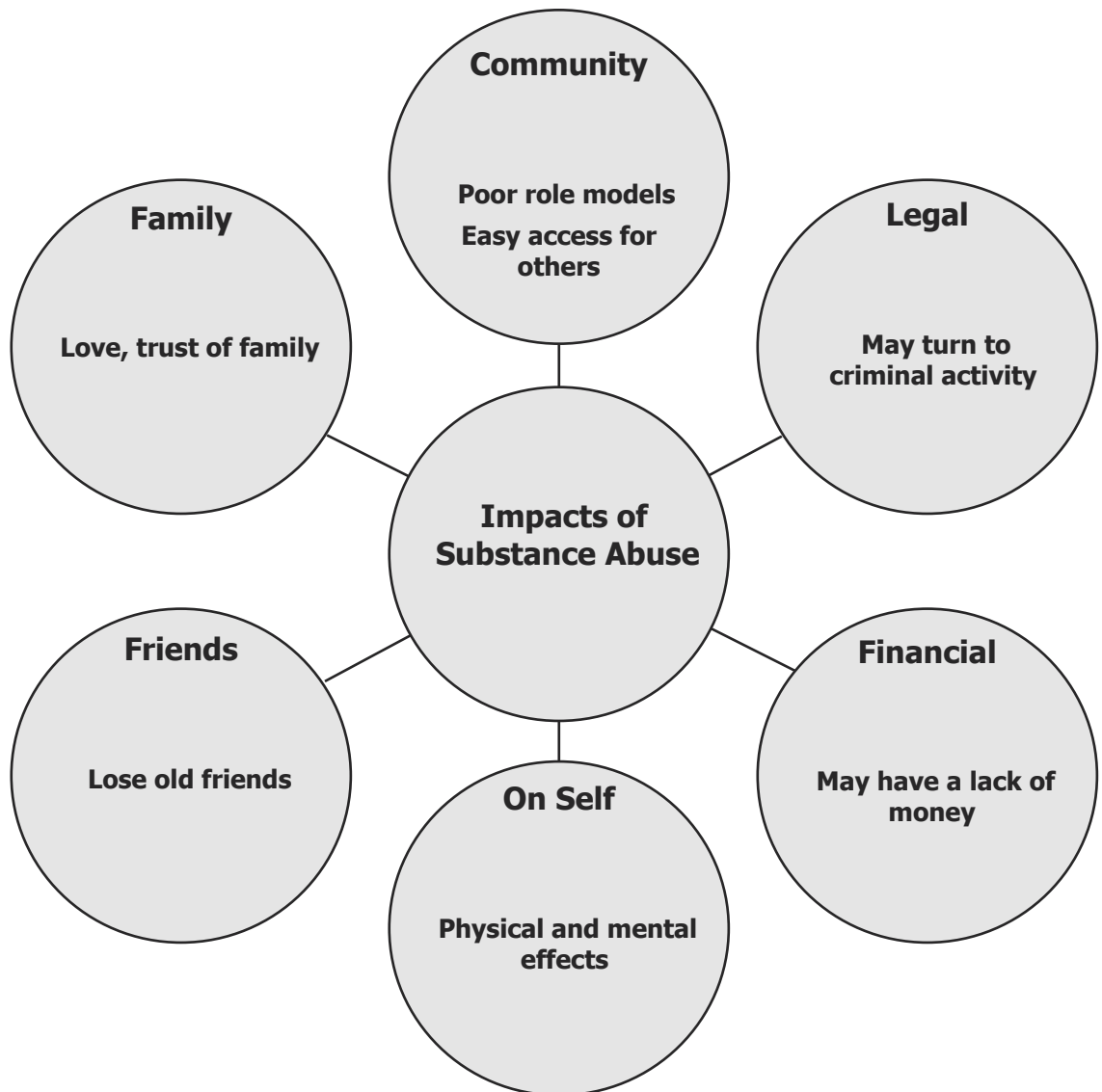
Module 8

Learning Activity Answer Key

MODULE 8: LEARNING ACTIVITY ANSWER KEY

Learning Activity 8.1: Impact of Substance Abuse

Using the chart below fill in some possible impacts of substance abuse.



Questions:

1. Was it easier to fill in some bubbles than others?
2. Do you think the impacts in some of the bubbles may change at different stages of your life?
3. Were some of these impacts friend-related, for example, losing old friends or making new but maybe questionable friendships?

Learning Activity 8.2: Legal Brainteaser Scenario*

Read the following scenario and in the box below fill in the legal consequences of all four males. You may have to do a little research into the current laws.

The legal consequences given are based on information provided without reading anything more into the scenarios or taking into account any additional investigation that might take place. These are the charges that could arise but may not necessarily be laid.

Person Involved	Legal Consequences Note: Laws cited may be subject to change at any time.
Barry (age 16)	<ol style="list-style-type: none"> 1. Possession or consumption of liquor by a minor—Section 63 LGCCA—Fine \$672. 2. Possession or consumption of cannabis by a young person—Section 101.18 LGCCA—Fine \$672.
Joel (age 17)	<ol style="list-style-type: none"> 1. Possession or consumption of liquor by a minor—Section 63 LGCCA—Fine \$672. 2. Possession or consumption of cannabis by a young person—Section 101.18 LGCCA—Fine \$672. 3. Impaired (if he exhibited signs) and over the legal limit*** (if he blew into breathalyzer) while having care and control of a vehicle—Criminal Code**—Fine, jail, or both—and YCJA**—see NOTE below. 4. Prohibit driving, one year if convicted of (3) not to mention provincial suspension. 5. Vehicle impounded for 30 days—HTA**.
19-year-old	<ol style="list-style-type: none"> 1. Supply liquor to a minor—Section 62(1) LGCCA—Fine \$2542. 2. Supply cannabis to a young person—Section 101.17 LGCCA—Fine \$2542.
20-year-old	<ol style="list-style-type: none"> 1. Supply liquor to a minor—Section 62(1) LGCCA—Fine \$2542. 2. Supply cannabis to a young person—Section 101.17 LGCCA—Fine \$2542.
<p>Note: Youth aged 18 and under fall within the jurisdiction of the <i>Youth Criminal Justice Act.</i>** Options for police in the area of CDSA and Criminal Code charges can include: doing nothing (unlikely in the case of impaired driving); issuing a verbal warning; issuing a caution (written warning); referring to an agency that has agreed to take on the client, such as: Addictions Foundation of Manitoba (AFM), Child and Family Services (extra judicial measures); laying a charge and moving to court. Park Rangers would likely evict them as well for rowdy behaviour, and parents of minors would be notified.</p> <p>For liquor, a minor is defined as someone under the age of 18 and, for cannabis, a young person is defined as anyone under the age of 19.</p>	

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** Laws cited may be subject to change.

***Legal limits for alcohol consumption can change over time.

Canadian and Manitoba Laws Cited:**

LGCCA – Liquor, Gaming and Cannabis Control Act

CDSA – Controlled Drugs and Substances Act
Canadian Criminal Code

HTA – Highway Traffic Act

YCAJA – Youth Criminal Justice Act



Follow-up Questions:

1. Have you checked your answers?
2. Did you miss a few things?
3. Do you know whether the laws have changed since this course was written?

Learning Activity 8.3: Refusal Statements

Using the same scenario now, imagine that you were also at Grand Beach that weekend. You and your friends were in the campsite right beside them. As the four guys were having their “pre set-up” drinks you walk by and they ask you to come and join them. Assuming you do not want to get involved with this group what are three possible statements you could say to them?

1. **No thanks. We are still setting up.**
2. **We are just starting a fire and do not want to leave our site.**
3. **No thanks. I don't drink.**

Although thinking or writing down refusal statements may seem unrealistic it is essential that you have already practised them in your mind so that if the situation ever arises you are prepared to say no.

Learning Activity 8.4: Effects of Alcohol and Drugs: Trivia Game

Do this with your learning partner.

Point values for questions/statements depend on degree of difficulty (5, 10, 15, and 20 points). Answers require an explanation to receive points.

5 points

1. Is alcohol really a drug?
Yes, alcohol is a depressant that slows down the body and interferes with reaction time and coordination.
2. What amount of alcohol can you safely consume while pregnant?
None. Abstain from all alcohol. Fetal alcohol syndrome/partial fetal alcohol syndrome (FAS/pFAS) is a 100% preventable birth defect.
3. Alcohol is known to increase sexual ability and performance.
False. All alcohol does is depress a person's inhibitions about sex.
4. What is the addictive chemical used in tobacco?
Nicotine.

10 Points

5. What do the letters BAC stand for and mean?
Blood alcohol concentration – measurement of the level of alcohol in the bloodstream.
6. What two important factors influence a person's BAC level?
 - **Number of drinks consumed.**
 - **How fast the alcohol was consumed.**
7. Marijuana is not a hallucinogen.
False. Marijuana does belong to the hallucinogen drug classification.
8. Marijuana can temporarily impair an individual's short-term memory.
True. Marijuana interferes with the memory process.
9. Inhalants can make users sick and can even kill.
True. Inhalants have poisonous fumes that can damage internal organs, including nerve cells and brain cells.

10. Inhalants have an almost immediate effect on users.
True. Once inhaled, fumes from inhalants move quickly from the nose into the central nervous system and into the bloodstream.
11. Psilocybin (mushrooms) is the most potent or strongest hallucinogen.
False. LSD is by far the most potent hallucinogen.

15 Points

12. Cocaine and crack can cause heart attacks and strokes.
True. Cocaine is a powerful central nervous system stimulant. It causes heart rate and blood pressure to increase greatly, which could cause a blood vessel in the brain to burst (stroke) or cause heart failure.
13. Which produces more tar, marijuana or tobacco?
Both produce tar, but marijuana produces more.
14. Hallucinogens (e.g., LSD, mushrooms) cause people to see, hear, and feel things that are not real.
True. The more pronounced effects, such as hallucinations, are most likely to occur at higher doses. In low doses, hallucinogens produce a variety of effects, depending largely on which drug is used and the individual's reaction to the drug.

20 Points

15. "Physical tolerance" is drinking so much alcohol over a period of time that it takes an increasing amount of alcohol to get the same effect.
True. Over a period of regular drinking, the body becomes accustomed to the presence of alcohol and adjusts so that it continues to operate normally in this situation. The impact of alcohol on the body's functioning diminishes.
16. Regular heavy use of alcohol increases the risk of developing certain cancers of the stomach and intestines.
True. Research suggests that the irritating properties of alcohol on the gastrointestinal tract over a long period of drinking causes cellular changes that can become cancerous.
17. Long-term marijuana users experience memory loss and impaired learning ability.
True. Research demonstrates that long-term marijuana users are at an increased risk of impaired learning ability and memory loss. Even with short-term use, users can experience memory and attention lapses.

18. Cocaine is very addictive. People may become dependent on cocaine and crack with continuous use over a period of a few days.

True. Cocaine use can result in psychological and physical dependence. Cocaine appears to cause a high level of psychological dependence due to the intense feelings of great mental and physical power that cocaine users experience. Physical dependence occurs among regular users of the drug, as seen by the presence of physical withdrawal symptoms after use of the drug has stopped. Both types of dependence can occur within several days of continued heavy use.

19. The major reason why crack is more dangerous than cocaine is that lung damage occurs when smoke is inhaled into the lungs.

False. Because crack is smoked, large amounts of the drug can reach the brain very quickly – more quickly than when cocaine is snorted through the nose. This sudden rush of cocaine puts the brain, heart, blood vessels, and other organs at serious risk of damage.



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 8

Assignment

MODULE 8: ASSIGNMENTS

Assignment 8.1: Substance Use and/or Abuse Prevention Strategy

3 hours (24 marks)

Design an advocacy tool or product that speaks out against substance abuse, choosing one of the following substances:

- Alcohol
- Tobacco
- Marijuana
- Steroids/Performance Enhancing Drugs
- Street Drugs (such as cocaine, heroin, crystal methamphetamine)
- Prescription Drugs
- Over-the-Counter Medication
- If you are interested in a different substance, contact your tutor/marker to get his or her opinion.

Your project can be presented in one of the following forms:

- Flyer (e.g., one pager that you would see on a windshield)
- Brochure (e.g., three-fold booklet you would see in a doctors office or teen clinic)
- Poster
- Advertisement (e.g., similar to what you would see in a magazine)
- Billboard

Your tool or product should include the following information. You need to

- Create an **original**, accurate, and interesting product that adequately addresses the issue of abuse for the substance you have chosen.
- Examine current trends in order to create an accurate (statistically) and meaningful product. (e.g., if the current trend is for teenagers to smoke marijuana, then your product should speak to that audience).
- Identify two reasonable, insightful barriers/problems that need to change. These would be why an individual may choose to use and/or abuse this substance. For example, if you choose to do your project on performance enhancing drugs a possible barrier could be that they actually do work to enhance performance.



- Suggest two reasonable, insightful possible solutions/strategies to encourage change for avoiding use of the selected substances. Using the example above the possible solution the problem of it working would be that it is ethically wrong. Keep in mind that you should try to include the physiological, physical, social, and psychological effects it has on a person.
- Include how the use of this substance can impact on self, community, legally, financial, friends, and family
- Include at least two high-quality sources that you used to gain your information (e.g., Addictions Foundation of Manitoba at www.afm.mb.ca/).

The rubric below will be used by your tutor/marker to grade your assignment. Please make sure to refer to it as you are creating your poster, brochure or whatever you decided as a product.

Category	Acquired expected knowledge 4	Somewhat acquired expected knowledge 3	Acquired minimal expected knowledge 2	Did not acquire expected knowledge 1	Did not attempt task or misunderstood task 0	Mark achieved
Brainstorming Problems	Student identifies two reasonable, insightful barrier/problems that need to change, and represents them thoroughly and distinctly.	Student identifies and represents two barriers/problems that need to change and makes a somewhat clear representation of them.	Student identifies two or less barriers/problems that need to change, and represents them superficially.	Student identifies two or less barriers/problems that need to change, but they are very illogical or very superficially represented.	Student does not identify any barriers/problems that need to change.	
Brainstorming Solutions	Student identifies two reasonable, insightful solutions/strategies to encourage change, and represents them thoroughly and distinctly, with reference to physiological, physical, social and psychological effects.	Student identifies two reasonable, insightful solutions/strategies to encourage change, makes a somewhat clear representation of them. Student may make reference to one or more of the physiological, physical, social and psychological effects.	Student identifies two or less solutions/strategies to encourage change, and represents them superficially.	Student identifies two or less solutions/strategies to encourage change, but they are very illogical or very superficially represented.	Student does not identify any solutions/strategies to encourage change.	
Research/ Statistical Data	Student includes two high-quality examples or pieces of data to strongly support campaign.	Student includes two examples or pieces of data to support campaign.	Student includes two or less examples or pieces of data that provide weak support to campaign.	Student includes two or less examples or pieces of data that provide very weak or illogical support to campaign.	Student does not include examples or pieces of data to support campaign.	

continued

Category	Acquired expected knowledge 4	Somewhat acquired expected knowledge 3	Acquired minimal expected knowledge 2	Did not acquire expected knowledge 1	Did not attempt task or misunderstood task 0	Mark achieved
Campaign/ Product	Student creates an original, accurate and interesting product that adequately addresses the issue.	Student creates an accurate product that adequately addresses the issue.	Student creates an accurate product but it does not adequately address the issue.	Student creates a product with very limited accuracy and that addressed the issue very superficially.	Student creates a product that is not accurate.	
Sources/ Quality	Student includes two or more high-quality sources that provide meaningful connection to the information in the campaign.	Student includes two or more high-quality sources that connect to the information in the campaign.	Student includes two or fewer sources that provide a weak connection to the information in the campaign.	Student includes two or fewer sources that provide a very weak or illogical connection to the information in the campaign.	Student provides no sources.	
Impacts	Student has made a thorough connection to the impact of the problem identified to several of the following: self, community, legal, financial, friends, and family.	Student has made a connection to the impact of the problem identified to some of the following: self, community, legal, financial, friends and family.	Student has made a limited connection to the impact of the problem identified to a few of the following: self, community, legal, financial, friends and family.	Student has made a very limited, or illogical connection to the impact of the problem identified to few of the following: self, community, legal, financial, friends and family.	Student has not made any connections to the impact of the problem identified to any of the following: self, community, legal, financial, friends and family.	

