



# Wellness Through Physical Education 110



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## Acknowledgments

It is with appreciation that the following individuals are recognized for their contributions to this document:

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## Further Acknowledgments

It is with appreciation that the following individuals are recognized for their contributions as pilot teachers for this curriculum:

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## **Introduction**

The goal of the *Wellness Through Physical Education* curriculum is to promote healthy active living for life. The course is intended to encourage a broad-based exploration of a variety of activities, highlighting non-traditional approaches to fitness and wellness (e.g., yoga, hiking, ultimate frisbee, personal training, Tai Chi). As a result, the course offers a range of learning experiences for students that encourage healthy active living, but are not sport specific.

The course will be for students who have successfully completed Grade 9/10 Physical Education and Health and wish to personalize their learning by researching, self-assessing and determining personal preferences for engaging in lifelong physical activity. Students will apply knowledge of fitness and wellness concepts to the creation of a personal healthy active living plan.

The need for this curriculum has grown from the fact that almost half of the fifty high schools in the province of New Brunswick have successfully implemented local option programs in Physical Education/Wellness. This curriculum draws on the work of many teachers who developed the various local options. It is intended to be a grade 11 elective, but will also be open to Grade 12 students as appropriate.

## **Rationale**

In New Brunswick, it has proven a challenge to engage students in healthy, active living. Canada's Physical Activity Guidelines recommend that children and youth should spend less than 2 hours per day in sedentary activities (e.g. watching TV, computer time). Based on responses from 33,000 students from New Brunswick middle and high schools, 57% of students reported that they did not meet this standard (HERG, 2008). This provides a strong rationale to encourage active living for students, perhaps through more innovative or alternative ways than have been attempted in the past.

“Fit for the Future,” a physical education curriculum focused on non-traditional physical activities, has proven a positive learning experience for students in Spokane, Washington. The evaluation team for this project (Chase, Ballard, Repovich & Morley, 2003) report that this approach to physical education “...shows potential for motivating young people to seek a lifetime of wellness (p.11).”

Corbin (2002) suggests engaging students in physical activity similar to what active adults pursue. This has shown promise in achieving positive, long-lasting benefits. By participating in more active living

lifestyle choices, students see the “link between physical education and the real world” (p. 29). Similar findings supporting non-traditional approaches to physical education are readily available in the research (Beedle, 2000; Boyes, 2000; Cogstaff 2000; Wigmore & Stirling 1997).

## **Approaches to Teaching**

In recent years, significant research has indicated the effectiveness of a student-centred approach to learning that is often referred to as constructivist or inquiry-based. Simply stated, this approach refers to the concept that learners construct knowledge for themselves. “Each learner individually (and socially) constructs meaning as he or she learns” (Hein 1991). The result is that teachers then focus on the needs of the learner more than the subject or lesson being taught. As a result, the curriculum outcomes focus primarily on what the students are expected to learn rather than what the teacher is expected to teach. The research that builds from the constructivist approach indicates significant success when “problem-based learning, group work, peer and cooperative learning, constructive listening, problem solving, and role plays ...” are used (Donovan, 2002). These approaches foster essential learning and lifelong skills.

A fundamental principle of this course is that students assume responsibility for their own learning through a sense of inquiry. Since this concept may be new to many students, teachers should take time at the beginning of each unit to discuss methods of organizing and brainstorming the big questions for inquiry and directing students toward resources that support their pursuit of knowledge.

Traditional approaches to physical education have been questioned in the educational literature and also by teachers in New Brunswick during the formulation of this curriculum. The use of other student-centered approaches such as Teaching Games for Understanding (TGfU), have been shown to make learning more meaningful and improve motivation for participating in physical activity (Donovan 2002).

The three essential influences on motivation for physical activity are perception of confidence, enjoyment, and social support. The structuring of activities and environments to facilitate these factors can “impact significantly on the difference between lifelong physical activity and high levels of inactivity. The notion of allowing students choices about physical activity has proven to be effective in maintaining their interest and improving their participation in physical activity” (Donovan 2002).

Students should be encouraged to find strategies to link their learning in this course to their studies in other courses, especially in English language arts, social studies, science, technology, fine arts, business and life skills.

## Universal Design for Learning

The New Brunswick Department of Education and Early Childhood Development's definition of inclusion states that every child has the right to expect that ... his or her learning outcomes, instruction, assessment, interventions, accommodations, modifications, supports, adaptations, additional resources and learning environment will be designed to respect his or her learning style, needs and strengths.

Universal Design for Learning is a "framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also "...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient." (CAST, 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports *Universal Design for Learning* for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- **Multiple means of representation:** provide diverse learners options for acquiring information and knowledge
- **Multiple means of action and expression:** provide learners options for demonstrating what they know
- **Multiple means of engagement:** tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on *Universal Design for Learning*, view online information at <http://www.cast.org/> and in the appendices section of this document.

## Assistive Technology

Assistive technology for learning (ATL) refers to the devices, media and services used by students with physical, cognitive, sensory, speech, learning or behavioural disabilities that allow them to actively engage in improving or maintaining their ability to meet learning outcomes. ATL assists students in performing functions that would otherwise be difficult or impossible to accomplish independently. ATL requires ongoing collaboration in planning, implementing and monitoring. It does not replace instruction in academic or social skills and is specific to task rather than exceptionality.



There are many tools available to educators to support the diverse learning needs of students. Included in the appendix section of this document are suggested tools that may assist learning for a variety of needs. Educators are encouraged to collaborate with the Student Support Services team in their school to determine suitable supports, in addition to assistive technology, for promoting optimal learning experiences for their students. For suggested assistive technology, refer to the appendices section.

### **Time Allocation and Scheduling**

This curriculum document assumes a minimum 90 hours of classroom and activity time. It is therefore seen as a semester-long program. With anticipated interruptions to this time, it is essential that teachers consider equal distribution of time for the specific outcomes. An integrated approach through the suggested units will allow for flexible attention to a number of outcomes within individual learning experiences. It is recommended that when possible, the class be scheduled before or after lunch to allow for additional flexibility for a variety of learning experiences.

### **Practical and Classroom Time**

The curriculum is intended to take place primarily in gyms, outdoors, on playing fields, and in other community settings. Some direct instructional time will be required for the health and theory related outcomes that are required. It is recommended that a maximum of 40% of the program be theory-based (e.g., readings, learning labs, research/presentations) and a minimum of 60% be activity-based. This could be 2 days per week a theory/instruction focus, with 3 days in an activity area. It may also be block scheduled for each day with combined theory and part activity, as long as the minimum 60% activity time is maintained.

### **Assessment and Evaluation**

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self assessment strategies such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

It is recognized that summative evaluation is usually required in the form of an overall mark for a course of study and rubrics are recommended for this task. Sample rubrics are included in this document as a suggested guideline, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

It is not recommended that marks be offered based on criterion referenced testing, particularly in the area of fitness (for example – Do 50 push-ups and get an A) but rather should be based on individual improvement toward personal goals.

Some examples of current assessment practices include:

- |                                |  |   |
|--------------------------------|--|---|
| -Questioning                   | -Observation   | -Projects and Investigations              |
| -Conferences                   | -Demonstrations  | -Checklists                               |
| -Presentations                 | -Self and peer assessment  | -Rubrics                                  |
| -Simulations                   | -Learning Logs   | -Reflective Journals                      |
| -Responses to texts/activities | -Technology Applications - (e.g., wikis, blogs, discussion forums) | -Performance-based assessment/ Portfolios |

For further elaboration on these forms of assessment, see the appendices section. For further reading in the area of assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site at

<https://portal.nbed.nb.ca/tr/AaE/Documents/,DanaInfo=portal.nbed.nb.ca,SSL+Assessment%20Framework.pdf>

## Essential Graduation Learnings

Graduates from the public schools of Atlantic Canada will be able to demonstrate knowledge, skills, and attitudes in the following essential graduation learnings. These learnings are supported through the outcomes described in this curriculum document.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of

language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

### **Layout of the Document**

Expected learning is presented in a framework that includes the general and specific curriculum outcomes, including what students are expected to know and do as a result of this course. An overview of the suggested units is provided and within each unit, the following outline is followed:

*Essential Questions* which drive the learning required for the course, but are open to discussion, debate and ongoing reflection.

*Guiding Questions* which tie more specifically to the suggested teaching and learning strategies.

*Specific Outcomes* addressed in the unit are indicated.

*Teaching and Learning Strategies* are suggested to reach the specific outcomes of the unit. These suggestions include resources recommended to teach and assess the learning outcomes.

## Works Cited

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## Curriculum Outcomes

The goals for student learning in *Wellness Through Physical Education 110* are organized in an outcome framework. The “big ideas” of the course are stated in three general curriculum outcomes, and each of these is further articulated in specific curriculum outcomes. The outcome statements identify what students will know and be able to do as a result of the teaching and learning in the course. Know and Do statements, directly following each specific outcome, will assist the teacher to assess the knowledge and skill level of students in order to target instruction and intervene appropriately to support achievement.

Following the outcome framework are suggested units of study which include more detailed teaching and learning strategy suggestions. The tables below are intended to provide a broad overview of the scope of the learning.

G.C.O. 1.0 Students demonstrate an understanding of the concept of wellness.		
Navigate to Units of Study: <a href="#">Choosing Wellness</a> , <a href="#">Wellness in the World Around Us</a> , <a href="#">Opening Doors to Living Well</a> , <a href="#">Taking Action on Wellness</a>		
S.C.O.	Know (Students will know...)	Do (students will)
1.1 Students investigate what it means to be well.	<ul style="list-style-type: none"> <li>there are varied definitions and dimensions to wellness (e.g., physical, intellectual, emotional, social, *spiritual, environmental and occupational)</li> <li>many aspects affect wellness, including, but not limited, to the health care system and lifestyle choices</li> <li>a well society contributes to personal wellness</li> </ul> <p><i>*This is not intended as a religion-specific reference. Spirituality is an all-encompassing term that promotes the principles of harmony, respect, interdependence, and balance.</i></p>	<ul style="list-style-type: none"> <li>research how wellness is defined in multiple sources (e.g., print, online, media) and evaluate the credibility of sources for purpose, bias or intent</li> <li>compare personal definitions of wellness with credible sources</li> <li>investigate the interdependence of personal and societal wellness</li> <li>present findings to classmates</li> </ul>
1.2 Students evaluate and address personal wellness needs.	<ul style="list-style-type: none"> <li>a variety of tools assist in assessing personal wellness (e.g., learning labs, wellness wheel)</li> <li>personal wellness is attained in different ways</li> <li>specific goal-setting and monitoring assists in improved wellness</li> <li>wellness standards vary among individuals</li> <li>risk-taking behaviours impact personal wellness</li> <li>examples of risk-taking behaviours (e.g., substance abuse, addictive behaviours, sexual decision making, vehicle safety)</li> <li>proactive decision making strategies protect personal health and wellness</li> <li>decision making strategies include SWOT, Pros, Cons and Questions, W.W.I.N Problem-solving Process (see appendices)</li> </ul>	<ul style="list-style-type: none"> <li>collect data on personal wellness and summarize findings</li> <li>identify how to address personal wellness while respecting individual preferences/differences</li> <li>establish S.M.A.R.T. goals to improve personal wellness. See <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-eng.php">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-eng.php</a></li> <li>monitor progress and refine SMART goals when necessary</li> <li>examine impact on others</li> <li>take inventory of personal risk-taking behaviours (public disclosure is not necessary)</li> <li>discuss appropriate actions to</li> </ul>

		mitigate risk
1.3 Students analyze how society, media and culture influence wellness	<ul style="list-style-type: none"> <li>• society impacts definitions of wellness</li> <li>• peer groups are a part of society and have influence</li> <li>• media affects how wellness is valued/perceived</li> <li>• social norms are related to culture and influence standards of wellness</li> </ul>	<ul style="list-style-type: none"> <li>• engage in the inquiry process (i.e., ask, investigate, create, discuss, reflect)</li> <li>• create a persuasive argument that justifies a position on peer, media or cultural influence</li> <li>• discuss findings with a group of peers and invite reactions to the argument</li> <li>• reflect on the argument: was it effective? Why or why not?</li> </ul>

