

Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Health and Physical Education
Ministry of Education Course Title:	Healthy Active Living Education
Grade Level:	9
Ministry Course Code:	PPL10

Teacher's Name: Michael Kecskemeti

Developed by: Mark Hindermeier

Date: February 2016

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Developed from:

Ontario Ministry of Education. (2015). *The Ontario Curriculum, Grades 9 to 12: Health and Physical Education*. Toronto, ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 14, 2022

Course Description/Rationale

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Overall Curriculum Expectations

Movement Competence: Skills, Concepts, and Strategies

- Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

Active Living

- Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;
- Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

Healthy Living

- Demonstrate an understanding of factors that contribute to healthy development;
- Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Living Skills

- Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Course Content

Unit	Length
1. Living Skills	26.5 hours
2. Healthy Living	26.5 hours
3. Movement Competence: Skills, Concepts, and Strategies	31 hours
4. Active Living	31 hours
Total	115 hours

Unit Descriptions

Unit 1 – Living Skills

Living skills help students develop a positive sense of self, as well as effective decision-making, conflict resolution, communication, and interpersonal skills. The first part of this unit will deal with decision making where they will use several online resources and quizzes to learn about

themselves, set goals, and then produce action plans to achieve these goals. As well, students will analyze the impacts of the media and culture on their values and goals related to healthy active living. The last two parts of the unit include conflict resolution and social skills. Students will participate in online video-conferencing to engage in social discussion and utilize problem-solving skills to resolve scenarios that are relevant to some of the issues they may face in their home community. They will also be given the chance to participate in in-class activities. Examples include the human knot or blindfold activity where they have to communicate with each other to resolve or achieve a task.

Unit 2 – Healthy Living

Healthy living addresses the knowledge and skills that students need to make informed decisions related to mental health, healthy growth and sexuality, and personal safety and injury prevention. Students will be able to use this opportunity to research resources available to them both in their community as well as by phone or online. The first topic that will be discussed is substance abuse. Taught in this topic are the definition of a drug, and drugs and their effects. The second topic is growth and sexuality. Taught within this topic are sexuality and gender, stages of sexuality, female and male anatomy, menstrual cycle, pregnancy, STDs, and sexual health. The third topic is personal safety which includes injuries, non-physical abuse, injury prevention, young workers' safety, healthy relationships, and strategies for personal safety. All topics are taught using relevant examples that students may come across in their home communities.

Unit 3 – Movement Competence: Skills, Concepts, and Strategies

This unit is designed to help students learn how to participate in a wide variety of activities, while also developing the personal movement proficiency and skills necessary to enjoy life fully. Throughout the term, students will learn and participate in a variety of individual or group activities (depending on the community and comfort/skill levels of in community mentor): Yoga, snowshoeing, ice hockey, broomball, and ultimate Frisbee. Students may work with their teacher or mentor to substitute another activity for one in this course. Students will be taught the skills and then given a chance to attempt them. This unit focuses not only on the importance of active participation and proper skill development but provides an introduction to new types of activities. Students will learn what activities are available in their communities and how to participate safely.

Unit 4 – Active Living

Active living focuses on active participation, physical fitness, and safety. This unit addresses the knowledge and skills related to lifelong participation in a variety of sports and recreation activities. As in Unit 3, students will also be doing this unit alongside the others. Students will participate regularly in sustained moderate to vigorous physical activity to the best of their ability for a minimum of twenty minutes. Each week has a theme with information and activities. The Wii console will help deliver this unit using multiple types of games and sports to help promote physical activity that is fun and indoor during inclement weather as is frequent in Northern Ontario. Students will complete an activity log for each time they participate as well as answer a few questions based on these activities. The activity log will become part of their culminating task at the end of the term. Students will also have the opportunity to explore the benefits of traditional foods in their community and how to choose healthily when faced with a limited selection in small Northern community stores.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that are presented to students in remote Northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. The teacher and students communicate over the internet through timely activity feedback, emails, messages, and video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Direct instruction (online lecture)
- Video conferences and gym time
- Independent study/health log
- Group work via online
- Portfolio
- Online inquiry
- Independent research
- Active participation
- Video filming/editing
- Internet and multimedia (e.g., human body)
- Use of game console (Wii console; Wii fit)
- Telemedicine high-school CPR training
- Differentiated learning
- Other agencies' presentations (KO telemedicine)
- Self-analysis in movement
- Brainstorming
- Practical experience
- Reading
- Role-playing and case scenarios
- Interviewing
- Teacher analysis
- Presentations
- Questioning

