

# Active Living

11/12

## Course Outline

September 2021  
Windsor Secondary



Tseil-Waututh Art – Jordan Gallie - North Vancouver, BC

Intention: Active Living 11/12 is designed to develop educated citizens who have the knowledge, skills, and understandings they need to be safe, active, and healthy citizens throughout their lives. Active Living curriculum focuses on competencies that support life-long learning—competencies that can contribute to personal lives and career aspirations. The Active Living curriculum highlights the interconnections between an individual's health and their well-being, and the benefits of developing the knowledge and confidence to promote health and well-being by maintaining healthy habits, and develops recreational leadership skills.

### Curricular Competencies (Variation may occur according to class needs)

#### Health and well-being

- Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities
- Explain the importance of maintaining personal health
- Identify and explain motivational factors influencing participation in recreational activities
- Describe the impact of various types of physical activities on health and mental well-being

#### Safety

- Demonstrate safety, fair play, and leadership in physical activities
- Explain how the use of proper techniques prevents injury

#### Participation

- Develop and demonstrate skills needed to plan, organize, and safely participate in recreational events
- Apply methods of monitoring and adjusting exertion levels in physical activity
- Plan ways to overcome potential barriers to participation in physical activities

### Big Ideas

- ◆ Physical activity is an important part of overall health and well-being
- ◆ Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.
- ◆ Safety and injury prevention practices allow lifelong participation in physical activities

The Big Ideas provide some focus areas and themes for our course, and help explain some of the reasons why Physical and Health Education is important. At the heart of our course are the questions “What can we do to be physically active and why is this important?” “What are potential short and long term consequences of health decisions?” and “What is healthy living?” along with our exploration of how the Big Ideas. To do this we practice skills and processes called Competencies— Physical literacy, Health and Active Living, Social and Community Health, and Mental well-being.