G.C.O. 2.0 Students engage in a healthy, active lifestyle.		
Navigate to Units of Study: <a href="#">Choosing Wellness</a> , <a href="#">Wellness in the World Around Us</a> , <a href="#">Opening Doors to Living Well</a> , <a href="#">Taking Action on Wellness</a>		
S.C.O.	Know	Do
2.1 Students access community wellness resources	<ul style="list-style-type: none"> <li>• every community has assets to support active living.</li> <li>• active living does not need to be costly; alternatives are available.</li> <li>• physical activities lead to enhanced wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a wide variety of new activities and evaluate enjoyment levels</li> <li>• create a database of local contacts and wellness activities</li> <li>• make contact with an individual or organization to discuss wellness supports</li> <li>• schedule a visit (by distance or face to face) to the facility/person</li> </ul>
2.2 Students design wellness activities for varying audiences	<ul style="list-style-type: none"> <li>• different target groups have different needs.</li> <li>• flexibility in planning will result in more participation and increased impact</li> <li>• traditional activities can be adapted to fit varying audiences and circumstances</li> <li>• wellness activities may continue in the event of injury or other life circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• select an accessible target group to design physical activities: (e.g., elementary-aged students, peer groups, pregnant women, seniors)</li> <li>• conduct a needs-assessment to determine the wellness focus for the group</li> <li>• provide a plan to the group and develop data collection tools (e.g., questionnaires, interview questions) to evaluate success.</li> </ul>

**G.C.O. 3.0 Students synthesize information to create personal wellness plans.**

Navigate to Units of Study: [Choosing Wellness](#), [Wellness in the World Around Us](#), [Opening Doors to Living Well](#), [Taking Action on Wellness](#)

S.C.O.	Know	Do
3.1 Students examine health and skill related fitness components.	<ul style="list-style-type: none"> <li>• basic anatomy/physiology (e.g., various systems such as skeletal, cardiovascular, muscular- see <a href="http://www.innerbody.com/htm/body.html">http://www.innerbody.com/htm/body.html</a>)</li> <li>• health related fitness (e.g., cardiovascular, muscular strength, muscular endurance, flexibility and body composition).</li> </ul>	<ul style="list-style-type: none"> <li>• review/ pre-test of the health and skill related fitness components (from Gr. 9-10 program).</li> <li>• analyze personal data (fitness results) in comparison to National Standards (see Healthy Active Living text, 2007, Unit 2 or <a href="http://www.csep.ca/english/View.asp?x=460">http://www.csep.ca/english/View.asp?x=460</a>) according to one's age and gender.</li> <li>• fitness testing (may include beep test, Illinois agility run, push-ups, crunches, down-ups, step-ups, shuttle run, vertical jump, sit and reach, resting heart rate/recovery rate)</li> </ul>
3.2 Students evaluate nutritional suggestions for healthy eating	<ul style="list-style-type: none"> <li>• there are suggested guidelines for optimal eating</li> <li>• varying diets can be healthy</li> <li>• food sensitivities affect choices.</li> <li>• portion size and caloric intake affect health and wellness.</li> <li>• all food is required to label contents for nutritional values.</li> <li>• marketing of products may be misleading to the public (e.g., labels such as "all natural", "light," "low fat", "organic," "locally grown) see <a href="http://realfoodsfredericton.ca/2010/">Real food connection</a> (<a href="http://realfoodsfredericton.ca/2010/">http://realfoodsfredericton.ca/2010/</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• research and debate the validity of traditional nutritional guidelines (see <a href="http://evolvingwellness.com/posts/790/eating-food-guide-harm-good/">http://evolvingwellness.com/posts/790/eating-food-guide-harm-good/</a>)</li> <li>• examine recommended diets and consider the pros and cons of each</li> <li>• complete a 5-day food journal analysis (Pre and Post self-reflection) and evaluate using one of the nutritional guides researched</li> <li>• critically review portion sizes, reading of food labels, salt/sugar content, daily caloric requirements, hydration, sport drinks, energy drinks, food trends, food technologies and consider the influence of marketing strategies</li> </ul>
3.3 Students investigate the impact of mental fitness on healthy living	<ul style="list-style-type: none"> <li>• there are three psychological need areas: competence, autonomy and relatedness</li> <li>• these needs are key to being motivated and making changes in health lifestyle behaviours</li> <li>• these needs are affected by their own thoughts, feelings and experiences</li> <li>• these needs are met in environments that provide recognition, choices and inclusion</li> <li>• personal attitudes and behaviours impact the mental fitness of others</li> </ul>	<ul style="list-style-type: none"> <li>• identify existing strategies within the school environment that currently contribute to meeting the needs of competence, autonomy and relatedness</li> <li>• brainstorm, with their peers, ways in which the needs for competence, autonomy, and relatedness can be met in their classroom, school and community</li> <li>• identify personal stories or interview others re: how meeting or not meeting the need of competence, autonomy and/or relatedness either increased or reduced motivation to make healthy choices (e.g. my friend invited me to go bowling on the weekend. I had never tried it but it was fun being with my friend, and they helped me learn the skill)</li> <li>• evaluate personal levels of competence, autonomy or relatedness and discuss</li> </ul>



<p>3.4 Students create a healthy active living plan applying fitness principles, nutritional guidelines and mental fitness.</p>	<ul style="list-style-type: none"> <li>• fitness principles (specificity, overload, progression, reversibility, adaptation, FITT (frequency, intensity, type and time), and maintenance)</li> <li>• common fitness standards</li> <li>• strategies for creating SMART Goals. <a href="http://www.topachievement.com/smart.html">http://www.topachievement.com/smart.html</a></li> <li>• personal wellness planning needs to adapt to life's circumstances (e.g., young adult, career years, pregnancy and beyond)</li> </ul>	<ul style="list-style-type: none"> <li>• deconstruct a variety of fitness tests as they relate to physical well-being</li> <li>• formulate an individual plan using SMART Goals with both short and long term objectives for one's personal wellness. <a href="http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-eng.php">http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-eng.php</a></li> <li>• record the implementation of the plan</li> <li>• evaluate and re-evaluate one's plan</li> <li>• personally reflect regarding success and challenges with implementation and consistency.</li> </ul>
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## Suggested Units of Study in Wellness Through Physical Education 110

The following four units are suggested frameworks to organize learning and to provide a variety of opportunities for students and teachers to explore, research, and experience a healthy, active lifestyle. The New Brunswick portal offers many research tools that link students to reputable sources for content. This link is available under teacher learning resources, research tools @ <https://portal.nbed.nb.ca/tr/rt/Pages/default.aspx>

Each unit provides inquiry questions to guide the development of the knowledge and skills outlined in the curriculum outcomes. Inquiry questions will help situate each unit in a real-world context. They are intended as suggestions only as teachers and students may develop units and accompanying questions that are interesting and relevant in their own contexts. It is important to note that although outcome links are provided, they are not discrete, one-time learning experiences. As the student delves deeper into their learning, revisiting of concepts and prior learning will influence further understanding of all outcomes.

<b>NOTE: Information gathered within each of these units will be utilized throughout the course to inform goal setting and provide ongoing documentation for the Healthy Active Living Plan.</b>
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### **Choosing Wellness \*recommended as a starting point**

In this unit, students examine resources that define wellness. Students will revisit health and skill-related components, learn about mental fitness and investigate nutritional guidelines for a healthy lifestyle. A comparison of findings with personal status will inform students in beginning to monitor and address their wellness needs. (Outcomes 1.1, 1.2, 3.1, 3.2, 3.3) **Suggested Timeline: 5-6 weeks or approximately 40% of the course**

### **Wellness in the World Around Us**

Students will examine influences to wellness such as culture, media and societal views. An examination of risk-taking behaviours that may result from these influences will engage students in determining decision-making strategies for healthy choices. The concept of mental fitness and its impact on decision making will be a critical element to be addressed. (Outcomes 1.2, 1.3, 2.1, 3.3) **Suggested Timeline: 3-4 weeks or approximately 20% of the course**

### **Opening Doors to Living Well**

In this unit, students will explore community resources for healthy active living and participate in a variety of physical and wellness activities. Creating their own wellness activities will challenge students to find ways to stay active with limited resources or choices. This exploration will culminate in the creation of a personal healthy active living plan (Outcomes 2.1, 2.2, 3.1, 3.2, 3.3, 3.4) **Suggested Timeline: 3-4 weeks or approximately 20% of the course**

### **Taking Action On Wellness**

Students will synthesize all they have learned to help another group to address health and wellness issues. This whole class enrichment opportunity will involve investigating local needs and planning to lead as well-informed supporters. Students will work in teams to select a target group, gather data on current status and collaboratively create an action plan to lead the participants to enhanced wellness. (1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4) **Suggested Timeline: 3-4 weeks or approximately 20% of the course**

## Approach to Teaching: Inquiry-based Learning

### The Inquiry Approach and Essential Questions

Using inquiry to guide learning will support development of critical thinking, problem solving, collaboration, and communication competencies. These are included within the competencies that have been identified as core learning that is expected of all New Brunswick graduates (see appendices). Students will act as researchers, community activists, and agents of change. The students will gain a deeper understanding of the material and where it fits into their world by guiding their learning through essential questions.

Essential questions are considered to be:

- important questions that recur throughout one's life – they are broad, timeless, and they have no definitive answer. For example, "What does it mean to be well?"
- key questions within a discipline – they point to the big ideas of a subject. For example, "What drives people to pursue healthy, active lifestyles?"
- questions required for learning core content – they make sense of important but complicated ideas, knowledge and skills. For example, "What elements are most effective in developing personal wellness plans?"

Grant Wiggins, in the Authentic Education e-journal, articulates a question is essential when it:

1. causes genuine and relevant inquiry into the big ideas and core content;
2. provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions;
3. requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers;
4. stimulates vital, ongoing rethinking of big ideas, assumptions, and prior lessons;
5. sparks meaningful connections with prior learning and personal experiences;
6. naturally recurs, creating opportunities for transfer to other situations and subjects;

(Source: <http://www.authenticeducation.org/bigideas/article.lasso?artId=53>)

The essential questions, related course work, and the units of study that comprise *Wellness Through Physical Education 110* will build a learning community, motivate students, and encourage pursuit of independent interests. Students should be encouraged and supported to develop and research essential questions and performance products will showcase the skills and knowledge the students are acquiring.

### Units of Study Guide Inquiry

As described above, four big units of study guide the inquiry in *Wellness Through Physical Education 110*.

Each unit features suggested essential questions and sample questions for guiding research and discussions. Instructional suggestions are provided to assist teachers in planning learning opportunities to develop the knowledge and skills articulated in the curriculum outcomes.



# Essential Questions Overview

	<b>G.C.O. 1.0</b> Students demonstrate an understanding of the concept of wellness.	<b>G.C.O.2.0</b> Students engage in a healthy, active lifestyle.	<b>G.C.O.3.0</b> Students synthesize information to create personal wellness plans.
Choosing Wellness	<b>Sample Inquiry Questions</b>	What is healthy teen living?	
		What do we need to know and do in order to be well?	
Wellness in the World Around Us		What influences our view of wellness?	
		What risks can harm us? How do our decisions affect others?	
Opening Doors to Living Well		What is needed in a community to support wellness?	
		What makes the best personal wellness plan?	
Taking Action On Wellness		How can our knowledge influence others?	
		What does it mean to lead? What does it mean to engage others?	

## Unit of Study: Choosing Wellness

**Choosing Wellness:** In this unit, students examine resources that define wellness. Students will revisit health and skill-related components, learn about mental fitness and investigate nutritional guidelines for a healthy lifestyle. A comparison of findings with personal status will inform students in beginning to monitor and address their wellness needs. **Note: This unit will require the most instructional time as it establishes fundamental knowledge required to complete other units of study. More thoretical time (as compared to activity time) may need to be blocked in order to build this background knowledge.**

### Essential Questions

What is healthy teen living?  
 What do we need to know and do in order to be well?