Total Mark: /24

MODULE 8 SUMMARY

Congratulations! You have completed Module 8 of Grade 10 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 7 and Module 8 assignments 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 Modules 7 and 8 assignments and organize your material in the following order:

- Modules 7 and 8 Cover Sheet (found at the end of the course Introduction)**
- Assignment 7.1: Physical Activity Log*
- Assignment 7.2: Sport Investigation #1
- Assignment 7.3: Analyzing Sport Scenarios
- Assignment 8.1: Substance Use and/or Abuse Prevention Strategy

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

** The cover sheet for Modules 7 and 8 contains an Alternate Lesson Consent Form that your parent/guardian will need to sign if you choose the alternate lesson option in Module 10.

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

Module 8 Review Questions

1. What is the definition of addiction?
2. What are the classifications of club drugs?
3. How would an adolescent move from experimentation to addiction?
4. What are some the various effects addiction can have on someone?
5. List four possible causes of addiction.
6. What are some possible impacts on family when it comes to substance abuse?



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

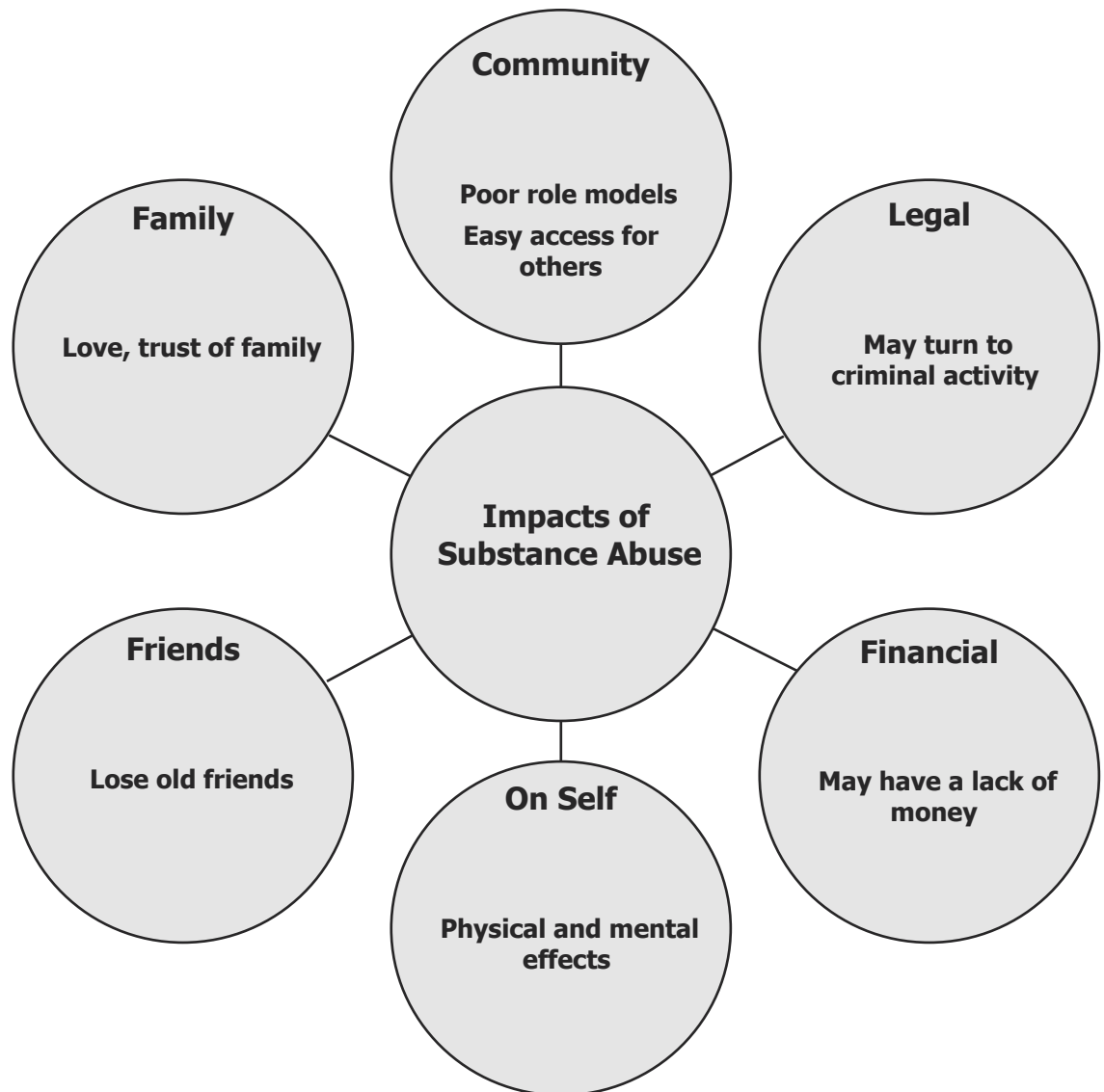
Module 8

Learning Activity Answer Key

MODULE 8: LEARNING ACTIVITY ANSWER KEY

Learning Activity 8.1: Impact of Substance Abuse

Using the chart below fill in some possible impacts of substance abuse.



Questions:

1. Was it easier to fill in some bubbles than others?
2. Do you think the impacts in some of the bubbles may change at different stages of your life?
3. Were some of these impacts friend-related, for example, losing old friends or making new but maybe questionable friendships?

Learning Activity 8.2: Legal Brainteaser Scenario*

Read the following scenario and in the box below fill in the legal consequences of all four males. You may have to do a little research into the current laws.

The legal consequences given are based on information provided without reading anything more into the scenarios or taking into account any additional investigation that might take place. These are the charges that could arise but may not necessarily be laid.

Person Involved	Legal Consequences Note: Laws cited may be subject to change at any time.
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Follow-up Questions:

1. Have you checked your answers?
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Learning Activity 8.4: Effects of Alcohol and Drugs: Trivia Game

Do this with your learning partner.

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False. Because crack is smoked, large amounts of the drug can reach the brain very quickly – more quickly than when cocaine is snorted through the nose. This sudden rush of cocaine puts the brain, heart, blood vessels, and other organs at serious risk of damage.



GRADE 10 PHYSICAL EDUCATION/ HEALTH EDUCATION (20F)

Module 9

Biomechanical Principles and Movement Skills

This module contains the following lessons

- Introduction
- Lesson 1: Biomechanical Principles
- Lesson 2: Analyzing Your Sport Skills
- Lesson 3: Sport Knowledge
- Module 9 Summary

MODULE 9: BIOMECHANICAL PRINCIPLES AND MOVEMENT SKILLS

Introduction

In this module you will review biomechanical principles and movement skills that you studied in previous grades. You will use this information to make connections between the science of sport and your chosen activities. You will analyze your sport or physical activities with respect to biomechanical principles, sport terminology, and movement skills.



When choosing the physical activities for this module, be sure to cover all the safety considerations, have supervision, and follow the rules of the sport or activity in order to remain safe throughout your activity time.

Assessment

You will be assessed on your completion of the Module 9 assignments found at the end of this module.

When you complete Module 10, you will submit your Module 9 assignments, along with your Module 10 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 9.1	Applying Movement Skills
	Assignment 9.2	Applying Biochemical Principles to Activity
2	No Assignment	
3	Assignment 9.3	Sport Investigation #2*



* Please note that you will have the option of using a video camera to complete Assignment 9.3.

Notes

LESSON 1: BIOMECHANICAL PRINCIPLES

Lesson Focus

You will show an understanding of

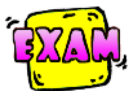
- biomechanical principles for the improvement of specific movement skills in a physical activity

You will be able to

- select and refine transport skills, manipulation skills, and balance abilities while applying mechanical principles related to physical activity

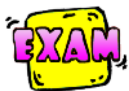
Introduction

In this lesson you will review information you learned in both Grade 9 Physical Education/Health Education and Grade 10 Science.



When we exercise we normally do not think about biomechanics – how and why our body moves in the ways that it does. During this lesson, you will learn about the scientific side of physical activity. So, if you like science or physics you will find this lesson interesting. Let's start with a review of some definitions.

Motion



Movement is produced by a force that is exerted as either a push or a pull. The amount of motion produced is dependent upon the amount of force exerted in relation to the amount of resistance present. In the human body movement is produced by muscular contractions. Gravity, air resistance, water resistance, and friction exist as forces, external to the body, that can either assist or resist motion. It is important that you are aware of these forces so that you can make your body do what you want it to do.

There are three laws of physics that govern all motion, including human motion. These laws are named in honour of the physicist Sir Isaac Newton.

Newton's first law of motion: "An object at rest tends to stay at rest and an object in motion tends to stay in motion with the same speed and in the same direction unless acted upon by another force." (*Law of Inertia*)

For example, if a soccer ball is sitting on the ground it will stay there until you apply a force to it (kicking it)

Newton's second law of motion: "The change in speed (acceleration) of an object is directly proportional to the magnitude of the force applied to the object and inversely proportional to the mass of the object." (*Law of Acceleration*)

For example, using this same soccer ball sitting on the ground, if you kick it lightly the ball will only go a short way, if you kick it with more force the ball will go further. Also the lighter the soccer ball the further it will go.

Newton's third law of motion: "For every action, there is an equal and opposite reaction." (*Law of Counterforce*)

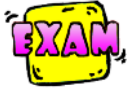
For example, this same soccer ball will go as far as the amount of force you apply to the hit.

Here is an example of Newton's Laws applied to a sport. When a bobsled team is ready to start their race the bobsled is motionless. (Law of Inertia) In order for the team to get the sled moving (Law of Acceleration) they must create a pushing action. This in turn will put the sled into motion.

Force

The amount of force produced by muscles is a critical element in sport performance. The magnitude of the force desired is dependent upon the type of movement to be performed. Some actions, call for a maximum production of force, such as in the shot put. Other actions, such as a net shot in badminton, call for less force. Successful performance of either of these two actions is dependent upon the application of the right amount of force exerted to overcome inertia (the tendency to resist change in the state of motion).

Momentum



Momentum can be defined as the quantity of motion. The term “momentum” is often used in sport, and describes actions involving an object and the speed of the object. Momentum is dependent upon how fast (velocity) you or an object moves and the weight (mass) of that object. If you compare a standing long jump to a running long jump, it is obvious that running increases your velocity at takeoff versus from a standing position resulting in a longer jump. The momentum of an object can be determined using the formula (mass \times velocity = momentum).

When two objects collide they each have a certain amount of momentum. What happens after the collision is determined by the direction of movement of each object at the time of collision and the amount of momentum each possesses. There are many situations in sport where collisions occur that involve the bodies (e.g., football) or objects (e.g., bat and ball in baseball).



Learning Activity 9.1

Sport Collisions and Momentum

Describe two situations in sport where collisions occur and briefly describe the result of the collision in terms of momentum. The first one has been done for you as an example.

1. Soccer player kicking a penalty shot. The momentum created by the moving kicker combined with the swinging of the kicking leg causes the much lighter ball to move at great speed towards the goal at impact.
2. _____

3. _____

Think about how the following principles of force affect performance:

- amount of force required to overcome inertia
- line of application of force (direct or indirect)
- amount of time the force is applied
- action – reaction

Referring back to the example provided after Newton's Three Laws of Motion – this same bobsled team, the amount of force they are able to create in order to set the sled in motion will determine how much speed they can create before having to get into the sled.



Learning Activity 9.2

Newton's Laws of Motion

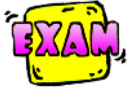
Thinking about Newton's Laws of Motion, answer the following questions. (See page 6.)

1. Explain what happens when you hit a golf ball off the tee, in terms of the Law of Inertia.

2. Now explain the same thing, in terms of the Law of Acceleration.

3. Now explain the same thing, in terms of the Law of Counterforce.

Balance



The process whereby the body's stability or state of equilibrium is controlled for a given purpose is called balance. To control the state of equilibrium we constantly (often without knowing it) manipulate three factors.

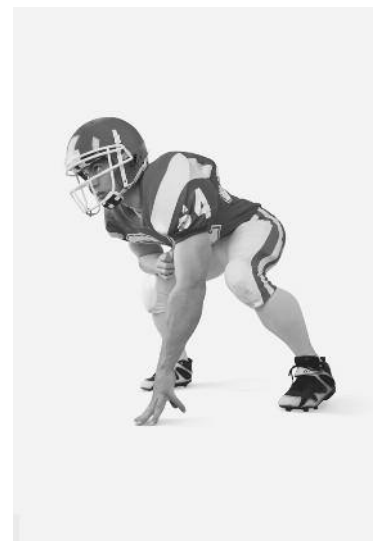
1. The first factor is our **base of support**, which is the area defined by the points of contact between the body and the surface supporting it. The larger the base of support, the more stable the object becomes. For example, sprinters' points of contact would be their feet and their hands and the surface supporting them would be the ground.
2. The second factor is the **location of our line of gravity** which is an imaginary vertical line which passes through the centre of mass in relation to the base of support. An object becomes less stable as the line of gravity gets closer to the outside edge of the base of support.
3. The third factor is the **height of the centre of gravity from the supporting surface**. The higher the centre of gravity, the less stable the object becomes.

The larger the base of support, the closer the line of gravity to the centre of the base of support, the lower the centre of gravity to the supporting surface, and the greater the mass, the more stable an object becomes.

Example: If a wrestler stands straight up when wrestling they are more likely to be able to be pushed over than if they are bent down and have a wide base of support and a lower centre of gravity.

Below are examples of the three factors contributing to balance.

Base of Support



Who has the largest base of support? Who has the smallest?

Location of the line of centre of gravity

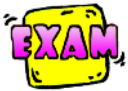


What are these people doing to help keep their centres of gravity inside the base of support?

Height of centre of gravity



Who is in a more stable position?



There are two kinds of balance.

1. **Static balance** is being able to balance your body when you, the surface that is supporting you, as well as any equipment you are using are not moving. The sprinter we talked about earlier would be in static balance.
2. **Dynamic balance** is seen when you, the surface supporting you, or the equipment you are using is moving. A bobsled team creating force and motion would have to keep themselves in dynamic balance at the start or they would slip and fall during the push off. There are many examples in sport where if the action could be frozen in time the performer would be in a position where they would ordinarily fall over.

These young athletes would all fall over if we could stop their forward motion.



Learning Activity 9.3

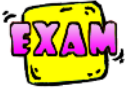
Static and Dynamic Balance

In the box below check off whether each of the people would be in dynamic or static balance during their activity.

Physical Activity	Static Balance	Dynamic Balance
A gymnast performing a handstand		
A bodybuilder holding a pose		
A figure skater completing a jump		
A skier racing down a course		
A lineman waiting for the quarterback to hut the ball		
A pole vaulter attempting a jump		
A skateboarder performing a stunt		

Now that you are familiar with force, motion, and balance you are going to use these concepts within specific movement skills.

Movement Skills



Movement skills are organized in three different categories. They are

1. **Transport**— These skills are used to move the body from one point to another. This includes running, jumping, hopping, and skipping.
2. **Manipulation**— These movements allow an individual to receive, handle, control, or propel an object with the hand, foot, and/or implement. Examples include underhand and overhand throwing, rolling, bouncing, catching, kicking, and striking a ball.
3. **Balance**— These skills are associated with maintaining and controlling body position and posture while at rest (static balance) or in motion (dynamic balance). Activities include bending, curling, stretching, twisting, turning, rotating, balancing, landing from a jump, springing, and swinging.



Learning Activity 9.4

Movement Skills in Physical Activities

List three physical activities that involve the specific movement skill indicated. The first ones have been done for you. You will need this list to refer to when you are doing Assignment 9.2: Applying Biomechanical Principles to Activity.

Transport

1. Running the bases in baseball
2. _____
3. _____
4. _____

Manipulation

1. Dribbling a basketball
2. _____
3. _____
4. _____

Balance

1. Performing a headstand
2. _____
3. _____
4. _____

Activities that involve all three

1. Performing a lay-up in basketball
2. _____
3. _____
4. _____



Assignment 9.1

Applying Movement Skills

In this assignment you will participate in three different physical activities. One activity involves transport skills, one involves manipulation skills, and one involves balance skills. The assignment is found at the end of this module.