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 41).

Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Toronto, ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	<ul style="list-style-type: none"> • Identify the requirements, including basic equipment standards, preparation, and specific safety issues that maximize performance and participation in recreation and sports activities. • Identify facts and myths related to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis). 	13
	Thinking	<ul style="list-style-type: none"> • Explain how the school, the local community, and other community agencies are involved in 	19

		developing strategies to prevent or end violence in young people's lives. <ul style="list-style-type: none"> Identify strategies to deal with emergencies related to physical activities. 		
	Communication	<ul style="list-style-type: none"> Explain appropriate strategies or tactics that enhance performance in specific situations and conditions. Describe the benefits of each health-related fitness component and its relationship to active living. 	19	
	Application	<ul style="list-style-type: none"> Participate regularly in physical activities, choosing a wide range of activities (e.g., use of Fitbits). Demonstrate and use both decision-making and assertion skills for media influences and peer pressure related to alcohol, tobacco, and other drugs. Use appropriately a variety of methods for reaching group agreement. Demonstrate the appropriate steps of conflict resolution in situations encountered in class, at school, with friends, and at home. 	19	
Final Evaluation (30%)	Culminating Activity (15%)	<ul style="list-style-type: none"> Students will create a portfolio of personal blogs, activity logs, self-appraisals, and a mini reflection of how they can increase daily physical activity and an action plan to achieve their own goals. 	K/U	3
			T	4
			C	4
			A	4
	Exam (15%)	<ul style="list-style-type: none"> 120 minutes assessment of key concepts and applications of physical activity, healthy living, active living and living skills units. 	K/U	3
			T	4
			C	4
			A	4
TOTAL			100	

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- self/peer rubric
- self-appraisals
- worksheets
- checklists
- mind maps
- personal communication
- diagrams
- online discussions participation
- technology (e.g., Fitbit)

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- online submissions
- assignments
- projects
- presentations
- tests
- quizzes
- examinations
- ongoing observations of most consistent work, with consideration given to most recent work

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

First Nations Health Authority. (n.d.). Eating Healthy. <https://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/wellness-streams/eating-healthy>

Government of Canada. (2021). Food Guide Snapshot: Other Languages. <https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/snapshot/languages.html>

Government of Canada. (2021). Health Canada. <https://www.canada.ca/en/health-canada.html>

Government of Canada. (2021). History of Canada's Food Guides from 1942 to 2007. <https://www.canada.ca/en/health-canada/services/canada-food-guide/about/history-food-guide.ht>

Ontario Ministry of Education. (n.d.). *Indigenous Education Strategy*. <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2015). *The Ontario Curriculum, Grades 9 and 10: Health and Physical education*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Robidoux, M. & Mason, C. (2017). *A Land Not Forgotten: Indigenous Food Security and Land-based Practices in Northern Ontario*. Winnipeg, MB: University of Manitoba Press.

Temertzoglou, T. (2007). *Healthy Active Living: Keep Fit, Stay Healthy, Have Fun: 1st Edition*. Ontario: Thompson Educational Publishing.

Toulouse, P.R. (2016). What Matters in Indigenous Education: Implementing a vision Committed to Holism, Diversity and Engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, Land-based learning, local language and culture to support the success of the student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centred semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet. All lessons, assignments, questions and course material are presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and Land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.