### Guiding Questions

What are the dimensions of wellness? How do these influence my thinking?  
 Is wellness defined in different ways for different groups?  
 How well am I? What are some areas I need to address? In what ways can I track my progress?  
 What risk-taking behaviours compromise wellness?  
 How does my wellness impact society? How does societal wellness affect me?  
 What health and skill related components impact wellness?  
 What are valid nutritional guidelines for healthy eating? Am I following these guidelines?  
 In what ways does my mental fitness impact my motivation to live a healthy, active lifestyle?

## Unit of Study: Choosing Wellness

Curriculum Outcomes	Suggestions for Teaching and Learning
<p><a href="#">1.1 Students investigate what it means to be well.</a></p> <p><a href="#">1.2 Students evaluate and address personal wellness needs.</a></p> <p><a href="#">3.1 Students will examine health and skill-related fitness components.</a></p> <p><a href="#">3.2 Students will evaluate nutritional suggestions for healthy eating.</a></p> <p><a href="#">3.3 Students investigate the impact of mental fitness on healthy living</a></p>	<p><b>Planning Ahead: There are two required assignments for the course</b></p> <p><b>1) Healthy Active Living Plan (Individual) and 2) Community Action Wellness Plan (Group)</b></p> <p>It is important that the teacher introduces the culminating learning expectations for the course. Students will be expected to apply their knowledge and synthesize information by developing a personal healthy active living plan (individual) and developing a community action wellness plan (group). Students should develop and refine the plans throughout the semester and be provided with ongoing feedback from teachers, peers and community resources. Rubrics provided in Appendix E should be shared/created at the beginning of the course to clarify expectations for student work.</p> <p>Teachers are encouraged to select strategies that motivate and build on student interest and establish purpose for each activity. The before-during –after learning framework (see Appendix A) will guide learning experiences to ensure comprehension is supported.</p> <p><b>INTRODUCING THE CONCEPT OF WELLNESS</b></p> <p><b>Before reading or learning</b></p> <p>Teachers should assess students’ understanding of the topic of wellness by using an <i>Activating Prior Knowledge</i> strategy which could include:</p> <ul style="list-style-type: none"> <li>• Brainstorming-Think, Pair, Square, Share</li> <li>• Mind Maps</li> <li>• KWL (Know-Wonder-Learned) Charts</li> <li>• T Chart – Wellness Is, Wellness Is Not</li> </ul> <p><b>Note: these graphic organizers are all available in Appendix A of this document.</b></p> <p>This can act as both a self-assessment for personal student learning plans and group assessment to guide instruction.</p> <p>Introduce students to some of the primary and secondary reference sources which could include (See full list of resources in Appendix): <i>A Wellness Way of Life</i> (text book), NB Healthy Eating Physical Eating Coalition HEPAC Web Resources <a href="http://hepac.ca/">http://hepac.ca/</a>, NB Department of Wellness, Culture and Sport <a href="http://www.gnb.ca/0131/index-e.asp">http://www.gnb.ca/0131/index-e.asp</a>, Agriculture Canada Wellness Trends <a href="http://www.ats.agr.gc.ca/info/4367-eng.htm">http://www.ats.agr.gc.ca/info/4367-eng.htm</a>.</p>

Three excellent resources for mental fitness include:

- 1) Gladsi @ <http://www.gladsi.com/> which includes student made videos that students can view and discuss
- 2) the Joint Consortium for School Health (<http://eng.jcsh-cces.ca/>) (a healthy school planner is available at this link:  
[http://www.healthyschoolplanner.uwaterloo.ca/jcshsite\\_app/controller/index.cfm](http://www.healthyschoolplanner.uwaterloo.ca/jcshsite_app/controller/index.cfm))
- 3) the Positive Mental Health Toolkit 2  
<http://www.wmaproducts.com/jcshfulltoolkit/index.html>

The selection of wellness related reference material should be readily available to all students and should be collaboratively added to during the course by both teacher and students. Students should be encouraged to critique and validate sources.

The teacher is encouraged to use strategies intended for previewing and reading a variety of sources including:

- Previewing a Textbook (see Appendix A)
- Scavenger Hunt (see Appendix A)
- Diagramming (see *Stepping Out* Teacher Resource book p. 110)
- Web Site Critique (see *Stepping Out* Teacher Resource book p. 110)

#### **During Reading and Learning**

Students Investigate the meaning of wellness: use a variety of sources and assure students have a broad understanding of the dimensions of wellness. To assist students in making meaning of material, a variety of strategies can be used which could include:

- Self Directed Focus Questions (for an example, see Appendix A)
- Note-making Frameworks (see Appendix A)
- Rotating Groups or Papers (see *Stepping Out* Teacher Resource p. 94-95)

Note: When a strategy is first introduced it will require active teacher direction and modeling. In subsequent uses teacher mentoring and guidance will be the goal, leading to student independent use. See the video [Gradual Release of Responsibility](http://www.youtube.com/watch?v=T2kthBiYHF4) (<http://www.youtube.com/watch?v=T2kthBiYHF4>) which models this process.

Once students have been introduced to resources, guide them to investigate: What are the dimensions of wellness? Do different groups define wellness differently?

#### **After Reading and Learning**

Students assess their personal wellness including risk taking behaviors and reflect on the results. Lab 1-2 pg 23-26 in *A Wellness Way of Life* is a possible wellness inventory, as well as the Wellness Wheel included in the appendices. Of the varied ways to assess wellness, which approach do students find more meaningful? For what reason(s)?

## **NUTRITIONAL GUIDELINES**

Students compare and contrast strengths and weaknesses in a variety of recommended diets and nutritional plans.

- SWOT Analysis (see Appendix A)
- Three Level of Questioning (see Appendix A)
- Debate  
Consider a debate on the validity of the [Canada Food Guide](http://evolvingwellness.com/posts/790/eating-food-guide-harm-good/) (see <http://evolvingwellness.com/posts/790/eating-food-guide-harm-good/>)

and this other discussion which suggests the need for alternative eating guides @ <http://www.theglobeandmail.com/life/the-hot-button/goodbye-dairy-hello-coffee-why-did-harvard-create-a-healthy-eating-guide/article2166604/>

Based on their findings, students will select a healthy nutritional guideline to follow. Students predict their nutritional consumption for a five day period and then maintain a five day food journal. See the sample journal outline provided in the appendices. Students analyze the results of their choices.

- Guiding Questions (see start of unit)
- Pros, Cons and Questions (see Appendix A)

Suggested guiding questions could be brainstormed with class or in small groups and may include: Was there balanced intake of the food groups? Was there adequate hydration? What are the barriers to healthy eating? What strategies could be put in place to improve nutritional choices?

Students should review food labels, portion sizes, salt/sugar content, caloric requirements, etc. <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

Note: The powerpoint at this link includes speaker notes.

The teacher are encouraged to expose students to people who work in the area of wellness through reference material, community resources and guest speakers so they conduct their inquiry with authentic purpose and from the perspective of an audience.

## **HEALTH AND SKILL RELATED FITNESS COMPONENTS**

Students will review health and skill related fitness components, including basic anatomy and health related fitness (see <http://www.innerbody.com/htm/body.html>) and take pre-tests to measure their current status.

See the article in the Globe & Mail regarding the recent reduction in the National Fitness Standards Guidelines <http://www.theglobeandmail.com/life/health/canada-to-ease-physical-fitness-guidelines/article1857880/> Do students agree that these should have been changed?

Students participate in basic fitness testing to establish a baseline. Explain that this data will be measured toward the end of the course as they become more active in healthy active living. View <http://topendsports.com/testing/tests.htm> for testing examples. For an audio of



the beep test, go to <http://rugbycoaching.net/rugby-drills/rugby-bleep-test/>

### **MENTAL FITNESS**

For many students, this will be an entirely new concept. Explain the three components of mental fitness: competence, autonomy, and relatedness. Invite students to review the information in the appendices titled: What is Mental Fitness?

Students will measure their own mental fitness and reflect on the findings. There is a mental fitness self assessment tool available in the appendices section of this document. Another method of measuring mental fitness is through

[http://www.psych.rochester.edu/SDT/measures/bpns\\_description.php](http://www.psych.rochester.edu/SDT/measures/bpns_description.php)

Another good resource for this area is Stressed Teens at <http://www.stressedteens.com/>

which encourages teens to be mindful and focus their energy into positive actions and thoughts.

The Gladsi site (<http://www.gladsi.com/>) is a site developed by youth that includes scenario videos and guiding questions to spur discussion on various topics.

Discuss with students that these needs are affected by their own thoughts, feelings and experiences. Further exploration of mental fitness will occur in the unit Wellness in the World Around Us.

### **CULMINATING THINKING AND LEARNING: Planning Ahead**

Students apply their knowledge and synthesize information reviewed to generate a personal definition of wellness. This definition should be revisited, justified and revised as necessary throughout the course. A beginning healthy, active living plan should be started, reflecting on results from the nutritional, skill related and mental fitness assessments. What beginning steps may be taken to begin to address wellness?

It is important the teacher introduces the culminating learning expectations for the course: Developing a personal wellness plan (individual) and developing a community action wellness plan (group). Students should develop and refine the plans throughout the semester and be provided with ongoing feedback from teachers, peers and community resources.

## Unit of Study: Wellness in the World Around Us

Students will examine influences to wellness such as culture, media and societal views. An examination of risk-taking behaviours that result from these influences will engage students in determining decision-making strategies for healthy choices. The concept of mental fitness and its impact on decision making will be a critical element to be addressed.

### Essential Questions

What influences our view of wellness?

What risks can harm us? What obstacles lead people to abandon wellness?



### Guiding Questions

How does culture, media and society impact wellness?

What can I identify in my own school community as an influence on wellness?

What role does mental fitness play in making decisions about healthy living?

How am I refining and building my personal wellness plan?

What data will help to inform my choice of a target group to develop a healthy active living plan?

## Unit of Study: Wellness in the World Around Us

Curriculum Outcomes	Suggestions for Teaching and Learning
<p><a href="#">1.2 Students evaluate and address personal wellness needs.</a></p> <p><a href="#">1.3 Students analyze how society, media and culture influence wellness</a></p> <p><a href="#">2.1 Students access community wellness resources</a></p> <p><a href="#">3.3 Students investigate the impact of mental fitness on healthy living</a></p>	<p><b>Before</b></p> <p><b>Addressing Wellness Needs</b></p> <p>Review Personal Plans and Definitions developed in Unit 1.</p> <p>Based on their personal wellness assessment results, nutrition findings and mental fitness, students will develop SMART Goals (see <a href="http://www.topachievement.com/smart.html">http://www.topachievement.com/smart.html</a>) that they can commence immediately and include in their personal healthy active living plan.</p> <p>Students can work in small groups to analyze and refine their SMART Goals. Classroom Physical arrangement can be adjusted to promote discussion. Consider trying:</p> <ul style="list-style-type: none"> <li>• Rotating Groups (see <i>Stepping Out</i> Teacher Resource p.94)</li> </ul> <p><b>During</b></p> <p><b>Influences on Wellness</b></p> <p>Students use a variety of sources and media to compare past and current societal trends in wellness (e.g., tanning, smoking, alcohol consumption, seat belt use, cell phone use) and plan a method of sharing their findings.</p> <p>Encourage use of strategies introduced in unit 1 when conducting research and gathering facts.</p> <ul style="list-style-type: none"> <li>• Modelling or Think Aloud</li> <li>• Provide Focus Questions</li> <li>• Have students draw mind map</li> <li>• Jointly devise a retrieval chart or note-making framework</li> </ul> <p><b>After</b></p> <p>Guide students to work together to apply their knowledge of negative societal trends to generate possible scenarios, such as those found at the following: <a href="http://www.hc-sc.gc.ca/hc-ps/pubs/tobac-tabac/second-guide/index-eng.php">http://www.hc-sc.gc.ca/hc-ps/pubs/tobac-tabac/second-guide/index-eng.php</a> and <a href="http://www.nbatc.ca/home.shtml">http://www.nbatc.ca/home.shtml</a></p> <p>Students can present their findings using the medium of their choice. Encourage or seek opportunities for students to have an authentic audience for their findings including:</p> <ul style="list-style-type: none"> <li>• Community Service Announcements</li> <li>• Brochures to share with school or identified target group</li> <li>• Presentations for town/city council, school or district administration</li> </ul>

- Videos for school announcements or community television, Wellness and Sport Facebook Page, You Tube

Students identify societal norms that may go unchallenged or questioned. Students can identify strategies to counteract negative choices. Possible source Lab 1-3 p.27 of *A Wellness Way of Life*.