If you have not participated in these activities before, be sure you understand the safety rules and have your parent/guardian sign a consent form.



Assignment 9.2

Applying Biomechanical Principles to Activity

In this assignment, you will participate in one physical activity that involves all three movement skills; transport, manipulation, and balance.

Summary

In this lesson you were reacquainted with the biomechanical principles of force, motion, and balance. You also investigated some physical activities that involve transport, manipulation, and balance while performing them.

LESSON 2: ANALYZING YOUR SPORT SKILLS

Lesson Focus

You will show an understanding of

- factors that may influence your own skill development.

You will be able to

- analyze your own level of performance of selected movement skills according to proper form/ technique

Introduction

In this lesson you will look at the factors that influence your own movement skill development. You will look at your skill development in relation to the sport and physical activity that you are actually taking part in, regardless of your athletic ability.

All physical activities require some level of athletic ability. You can be an elite athlete who practises intensely, or just a regular amateur who takes a more casual approach. In either case, you can still be active and successful, and have fun.

Factors Affecting Athletic Ability Include:

- heredity
- adequate sensory stimulation at an early age
- opportunities for practice and continuous encouragement
- expert instruction through educational programs
- opportunities for practice and play through community clubs
- the use of quality equipment

You can imagine that someone who plays on a community club baseball team would have better manipulation skills than a person who has never played baseball or even catch before.



Learning Activity 9.5

Influencing Factors

What factors do you think have affected your personal athletic ability? (Maybe your environment or your prior experiences.) List them here.

Analyzing of Sport Skills

The analysis of skills can help you develop and master your skills to the fullest. In general, the analysis of skills is a process and it refers to a certain understanding of physical skills and the application of this understanding of your performance.

The overall process of analyzing skills has three distinct steps

1. determining how you **should** perform physical skills
2. finding out how you **actually** perform these skills
3. using this knowledge to **detect** and **correct** errors in performance and to improve skills

Summary

In this lesson you investigated some factors that can affect your athletic ability.

LESSON 3: SPORT KNOWLEDGE

Lesson Focus

You will show an understanding of

- rules associated with a selected sport while participating

You will be able to

- apply the terminology associated with the skills and rules for selected individual and dual activities/sports
- participate in individual/dual activities, or in team games using an implement

Introduction

In this lesson you will investigate some terms that are used in a variety of sports. You will find that the lesson itself is relatively short but that you have a lot of activity to do within the assignment found in this lesson. Make sure you organize your time accordingly.

Have you ever heard someone yell “fore?” Do you know in what sport this is used and why? Is it golf and would you quickly get out of the way so you do not get hit with an incoming ball? If you participate or watch a lot of sporting events you will soon notice that each sport or activity has its own set of language or vocabulary. Try to test your sport terminology in the following learning activity.



Learning Activity 9.6

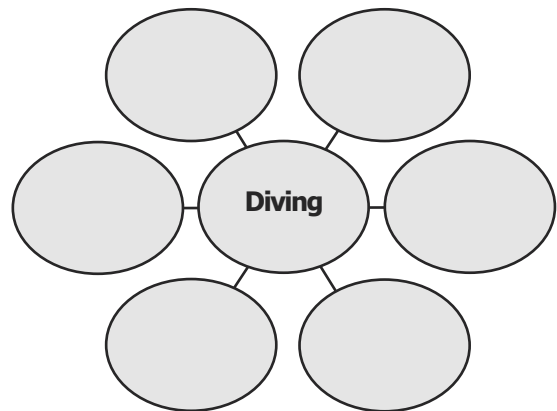
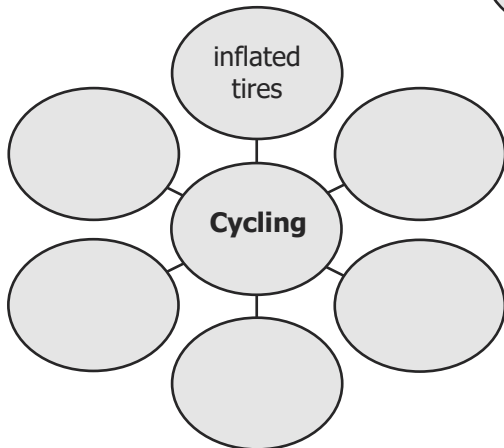
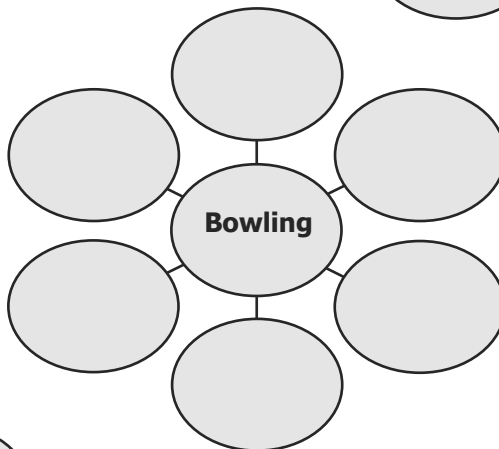
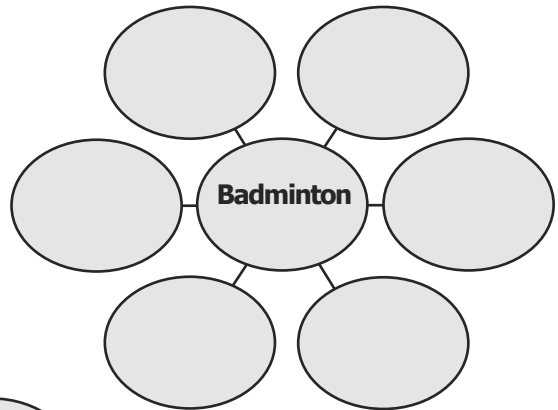
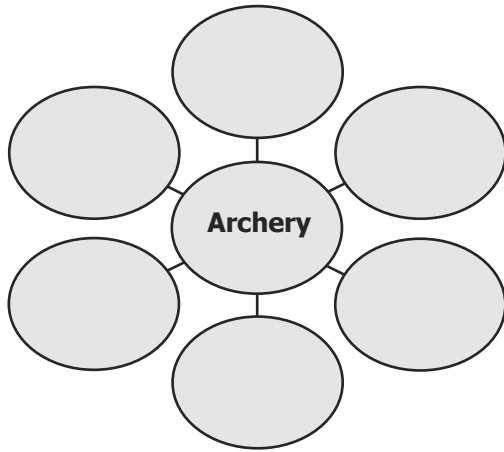
Sport Terminology

Fill in the blank circles (on the following two pages) with the text below. Match the correct terminology with the sport at the centre of each cluster. Be sure to check your answers in the answer key found at the end of this module, to see how you did. A few have been done for you.

- bow arm guard
- backhand
- alley
- road race
- inward
- ace
- backspin
- binding
- advance
- cock feather
- clear
- box
- side step
- layout
- break point
- wax
- bout
- draw
- drive
- gutter ball
- tail
- pike
- bogey
- deuce
- kick turn
- finger tab
- drop
- head pin
- tip
- platform
- divot
- ground stroke
- pole plant
- foil
- nock
- notch
- foot fault
- rally
- lane
- spare
- pursuit race
- reverse
- tuck
- fore
- slice
- let serve
- set
- herring bone
- camber
- lunge
- sabre

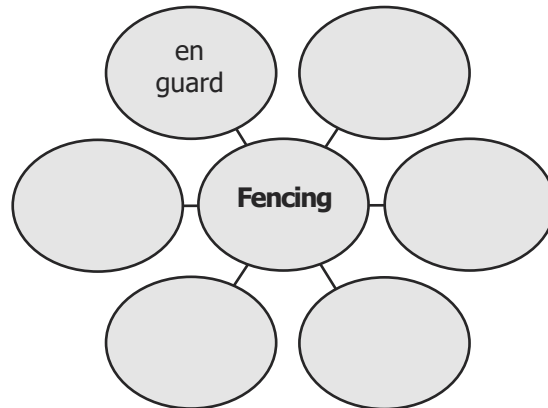
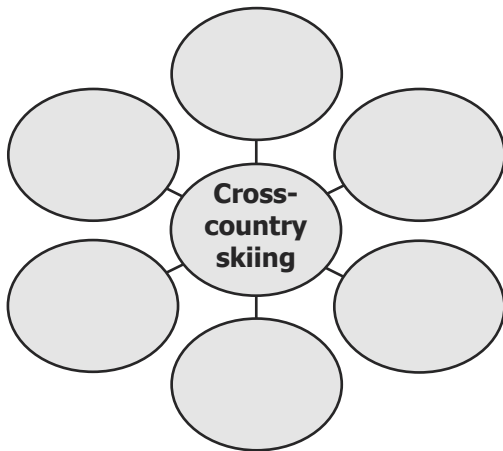
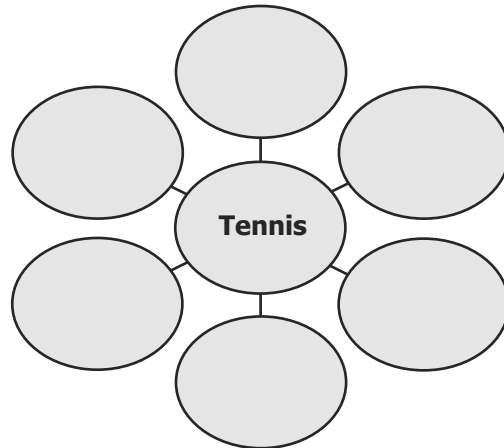
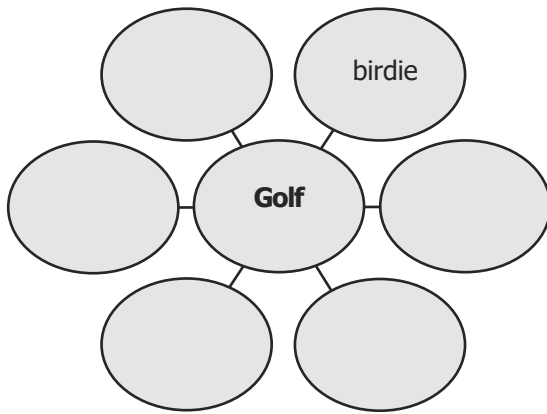
continued

Learning Activity 9.6 (continued)



continued

Learning Activity 9.6 (continued)



Did that matching activity take you some time? Did you learn some new words? Did you think some terms could be used in more than one sport? You will find that common sports like tennis and badminton (both racquet sports) use some of the same vocabulary like forehand, backhand, and set. Within your assignment you will not only have to participate in an activity but you will also have to come up with the activity's appropriate terminology and the skills you should be able to learn in each sport.



Assignment 9.3

Sport Investigation #2

In this assignment you must chose a sport different than the one you investigated in Assignment 7.2. You will investigate the terminology, rules, and strategies needed to play the game. You will also show a record of your participation in the sport as a player. You must participate in the chosen sport for a minimum of five hours. **Please note that you must have a Parent/Guardian sign a consent form before you participate in any activity.** Assignment 9.3 is found in the Assignments section at the end of this module.

Summary

In this lesson you learned some new vocabulary for nine different sports. In the assignment you will have the opportunity to explain the terms of the sport you selected. You will participate and investigate terminology and strategies in the sport or activity. Have fun with it and be safe.

Notes

MODULE 9 SUMMARY

Congratulations! You have completed Module 9 of Grade 10 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 9 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 10. At that time, you will submit your Module 9 and Module 10 assignments 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.

Module 9 Review Questions

Lesson 1

1. Define force.
2. Define motion.
3. What are the two types of balance and give an example of each?
4. What are the three movement skills and give an example of a physical activity for each?

Lesson 2

1. What are some factors that affect athletic ability?
2. What are the three steps in analyzing skills?

Lesson 3

1. What are three common terms used in the sport of fencing?
2. What are two common terms with both tennis and badminton?
3. What does the term “fore” mean in the game of golf?

Notes



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 9

Learning Activity Answer Key

MODULE 9: LEARNING ACTIVITY ANSWER KEY

Learning Activity 9.3: Static and Dynamic Balance

In the box below check off whether each of the people would be in dynamic or static balance during their activity.

Physical Activity	Static Balance	Dynamic Balance
A gymnast performing a handstand	✓	
A bodybuilder holding a pose	✓	
A figure skater completing a jump		✓
A skier racing down a course		✓
A lineman waiting for the quarterback to hut the ball	✓	
A pole vaulter attempting a jump		✓
A skateboarder performing a stunt	✓	✓

Learning Activity 9.6: Sport Terminology

Using the word bank below match the correct terminology with the listed sport. Be sure to check your answers in the back of this module to see how you did.

Archery	Badminton	Bowling
bow arm guard	backhand	alley
cock feather	clear	box
draw	drive	gutter ball
finger tab	drop	head pin
nock	foot fault	lane
notch	rally	spare
Cycling	Diving	Golf
road race	inward	ace
side step	layout	birdie
tail	pike	bogey
tip	platform	divot
pursuit race	reverse	fore
inflated tires	tuck	slice
Tennis	Cross-country skiing	Fencing
backspin	binding	advance
break point	wax	bout
deuce	kick turn	en guard
ground stroke	pole plant	foil
let serve	herring bone	lunge
set	camber	sabre



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 9

Assignments

MODULE 9: ASSIGNMENTS

Assignment 9.1: Applying Movement Skills

30 minutes (10 marks)

In this assignment you must participate in Activity 1. You must also participate in either Activity 2 or Activity 3. One activity involves transport skills, one involves manipulation skills, and one involves balance skills.



Remember to check safety rules and procedures related to Activity 2 and Activity 3 and have your parent/guardian sign off on any new activities.

Activity 1: Rolling a ball at the target

Movement Skill Category: Manipulation

Instructions: Roll the ball at the target three different times from two different distances.

Questions:

1. What did you do to change the way you executed the skill to improve your performance over the six times? (2 marks)

2. To which biomechanical principles would the adjustments relate? (2 marks)

Activity 2: Standing long jump versus running long jump

Movement Skill Category: Transport



Instructions: With the help of your learning partner, execute three standing long jumps and three running long jumps. Compare the results and answer the following questions.

Questions:

1. In which skill were you able to jump the furthest and why? (2 marks)

2. What did you do to change the way you executed the skill to improve your performance over the three times? (2 marks)

3. To which biomechanical principles would the adjustments relate? (2 marks)

Activity 3: Using hands and/or feet for support

Movement Skill Category: Balance

Instructions: Read the balance activity and rank them in order from least difficult to most difficult. Then try the activities and rearrange the order of them if necessary. Answer the questions after completing and ranking the exercises.

Static Balance	Dynamic Balance
Balance on all fours (both hands and both feet)	Hop on one foot
Balance on one hand and one foot (same side)	Walk heel to toe backwards
Balance on one hand and one foot (opposite sides)	Move forward with one hand and one foot on the ground
Balance on your bum without feet or hands touching	Walk heel to toe forwards
Balance on one foot	Crawl on all fours (both hands and feet)

Questions:

1. What prompted you to rank the activities the way you did before trying them? (2 marks)

2. Which balance activity did you find to be the most challenging? (2 marks)

3. Thinking of the most challenging activity, what tips would you give to someone who has never done this before? (2 marks)

Assignment 9.2: Applying Biomechanical Principles to Activity

1 hour (12 marks)

In this assignment you must participate in one physical activity that involves transport, manipulation, and balance. Select one from your list in Learning Activity 9.4.

You will participate in this activity for at least 30 minutes and then have your supervisor (parent/guardian, learning partner, or coach) sign the declaration below. You will then answer questions 1 to 4 below.



If this is a new activity; be sure to check safety rules and procedures related to it and have your parent/guardian sign off on the new activity.

Activity: _____

You must participate in this activity for at least 30 minutes, have the following declaration signed, and then answer the questions below.

Supervisor's Declaration

"I declare that the student completing this assignment has performed this activity for at least 30 minutes."