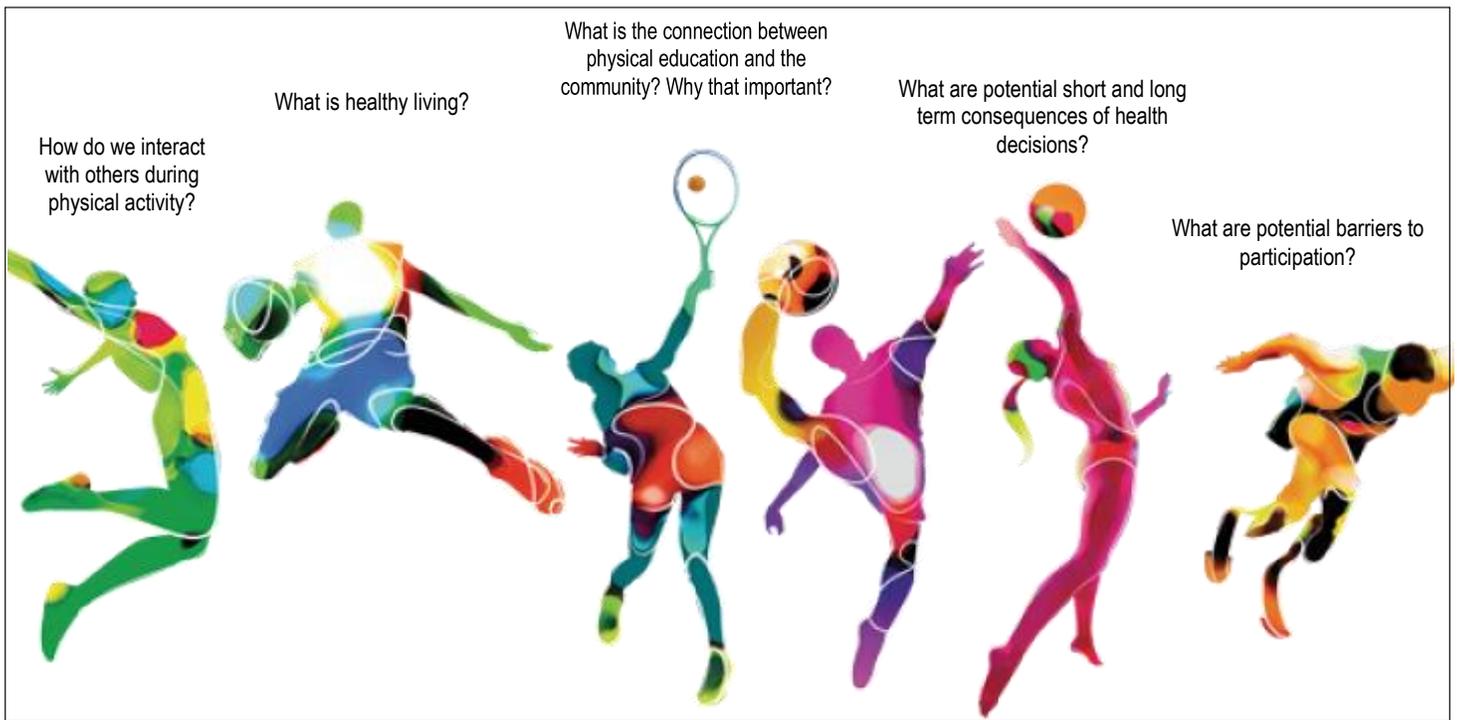
Communication

Thinking

Personal & Social

*“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity”*

— John F. Kennedy



### Physical and Health Education Policy

#### Policies & Procedures

- Lockers will not be assigned for PE classes. You may use lockers available in the PE change room for BLOCK USE ONLY. The school assumes no responsibility for loss or damage of students' personal property.
- Student are not permitted to leave the 100 floor and/or the gym area until the period change bell sounds.

#### Physical Education Clothing

- All students are required to have proper clothing consisting of shorts, T-shirt and running shoes; optional sweat/track suit for outside activities.
- Multiple NO STRIPS may initially result in an "I" (Incomplete Grade) because curricular competencies cannot be met. Not meeting curricular competencies may result in failure.
- Due to safety and health concerns, students without proper clothing will not be allowed to participate in class.

#### Absences

- Students with a medical excuse must report to the teacher with a note signed by a parent/guardian and physician when appropriate
- A written assignment or a specific task may be assigned by the teacher
- Absences will influence assessment strategies and evaluation
- Absences may result in incomplete curricular competencies. As a result an "I" (Incomplete Grade) may be assigned
- Students absent from class due to field trips and sports activities must inform his/her teacher prior to the event and make arrangements to complete the required curricular competencies
- Students are responsible for missed activities and assignments

#### Medical Exemption

- Students with a medical excuse must report to the teacher with a note signed by a parent/guardian and physician when appropriate
- Students that cannot activity participate can make alternate contribution to class
- A written assignment or a specific task may be assigned by the teacher

*"If you have health, you'll probably will be happy, and if you have health and happiness, you have the wealth you need, even if it is not all you want." - Elbert Hubbard*

#### Course Expectations

Students will participate with a few codes in mind:

- Mutual respect – treating students, teacher, and learning space with dignity and safety
- Effort and Engagement – taking responsibility for one's actions, attendance, work habits, exertion level, expected workload, deadlines, and progress
- Curiosity – asking thoughtful questions of one's self, teacher, and classmates, and asking for help when it's needed.

Assessment:

- Criterion-referenced: criteria based on Curricular Competencies
- Involves both teacher and student in a process of reflection and review about progress
- Self-assessment
- Provides students with information on their own achievement and prompts them to consider how they can continue to improve their personal health and fitness goals

Teacher assessment:

- May be criterion referenced or norm referenced
- Used to make judgments about students' performance in relation to provincial standards

#### Assessment (variations may occur within the year)

20% Leadership - Students develop, apply, reflect and expand on leadership skills as they initiate and organize class/school recreational programs.

60% Participation & Safety

20% Health and Well Being - Identify, apply, reflect upon and revise strategies to pursue personal healthy living goals and skills.