Teachers check understanding, knowledge, confusion and contribution of students regularly. Consider using Entrance and Exit Slips with attention to a particular topic or skill or concept.

### **EXPLORING CONNECTIONS: MENTAL FITNESS**

Review the concept of mental fitness with students (competence, autonomy and relatedness). What did they learn about this topic in Unit 1? Discuss how these three areas impact how we view ourselves and the decisions we make.

Identify initiatives within the school that contribute to meeting the needs of competence, autonomy and relatedness for students. Are these activities that all students can access? In what other ways may these needs be met?

Encourage students to reflect on some of the risk-taking behaviours they have experienced and how these may relate to the tenets of mental fitness. In relation to their own personal risky behaviour, students can complete a Risk Taking Questionnaire:

<http://testyourself.psychtests.com/testid/2122> How do competence, autonomy and relatedness affect motivation to make healthy choices?

### **ACCESSING COMMUNITY RESOURCES**

Students are encouraged to use local data to analyze the New Brunswick Student Wellness Survey with a focus on Mental Fitness, Social Relationships and Influences, Environment and Tobacco and other Substance Use. Students can get data for the province, district and often their school by visiting <http://www.gnb.ca/0131/StatsRea-e.asp>.

In addition to the fact sheets released, classes may also request more detailed data based on particular survey questions. For a copy of the survey, go to the appendices section of the document.

Students can present their findings in the medium of their choice and strategize possible actions for their school community.

This would be a good time to revisit school or community action frameworks developed in Unit 1. Student may elect to modify or change focus. If a class project is to be selected consider creating a project wall or project wiki where ideas can be shared.

Students are encouraged to revisit and adjust their personal wellness plans based on the findings of the questionnaire or other self-assessment strategies.

## Unit of Study: Opening Doors to Living Well

In this unit, students will explore community resources for healthy active living and participate in a variety of physical and wellness activities. Creating their own wellness activities will challenge students to find ways to stay active with limited resources or choices. This exploration will culminate in the creation of a personal healthy active living plan.

### Essential Questions

What is needed in a community to support wellness?

What makes the best personal wellness plan?



### Guiding Questions

What is available in my community to support a healthy lifestyle?

How can I create opportunities for healthy living when resources are limited?

What are non-traditional activities that contribute to wellness? Which do I prefer?

As I am in the community, what groups do I notice may need support for living well?

What information can I retrieve from previous learning to create my healthy active living plan?

## Unit of Study: Wellness in the World Around Us

Curriculum Outcomes	Suggestions for Teaching and Learning
<p><a href="#">2.1 Students access community wellness resources</a></p> <p><a href="#">2.2 Student design wellness activities for varying audiences.</a></p> <p><a href="#">3.1 Students will examine health and skill related fitness components.</a></p> <p><a href="#">3.2 Students will evaluate nutritional suggestions for healthy eating</a></p> <p><a href="#">3.3 Students investigate the impact of mental fitness on healthy living</a></p> <p><a href="#">3.4 Students create a healthy active living plan applying fitness principles, nutritional guidelines, and mental fitness.</a></p>	<p>Students explore/investigate community facilities for youth, adults and seniors. Schools, Community Centres, Recreation Parks, Sport Fields, Outdoor Facilities, Green Space, Indoor Facilities (Curling, Field House). Visit <a href="#">Recreation NB</a> to view information on recreation facilities and initiatives.</p> <p>Explore/investigate community programming for youth, adults and seniors. Locations, times, types of activities, level of activity (Light, Moderate, Heavy), certified vs. non certified instructors, coaching, officiating, Weekday / Weekend programs/access to facilities. Kids of Steel @ (<a href="http://triathloncanada.com/page.ch2?uid=KidsOfSteel">http://triathloncanada.com/page.ch2?uid=KidsOfSteel</a>) is one New Brunswick program that targets long-term athlete development (LTAD) and may be of interest. Triathlons and other activities are also featured under the “programs” section of this site. Also, for LTAD opportunities to work with athletes as part of Special Olympics, visit Special Olympics New Brunswick @ <a href="http://www.specialolympicsnb.ca/contact/sonb.htm">http://www.specialolympicsnb.ca/contact/sonb.htm</a> and review the variety of age levels with free program guides and training available (under the “programs” link).</p> <p>Consider creating a wall chart, google map, or wiki that documents resources and makes them available to a broader audience. Students should collectively determine the criterion for including a facility and determine what information would be of interest to their audience and should be included.</p> <p>Students investigate international sports and games played in various countries. (skills, equipment, facilities, individual vs team). Review the World Games site @ <a href="http://www.theworldgames.org/">http://www.theworldgames.org/</a> site to view various sports from around the world.</p> <p>Students lead others in unknown sports and games, to identify whether rules, equipment, facilities of these international sports and games be modified in order to be implemented in the local community.</p> <p>To improve access to recreation and wellness activities, students can investigate possible access to volunteers, explore developing partnerships to use/borrow equipment, facilities, and develop an understanding of corporate and in-kind contributions. For a directory of volunteers in areas in New Brunswick, go to <a href="http://www.canadian-universities.net/Volunteer/New_Brunswick.html">http://www.canadian-universities.net/Volunteer/New_Brunswick.html</a>.</p> <p>Students review their possible community action plans and update them based on their knowledge of partnerships, access to resources and modified games/sports.</p> <p>Students explore personal fitness programs which can be implemented at home (cardio, aerobics, sports, technology (Nintendo Wii, Microsoft Kinect, DVD's) Read the article <a href="http://abcnews.go.com/Technology/SmartHome/story?id=4880635&amp;page=1">http://abcnews.go.com/Technology/SmartHome/story?id=4880635&amp;page=1</a> and discuss: Will this help people begin a healthy, active lifestyle? Ensure students support their opinions with the knowledge they have learned so far in the course.</p>

Students should engage in further fitness assessment and reflect on performance in comparison to national norms for their gender and age group. Teachers can determine what tools are available in their community or school.

Students should revise their personal wellness and healthy living to reflect their understanding of community resources and programs, personal fitness level and at-home programs. They should also review progress in healthy eating and mental fitness goals established in previous units.

## Unit of Study: Taking Action On Wellness

Students will synthesize all they have learned to help another group to address health and wellness issues. This will involve investigating local needs and planning to lead as well-informed supporters. Students will work in teams to select a target group, gather data on current status and collaboratively create an action plan to lead the participants to enhanced wellness.

### Essential Questions

How can our knowledge influence others?

What does it mean to lead? What does it mean to engage others?



### Guiding Questions

What potential group do I want to work with to support wellness activities?

How can I conduct an assessment with this group to determine their needs?

How can I take what I know and put it into action to help others?

What interpersonal skills are necessary to engage and lead others?



## Unit of Study: Taking Action On Wellness

Curriculum Outcomes	Suggestions for Teaching and Learning
<p><a href="#">1.1 Students investigate what it means to be well.</a></p> <p><a href="#">1.3 Students analyze how society, media and culture influence wellness</a></p> <p><a href="#">2.1 Students access community wellness resources</a></p> <p><a href="#">2.2 Students design wellness activities for varying audiences</a></p> <p><a href="#">3.1 Students will examine health and skill related fitness components.</a></p> <p><a href="#">3.2 Students will evaluate nutritional suggestions for healthy eating</a></p> <p><a href="#">3.3 Students investigate the impact of mental fitness on healthy living</a></p> <p><a href="#">3.4 Students create a healthy active living plan applying fitness principles, nutritional guidelines, and mental fitness.</a></p>	<p>Students will be expected to produce a culminating project for this unit. Both options are intended to be completed in small, collaborative groups.</p> <ul style="list-style-type: none"> <li>➤ offer a sharing forum to provide information for various groups regarding wellness</li> <li>➤ target a particular group/facility and design a wellness plan to meet the participants' needs (this may include the students' own or neighboring school)</li> </ul> <p><b>SHARING FORUM</b></p> <p>Students use their knowledge of wellness and their community to create an awareness campaign for a particular target group or an open audience. Students are guided to reflect on information gathered to date in previous units to insure their plan reflects a multi-dimensional approach to wellness. Students must demonstrate how the plan was modified to meet the needs of varying audiences.</p> <p>Project/campaign should demonstrate an applied understanding of society, media and culture analyzed in Unit 2. Where appropriate, students will use community wellness resources. A critical component of this project is that students will gather data and evaluate the effectiveness of their project/campaign.</p> <p>Examples of Projects could include: Wellness Evening, Senior Centre Fitness Day, Nutrition Fair, Sharing Healthy Recipes at a local grocery store, 100 Mile Recipe Book, Healthy Learners or Anti-bullying day at a local elementary school.</p> <p><b>PLANNING WELLNESS ACTIVITIES</b></p> <p>Students consider groups in their community to assist with wellness. Potential groups may include: elementary-aged students, seniors, volunteers who wish to improve their wellness, young mothers at home, etc.</p> <p>Students consider the best way to approach this group, How might this message be communicated with sensitivity? How do we ensure the group sees this as a positive activity they may engage in?</p> <p>Once a group has agreed, students will design a needs assessment to gather data to inform their plan. For suggestions on how to conduct a needs assessment with this group, go to <a href="http://www.internettraining.com/ID_Consult/3need/3need.htm">http://www.internettraining.com/ID_Consult/3need/3need.htm</a></p> <p>Once results have been tabulated and a decision has been made, students design a plan that is executed, monitored and evaluated as a group.</p> <p>For a final activity, students consider how this information can be shared with other similar groups (community boards/events, school website/wiki, newsletter, etc.)</p>

# Appendix A: Graphic Organizers

NOTE: A sampling of graphic organizers referred to in the teaching and learning strategies section of this document are included for your reference. Teachers are encouraged to preview a larger collection on the portal and in resource links suggested below.

- Before, During and After Framework
- Critical Thinking Questions
- Developing Questions
- KWL
- Mind Map
- Note-Making Framework
- Previewing a Text
- Pros, Cons and Questions
- Previewing a Text
- Scavenger Hunt
- Self-Directed Focus Questions
- Sentence Starters for Developing Questions
- SWOT Analysis
- T-Chart
- Think Pair Square Share
- Three Levels of Questions
- Vocabulary in Context

[The Cross Curricular Reading Tools](#) available on the Portal and in the Related Resources section for Physical Education and all other Subjects. The document contains additional Graphic Organizer templates and explanation of their use in improving comprehension of material.

**Stepping Out Reading and Viewing – Making Meaning of Text** (Teacher Resource) is a professional development resource with effective teaching strategies for developing adolescent literacy skills in content areas. The book is available in New Brunswick Middle and Secondary schools and contains many graphic organizer templates and teaching strategies.

[Think Literacy](#) (Ontario) has several resources to support cross-curricular literacy instruction. The site features curriculum and specific comprehension strategies to support outcomes in many areas. The [Recreation and Fitness Leadership](#) course is similar to this curriculum and provides several strategies to improve students' understanding of what they are learning.