Supervisor's signature (parent/guardian, learning partner, or coach)

Date _____

Questions:

1. What were the various considerations around the four principles related to force that you found within this activity? (3 marks)

2. What were the considerations around the three laws of motion that you found within this activity? (3 marks)

3. How was balance involved within this activity? Was it dynamic, static, or both? How was the centre of gravity affected? (3 marks)

4. If you did the activity again, how could you refine your skills to make the activity more successful? (Use the Biomechanical Principles in your answer.) (3 marks)

Assignment 9.3: Sport Investigation 2 (without officiating)

2 hours (44 marks) (sport participation can be credited to your Log)

In this assignment you will play a certain sport for a minimum of five hours and then write a report on the terminology, rules, and strategies needed to play that sport. The five hours do not have to be consecutive. In other words, it can be made up of several short periods of time. **Please note that you must have a signed Parent/Guardian consent form before participating in an activity.**



Your final investigation submission may be a written report or a video presentation. You may choose to videotape yourself or a partner instead of presenting it in writing. Answer all questions on video. You also may use a combination of writing and video to present the following:

1. Describe the key safety, etiquette, and game rules for the sport. Include diagrams/illustrations for clarity. You must include the rules that you will be using throughout the time you are participating in the sport chosen.
2. List and define the terminology necessary to be able to participate in the sport.
3. Describe the key offensive and defensive strategies of the game or sport. You must create a list of two offensive and two defensive strategies and what skills are needed in order to perform these strategies. If you are choosing a team sport, you may want to include what your team-mates must do to carry out the offence and defence you are explaining. You may also want to use diagrams to help explain your strategies.
4. List four different skills you should consider learning before participating in this sport or activity. (4 marks)
5. Include a bibliography listing the references you used (e.g., website addresses, books, magazines, etc.)
6. Include a participation record indicating a minimum of five hours signed by an adult witness (coach or parent/guardian)
7. Write down your general impression with attention to spelling, grammar, and punctuation.

Rubric for Sport Investigation 2

Category	4	3	2	1	0
Safety Rules	Most of the possible safety rules and routines are outlined.	Many safety rules and routines are outlined.	Some safety rules and routines are outlined.	Few safety rules and routines are outlined.	No safety rules are outlined.
Etiquette	All possible sport etiquette rules are outlined.	Many sport etiquette rules are outlined.	Some sport etiquette rules are outlined.	Few sport etiquette rules are outlined.	No sport etiquette rules are outlined.
Game Rules	Most of the possible game rules are outlined.	Many game rules are outlined.	Some game rules are outlined.	Few game rules are outlined.	No game rules are outlined.
Terminology	Most of the possible sport terms are listed and defined.	Many sport terms are listed and defined.	Some sport terms are listed and defined.	Few sport terms are listed and defined.	No sport terms are listed or defined.
Diagrams and Illustrations of Rules and Strategies	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the rules and strategies.	Diagrams and illustrations are accurate and add to the reader's understanding of the rules and strategies.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the rules and strategies.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the rules and strategies.	No diagrams or illustrations are used to add to the reader's understanding of the rules and strategies.
Offensive Strategies	Two offensive strategies are outlined.	Two offensive strategies are outlined but not well explained.	One offensive strategy is outlined.	One offensive strategy is outlined but not well explained.	No offensive strategies are outlined.
Defensive Strategies	Two defensive strategies are outlined.	Two defensive strategies are outlined but not well explained.	One defensive strategy is outlined.	One defensive strategy is outlined but not well explained.	No defensive strategies are outlined.
Four New Skills	Four new skills are listed.	Three new skills are listed.	Two new skills are listed.	One new skill is listed.	No new skills are listed.
Participation	Five hours of activity, preferably in your chosen sport, are documented.	Less than five hours of activity, preferably in your chosen sport, are documented.	Less than three hours of activity, preferably in your chosen sport, are documented.	Less than one hour of activity, preferably in your chosen sport, is documented.	No activity is documented.
General	No grammatical, spelling, or punctuation errors are made.	Almost no grammatical, spelling, or punctuation errors are made.	A few grammatical, spelling, or punctuation errors are made.	Many grammatical, spelling, or punctuation errors are made.	Extensive grammatical, spelling, and/or punctuation errors are made.
Bibliography	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.	Sources are not included or are not accurately documented.

Total: /44

Notes

MODULE 9 SUMMARY

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Module 9 Review Questions

Lesson 1

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Notes



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 9

Learning Activity Answer Key

MODULE 9: LEARNING ACTIVITY ANSWER KEY

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Learning Activity 9.6: Sport Terminology

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notch	rally	spare
Cycling	Diving	Golf
road race	inward	ace
side step	layout	birdie
tail	pike	bogey
tip	platform	divot
pursuit race	reverse	fore
inflated tires	tuck	slice
Tennis	Cross-country skiing	Fencing
backspin	binding	advance
break point	wax	bout
deuce	kick turn	en guard
ground stroke	pole plant	foil
let serve	herring bone	lunge
set	camber	sabre



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 10

Human Sexuality

This module contains the following lessons

- Introduction
- Lesson 1: Building and Maintaining Healthy Meaningful Relationships
- Lesson 2: Influences on Decision Making
- Lesson 3: AIDS and STIs
- Lesson 4A: Sexual Reproductive Health
- Lesson 4B: Human Reproduction and Abstinence (Alternate Lesson)
- Module 10 Summary

MODULE 10: HUMAN SEXUALITY

Introduction

In this module you will examine the importance of healthy relationships between people. You will learn how healthy relationships are based on shared values and interests.

After you examine the importance of forming healthy relationships you will look at the different influences (e.g., media, peers) that could affect the decisions you will make regarding your sexual behaviour. This module will also help you to build a list of community resources that can help or support individuals who have questions about a variety of issues related to sexual behaviour. For the purpose of this module, the following terms are used to describe sexual behaviour.

- **Sexual activity** means any sexual contact that may lead to pregnancy or to contracting sexually transmitted infections (STIs), the human immunodeficiency virus (HIV), and/or acquired immune deficiency syndrome (AIDS).
- **Abstinence** means refraining from any sexual activity that will cause pregnancy, STIs and/or HIV/AIDS. Basically, abstinence is the only 100 per cent effective method of avoiding becoming pregnant or contracting an STI or HIV/AIDS.

Note

In Module 10 you will complete either Lesson 4A or 4B. Lesson 4B is the alternate lesson. If you are under 18 years of age, you will complete Lesson 4B only if your parent or guardian has signed the Alternate Lesson Consent Form, found at the bottom of the Cover Sheet for Modules 7 and 8. If your parent or guardian has not signed that form, you will complete Lesson 4A.

If you have any concerns or questions as you go through this module, please talk to your parents or guardians, your tutor/marker, or an adult you know and trust.

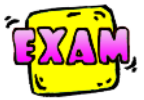
Assessment

You will be assessed on your completion of the Module 10 assignment found at the end of this module.

When you complete Module 10, you will submit your Module 9 assignments and your Module 10 assignment 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	No Assignment	
2	Assingment 10.1	Advertising Influences on Consumers
3	Assignment 10.2	Questions on STIs
4A	Assignment 10.3A	Birth Control Essay or Brochure OR
4B	Assignment 10.3B	Abstinence Essay or Brochure

Writing Your Final Examination



You will write the final examination when you have completed Module 10 of this course. The final examination is based on Modules 1 to 10, and is worth 20 percent of your final mark in the course. To do well on the final examination, you should review all the work you complete in Modules 1 to 10, including all the learning activities and assignments. You will write the final examination under supervision.

LESSON 1: BUILDING AND MAINTAINING HEALTHY MEANINGFUL RELATIONSHIPS

Lesson Focus

You will show an understanding of

- the components needed for building and maintaining a healthy relationship
- the decision-making process

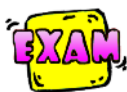
You will be able to

- apply a decision-making/problem-solving process in situations that need effective communication
- apply the decision-making process when demonstrating responsible sexual behaviours

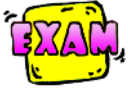
Introduction

Close your eyes and visualize all the people that you are close to including family and friends. Draw a mental “Box” around yourselves and friends and reflect on the qualities or characteristics that draw them to you. What qualities did you think of? Did you think of “someone who’s honest,” “someone who doesn’t talk behind a friend’s back,” “someone who has a sense of humour,” etc. Did your “Box” contain people who had those desired characteristics?

Relationship



One of the most important challenges in life is learning to get along with other people. We typically have relationships with hundreds or even thousands of people. These relationships can be placed into four different spheres. These spheres are listed on the following page, in order from relationships with people with whom we are very close, to relationships with people we hardly know.



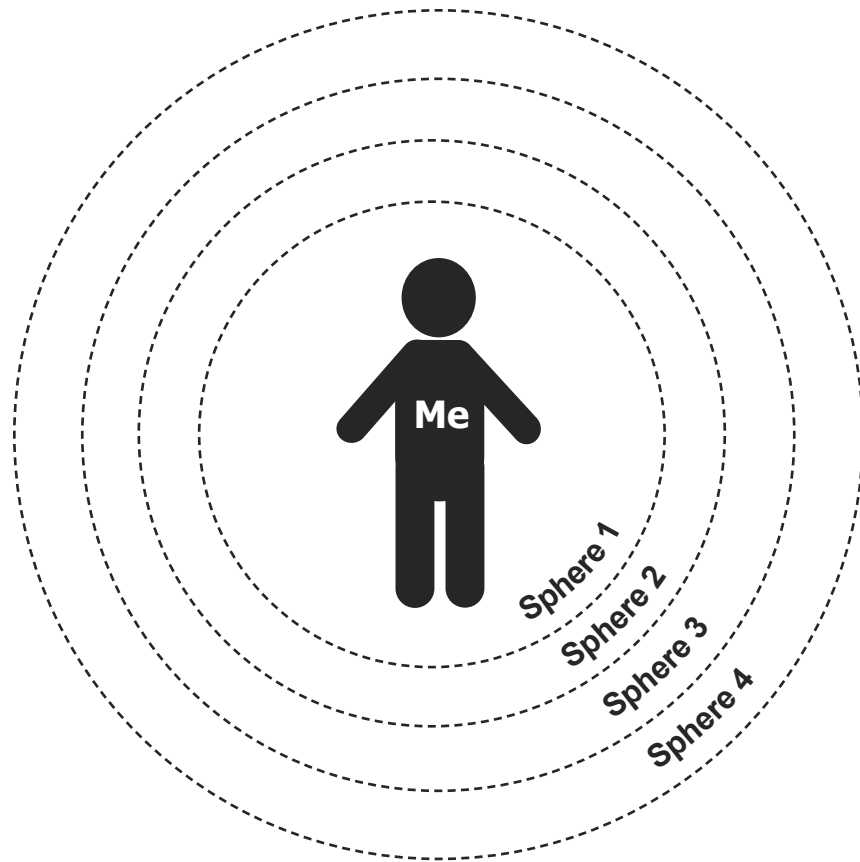
Sphere 1: Sphere of Intimacy is made up of those people who are closest to you. You need to see or communicate with them regularly. You share great closeness, secrets, and deep emotions with them. They are with you in times of happiness and sorrow. They take a special interest in you, and you take a special interest in them. They are so important to you that their absence or illness or death would impact you immensely. They help you achieve your dreams or lend a hand when you are in need. You can count on them to be there for you. They include family members, closest friends, spouses, and partners. This circle does not usually include a large number of people.

Make sure that you have strong relationships with the people in Sphere 1 because they will help you to prepare for adulthood.

Sphere 2: Sphere of Friends is made up of your friends, the people you have fun with. You are close to them, but you do not need to see them or communicate with them often. They are not your closest friends or relatives. This sphere may include a larger number of people.

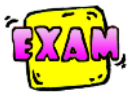
Sphere 3: Sphere of Belonging is made up of people that you find in the places or organizations that you participate in. This could include your school, work, church, community centres, clubs, organizations, sports teams, or other places where you participate and interact with people. Some of these individuals may, at a later time, be included in Spheres 1 or 2.

Sphere 4: Sphere of Acquaintanceship is made up of people who provide a service to you. These include medical personnel, teachers, hairdressers, store clerks, and car mechanics. You know them by name and you know something about them, but you probably don't know much about their personal lives. You can become well acquainted with them, but generally they will never be included in Spheres 1 or 2.



Family, friends, and relationships with others who care about you are extremely important in your future. It is difficult to think about any transition in life unless there is input from family, friends, and others who care. Their involvement will help shape you as an individual!

Characteristics of a Healthy Relationship



Healthy relationships are characterized by respect, sharing, and trust. They are based on the belief that both partners are equal, that the power and control in the relationship are equally shared. Some of the characteristics of a healthy relationship are:

Respect—listen to one another in a non-judgmental manner and value each other's opinions. Respect also involves attempting to understand and validate the other's emotions.

Trust and support—support each other's goals in life and respect each other's right to his or her own feelings, opinions, friends, activities, and interests. It is valuing one's friend as an individual.

Honesty and accountability – communicate openly and truthfully, admit mistakes or being wrong, acknowledge and accept responsibility for one’s self.

Shared responsibility – make family or relationship decisions together, mutually agree on a fair distribution of work.

Negotiation and fairness – be willing to compromise, accept change, and seek mutually acceptable solutions to conflict.

Non-threatening behaviour – talk and act in a way that promotes both partners’ feelings of safety in the relationship. Both should feel comfortable and safe in expressing themselves and in engaging in activities.

Unhealthy Relationships

A relationship becomes unhealthy when the issues of honesty, respect, and dependability come into conflict with your values and beliefs. Unhealthy relationships can be very harmful to you and others. A relationship is unhealthy when it involves mean, disrespectful, controlling, or abusive behaviour. Some people live in homes where this behaviour occurs so often that it may begin to seem normal. It is not. They may not have learned how to treat others with kindness and respect or how to expect the same treatment. You may feel sad for someone who is or has been mistreated but it is not healthy to stay in a relationship that involves abusive behaviour of any kind.

The following is a personal bill of rights that everyone should know about. If you feel that you are in a relationship that is unhealthy and abusive, you must realize that you have rights and that you need to be assertive. Others may treat you in an abusive way physically (hitting, fighting), mentally or emotionally (name calling, put downs, threats, harassment), or sexually (touching your genital or personal areas in a way that you are not comfortable).

A Personal Bill of Rights*

Being assertive means knowing your goals and acting to reach them.

I have the right...

- I have the right to be myself.
- 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, to say, “I want to know you better 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.

* Source: Adapted by permission. Copyright © 2002 by Sexuality Education Resource Centre.



Learning Activity 10.1

Unhealthy Aspects of a Relationship

Fill in the chart to show some examples of an unhealthy aspect of a relationship.

Characteristic	Healthy	Unhealthy
Honesty	to show integrity within the relationship	to be dishonest with your partner and not tell the truth
Respect	to show consideration or appreciation	
Dependability	to be reliable or counted on by others	
Trust	to believe in the integrity, ability, or character of a person	
Fairness	to show the ability to be impartial and not bias	
Caring	to try to avoid harm or suffering to others	
Responsibility	to use self control, think before you act and always try your best	
Citizenship	to obey laws and rules and respect authority	
Commitment	to be attached emotionally to another person or persons	
Positive Self-Esteem	to feel good in a relationship, you must feel good about yourself	
Equality	to treat all people with the same level of respect	

The above characteristics are important qualities in any healthy relationship. Your values will determine what kind of relationships you choose to be involved with. They are a part of building long-lasting friendships and commitments at any age.



Learning Activity 10.2

Relationship Characteristics

List some examples of how the characteristics stated on the previous page play a part in the following relationships. Once you have decided on some characteristics for each relationship explain a behaviour that would describe it.

Relationship with a	Example of characteristics	Unhealthy Behaviour	Healthy Behaviour
E.g., Sibling	Respect	Name Calling	It is important to respect my brother's belongings and never use anything that is his without asking.
Parent or Guardian			
Friendships			
Boyfriend/Girlfriend/Date			
Spouse or Partner			

The Three C's of Maintaining a Healthy Relationship

In any close relationship there are three essential components. They are easy to remember since they all start with the letter C – Communication, Cooperation, and Compromise. Read on and see what tips or information have been provided for each C.

Communication

You will recall some of the communication skills you learned in Module 2. We will be going through some of those skills again here as well as some new ones. Keep in mind these are the skills that you will want to learn and practise in building healthy and close relationships. The following are some key points:

- be truthful
- talk openly about your feelings
- take responsibility for your feelings, thoughts, and actions
- do not jump to conclusions, ask when you are not sure what was said
- do not criticize, blame, or ignore the other person's ideas or beliefs
- show consideration for the feelings of others
- listen to the other person

Let's focus on the topic of good listening skills for a minute. The time, place, and state of mind can all play an important part in listening. Have you ever had trouble listening in the following situations?