[Houghton, Mifflin, Harcourt's The Education Place](#) has copyright free graphic organizers which can be duplicated and used in New Brunswick Classrooms (<http://www.eduplace.com/graphicorganizer/>)

## Before, During and After Framework

Stepping Out Teaching Framework: Reading and Viewing			Notes
<b>Before</b> (What will you do to prepare students for the task?)	<b>Background Information</b>	<i>Select strategies that</i> <ul style="list-style-type: none"> <li>activate background knowledge</li> <li>link existing knowledge to new information</li> <li>review, extend, enrich, and clarify vocabulary and concepts</li> </ul>	
	<b>Awareness of Purpose</b>	<i>Select strategies that</i> <ul style="list-style-type: none"> <li>motivate students' interests</li> <li>establish a purpose for the activity</li> </ul>	
<b>During</b> (How will you help students think through and organize ideas?)	<b>Thinking Through</b>	<i>Select strategies that enable students to</i> <ul style="list-style-type: none"> <li>think through ideas</li> <li>self-monitor their understandings</li> </ul>	
	<b>Organizing</b>	<i>Select strategies that enable students to</i> <ul style="list-style-type: none"> <li>extract and organize relevant information for a specific task</li> </ul>	
<b>After</b> (How will you get students to demonstrate or translate their understandings?)	<b>Using New Information</b>	<i>Select strategies that enable students to</i> <ul style="list-style-type: none"> <li>evaluate ideas critically</li> <li>demonstrate understanding of learning</li> </ul>	

Framework from Stepping Out, Reading and Viewing: Teacher's Resources, p. 66

## Critical Thinking Questions

Questions that Promote Critical Thinking (From the Atlantic Canada English Language Arts Curriculum)

- As readers and viewers reflect critically on texts, they need to ask questions such as the following:
- Who constructed this text? (age/gender/race/nationality)
- What are the writer's/producer's views/beliefs?
- For whom is the text constructed? To whom is it addressed?
- Where did it appear?
- For what purpose could the text be used?
- What does the text tell us that we already know?
- What does the text tell us that we don't already know?
- What is the topic?
- How is the topic presented? What themes and discourses are being used?
- What are other ways in which this topic could be presented?
- What has been included and what has been omitted?
- Whose voices and positions are being expressed?
- Whose voices and positions are not being expressed?
- What is the text trying to do to the reader/listener/viewer? How does it do it?
- What other ways are there to convey this message?
- Should the message be contested or resisted?

## Scavenger Hunt Question Outline

### Prediction

- Read the front cover and back blurb. Identify the clues about the textbook's subject.
- Make a list of five questions that you think the book will answer.
- What do you think are the author's qualifications for writing a book like this? What does the author have to know?

### Introduction

- Locate the publishing information and find out when the book was published.
- How many reprints have there been?
- Why do you think that a publisher would reprint a book? What does that tell you about the content? the author?
- In your opinion, does this make it a "recent" publication? Why?

### Overview of the Book's Structure

- How many chapters are there?
- Check out two or three chapters: How are the chapters laid out? Are all the chapters laid out the same way? Are there chapter summaries, study guides, questions, pictures, maps, charts?
- Is there a glossary or index?
- Is there a reference list?
- Are there notes at the back of the book? Briefly tell what they are about.

### Sharing Predictions

With your partner, compare your observations on the textbook so far:

- What topic does the book cover?
- What do you think that you'll be expected to learn from this text?
- How do you see yourself using this book?
- How easy or hard does it appear to be?
- Can you find specific information in this book easily?
- What predictions can you make about this book: How will you use it? How will the teacher use it? How would you like it to be used?

## Scavenger Hunt Question Outline (page 2)

### Individual Chapter Layout

- Select a chapter.
- Are there headings in the chapter?
- Are there subheadings? How do the subheadings add to your understanding of what the chapter is about?
- Select one paragraph. Read it. Are there unfamiliar words? Are the words explained? Are you going to have to use a dictionary to understand some of the terms? Is there a glossary in the book to explain the words?
- Are there illustrations in this chapter? Are there clear captions with the illustrations to explain the content?
- List three other characteristics of this chapter.

### Terminology

- On a scale of 1 to 5 where 5 is the highest, rate the print in this book: Is it easy to read?
- Using the same 1 to 5 scale, rate the words in the text: Are they easy to follow and understand?
- Are there many difficult words on the page?
- Try the “five-finger exercise”: Start reading at the top of a page. Each time that you read a word that you don’t understand, hold up one finger. If you hold up five fingers by the end of the page, then the book may be challenging for you. Give the results of your five-finger exercise.
- Are new words introduced, highlighted, or explained?

### Questions

- With a partner, make a list of five questions about the book that will be of interest to you and your classmates. Think about:
  - how the book might be used
  - where you will find information on a particular topic
  - what other resources you might have to use to supplement the textbook
  - what films, TV shows, books, or magazines you know that connect to the topics in this textbook

## Previewing a Text

<p><b>Predict</b></p>	<ul style="list-style-type: none"> <li>• Read the front cover and back blurb.</li> <li>• Based on your reading, predict what the textbook will be about.</li> <li>• Make a list of questions that you think that the book will answer.</li> <li>• Look at the write-up about the author: What do you think are the qualifications for writing a book like this? What does the author have to know?</li> </ul>
<p><b>Identify Publishing Information</b></p>	<p>Locate the publishing information:</p> <ul style="list-style-type: none"> <li>• When was the book published?</li> <li>• In your opinion, does this make it a “recent” publication?</li> <li>• How many reprints have there been?</li> <li>• Why do you think that a publisher would reprint a book? What does that tell you about the content? about the author?</li> </ul>
<p><b>Explore the Textbook Structure</b></p>	<ul style="list-style-type: none"> <li>• Skim/scan the contents page.</li> <li>• How many chapters are there?</li> </ul> <p>Check out two or three chapters:</p> <ul style="list-style-type: none"> <li>• How are the chapters laid out?</li> <li>• Are all the chapters laid out the same way?</li> <li>• Are there chapter summaries, study guides, questions, pictures, maps, charts?</li> <li>• Is there a glossary or index?</li> <li>• Is there a reference list?</li> <li>• Are there notes at the back of the book? What are they about?</li> </ul>
<p><b>Share Predictions</b></p>	<p>With a partner, compare your observations on the textbook so far:</p> <ul style="list-style-type: none"> <li>• What topic or topics does the book cover?</li> <li>• What do you think that you’ll be expected to learn from this text?</li> <li>• How do you see yourself using this book?</li> <li>• How easy or hard does it appear to be?</li> <li>• Can you find specific information in this book easily?</li> <li>• What predictions can you make about this book? How will you use it? How will your teacher use it? How would you <i>like</i> it to be used?</li> </ul>

## Previewing a Text (continued)

<p><b>Understand the Chapter Layout</b></p>	<p>Select a chapter:</p> <ul style="list-style-type: none"> <li>• Is the chapter well set out?</li> <li>• Are there clear headings?</li> <li>• Are there subheadings? How do the subheadings add to your understanding of what the chapter is about?</li> <li>• Read a paragraph: Are there unfamiliar words? Are the works explained? Are you going to have to use a dictionary to understand some of the terms? Does the book refer you to the glossary to explain words?</li> <li>• Are there illustrations? Are there clear captions with the illustrations to explain the content?</li> <li>• What other characteristics of this chapter did you notice?</li> </ul>
<p><b>Identify the Reading Level of the Textbook</b></p>	<ul style="list-style-type: none"> <li>• Is the print in this book easy to read?</li> <li>• Are the words easy to follow and understand?</li> <li>• Are there many difficult words on the page?</li> <li>• Try the “five-finger exercise”: Start reading at the top of a page. Each time that you read a word that you don’t understand, hold up one finger. If you hold up five fingers by the end of the page, you may find the book challenging.</li> <li>• Are new words introduced, highlighted or explained?</li> </ul>
<p><b>Quick Quiz</b></p>	<ul style="list-style-type: none"> <li>• Locate a chapter in this book on [choose a topic].</li> <li>• Where was the book published?</li> <li>• Where will you find this word [insert word] explained in the book?</li> </ul>
<p><b>Generate Questions</b></p>	<ul style="list-style-type: none"> <li>• With a partner, make a list of five or six questions about the book that will be of interest to you and your classmates. Think about”             <ul style="list-style-type: none"> <li>– how the book might be used</li> <li>– where you will find information on a particular topic</li> <li>– what other resources you might have to use to supplement the textbook</li> <li>– What films, TV shows, books, or magazines you know that connect to the topics in this textbook</li> </ul> </li> </ul>
<p><b>Independent Task</b></p>	<ul style="list-style-type: none"> <li>• With other pairs, share your questions and try to answer them.</li> <li>• Share unanswered questions with the whole class for resolution.</li> </ul>



## **THINK – PAIR – SQUARE – SHARE**

### **THINKING...90 SECONDS** (suggested times only)

The teacher poses the question to the entire class. The question is also written where all students can see. Students are asked to respond with “bullet” responses. The teacher ensures that students think through the question independently and prepare their individual responses.

### **PAIRING...90 SECONDS**

The teacher asks students to look for one other person to share responses.

Students exchange their responses with that one other person. They are free to add ideas as they share their responses.

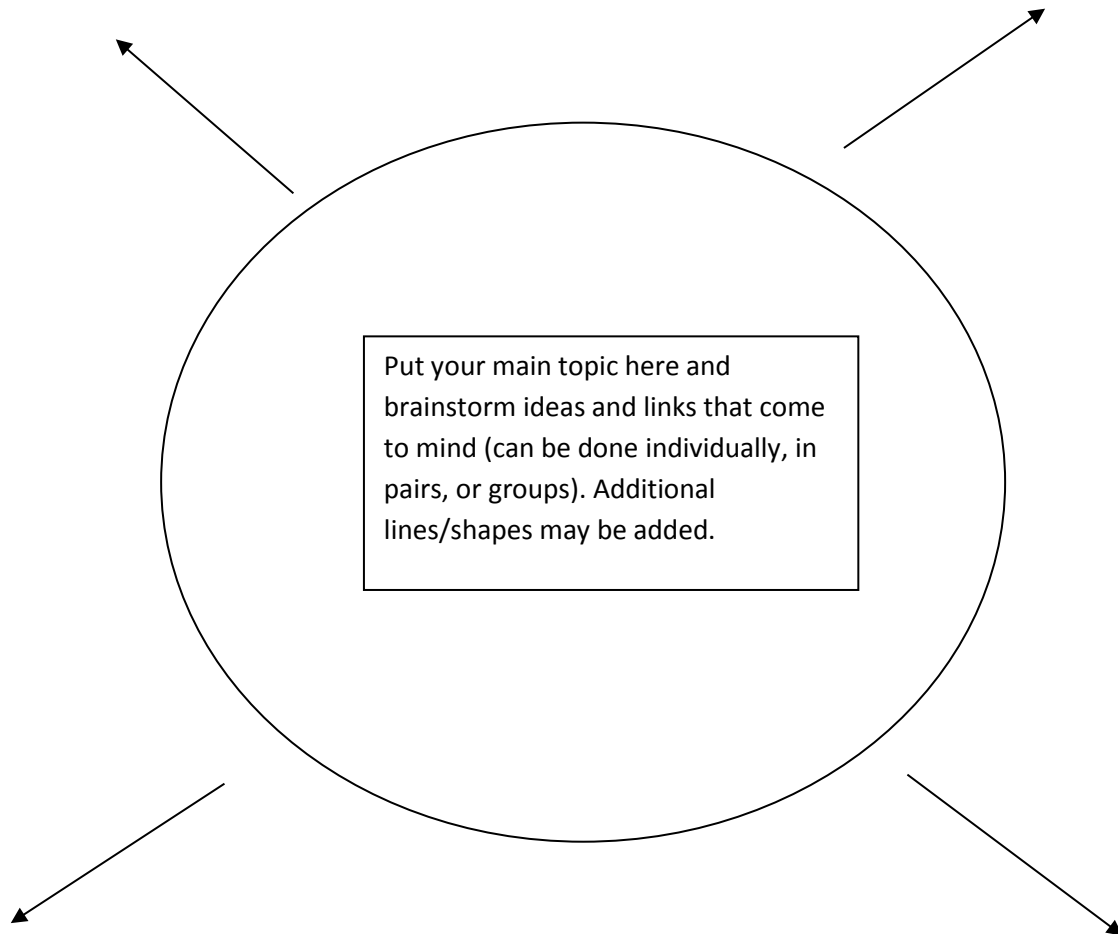
### **SQUARING...4 MINUTES**

The teacher asks students to join two pairs (square) and to come up with 7 ideas that respond to the original question. During this process, students are to consult with all people in the group. They “pool” their ideas into seven responses and prepare them to be shared with the group.

### **SHARING...4 MINUTES**

Each group shares what they have collated. Students are encouraged to find “what comments are in common” from all of the groups. The teacher or a willing student may summarize the key points.

## Mind Map



**KWL**  
**(Know- Wonder-Learned)**

<b>Know</b>	<b>Wonder</b>	<b>Learned</b>

## T-Chart

---

**Wellness Is...**

**Wellness Is Not...**

## Self-Directed Focus Questions

- When was the text written?
- What type of audience does it target?
- How is wellness described?
- What kind of reality is presented?
- What message would a reader get from reading this text uncritically?
- What are the consequences of this positioning?

# Note-making Framework

Topic: \_\_\_\_\_

Text title: \_\_\_\_\_

## First paragraph

Main idea:

Examples, supporting ideas, key words:

1.

2.

3.

## Second paragraph

Main idea:

Examples, supporting ideas, key words:

1.

2.

3.

# Pros, Cons, and Questions

Issue: \_\_\_\_\_  
\_\_\_\_\_

**Pros**

**Cons**

Questions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SWOT Analysis

<p><b>Strengths</b></p> <p>What are the strengths?</p>	<p><b>Weaknesses</b></p> <p>What are the limitations?</p>
<p><b>Opportunities</b></p> <p>What are other potential applications?</p>	<p><b>Threats</b></p> <p>What risks are involved?</p>





## Three Levels of Questions

<b>On the page</b> Literal	<b>Between the lines</b> Inferential	<b>Off the page</b> Evaluative
<p>What countries are represented in this map?</p> <p>What factors cause stress?</p> <p>What patterns are reflected in the table?</p> <p>What is globalization?</p> <p>List the six major branches of psychology:</p> <p>What is body language?</p> <p>What is an improper fraction?</p> <p>When and where was Dylan Thomas born?</p> <p>That is a rhetorical question?</p> <p>How do savings bonds help an individual plan for and save money?</p>	<p>What makes an effective leader?</p> <p>Why do so many people have a difficult time controlling their intake of substances such as alcohol, tobacco, and other drugs?</p> <p>How do you know that 2.3 is greater than 2.27?</p> <p>Create a visual representation (such as a collage, collection of objects, or a sketch) that conveys the overall mood and theme of this story.</p> <p>What happens is a person plans a budget based on the gross income listed on his or her pay slip?</p>	<p>Why is it important in a society such as ours that education institutions should recognize and reward merit in many different forms?</p> <p>Thin is in. Explain whether you agree or disagree with this statement.</p> <p>Write a fraction or a mixed number to make this statement true:</p> $1\frac{3}{7} < \frac{\square}{\square} < 2\frac{1}{7}$ <p>In what ways does this story follow the archetypal pattern of quest myths?</p> <p>What is the potential for bartering in the future?</p> <p>What would you recommend to a person who has a difficult time saving any money but wishes to invest? Why?</p>

## Sentence Starters for Developing Questions

These sentence starters can help you develop questions.

### 1. Knowledge

- List the steps for . . .
- Identify the characteristics of . . .
- Define the term . . .
- Restate the events that led to . . .

### 2. Understanding

- In your own words, what happened to . . .
- Put these concepts in order . . .
- Give examples of . . .
- Why did . . .

### 3. Application

- Put the ideas on a chart or diagram.
- Draw a map to show . . .
- Calculate the . . .
- Retell this story from the point of view of . . .

### 4. Analysis

- If this happens, then . . . ?
- What is the relationship between . . . and . . . ?
- What is the difference between the concept . . . and the fact that . . . ?
- What are the most significant developments . . . ?

### 5. Synthesis

- Create a new plan that . . .
- Write a new ending so that . . .
- Put yourself in the situation. What would you have done?
- What would have happened if . . . ?

### 6. Evaluation

- Tell why you think that . . .
- To what extent did . . .
- Rate the options that . . .
- In your opinion . . .

# Appendix B: Wellness Related Web Resources

## New Brunswick Resources

**Grand Lake Youth Mental Fitness Resource-** excellent local site that includes videos and activities for teens to discuss issues including risk behaviours, mental fitness, decision making, etc.

<http://www.gladsi.com/>

**New Brunswick Department of Culture, Tourism and Healthy Living** website contains a rich collection of wellness resources for home, community and school

<http://www2.gnb.ca/content/gnb/en/departments/cthl.html>

**Join the Wellness Movement** is another provincial wellness site which describes wellness projects across the province. <http://www.wellnessnb.ca/>

**New Brunswick Wellness Strategy 2009-2013**, Focuses on Wellness Pillars related to healthy lifestyles: Mental Fitness, Healthy Eating, Physical Activity and Tobacco-free Living.

[http://www.gnb.ca/0131/pdf/w/Wellness\\_Strategy\\_Action\\_Plan\\_2010-2011.pdf](http://www.gnb.ca/0131/pdf/w/Wellness_Strategy_Action_Plan_2010-2011.pdf)

**New Brunswick Healthy Learners in School Program** aims to improve the health, wellness and learning potential of students by promoting healthy behaviours which will be carried into adulthood.

<http://www.gnb.ca/0053/programs/healthylearners-e.asp>

**New Brunswick Healthy Eating Policy 711** establishes the minimum requirements for healthy foods in New Brunswick's public schools by setting standards for healthy food awareness, food options available in schools and sale of foods in and through the public school system.

<http://www.gnb.ca/0000/pol/e/711A.pdf>

**New Brunswick Healthier Eating and Nutrition in Public Schools: A Handbook for Policy 711** is for use by school districts, schools, parents/guardians and the school community at large.

<http://www.gnb.ca/0000/pol/e/711A%20Handbook.pdf>

## Canadian Resources

**Canadian Council of Food and Nutrition** is a multi-sectoral, science-based organization on food and nutrition policy and information. There are a catalyst in advancing nutritional health and well-being of Canadians, with the priorities and activities to influence nutritional health based on solid scientific evidence. <http://www.ccf.n.ca/>

**Canadian Women's Health Network (CWHN)** is an independent, critical voice for women's health in Canada. It has helped to lead and define the women's health agenda in Canada and has built strong communities, and while speaking out on behalf of women and girls. <http://www.cwhn.ca/en>

**Dieticians of Canada Knowledge Center** contains the latest research in nutrition and access to resources for dietitians and other health professionals. <http://www.dietitians.ca/Knowledge-Center.aspx>

**Globe and Mail Blog: Healthy Eating Choices** includes references to alternative eating guides including Harvard's and Dep't of Agriculture <http://www.theglobeandmail.com/life/the-hot-button/goodbye-dairy-hello-coffee-why-did-harvard-create-a-healthy-eating-guide/article2166604/>

**Health Canada Food and Nutrition Information** includes features, reports, research and educational information. <http://www.hc-sc.gc.ca/fn-an/index-eng.php>

**Canada's Food Guide** with support resources including; educational toolkits, explanations on how to use the guide, how to analyze food labels and strategies to eat well and get fit. <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

**Health Canada Eat Well Educators Toolkit** is a good resource for teachers to use and could also be used by students when planning their personal or community wellness strategy. <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-eng.php>

**Health Canada** resources to support eating healthy and making informed dietary choices. It addresses diet for people of all ages. <http://www.hc-sc.gc.ca/hl-vs/eat-aliment/index-eng.php>

**Health Canada Mental Health** section provides documents, research and resources to address the dimension of mental health and the role it plays in overall well being. <http://www.hc-sc.gc.ca/hl-vs/mental/index-eng.php>

**Joint Consortium for School Health** offers a wealth of resources on comprehensive school health. <http://www.jcsh-cces.ca/> The site includes a tool that schools may use to help plan a healthier school environment. See [http://www.healthyschoolplanner.uwaterloo.ca/jcshsite\\_app/controller/index.cfm](http://www.healthyschoolplanner.uwaterloo.ca/jcshsite_app/controller/index.cfm)

**Public Health Agency of Canada** has information on a variety of topics including physical activity, prevention of chronic diseases, reports, publications and research. <http://www.phac-aspc.gc.ca/>

**Wellness Curricula To Improve The Health Of Children And Youth A Review And Synthesis Of Related Literature** By Heidi Bates, MSc(C), RD Karena Eccles, MSc  
2008 [http://education.alberta.ca/media/1113116/wellness\\_lit.pdf](http://education.alberta.ca/media/1113116/wellness_lit.pdf)

### **International Resources**

**Administration on Aging** -Focuses on aging community members and how they influence society <http://www.aoa.gov>

**American Academy of Family Physicians** - Promotes healthy behaviors with fact sheets on many health topics, including exercise and fitness. <http://familydoctor.org/online/famdocen/home/healthy/food.html>

**American Council on Exercise** - Features 100 fitness fact sheets, free e-newsletters, and a variety of different fitness activities from bicycling to swimming. <http://www.acefitness.org/exerciselibrary/default.aspx>

**American Institute of Stress**- Steps to control stress levels through wellness <http://www.stress.org/>

**America on the Move** - Wellness initiatives and strategies for various age groups <http://aom3.americaonthemove.org>

**Cardiovascular Exercise**- This page explains why Cardiovascular Exercise is the most effective way to lose fat and how to maximize fat loss while doing it. Note: Information may already be covered in text. (<http://www.welltall.com/ymc/discovery/fatloss/cardio.html>)

**Center of Disease Control and Prevention-** Information on getting started in physical activity, exercise tips, links to other fitness resources, and health promotion for increasing physical activity in your school or community. <http://www.cdc.gov/nutrition/everyone/index.html>

**Ex.Rx.net (Exercise Prescription on the Net)** is a free resource for the exercise professional, coach, or fitness enthusiast featuring comprehensive [exercise libraries](#) (>1300 exercises), fitness assessment [calculators](#), and reference articles. (<http://www.exrx.net/>) Note: Links to pages with advertising-Ads by Google

**Fitness Testing** - There are over 120 fitness tests described on this site. <http://www.topendsports.com/testing/tests.htm> Note: good collection of assessments, does link to advertising- Ads by Google

**Administration on Aging** -Focuses on aging community members and how they influence society <http://www.aoa.gov>

**American Academy of Family Physicians** - Promotes healthy behaviors with fact sheets on many health topics, including exercise and fitness. <http://familydoctor.org/online/famdocen/home/healthy/food.html>

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**Fitness Testing** - There are over 120 fitness tests described on this site. <http://www.topendsports.com/testing/tests.htm> Note: good collection of assessments, does link to advertising- Ads by Google

**Harvard School of Public Health website-** Includes the suggested eating plan that promotes an alternative approach to healthy eating <http://www.hsph.harvard.edu/nutritionsource/>

**Health Finder- from the US Department of Health** A guide to reliable health information, including diseases, web sites of health organizations, recent health news, and online self-assessments and

quizzes. <http://www.healthfinder.gov/>

**Healthy People**-Provides information on the goals, objectives, leading health indicators, and priority areas in the federal government's publication Healthy People 2010. <http://www.healthypeople.gov>

**Health World Online** - Offers a vast array of information on wellness topics, including health conditions, wellness news, nutrition, fitness, gender topics, and experts' columns.  
<http://www.healthy.net/>

**International Fitness Association** - Provides information about physical fitness, strength training, types of stretching, and the physiology of stretching.  
<http://www.cmcrossroads.com/bradapp/docs/rec/stretching/stretching.pdf>

**Medline Plus**- A service of US National Library of Medicine. Health related articles on Wellness Initiatives. <http://www.nlm.nih.gov/medlineplus/>

**Psychology Today**- Accesses thousands of articles related to a variety of psychological topics: anxiety, behavior, depression, family, personality, relationships, stress, eating disorders and addictions,  
<http://www.psychologytoday.com/basics/eating-disorders>

**Real Age** - Provides unique personal health management tools that educate, empower, and support healthy behaviors. The interactive assessments provide individualized lifestyle information.  
<http://www.realage.com>