- you are pre-occupied with something else that seems more important at the time
- you may find there are too many distractions around you
- you make false assumptions like "you have heard it all before" so you tune out
- you are only interested in your own ideas and not caring what anyone else has to say
- you have selective listening and only pay attention to things that interest you
- you purposely choose not to listen since it is something that you do not want to hear
- you become a defensive listener when you think that everything the other person says is an attack on you

The first step to becoming a good listener is to become aware of your behaviour in different situations and then try to change it. You will especially be motivated to do this in close relationships so that you develop as a learner and as a friend throughout your life.

Assertive, Aggressive, and Passive Communication

What does being assertive really mean? Assertiveness is the ability to express one's feelings and assert one's rights while respecting the feelings and rights of others. Assertive communication is appropriately direct, open and honest, and clarifies one's needs to the other person. Assertiveness comes naturally to some, but is a skill that can be learned. People who have mastered the skill of assertiveness are able to greatly reduce the level of interpersonal conflict in their lives, thereby reducing a major source of stress.

Sometimes people confuse aggressiveness with assertiveness, seeing that both types of behaviour involve standing up for one's rights and expressing one's needs. The key difference between the two styles is that individuals behaving assertively will express themselves in ways that respect the other person. They assume the best about people, respect themselves, and think "win-win" and try to compromise. In contrast, individuals behaving aggressively will tend to employ tactics that are disrespectful, manipulative, demeaning, or abusive. They make negative assumptions about the motives of others and think in retaliatory terms, or they don't think of the other person's point of view at all. They attempt to win at the expense of others, and create unnecessary conflict.

Passive individuals don't know how to adequately communicate their feelings and needs to others. They tend to fear conflict so much that they let their needs go unmet and keep their feelings secret in order to 'keep the peace'. They let others win while they lose out; the problem with this is that everybody loses, at least to an extent.

What Does Assertiveness Look Like?

Here are some common scenarios, with examples of each style of behaviour:

Scenario A: Someone cuts in front of you in line at a restaurant.

- An aggressive response would be to assume they did it on purpose and angrily say, "Hey, buddy, no cutting!"
- A passive response would be to just let the person stay in front of you.
- An assertive response would be to assume that they may not have seen you in line, and politely say, "Excuse me, but I was in line."

Scenario B: Your friend, who can get quite upset, calls to vent about her bad day. Unfortunately, you have a lot of homework to do and don't have time to talk.

- An aggressive response would be to become angry that she obviously doesn't respect your time, cut her off, and sarcastically say, "Oh, get over it! I have my own problems!"
- A passive response would be to let her talk for as long as she needs, and figure that your deadline can suffer; she needs your help.
- An assertive response would be to listen for a minute or two, and then compassionately say, "Wow, it sounds like you're having a tough day! I'd love to talk to you about it, but I don't have the time right now. Can we talk later tonight?"

Cooperation

Cooperation is also an important component of a healthy relationship. Working together through cooperation, helps to build trust and dependability. Many parents put their children in team sports to learn cooperation and teamwork. People need opportunities to plan what needs to be done and decide who is to do what (consider each others' strengths). Everyone has to do their part in a family to make schedules work and get the everyday jobs done so that everything runs smoothly. This same type of cooperation is required in your relationship with others.

Compromise

Compromise is a problem-solving method that involves each participant giving something up to reach a solution that satisfies everyone. The "give and take" aspect of this type of communication helps to strengthen a relationship. Although compromise helps to show your willingness to accept other's ideas it is essential to make sure you never agree on a solution that goes against your values or beliefs.

Dating Relationships

As you are growing up, you are practising to develop relationships that may lead to closer friendships, partnerships, marriage, and parenting. In dating relationships, partnerships, or marriages, there is always a lot of compromise in making things work. Being sensitive to and respectful of each other's feelings and wants is part of building a healthy relationship.

Elements of healthy dating relationships include the following:

Safety	Respect
<ul style="list-style-type: none">■ no physical or emotional abuse■ feeling comfortable to talk about your thoughts and feelings	<ul style="list-style-type: none">■ having equal say in the relationship■ appreciating and respecting the ways you and your partner are different
Trust	Communication
<ul style="list-style-type: none">■ being there for one another■ keeping your promises■ believing in one another	<ul style="list-style-type: none">■ being able to talk and listen to one another■ talking about problems and working on a solution together
Independence	Fun
<ul style="list-style-type: none">■ being able to have time for yourself■ being able to spend time with other friends and family■ having interests and activities that you do on your own if you wish	<ul style="list-style-type: none">■ having some of the same interests■ enjoying the time you spend together■ sharing affection and admiration for each other

In the assignment at the end of this module you will work through a case scenario to help you gain a further understanding of building and maintaining a healthy relationship.



Learning Activity 10.3

Making Decisions Based on Bill of Rights

Case Scenario

Jesse and Stacey, both Grade 10 students, have been going out for several weeks. Jesse takes Stacey to an expensive concert to celebrate her birthday. Stacey is impressed with Jesse's generosity. After the concert they go to Stacey's house. Stacey's parents are away for the weekend. Jesse puts on the TV and they sit down on the couch. Jesse and Stacey begin to kiss and soon they are lying on the couch. Jesse's advances become more intimate and suddenly Stacey realizes Jesse wants more than anticipated. Stacey pushes Jesse away. Jesse gets annoyed and starts yelling at Stacey. They are both confused and upset.

Answer the Following Questions

Keep in mind the Bill of Rights provided in this lesson when answering the questions.

1. Choose three characteristics of a relationship that Jesse and Stacey show in this scenario and comment on how this might enhance as well as hinder their relationship.
2. Using the DECIDE template provided, work through a solution for Jesse and Stacey's problem.
 - D** Problem—(Provide the problem)
 - E** Explore the alternatives or options. (What are Stacey's choices?)
 - C** Check alternatives. (List pros and cons for each alternative/option.)
 - I** Identify possible solutions. (Select the best alternative.)
 - D** Decide and take action. (Make the best choice.)
 - E** Evaluate and revise.

See the possible responses in the learning activity answer key section at the end of this module.

Summary

Building and maintaining healthy relationships takes a lot of hard work. Through commitment, compromise, cooperation, and good communication you will be able to start to build many different types of relationships. Using the characteristics of a healthy relationship and communication skills, you will be able to continually make sure your relationships stay healthy. If you become aware that a relationship is becoming unhealthy, the next lesson will help you to find out where to go for help.

Notes

LESSON 2: INFLUENCES ON DECISION MAKING

Lesson Focus

You will show an understanding of

- how sexuality is portrayed in the media
- the different influences that affect an individual's sexual decision making

Introduction

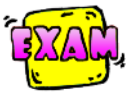
Your values and beliefs regarding sex and sexuality are continuously being influenced and challenged. The influences and challenges come in large part from your family's values, your friends, and the various representations of sexuality in the media. For example, gender stereotypes are created with certain toys such as dolls or carpenter's tools. Most people can imagine girls playing with dolls and boys playing with trucks or toy guns but have difficulty imagining the opposite. The media uses various degrees of stereotypes and sexuality to focus attention on their products.

Your grandparents or great-grandparents were likely not exposed to the type of advertising, television, or media during their childhood and adolescence, like you are today. They were part of a different communication era and moral standard. They did not see movies or television programs that contained the same number or types of sexual messages in terms of dress, behaviours, or products. Sexuality is often used today to sell products, grab someone's attention, or portray males and females in certain stereotypical ways. In this lesson you will look at the influence of media as well as other factors that affect responsible sexual behaviour.

Exploring Media Influence

Media are the print and electronic communication devices used to distribute messages. Media includes forms such as text and pictures in books, magazines, billboards, the Internet; and audio in tapes, CDs, DVDs, and other broadcasts to name a few.

When you think of media, do you think of the Internet, television, music, magazines? There are many ways the media communicates with today's youth. In Assignment 10.1 you will examine a form of media and answer some questions so that you recognize how the media is trying to influence you.



Just as you need to learn how to be critical of the things you read, you also need to know how to do the same with pictures, video, and sound. Here are some important questions to ask that will help you understand media messages:

1. **What is the purpose of this message?** Messages can have three purposes:
 - a. to inform you
 - b. to entertain you
 - c. to persuade you to do something, like spend money on a product or service

If you understand the purpose of a message, you can decide whether it is worth your attention.

2. **Who is paying to produce and transmit this message?**
 - a. Is it a government agency informing people?
 - b. Is it a company selling a product or service?
 - c. Is it a not-for-profit organization promoting its services or raising money?

If you understand who is paying for a message, you can choose whether or not you want to support them.

3. **Why are they paying to produce and broadcast this message?** It is important to remember that media messages like television commercials are very expensive to produce and broadcast. So, an organization will do so only if it is worth it.

For example, if an advertising campaign costs \$1 million, the advertiser needs to make over \$1 million in profit to make it worthwhile. Since profits are only a small percentage of total sales, the company needs to make several million dollars in sales to make the advertising campaign worthwhile. People who work in advertising are under a lot of pressure to produce messages that work.

One factor they consider is broadcasting their message to as many people as possible. So, if they want to broadcast their commercial on television, they will choose a popular program. This means that television networks produce programs that will attract a high number of viewers, so that they can charge more to broadcast their commercials.

If you know why they are paying for the message, you can choose whether or not you want to buy their product or service.

4. **How has the message been enhanced?** Media messages go through a lot of enhancements before they are broadcasted. For example, models are made to look more attractive, slimmer, or taller. Cars are driven by professional drivers in beautiful locations, in perfect weather, with no other vehicle on the road. Special lighting and camera angles are meticulously adjusted to that the message looks and sounds exciting and exotic.

When consumers buy these products, they may find that they are much more ordinary looking in the real world. So, being aware of the enhancements might keep you from being disappointed.

5. **What attitudes are portrayed in the message?** Messages present certain values and attitudes. For example, some messages are based on the idea that it is important for older people to look young or that you will be happier if you wear a certain brand of shoe or drink a certain beverage. If you remember the attitude that is being portrayed, then you can make sure that it reflects your own values.

6. **What does the message not say?** Some messages omit important information like:

- a. Can this product pose a health risk?
- b. Is it really better than a similar product that costs less?
- c. Does the manufacturer treat its suppliers and employees fairly?

If you explore what a message doesn't say, you will better understand what it does say.

Gender Representation in the Media

The following six codes are often used in the portrayal of men and women in advertising:

1. Superiority and Domination – Women are sometimes portrayed in poses that are physically subordinate to men. Males are often placed in a dominant position over females.
2. Dismemberment – rather than using the full body shots, advertising often chooses to dismember women's and men's bodies and market their separate parts (e.g., legs, chest, etc.)
3. Clowning and Exaggeration – In some cases women are depicted in contorted positions, looking foolish and silly. Men are more often portrayed as serious.
4. Male Approval – In some advertisements women are seen as desiring or receiving male approval. Many males in the media show approval to sexually attractive women.
5. The Voice-Over of Authority – Men's voices are often used in television commercials because of the lower pitch. A male voice adds authority and confidence to the message being delivered.
6. Irrelevant Sexualization of Women and Girls – Advertisers have often used sex to sell products, even when the product being advertised has nothing to do with sex.



Learning Activity 10.4

Codes and Advertisements

Using the six gender codes on the previous page identify any three advertisements in any form of media that reflect one or more of these codes. List and describe the advertisements.

1. *Perfume and body wash commercials related to advertising concept of dismemberment.*

- 2.

- 3.

When looking for advertisements did you find any that did not reflect any of these codes? If so list and describe them.

- 1.

- 2.



Assignment 10.1

Advertising Influences on Consumers

In this assignment, you will analyze a print advertisement by answering a series of questions. You can cut this advertisement out of a newspaper or magazine. You can even use an advertisement that you have printed from the Internet. You must include the advertisement with your assignment when you submit it to the Distance Learning Unit. You will find this assignment at the end of the module.

Summary

You are now more aware of the hidden messages in advertisements and how the media uses sex and sexuality to affect decisions you or others make.

The next lesson will focus on how to prevent the various sexually transmitted infections that you learned about in Grade 9. You will also investigate health issues related to AIDS. Good luck with the next and final lesson of this module.

LESSON 3: AIDS AND STIS

Lesson Focus

You will show an understanding of

- health issues related to AIDS
- the different ways to prevent sexually transmitted infections
- different ways to promote a healthy society through understanding the spread of STIs

You will be able to

- contact sources of support with regard to sex-related health issues
- identify where others can go for help when there are potential problems

Introduction

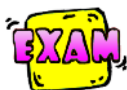
In this lesson you will focus on HIV/AIDS.

What is an STI?

STIs are infections that are transmitted through sexual contact. The most important ones are chlamydia, gonorrhea, genital and anal warts, trichomoniasis, hepatitis B, genital herpes, syphilis, HIV/AIDS, and pubic lice.

You can get an STI by vaginal intercourse but also through oral sex, anal sex, or skin-to-skin contact with bodily fluids such as sperm, saliva, blood, and genital discharge.

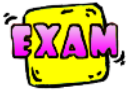
What is HIV/AIDS?



HIV (Human Immunodeficiency Virus) is a kind of virus called a retrovirus.

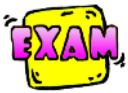
What is a retrovirus and reverse transcriptase?

Retroviruses are viruses that have genomes (a complete set of genetic information) made up of RNA. Since all animal genomes are made of DNA, in order for a retrovirus (like HIV) to infect an animal cell, it first needs to use reverse transcriptase to copy its genome from RNA into DNA. Reverse transcriptase is an enzyme that copies or translates RNA into DNA. Once copied into DNA, the virus genome can insert somewhere into the infected cell's genome to complete infection.



HIV causes AIDS (Acquired Immune Deficiency Syndrome) by killing cells in your immune system, which protects against bacteria, virus, and cancer. After many years of HIV infection, your body is no longer able to fight disease. There is no cure or vaccine for HIV, however there are treatments that slow HIV down and are intended to prevent AIDS. HIV spreads when infected blood, semen, or vaginal fluid from one person gets into another person's blood, through a break in their skin or mucous membrane (the 'skin' inside your mouth, vagina, or rectum).

How is HIV spread?



- HIV is spread by unprotected anal, vaginal, or oral sex (anal sex – penis to anus, vaginal sex – penis to vagina, oral sex – mouth to anus, penis, or vagina)
- HIV is spread by using drug injection equipment that has been used by another person infected with HIV (including needles, syringes, spoons, water, and filters).
- It may also spread by using needles for tattoos or piercings that have already been used, unless sterilized.
- HIV can also be spread from a woman to her child during pregnancy, at the time of birth or through breastfeeding.
- A person with HIV infection carries the virus and can pass it on for their entire lives. Although medications can prolong life and reduce the spread of HIV, a person with HIV generally becomes more susceptible to severe infections and cancers.

Harm Reduction

Harm reduction simply means taking precautions that will reduce your risk. People practise harm reduction when it comes to the HIV virus by

- NOT** using needles for tattooing or piercing that have been used by another person, unless sterilized.
- NOT** using any drug injection equipment (needles, syringes, spoons, water, and filters) that has been used.
- NOT** having unprotected anal, vaginal, or oral intercourse.
- NOT** breastfeeding if the mother is infected.

The greatest degree of harm reduction related to pregnancy and STIs is provided by abstaining from any form of intercourse and the use of unsterilized needles. Remember, viruses spread wherever and whenever they can. Sex and sharing needles can spread virus, but they do not cause HIV or AIDS. A virus causes HIV and AIDS.

If you are thinking about becoming sexually active and engaging in sexual intercourse (anal, vaginal, or oral)

Make sure you consider the ABC's...

- A**bstain: abstaining from sex is the only 100 per cent effective method to avoid becoming infected with HIV or other STIs.
- B**e Faithful: be monogamous – limit your exposure and create strong and healthy relationships
- C**ondom Use: after weighing all the options and you choose not to be abstinent, at least be responsible to yourself and your partner and always use condoms. Condom use may reduce the risk of contracting STIs or HIV/AIDS but you are still at risk.



Learning Activity 10.5

Risk Groups for Transmitting the HIV Virus

List some groups of people who are at a higher than average risk of transmitting the HIV virus?

1. _____
2. _____
3. _____
4. _____

Did you come up with groups such as those who work in the sex trade, intravenous drug users, and those that do not practise safe sex?

Choose one of the groups you listed above and answer the following questions.

1. What makes this group high risk?

2. What community resources are available to help this group avoid the transmission of HIV?

3. What is the impact on society if this group does not receive support in limiting or stopping the spread of STIs or HIV?

Now that you have refreshed your memory about HIV/AIDS and STIs it is time to find out what you can do if you need some expertise or assistance. It is important to understand that in a meaningful relationship it is your personal responsibility to show support by directing them to professionals who can help if or when the need arises.

Community Resources

When you are trying to decide whether or not you or someone you know needs extra support, it is important to know what resources are available. Having family members and good friends around you will help but sometimes you will want or need to go to a health professional within your community.



Learning Activity 10.6

Community Resources

List the resources in your community or available from your community related to the given problems: human sexuality, domestic abuse, and reproductive health. Try to list resources other than your parents or guardians and your local police or 911 (which is an emergency number not a place to go for ongoing help). You could use your local phone book, collect brochures from agencies in your area, the Internet, etc., to help you out. In some cases you may find that there are community resources you would go to for more than one problem, try to come up with a variety of resources. Write down the phone number and what services they provide. (Examples could be: regional health authority, doctors, counsellors, help lines, community health services, religious leaders, etc.)

Problem	Community Resources	Service Provided	Phone Number
1. Teen pregnancy			
2. STIs and AIDS info			
3. Date rape			
4. Child abuse			
5. Domestic abuse			

continued

Learning Activity 10.6 (continued)

Problem	Community Resources	Service Provided	Phone Number
6. Birth control info			
7. Sexual exploitation			
8. Substance use and abuse			
9. Addictions (gambling)			

Now that you have a list of specific resources in your area you can refer to the Health Information sheet on the next page in case you missed a few. You may not ever need these resources, but keep the list. You may never know if you or a friend could use this information.

Sexual Health Information and Crisis Lines for Youth

Name of Contact	Website	Telephone	Hours of Operation	Service Provided
Addictions Foundation of Manitoba (AFM)	www.afm.mb.ca	204-944-6235	Monday to Friday 8:30 a.m. to 4:30 p.m.	assessment, treatment, and referral on addictions for ages 12 to 18
Children's Advocate	www.childrensadvocate.mb.ca	1-800-263-7146 or 204-945-1364	Monday to Friday 8:30 a.m. to 4:30 p.m. (24-Hour Voice Mail)	response to complaints or concerns about youth who are involved in the child welfare system
Kids Help Phone	www.kidshelp.sympatico.ca	1-800-668-6868	24 Hours	Canada-wide service/ information for people in crisis or distress
Klinik Community Health Centre	www.klinik.mb.ca	204-784-4090	Call for Hours	health services ranging from medical care to counselling, to education for all ages
■ Crisis Line		1-888-322-3019 or 204-786-8686	24 Hours	counselling, support, and information for people in crisis or distress
■ Sexual Assault Crisis Line		1-888-292-7565 or 204-786-8631	24 Hours	counselling, information, and advocacy to support victims of sexual assault
■ Teen Talk		204-784-4010	Monday to Friday 8:30 a.m. to 4:30 p.m. (24-Hour Voice Mail)	counselling and medical services specifically for youth
Nine Circles Community Health Centre (NCCHC)	www.ninecircles.ca			
■ AIDS/STI Infoline		1-800-782-2437 or 204-945-2437	Monday to Friday 9:30 a.m. to 6:00 p.m.	counselling and medical services specifically for youth
Rainbow Resource Centre	www.rainbowresourcecentre.org www.helpingout.ca	204-474-0212	Wednesday to Friday 1:00 p.m. to 4:30 p.m. Monday to Friday 7:30 p.m. to 10:00 p.m.	support for Manitoba's gay, lesbian, bisexual, transgendered, and two-spirited communities
■ Gay, Lesbian, Bisexual Info Line		1-888-399-0005 or 204-284-5208	Monday to Saturday 7:30 p.m. to 10:00 p.m.	confidential support, referrals, and information on homosexuality, bisexuality, and transgenderism
Sexuality Education Resource Centre Manitoba (SERC)	www.serc.mb.ca	204-982-7800 (Winnipeg) 204-727-0417 (Brandon)	Monday to Friday 9:00 a.m. to 4:00 p.m.	factual information on sexuality, reproductive health, and referrals
■ Facts of Life Line		1-800-432-1957 or 204-947-9222	Tuesday and Thursday Noon to 4:00 p.m.	
■ The Talking Yellow Pages (MTS Directory)		204-784-9000	Call for Hours	
Teen Touch	www.teentouch.org	1-800-563-8336 or 204-783-1116	24 Hours	confidential, non-judgmental helpline for Manitoba youth
Youth Resource Centre/ Shelter	www.mys.ca/programs/yrcl/	204-477-1804	24 Hours	shelter, counselling, and street outreach for at-risk youth



Assignment 10.2

Questions on STIs

In Assignment 10.2 you will answer questions using Lesson 3 as a resource for the answers. This assignment is found in the Assignments section at the end of this module.

Summary

In this lesson you reviewed what an STI is and you learned a lot about HIV and AIDS. It is important that you understand how HIV is transmitted (spread) and how to protect yourself from this transmission. It is also important that you know where you could go for help if you or a friend ever needed someone to talk to about HIV/AIDS or any type of STI.

Notes

LESSON 4A: SEXUAL REPRODUCTIVE HEALTH

Note

If you are 18 years of age or older, you may choose to complete either Lesson 4A or Lesson 4B. If you are younger than 18, you will complete Lesson 4A unless your parent or guardian has signed the Alternate Lesson Consent Form, found at the bottom of the Cover Sheet for Modules 7 and 8, stating that you will complete Lesson 4B. **If you complete Lesson 4A, you will not need to complete Lesson 4B.**

Lesson 4A focuses on healthy decision making that promotes abstinence but it includes information about contraception. Lesson 4B focuses on healthy decision making that promotes abstinence only.

Lesson Focus

You will show an understanding of

- the anatomy and physiology of the reproductive system of human beings

You will be able to

- identify the advantages and/or disadvantages of different contraceptive methods

Introduction

In this lesson you will review some of the birth control methods you learned about in Grade 9. Instead of just learning about the different types of contraceptive methods this time you will now look at the advantages and the disadvantages of each method. In Lesson 1 you learned how good communication is important in relationship building and making decisions together. Birth control should never be the decision of only one partner. Choosing a birth control method should involve your partner. Both people in the relationship should discuss the advantages and disadvantages of each type of birth control and come up with a joint decision. The birth control choice is as important of a decision as deciding to be sexually active.

As a reminder of the male and female reproductive anatomy please complete the following learning activity.

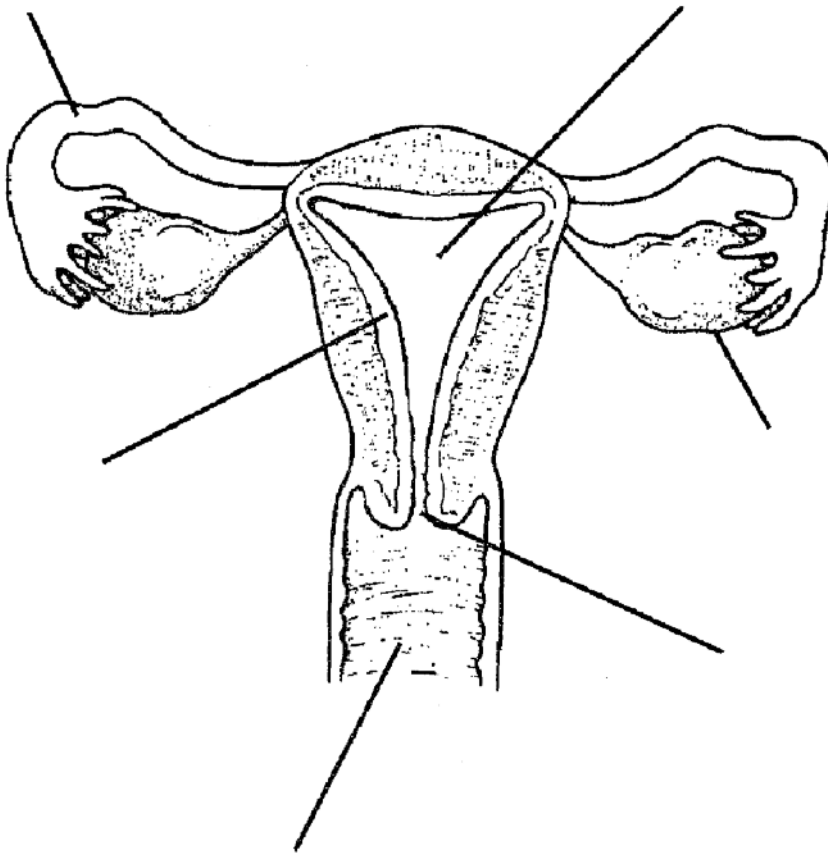


Learning Activity 10.7

Label the Diagrams

Using the following word banks label the following diagrams.

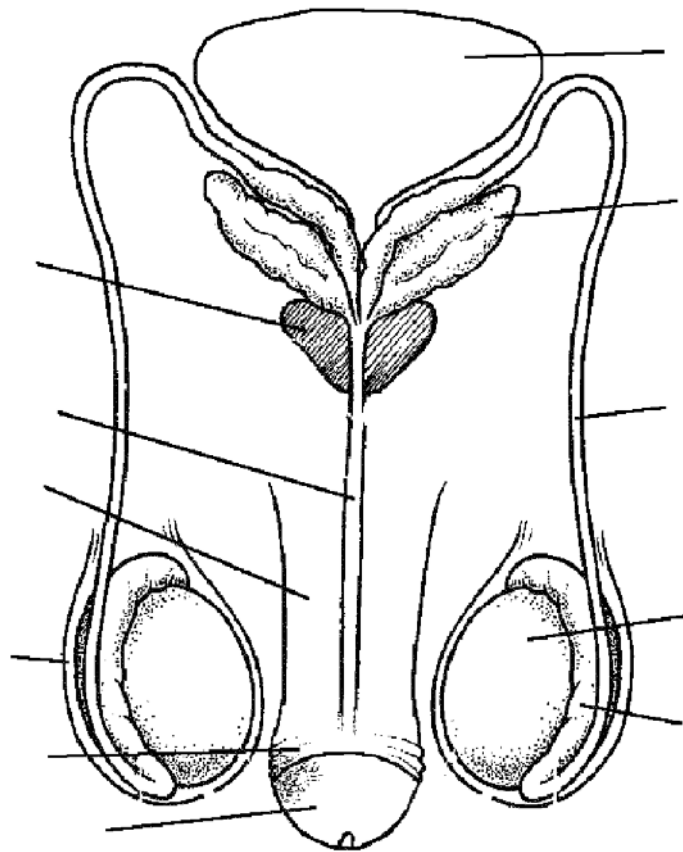
fallopian tube, uterus, endometrium, ovary, cervix, vagina



continued

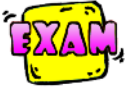
Learning Activity 10.7 (continued)

prostate gland, urinary bladder, seminal vesicle, sperm duct (vas deferens), testis, epididymis, glans, foreskin, scrotum, penis, urethra



This review of the female and male anatomy will help you get a better understanding of where some of the birth control methods are used on the body. For example it is important to put on a condom over the head of the penis and all the way down the shaft. Another example would be that a diaphragm is inserted just below a women's cervix and a female condom is inserted into the vagina.

Abstinence



Abstinence means refraining from any sexual activity that will cause pregnancy, STIs, and/or HIV/AIDS.

Pregnancy Prevention

How Does It Work?

Abstinence is the most effective form of birth control. If two people don't have sex, then sperm can't fertilize an egg and there's no possibility of a pregnancy.

Can you be abstinent after having had sex? Yes. Sometimes, someone who has been having sex decides not to continue having sex. Even if a person has been having sex, he or she can still choose abstinence to prevent pregnancy and sexually transmitted infections (STIs).

How Well Does It Work?

Abstinence is the only form of birth control that is 100 per cent effective in preventing pregnancy. Although many other methods can have high rates of success if used properly, they can all fail occasionally. The rate of success of other birth control methods varies depending on the type of birth control. Practising abstinence, however, ensures that a girl will not become pregnant because there is no opportunity for sperm to fertilize an egg.

STIs and HIV/AIDS Prevention

Abstinence protects people against STIs. Some STIs spread through oral-genital sex or even intimate skin-to-skin contact without actual penetration (genital warts and herpes can be spread this way). So only avoiding all types of intimate genital contact can prevent STIs. Avoiding all types of intimate genital contact is complete abstinence.

Only complete and consistent abstinence prevents pregnancy and protects against STIs. Because a person does not have any type of intimate sexual contact when he or she practises complete abstinence, there is no risk of passing on a sexually transmitted infection.

If a person decides to have sex but wants to protect themselves against STIs and pregnancy they will want to have the best knowledge possible about choosing a birth control method.

Contraceptive Methods

There are many different types of birth control (contraception) methods that vary in effectiveness at preventing pregnancy, how much they cost, how easy they are to use, and whether or not they also protect against STIs or HIV/AIDS. Anyone in a sexual relationship needs to know all about the different types of female **and** male contraception options.

The best method of birth control varies for each individual. It is important to know that birth control needs may change throughout a lifetime. When partners choose a method of birth control they want to take into consideration their personal values, their own health status and the health status of the person they are with. Sometimes trying to decide which method of birth control is best can be difficult. In the assignment you will investigate some of the different types of contraceptive methods and their advantages and disadvantages.



Assignment 10.3A

Birth Control Essay or Brochure

In this final assignment of the entire course you have a choice. Complete **one** of the following:

- **Option 1**—write a one-page essay on birth control **or**
- **Option 2**—design a brochure on birth control

This assignment is found in the Assignments section at the end of this module.

Notes

LESSON 4B: HUMAN REPRODUCTION AND ABSTINENCE (ALTERNATE LESSON)

Note

Do not complete this lesson if you have already completed Lesson 4A. If you are under 18 years of age, you will complete Lesson 4B only if your parent or guardian has signed the Alternate Lesson Consent Form, found at the bottom of the Cover Sheet for Modules 7 and 8, stating that you will do this lesson.

Lesson 4B focuses on healthy decision making that promotes abstinence only. Lesson 4A focused on healthy decision making that promotes abstinence, but included information about contraception.

Lesson Focus

You will show an understanding of

- the anatomy and physiology of the reproductive system of human beings
- the advantages of abstinence

Introduction

In this lesson you will review the different parts of the female and male anatomy. Both the male and female reproductive systems are unique. The human body is designed so that being sexually involved with someone brings pleasure and arouses special feelings. Responsible sexual decision making is very important for people of all ages. You will also look at the advantage of abstinence.

As a review of the male and female reproductive anatomy please complete the following learning activity.

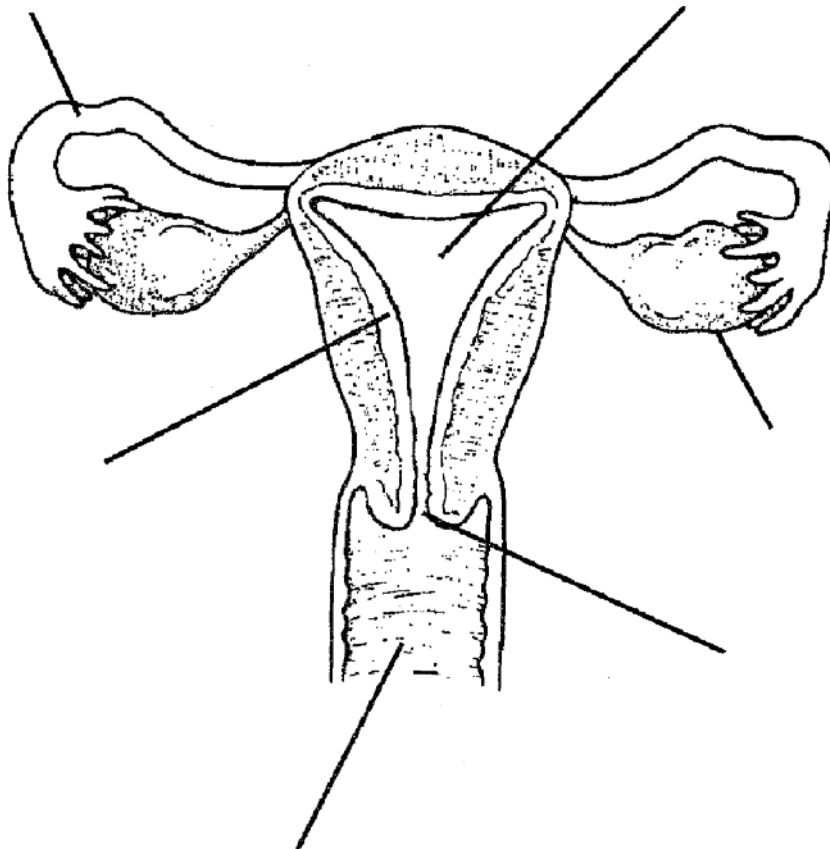


Learning Activity 10.7

Label the Diagrams

Using the following word banks label the following diagrams.