**Shape Up America**- Wellness initiatives and strategies to improve personal lifestyles  
<http://www.shapeup.org>

**United States Department of Agriculture** "My Plate" Suggested eating plan.  
<http://www.choosemyplate.gov/>

**US Department of Health and Human Services** - Addresses all aspects of disease, health promotion, and wellness issues affecting people of all ages and sexes as well as specific populations.  
<http://www.dhhs.gov>

**Web MD** - Provides valuable and up-to-date health information, tools for managing your health, and support for those who seek medical information. <http://www.webmd.com>

**Women's Health**.- Information provided by the US Department of Health and Services, Wellness initiatives and strategies specifically for women <http://www.womenshealth.gov/>

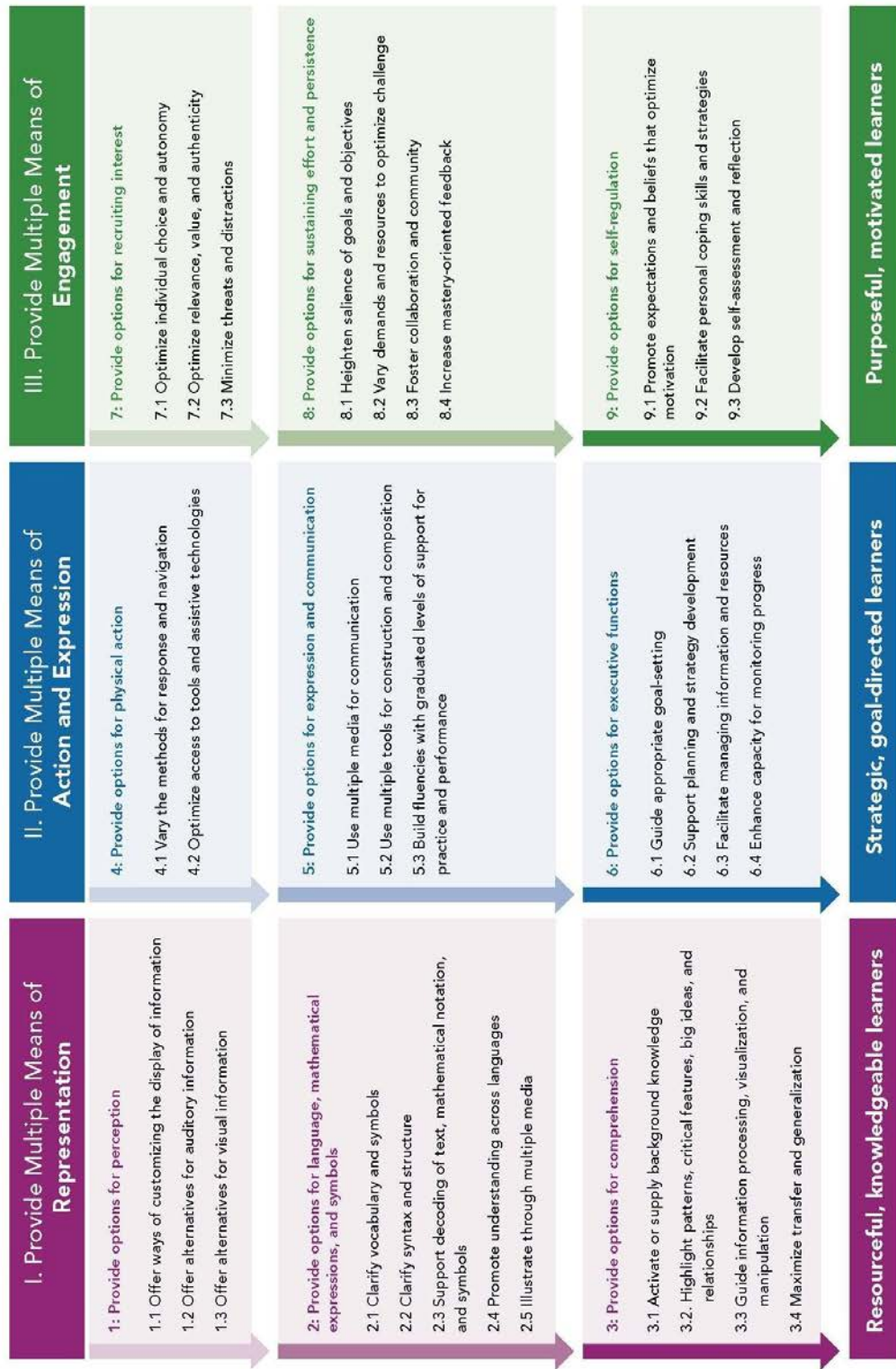
**Yahoo Health Directory** - Contains hundreds of health-related websites covering a wide range of topics and a search engine to help you go directly to the sites of interest. <http://www.yahoo.com/health>  
Note: Sites may contain advertising

**Your Disease Risk**- Allows you to assess your risk of developing cancer, diabetes, heart disease, osteoporosis, and stroke. Also gives prevention tips. Site hosted by Washington University in St. Louis.  
<http://www.yourdiseaserisk.wustl.edu>

## **Appendix C: Supplementary Resources**



# Universal Design for Learning Guidelines



© 2011 by CAST. All rights reserved. [www.cast.org](http://www.cast.org), [www.udcenter.org](http://www.udcenter.org)  
 APA Citation: CAST (2011). *Universal design for learning guidelines version 2.0*. Wakefield, MA: Author.



**What can we do to help others improve their Mental Fitness?**

- Ask others for help in solving problems; give them a voice in decision making
- Provide support
- Encourage expression of their thoughts and feelings
- Show empathy
- Consider their interests and preferences
- Give choices
- Be inclusive; get to know the people around you
- Teach new skills to others

# MENTAL FITNESS

## WHAT IS MENTAL FITNESS?

**Mental fitness** is our personal sense of psychological wellness.



### A picture is worth a thousand words...

This image shows that **Mental Fitness** drives positive lifestyle changes. It *leads the way* to choosing healthy eating, being physically active and living tobacco-free.

We are more likely to be mentally fit when our needs for **recognition, choices** and **belonging** are met.

#### **Competence** (Recognition)

I have abilities, strengths and gifts that are recognized by myself and others. When I use them to meet goals and help others I feel a sense of accomplishment and worth.

#### **Autonomy** (Choices)

I have a voice and I am able to make decisions about things that are important to me and others. Others support me in my choices.

#### **Relatedness** (Belonging)

I feel that I belong and am connected to important relationships that support and encourage me. I also support and encourage others in spirit and action.

**Do you need more information on Mental Fitness?**

Contact:  
Isabel Savoie  
[Isabel.Savoie@qnb.ca](mailto:Isabel.Savoie@qnb.ca)  
(506) 453-6333





# MENTAL FITNESS

## How to build mental fitness into a program or activity?

A mental fitness approach can be used as part of the planning, implementation and delivery of a program or activity which will enhance the participant engagement and increase the quality and success of the program.

Considering the following suggestions will support a mental fitness approach.

### Planning and implementation

During the planning and implementation of the program or activity you can...

- Ask the following questions:
  - Does the program recognize the skills and strengths of participants? (C)
  - Does the program offer choice and a voice to participants? (A)
  - Does the program encourage positive relationships? (R)
- Consider the needs of the target audience (R)
- Demonstrate respect, acceptance and interest in the input of others (C,A,R)
- Invite the community, parents and participants to share their skills and talents to strengthen and sustain the program (C,A,R)

### Program/activity delivery

During the program or activity, the facilitator can...

- Plan activities with participants (C,A,R)
- Promote the development of new skills and knowledge (C) and encourage the participants to practice and apply those skills outside the program
- Provide opportunities for input or feedback (A)
- Consider the interests of the participants (A,R)
- Promote the success of the participants (C,R)
- Offer choices and the opportunity to make decisions (A)
- Acknowledge and celebrate skills and strengths (C,R)
- Encourage respect, inclusiveness and acceptance (R)

Three fundamental needs of mental fitness

C= Competence    A=Autonomy    R= Relatedness



## Maintaining a Food Journal

You have been researching nutritional guidelines for healthy eating. Please indicate which guidelines you will be following as you record your eating for five days.

---

Please provide a rationale for why your research has led you to believe these are the best guidelines for you. Please include references to your findings that support your rationale.

---

---

---

---

---

---

---

---

For 5 days, one of which will be a weekend day, you will record everything that you eat and drink.

You will record all of this data to present your findings. Upon completion of your journal you will answer the following 5 questions:

- 1) Do you feel that you have a balanced diet?
- 2) Are you happy with any specific area of your diet?
- 3) How can you improve your diet? Be specific
- 4) What are some of the reasons why you were not successful? Or why were you successful?
- 5) Did you reach any of the goals that you set? If you could make one small change and set that as a goal for the next month, 3 months, 6 months what would that be?

## Student Wellness Survey- Department of Wellness, Culture and Sport

<p>1. What <u>grade</u> are you in?</p> <p>5 6 7 8</p>	<p>9 10 11 12</p>														
<p>2. How <u>old</u> are you today?</p> <p>11 years or younger 12 13 14 15</p>	<p>16 17 18 19 years or older</p>														
<p>3. Are <u>you</u> ... Female?</p>	<p>Male?</p>														
<p>4. People living in Canada come from many different cultural and racial backgrounds. Are <u>you</u>...? (Mark all that apply)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">White</td> <td style="width: 50%;">Japanese</td> </tr> <tr> <td>Black</td> <td>Asian</td> </tr> <tr> <td>First Nation</td> <td>Latin American</td> </tr> <tr> <td>Métis</td> <td>Filipino</td> </tr> <tr> <td>Inuit</td> <td>Ara</td> </tr> <tr> <td>Korean</td> <td>Other</td> </tr> <tr> <td>Chinese</td> <td></td> </tr> </table>		White	Japanese	Black	Asian	First Nation	Latin American	Métis	Filipino	Inuit	Ara	Korean	Other	Chinese	
White	Japanese														
Black	Asian														
First Nation	Latin American														
Métis	Filipino														
Inuit	Ara														
Korean	Other														
Chinese															
<p>5. What <u>language</u> do you speak most often at home?</p> <p>English Other</p>	<p>French</p>														
<p>6. How many <u>years</u> have you lived in Canada?</p> <p>Born in Canada 1 year 2 years</p>	<p>3 to 5 years 6 to 10 years 11 or more years</p>														
<p>7. Which of the following best describes your <u>marks</u> during the past year?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Excellent (Mostly A's/ above 85%/or level 4)</td> <td style="width: 50%;">Below Average (Mostly C's/ 50 - 59%/or level 2)</td> </tr> <tr> <td>Above Average (Mostly A's and B's/ 75 - 84%/or level 3 - 4)</td> <td>Poor (Mostly letter grades below C's/ below 50%/or level 1)</td> </tr> <tr> <td>Average (Mostly B's and C's/ 60 - 69%/or level 3)</td> <td></td> </tr> </table>		Excellent (Mostly A's/ above 85%/or level 4)	Below Average (Mostly C's/ 50 - 59%/or level 2)	Above Average (Mostly A's and B's/ 75 - 84%/or level 3 - 4)	Poor (Mostly letter grades below C's/ below 50%/or level 1)	Average (Mostly B's and C's/ 60 - 69%/or level 3)									
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Average (Mostly B's and C's/ 60 - 69%/or level 3)															
<p>8. How are you doing in school <u>compared</u> to other students in your class?</p> <p>Better than most About the same as most</p> <p style="text-align: right;">Not as well as most</p>															
<p>9. In the last 7 days, how much <u>total time</u> did you spend doing homework?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">None</td> <td style="width: 50%;">From 7 to13 hours</td> </tr> <tr> <td>Less than 1 hour</td> <td>14 or more hours</td> </tr> <tr> <td>From 1 to 6 hours</td> <td></td> </tr> </table>		None	From 7 to13 hours	Less than 1 hour	14 or more hours	From 1 to 6 hours									
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<p>10. In the last 7 days, how much <u>total time</u> did you spend reading, not counting for homework, at school or at work? (Include: reading books, magazines and newspapers)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">None</td> <td style="width: 50%;">From 7 to13 hours</td> </tr> <tr> <td>Less than 1 hour</td> <td>14 or more hours</td> </tr> <tr> <td>From 1 to 6 hours</td> <td></td> </tr> </table>		None	From 7 to13 hours	Less than 1 hour	14 or more hours	From 1 to 6 hours									
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<p>11. Mark how much <u>time</u> you spent watching TV/movies, playing video/ computer games. Surfing the</p>															

internet, instant messaging or talking on the phone on each of the last 7 days.