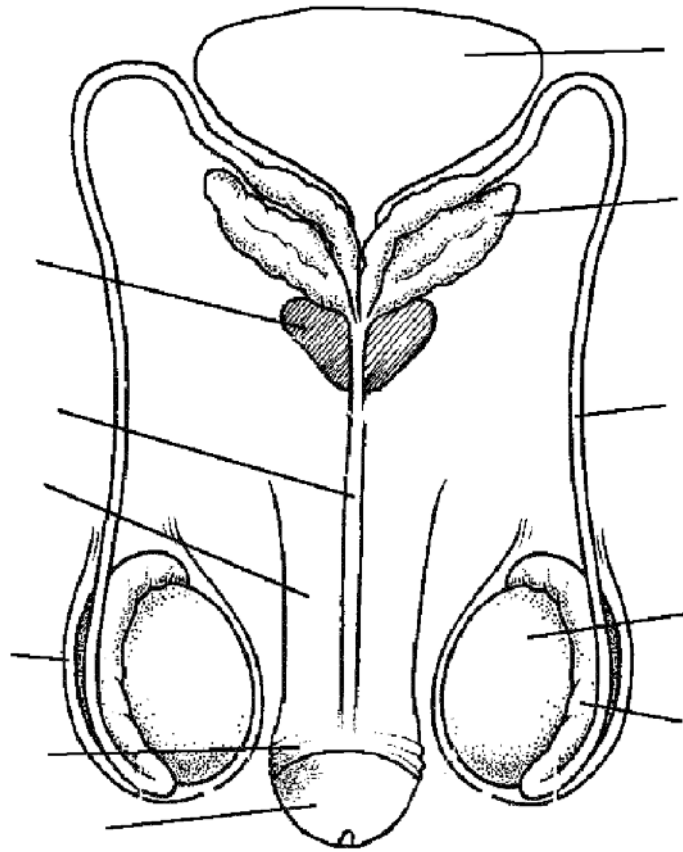
fallopian tube, uterus, endometrium, ovary, cervix, vagina



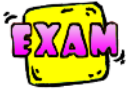
continued

Learning Activity 10.7 (continued)

prostate gland, urinary bladder, seminal vesicle, sperm duct (vas deferens), testis, epididymis, glans, foreskin, scrotum, penis, urethra



Abstinence



Abstinence means refraining from any sexual activity that will cause pregnancy, STIs, and/or HIV/AIDS.

How Does It Work?

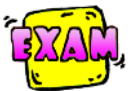
Abstinence is the simplest form of birth control. If two people aren't sexually active, then sperm can't fertilize an egg and there's no possibility of a pregnancy.

Can you be abstinent after having had sex? Yes. Sometimes, someone who has been having sex decides not to continue having sex. Even if a person has been having sex, he or she can still choose abstinence to prevent pregnancy and sexually transmitted infections (STIs).

How Well Does It Work?

Abstinence is the only form of birth control that is 100 per cent effective in preventing pregnancy. Although many other methods can have high rates of success if used properly, they can all fail occasionally. The rate of success of other birth control methods varies depending on the type of birth control. Practising abstinence, however, ensures that a girl will not become pregnant because there is no opportunity for sperm to fertilize an egg.

STIs and HIV/AIDS Prevention



Abstinence protects people against STIs. Some STIs spread through oral-genital sex or even intimate skin-to-skin contact without actual penetration (genital warts and herpes can be spread this way). So, only the avoidance of all types of intimate genital contact can prevent STIs. Avoiding all types of intimate genital contact is complete abstinence.

Only complete and consistent abstinence prevents pregnancy and protects against STIs. Because a person does not have any type of intimate sexual contact when he or she practises complete abstinence, there is no risk of passing on a sexually transmitted infection.



Assignment 10.3B

Abstinence Essay or Brochure

In this final assignment of the entire course you have a choice. Complete **one** of the following:

- **Option 1**—write a one page essay on abstinence or
- **Option 2**—design a brochure on abstinence

This assignment is found in the Assignments section at the end of this module.

Summary

This module has emphasized the importance of understanding the potential risks associated with being sexually active. If you have any questions related to the information presented, you are encouraged to talk to your family members, trusted adults, religious leaders, or your tutor/marker. Sometimes you will feel most comfortable asking your friends for information. Always make sure that your source is dependable and knowledgeable and that the information is current, accurate, and reliable.

Congratulations! You have now finished the Grade 10 Physical Education/Health Education course. By taking this course, you have likely learned a lot about yourself and about how to live an active and healthy life. Make sure you are prepared for the final examination and contact your tutor/marker if you have any questions.

Notes

MODULE 10 SUMMARY

Congratulations! You have completed Module 10 of Grade 10 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 9 and Module 10 assignments 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 Modules 9 and 10 assignments and organize your material in the following order:

- Modules 9 and 10 Cover Sheet (found at the end of the course Introduction)
- Assignment 9.1: Applying Movement Skills
- Assignment 9.2: Applying Biomechanical Principles to Activity
- Assignment 9.3: Sport Investigation #2
- Assignment 10.1: Advertising Influences on Consumers
- Assignment 10.2: Questions on STIs
- Assignment 10.3A: Birth Control Essay or Brochure

OR

- Assignment 10.3B: Abstinence Essay or Brochure

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

Module 10 Review Questions

Use the following questions to help you assess what you learned in Module 10, and to guide your studying. These questions will help you to prepare for the final examination of this course.

Lesson 1

1. What are the three “Cs” to maintaining a healthy relationship?
2. What characteristics should you look for in a healthy relationship?
3. What are some things that might happen during an unhealthy relationship?
4. What are the elements of a healthy dating relationship?
5. Describe assertive, aggressive, and passive communication and explain how they are different.

Lesson 2

1. What are some influences that could affect your sexual decision making?
2. What is the most influential factor for you personally?
3. Explain how three different forms of media can influence decision making?
4. Explain in your own words the six codes of gender representation in the media.

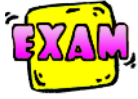
Lesson 3

1. How is HIV transmitted?
2. What does being abstinent mean and how does it protect a person from sexually transmitted infections?
3. Does abstinence protect a person completely from the transmission of an STI? Why or why not?
4. What does harm reduction mean and what are three ways to reduce contracting an STI?

Lesson 4B

1. What are two advantages of choosing abstinence as a birth control method?

Final Examination



Congratulations, you have finished Module 10 in the course. The final examination is out of 100 marks and worth 20% of your final mark. In order to do well on this examination, you should review all of your learning activities and assignments from Modules 1 to 10.

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.

A maximum of 2 hours is available to complete your midterm examination. When you have completed it, the proctor will then forward it for assessment. Good luck!

Notes



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 10

Learning Activity Answer Key

MODULE 10: LEARNING ACTIVITY ANSWER KEY

Learning Activity 10.3: Making Decisions Based on Bill of Rights

Case Scenario

Jesse and Stacey, both Grade 10 students, have been going out for several weeks. Jesse takes Stacey to an expensive concert to celebrate her birthday. Stacey is impressed with Jesse's generosity. After the concert they go to Stacey's house. Stacey's parents are away for the weekend. Jesse puts on the TV and they sit down on the couch. Jesse and Stacey begin to kiss and soon they are lying on the couch. Jesse's advances become more intimate and suddenly Stacey realizes Jesse wants more than anticipated. Stacey pushes Jesse away. Jesse gets annoyed and starts yelling at Stacey. They are both confused and upset.

Answer the Following Questions

Keep in mind the Bill of Rights provided in this lesson when answering the questions.

1. Choose three characteristics of a relationship that Jesse and Stacey show in this scenario and comment on how this might enhance as well as hinder their relationship. (3 marks)

They both appear to care about each other. They need to work on communication and respect for each other. They will also have to work on trusting each other.

2. Using the DECIDE template provided, work through a solution for Jesse and Stacey's problem. (19 marks)

D. Problem – (Provide the problem)

Jesse wants to be more intimate than does Stacey

- E. Explore the alternatives or options. (What are Stacey's choices?)

Stacey could insist that Jesse leave immediately.

Stacey could explain to Jesse that she is uncomfortable.

Stacey could ask Jesse to calm down and explain his issue.

- C. Check alternatives. (List pros and cons for each alternative/option.)

Stacey could tell Jesse to leave.

Pros:

She will be alone and not feel pressured to have a higher degree of intimacy than she would prefer.

Cons:

They would not be able to come to an understanding about their values and beliefs, and therefore they are not using good communication skills

Stacey could explain to Jesse that she is uncomfortable.

Pros:

She would feel better that she was able to communicate here feelings to Jesse.

Cons:

Jesse may not want to listen and it may affect their relationship.

Jesse could calm down and explain his issue with Stacey

Pros:

He would be able to explain why he was upset and they could reach a mutually acceptable solution.

Cons:

Stacey may be too upset and not care about Jesse's explanation and force Jesse to leave anyway.

- I. Identify possible solutions. (Select the best alternative.)

Jesse and Stacey both talk about their feelings and values and explain why each of them felt uncomfortable or upset.

- D. Decide and take action. (Make the best choice.)

Stacey and Jesse decide to start a conversation in a calm and respectful manner with the aim to come to an acceptable solution.

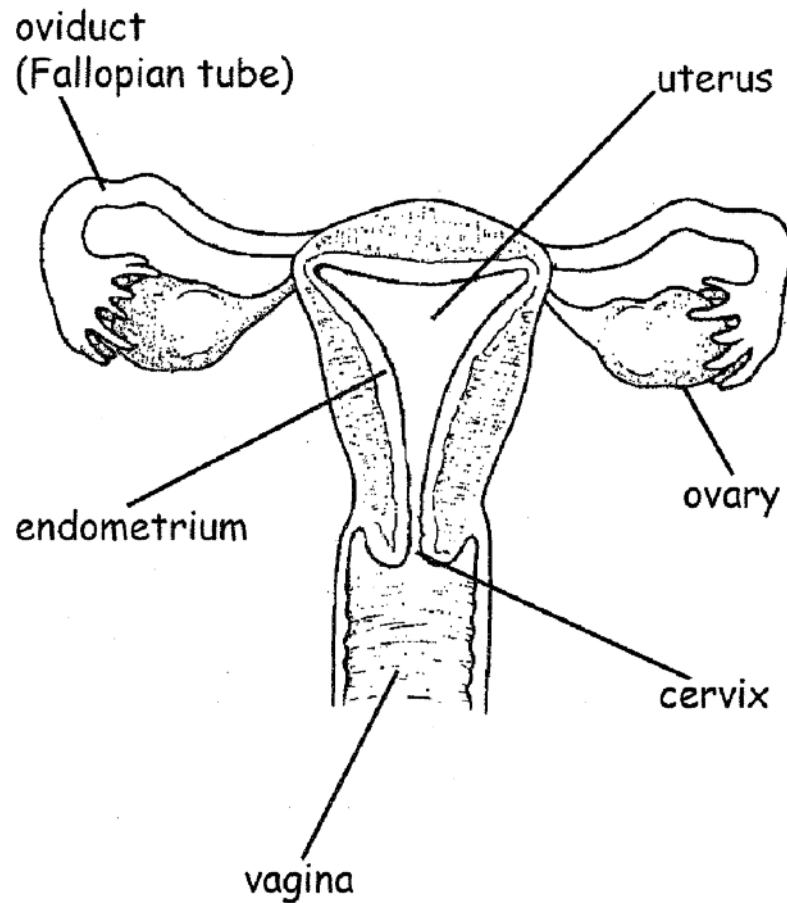
- E. Evaluate and revise.

See how the relationship continues. Stacey and Jesse should both feel better about their level of intimacy after having come to an understanding about each other's beliefs.

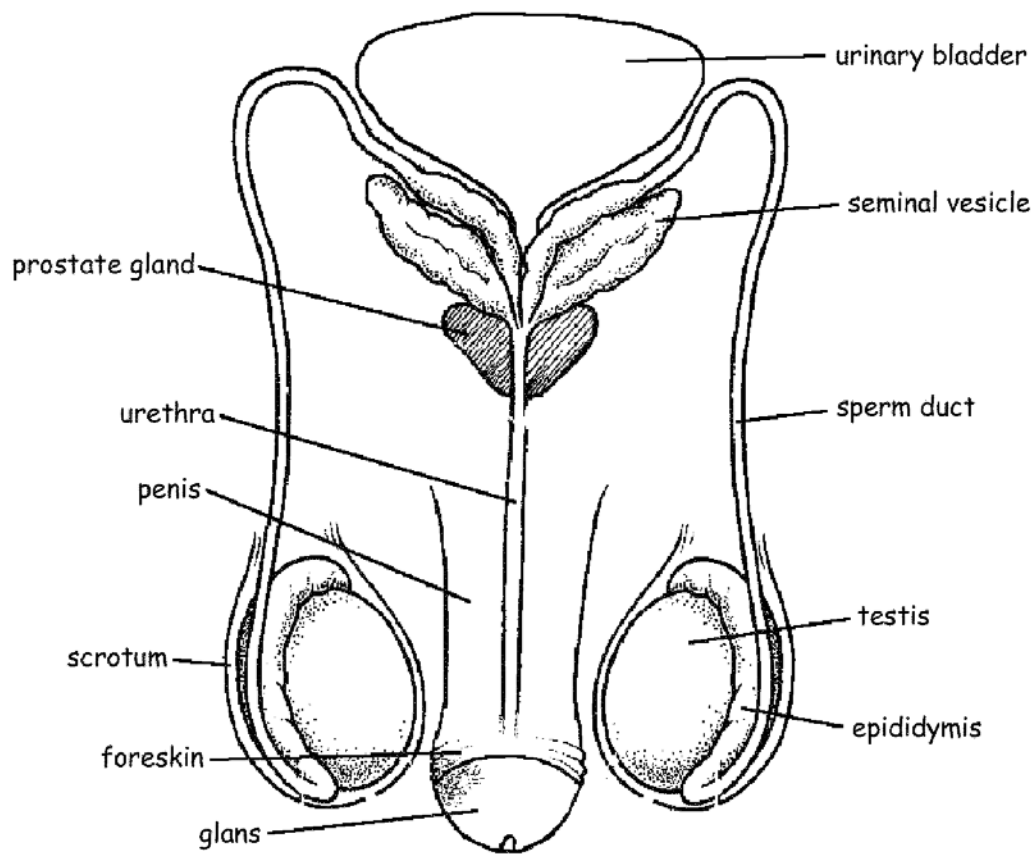
Learning Activity 10.7: Label the Diagrams

Using the following word banks label the following diagrams.

fallopian tube, uterus, endometrium, ovary, cervix, vagina



prostate gland, urinary bladder, seminal vesicle, sperm duct (vas deferens), testis, epididymis, glans, foreskin, scrotum, penis, urethra





GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 10

Assignments

MODULE 10: ASSIGNMENTS

Assignment 10.1: Advertising Influences on Consumers

1 hour (27 marks)

When sexuality is used in advertising, certain values and attitudes towards sex are being used to influence consumers to purchase the products. An important question that must be asked when examining any advertisement, and that is, "how is the consumer being influenced to purchase the product in the ad?" Often times the strategy being used involves some aspect of sexuality.

Each question is worth 3 marks for a total of 27 for the entire assignment

Step One: Find an advertisement to analyze. The advertisement has to be in print, so you could cut it out of a magazine or newspaper. You could even print an advertisement from the Internet. You must include the advertisement with your assignment.

Step Two: Reflect carefully on the advertisement. Using the information from Lesson 1, answer the following questions. Each question is worth 3 marks for a total of 27 for the entire assignment. In order to receive all 3 marks for each question, make sure that your answers are correct, in complete sentences, and that each answer contains at least three clear, distinct points.

1. What product or service is the advertisement selling?

2. Who is communicating and why?

3. Who owns, profits from, and pays for media messages?

4. How are media messages communicated? How was sexuality used by the ad? Is it obvious or subliminal? Do you agree/disagree that the use of sexuality enhanced this message?

5. Who receives media messages and what sense is made of them? (Include your reasons for your decision.)

6. Who is the target audience for this ad? (Include age range, culture, gender, race, socioeconomic level.)

7. What are the intended or underlying purposes and whose point of view is behind the message?

8. What is NOT being said and why? Does the ad give any message about sexuality? Is this a positive or negative message about sexuality?

9. Is there consistency both within and across media?

Assignment 10.2: Questions on STIs

15 minutes (13 marks)

Answer the following questions using Lesson 3 as a resource for the answers.

1. What are the three unsafe practices that could increase your chances of contracting HIV/AIDS? (3 marks)

2. What are four body fluids by which HIV can be transmitted? (4 marks)

3. What does HIV stand for? (1 mark)

4. What does the word “monogamous” mean? (1 mark)

5. HIV causes a loss of the _____ to function and the subsequent development of opportunistic infections. (1 mark)

6. There is a cure for HIV. (1 mark)

True

False

7. What does AIDS stand for? (1 mark)

8. Sex and sharing needles can spread virus, but they _____ cause HIV or AIDS. A virus causes HIV and AIDS. (1 mark)

Assignment 10.3A: Birth Control Essay or Brochure

1 hour (10 marks)

In this assignment, you have two options to choose from—Option 1 or Option 2. Remember to complete only one.

Option 1: Birth Control Essay

Write a one page essay that compares abstinence to one other contraceptive option. Use the information table found on the next two pages to discuss the following issues:

- Define abstinence and describe one other contraceptive option. (1 mark)
- What risks are associated with these two contraceptive options? (1 mark)
- How does each work as a birth control strategy? (1 mark)
- How effective is each in preventing STIs? (1 mark)
- How effective is each as a contraceptive? (1 mark)
- What are the advantages and disadvantages of each? (2 marks)
- How do they affect the people who utilize them? (physically, mentally, and emotionally) (3 marks)

Option 2: Birth Control Brochure

Develop a brochure that compares abstinence and one other contraceptive option. Use the information table found on the next two pages to discuss the following issues:

- Define abstinence and describe one other contraceptive option. (1 mark)
- What risks are associated with these two contraceptive options? (1 mark)
- How does each work as a birth control strategy? (1 mark)
- How effective is each in preventing STIs? (1 mark)
- How effective is each as a contraceptive? (1 mark)
- What are the advantages and disadvantages of each? (2 marks)
- How do they affect the people who utilize them? (physically, mentally, and emotionally) (3 marks)

Contraceptive Information Table			
Contraceptive Method/Product	Definition (Use/Application)	Considerations For	Considerations Against
Abstinence	<ul style="list-style-type: none"> conscious decision to refrain from vaginal, anal, and oral sexual intercourse; voluntarily not engaging in sexual activity that may result in the exchange of body fluids 	<ul style="list-style-type: none"> prevents pregnancy eliminates risk of sexually transmitted infections (STIs) if body fluids are not exchanged 	
Cervical cap	<ul style="list-style-type: none"> small latex cup that fits over the cervix to prevent sperm from reaching the ovum 	<ul style="list-style-type: none"> can be inserted just before intercourse 	<ul style="list-style-type: none"> can move/shift position during intercourse requires prescription and instruction from physician for proper fit
Male Condom	<ul style="list-style-type: none"> thin latex or polyurethane sheath fitting over penis 	<ul style="list-style-type: none"> can provide protection against STIs if used properly (for male, condom must be made of latex) is easily accessible 	<ul style="list-style-type: none"> may cause irritation to genitals if latex allergies are present
Female Condom	<ul style="list-style-type: none"> soft, thin, polyurethane (plastic) sheath with a flexible ring at each end <ul style="list-style-type: none"> inner ring at closed end inserts condom into vagina and helps keep it in place outer ring remains outside the vagina, protecting the labia (lip) area 	<ul style="list-style-type: none"> can provide protection against STIs if used properly is easily accessible 	<ul style="list-style-type: none"> may cause irritation to genitals if latex allergies are present
Diaphragm	<ul style="list-style-type: none"> thin flexible latex disk attached to a circular rim that fits over the cervix to block the opening of the uterus to sperm 	<ul style="list-style-type: none"> is effective immediately after insertion 	<ul style="list-style-type: none"> requires prescription and instruction from physician for proper fit may cause bladder infections due to pressure on urethra from rim may cause toxic shock syndrome (fever, vomiting, diarrhea, rash)

continued

Contraceptive Information Table (continued)

Contraceptive Method/Product	Definition (Use/Application)	Considerations For	Considerations Against
Intrauterine device (IUD)	<ul style="list-style-type: none"> ▪ small T-shaped plastic object, with a fine copper wire and a thread attached to the base, inserted into the uterus by a physician ▪ changes the lining of the uterus, making it hard for a fertilized egg to attach to its wall 	<ul style="list-style-type: none"> ▪ is effective ▪ does not require daily compliance 	<ul style="list-style-type: none"> ▪ must be inserted by a physician and changed every three to five years, depending on type of coil ▪ increases the risk of ectopic (tubal) pregnancy ▪ may cause heavy menstrual bleeding and/or cramping
Oral contraceptive or birth control pill	<ul style="list-style-type: none"> ▪ pill containing female hormones estrogen and progestin, which prevent ovaries from releasing an egg each month 	<ul style="list-style-type: none"> ▪ may decrease cramping and menstrual bleeding ▪ may reduce incidence of ovarian and endometrial cancer and pelvic inflammatory disease ▪ improves menstrual cycle control 	<ul style="list-style-type: none"> ▪ requires prescription and instruction from physician ▪ must be taken at the same time every day ▪ may cause bloating, headaches, sore breasts, and abdominal pain
Patch	<ul style="list-style-type: none"> ▪ small, smooth, beige square patch worn on the skin ▪ prevents ovulation 	<ul style="list-style-type: none"> ▪ eliminates need to remember to take a daily pill ▪ may improve menstrual cycle side effects 	<ul style="list-style-type: none"> ▪ may cause irritation if allergic reaction occurs
Spermicide	<ul style="list-style-type: none"> ▪ vaginal spermicidal product (in gel, foam, cream, suppository, film, or tablet form) consisting of a chemical agent able to kill sperm ▪ applied just before intercourse 	<ul style="list-style-type: none"> ▪ is available at pharmacies without prescription ▪ is inexpensive ▪ provides lubrication 	<ul style="list-style-type: none"> ▪ should be used only in combination with another barrier method (e.g., gel/cream with diaphragm/cap) ▪ requires use of applicator ▪ may cause irritation if allergic reaction occurs
Emergency contraceptive pill (ECP) formerly called "morning-after pill"	<ul style="list-style-type: none"> ▪ contains high doses of estrogen and progestin ▪ is used in emergency/crisis situations within five days of unprotected sex 	<ul style="list-style-type: none"> ▪ will not affect a prior conception 	<ul style="list-style-type: none"> ▪ is most effective within 72 hours ▪ must be prescribed by a physician or obtained from a clinic

Assignment 10.3B: Abstinence Essay or Brochure

1 hour (10 Marks)

In this assignment, you have two options to choose from – Option 1 or Option 2. Remember to complete only one.

Option 1: Abstinence Essay

Write a persuasive one page essay promoting abstinence as a birth control method. Define abstinence as a method of birth control and explain on how it contributes to the prevention of sexually transmitted infections. Include:

- a definition of abstinence (2 marks)
- how it works as a birth control strategy (2 marks)
- how it works as a strategy for STI prevention (2 marks)
- an explanation of how it is effective (2 marks)
- an explanation of its advantages/ disadvantages (2 marks)

Option 2: Abstinence Brochure

Develop a brochure or a pamphlet promoting the importance of abstinence (physically, mentally, and emotionally). You may include information on the risks associated with the different birth control methods in general. Include:

- a definition of abstinence (2 marks)
- how it works as a birth control strategy (2 marks)
- how it works as a strategy for STI prevention (2 marks)
- an explanation of how it is effective (2 marks)
- an explanation of its advantages/ disadvantages (2 marks)

Notes

MODULE 10 SUMMARY

Congratulations! You have completed Module 10 of Grade 10 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 9 and Module 10 assignments 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 Modules 9 and 10 assignments and organize your material in the following order:

- Modules 9 and 10 Cover Sheet (found at the end of the course Introduction)
- Assignment 9.1: Applying Movement Skills
- Assignment 9.2: Applying Biomechanical Principles to Activity
- Assignment 9.3: Sport Investigation #2
- Assignment 10.1: Advertising Influences on Consumers
- Assignment 10.2: Questions on STIs
- Assignment 10.3A: Birth Control Essay or Brochure

OR

- Assignment 10.3B: Abstinence Essay or Brochure

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

Module 10 Review Questions

Use the following questions to help you assess what you learned in Module 10, and to guide your studying. These questions will help you to prepare for the final examination of this course.

Lesson 1

1. What are the three “Cs” to maintaining a healthy relationship?
2. What characteristics should you look for in a healthy relationship?
3. What are some things that might happen during an unhealthy relationship?
4. What are the elements of a healthy dating relationship?
5. Describe assertive, aggressive, and passive communication and explain how they are different.

Lesson 2

1. What are some influences that could affect your sexual decision making?
2. What is the most influential factor for you personally?
3. Explain how three different forms of media can influence decision making?
4. Explain in your own words the six codes of gender representation in the media.

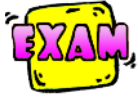
Lesson 3

1. How is HIV transmitted?
2. What does being abstinent mean and how does it protect a person from sexually transmitted infections?
3. Does abstinence protect a person completely from the transmission of an STI? Why or why not?
4. What does harm reduction mean and what are three ways to reduce contracting an STI?

Lesson 4B

1. What are two advantages of choosing abstinence as a birth control method?

Final Examination



Congratulations, you have finished Module 10 in the course. The final examination is out of 100 marks and worth 20% of your final mark. In order to do well on this examination, you should review all of your learning activities and assignments from Modules 1 to 10.

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.

A maximum of 2 hours is available to complete your midterm examination. When you have completed it, the proctor will then forward it for assessment. Good luck!

Notes



GRADE 10
PHYSICAL EDUCATION/
HEALTH EDUCATION (20F)

Module 10

Learning Activity Answer Key

MODULE 10: LEARNING ACTIVITY ANSWER KEY

Learning Activity 10.3: Making Decisions Based on Bill of Rights

Case Scenario

Jesse and Stacey, both Grade 10 students, have been going out for several weeks. Jesse takes Stacey to an expensive concert to celebrate her birthday. Stacey is impressed with Jesse's generosity. After the concert they go to Stacey's house. Stacey's parents are away for the weekend. Jesse puts on the TV and they sit down on the couch. Jesse and Stacey begin to kiss and soon they are lying on the couch. Jesse's advances become more intimate and suddenly Stacey realizes Jesse wants more than anticipated. Stacey pushes Jesse away. Jesse gets annoyed and starts yelling at Stacey. They are both confused and upset.

Answer the Following Questions

Keep in mind the Bill of Rights provided in this lesson when answering the questions.

1. Choose three characteristics of a relationship that Jesse and Stacey show in this scenario and comment on how this might enhance as well as hinder their relationship. (3 marks)

They both appear to care about each other. They need to work on communication and respect for each other. They will also have to work on trusting each other.

2. Using the DECIDE template provided, work through a solution for Jesse and Stacey's problem. (19 marks)

D. Problem – (Provide the problem)

Jesse wants to be more intimate than does Stacey

- E. Explore the alternatives or options. (What are Stacey's choices?)

Stacey could insist that Jesse leave immediately.

Stacey could explain to Jesse that she is uncomfortable.

Stacey could ask Jesse to calm down and explain his issue.

- C. Check alternatives. (List pros and cons for each alternative/option.)

Stacey could tell Jesse to leave.

Pros:

She will be alone and not feel pressured to have a higher degree of intimacy than she would prefer.

Cons:

They would not be able to come to an understanding about their values and beliefs, and therefore they are not using good communication skills

Stacey could explain to Jesse that she is uncomfortable.

Pros:

She would feel better that she was able to communicate here feelings to Jesse.

Cons:

Jesse may not want to listen and it may affect their relationship.

Jesse could calm down and explain his issue with Stacey

Pros:

He would be able to explain why he was upset and they could reach a mutually acceptable solution.

Cons:

Stacey may be too upset and not care about Jesse's explanation and force Jesse to leave anyway.

- I. Identify possible solutions. (Select the best alternative.)

Jesse and Stacey both talk about their feelings and values and explain why each of them felt uncomfortable or upset.

- D. Decide and take action. (Make the best choice.)

Stacey and Jesse decide to start a conversation in a calm and respectful manner with the aim to come to an acceptable solution.

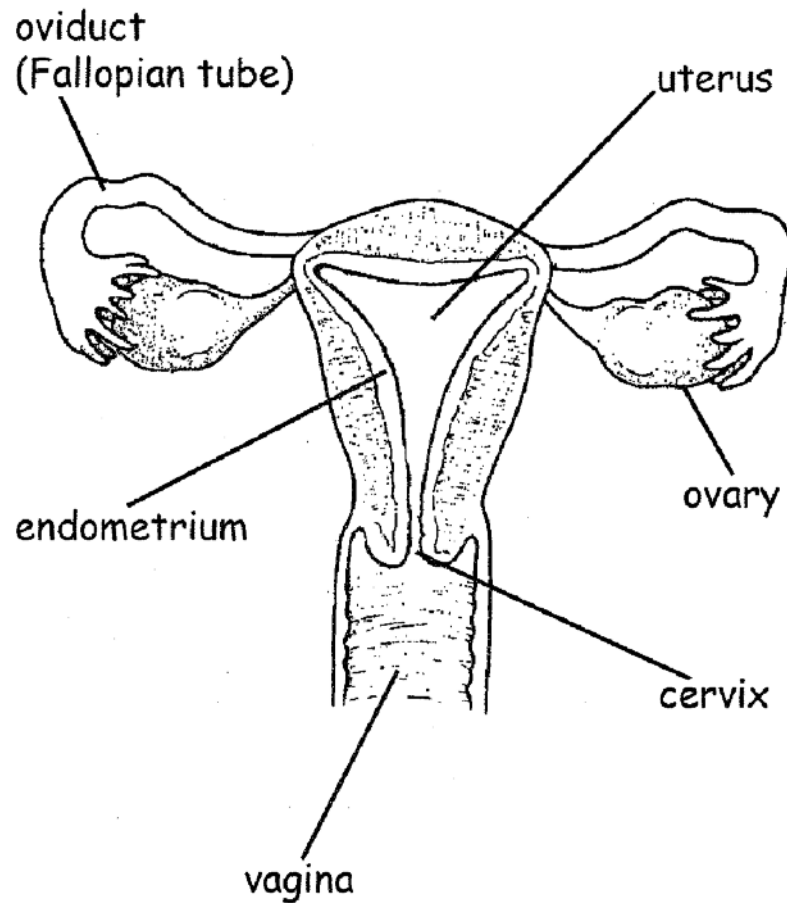
- E. Evaluate and revise.

See how the relationship continues. Stacey and Jesse should both feel better about their level of intimacy after having come to an understanding about each other's beliefs.

Learning Activity 10.7: Label the Diagrams

Using the following word banks label the following diagrams.

fallopian tube, uterus, endometrium, ovary, cervix, vagina



prostate gland, urinary bladder, seminal vesicle, sperm duct (vas deferens), testis, epididymis, glans, foreskin, scrotum, penis, urethra