For example: If you spend 3 hours doing these activities on Monday, you would need to fill in the 3 hour circle, as shown below:

	Hours per day																			
Monday	0	1	2	3	4	5	6	7	8	9										
	Hours per day																			
Monday	0	1	2	3	4	5	6	7	8	Friday	0	1	2	3	4	5	6	7	8	9
9										Saturday	0	1	2	3	4	5	6	7	8	9
Tuesday	0	1	2	3	4	5	6	7	8	Sunday	0	1	2	3	4	5	6	7	8	9
9																				
Wednesday	0	1	2	3	4	5	6	7	8											
9																				
Thursday	0	1	2	3	4	5	6	7	8											
9																				

12. How important are each of the following to you? (Very Important, Important, Not Very Important, Not at all important)
- |  |   |
|--|---|
| a) Getting good grades                                 | f) Expressing my opinion in class   |
| b) Making friends                                      | g) Getting involved in the student council or other similar groups              |
| c) Participating in school activities outside of class | h) Learning about my culture/heritage (e.g., Francophone, First Nations, Irish) |
| d) Getting to class on time                            |   |
| e) Learning new things                                 |   |

13. How strongly do you agree or disagree with each of the following? (Strongly agree, Agree, Disagree, and Strongly disagree)
- |   |  |
|---|--|
| a) I feel close to people at my school. | d) I feel the teachers at my school treat me fairly. |
| b) I feel I am part of my school.       | e) I feel safe in my school.                         |
| c) I am happy to be at my school.       | f) I feel my learning needs are met at my school.    |

14. For each item, fill in the circle that best describes what you are like as a person. (Definitely Not Like Me = 1, 2, 3, 4, 5, 6= Definitely Like Me)
- |  |  |
|--|--|
| a) I often do favours for people without being asked.  | d) I often compliment people without being asked.        |
| b) I often lend things for people without being asked. | e) I often share things with people without being asked. |
| c) I often help people without being asked.            |  |

15. We are interested in how you feel about yourself and how you think other people see you. For each item, fill in the circle that best describes your feelings and ideas in the past week. (Really false for me, Sort of false for me, Sort of true for me, Really true for me)
- |   |  |
|---|--|
| a) I feel I do things well at school.                             | j) I feel my parents think that I am good at things.                         |
| b) My teachers like me and care about me.                         | k) I like to be with my teachers.  |
| c) I feel free to express myself at home.                         | l) I feel I have a choice about which activities to do with my friends.      |
| d) I feel my teachers think I am good at things.                  | m) I feel I do things well when I am with my friends.                        |
| e) I like to spend time with my parents.                          | n) My friends like me and care about me.                                     |
| f) I feel free to express myself with my friends.                 | o) I feel free to express myself at school.                                  |
| g) I feel I do things well at home.                               | p) I feel my friends think I am good at things.                              |
| h) My parents like me and care about me.                          | q) I like to spend time with my friends.                                     |
| i) I feel I have a choice about when and how to do my schoolwork. | r) I feel like I have a choice about when and how to do my household chores. |

16. For each item, fill in the circle that best describes what you are like as a person. (Definitely Not Like Me = 1, 2, 3, 4, 5, 6= Definitely Like Me)
- |                                  |                       |
|----------------------------------|-----------------------|
| a) I cut classes or skip school. | e) I get into fights. |
|----------------------------------|-----------------------|

<ul style="list-style-type: none"> <li>b) I make other people do what I want.</li> <li>c) I disobey my parents.</li> <li>d) I talk back to my teachers.</li> </ul>	<ul style="list-style-type: none"> <li>f) I often say mean things to people to get what I want.</li> <li>g) I take things that are not mine from home, school or elsewhere.</li> </ul>
<p>17. For each statement, fill in the circle that <u>best describes</u> what you are like as a person. (Definitely Not Like Me = 1, 2, 3, 4, 5= Definitely Like Me)</p> <ul style="list-style-type: none"> <li>a) I am able to solve problems without harming myself or others (for example by using drugs and/or being violent).</li> <li>b) I know where to go in my community to get help.</li> <li>c) Getting an education is important to me.</li> <li>d) I try to finish what I start.</li> <li>e) I have people I look up to.</li> <li>f) My parent(s)/caregiver(s) know a lot about me.</li> <li>g) My family stands by me during difficult times.</li> <li>h) My friends stand by me during difficult times.</li> <li>i) I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others).</li> <li>j) I am treated fairly in my community.</li> <li>k) I feel I belong(ed) at my school.</li> <li>l) I enjoy my cultural and family traditions.</li> </ul>	
<p>18. Yesterday, how many <u>times</u> did you eat: (None, 1 time, 2 times, 3 times, 4 times, 5 times, 6+ times)</p> <ul style="list-style-type: none"> <li>a) French fries or other fried potatoes? ( e.g., wedges, hash browns, poutine)</li> <li>b) Dark green vegetables? ( e.g., lettuce, broccoli, green beans)</li> <li>c) Dark orange vegetables? ( e.g., carrots, squash, sweet potatoes/ yams)</li> <li>d) Other vegetables? ( e.g., other raw or cooked vegetables, corn and boiled, baked or mashed potatoes) <u>Do not include: French fries or other fried potatoes</u></li> <li>e) Beans, legumes or chick peas? (e.g., baked beans, chili or hummus) <u>Do not include: green and yellow beans</u></li> <li>f) Fruit? (e.g., fresh, frozen, canned and dried fruits such as 100% fruit bars) <u>Do not include: fruit juice, Fruit Roll-ups® or other fruit flavoured candies</u></li> <li>g) Snack chips? (e.g., potato chips, tortilla chips, corn chips, cheese sticks, or other snack chips)</li> <li>h) Candy or chocolate bars? Include: Fruit Roll-ups® or other fruit flavoured candies, Gummie Bears®, suckers and sours</li> <li>i) Doughnuts, cookies, brownies, pies, frozen treats, cakes and other sweets? Include: ice cream, frozen yogurt, Popsicle®</li> </ul>	
<p>( 50% of Surveys)</p> <p>19. Yesterday, how many <u>servings</u> of the following did you drink? (None, 1 serving, 2 servings, 3 servings, 4 servings, 5 servings, 6+ servings)</p> <ul style="list-style-type: none"> <li>a) White or chocolate milk, or soy beverage (e.g., one cup or small carton of milk) Include: drinks made with milk, like smoothies</li> <li>b) 100% fruit juice, vegetable juice or drinks made with fruit (e.g., one cup or drinking box-size serving of 100% orange or tomato juice, and fruit smoothies)</li> <li>c) Fruit-flavoured drinks (e.g., one cup or drinking box-size serving of punch, Sunny D®, or lemonade, and Slushies®)</li> <li>d) Regular (non-diet) pop or soft drinks (e.g., one cup or can of pop)</li> <li>e) Diet pop or soft drinks (e.g., one cup or one can)</li> <li>f) Sports drinks (e.g., one cup or small bottle of Gatorade®)</li> <li>g) High energy drinks (e.g., one cup or can of Red Bull®)</li> <li>h) Hot chocolate, cappuccino, or frappaccino (e.g., one mug of hot chocolate)</li> <li>i) Tea, iced tea, or coffee (e.g., one mug or medium coffee)</li> <li>j) Water</li> </ul> <p>(Alternate Question 50% of Surveys)</p> <p>Yesterday, how many <u>times</u> did you drink: (choices: None, 1 time, 2 times, 3 times, 4, 5, 6+)</p> <ul style="list-style-type: none"> <li>a) White or chocolate milk, or soy beverage (e.g., one cup or small carton of milk) Include: drinks made with milk, like smoothies</li> <li>b) 100% fruit juice, vegetable juice, or drinks made with fruit (e.g., one cup or drinking box-size serving of 100% orange or tomato juice, and fruit smoothies)</li> </ul>	



- c) Fruit-flavoured drinks (e.g., one cup or drinking box-size serving of punch, Sunny D®, or lemonade, and Slushies®)
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- i) Tea, iced tea, or coffee (e.g., one mug or medium coffee)
- j) Water

(50% same question & same categories & responses)

20. During the last school week, how many times did you: (Never, 1-2 time, 3-4 times, 5-6 times, 7+ times)

- a) Eat breakfast?
- b) Eat at a fast food place or restaurant?
- c) Eat meals while watching television?

(Alternate 50% new question & same categories & responses) In the last 7 days, how many times did you: ( Choices: Never, 1-2 time, 3-4 times, 5-6 times, 7+ times)

- a) Eat breakfast?
- b) Eat at a fast food place or restaurant?
- c) Eat meals or snacks while watching television?

(New 100% Question same question & 1 new category & same responses)

21. During the last school week, how many times did you: ( Choices: Never, 1-2 times, 3-4 times, 5-6 times, 7+ times)

- a) Buy lunch at school?
- b) Buy lunch away from school at a restaurant or store?
- c) Bring lunch to school from home?
- d) Eat lunch at home on a school day?
- e) Not eat lunch at all?
- f) Eat at a breakfast or snack program at school?

22. Who did you eat with yesterday? (Mark all that apply)

(Did not eat, by myself, Parents(s) Step-parent(s) or guardian(s), Brother(s) and/or sister(s), other relatives, Friend(s), other(s))

- a) Breakfast
- b) Morning snack
- c) Lunch
- d) Afternoon snack
- e) Dinner
- f) Evening snack

23. If you do not eat breakfast, why do you skip breakfast? (Mark all that apply)

- I eat breakfast every day
- I don't have time for breakfast
- The bus comes too early
- I sleep in
- I'm not hungry in the morning
- I feel sick when I eat breakfast
- I'm trying to lose weight
- There is nothing to eat at home
- Other

24. How do you describe your weight?

- Very underweight
- Slightly underweight
- About the right weight
- Slightly overweight
- Very overweight

25. How tall are you without your shoes on? (Please write your height on the line and then fill in the appropriate numbers for your height in feet and inches OR centimetres)

" My height is \_\_\_\_\_ "

I do not know how tall I am

Insert 3 tables for Example, Feet/Inches & Centimetres

Example: 5 ft 7 in

Height	
Feet	Inches
0	0 0
1	1 1
2	2
3	3
4	4





I have never tried to quit	
46. Do any of your <u>parents, step-parents, or guardians</u> smoke cigarettes?	
Only mother	Step-parents/Guardians
Only father	None of them
Both mother and father	I don't know
47. Do any of your <u>brothers or sisters</u> smoke cigarettes?	
Yes	I do not know
No	I have no brothers or sisters
48. Do you ever smoke <u>inside</u> your home?	
Yes	I do not smoke
No	
49. Excluding yourself, <u>how many</u> people smoke inside your home every day or almost every day? Do not count those who smoke outside.	
None	3 people
1 person	4 people
2 people	5 or more people
50. During the past 7 days, on <u>how many</u> days did you ride in a car with someone who was smoking cigarettes?	
0 days	All 7 days
1 to 2 days	I did not ride in a car in the last 7 days
3 or 4 days	I do not know
5 or 6 days	
51. Your closest friends are the friends you like to spend the most time with. How many of your closest friends <u>smoke</u> cigarettes?	
None	3 friends
1 friend	4 friends
2 friends	5 or more friends
52. What do you think of the <u>variety</u> of foods offered at your school (cafeteria, hot lunch, vending machines, and canteen)?	
Not enough variety	Too much variety
Some variety	I don't know
Enough variety	
53. On most school days do you feel you have <u>enough time</u> to eat lunch at school?	
Yes	No
54. When you eat <u>grain products</u> , how often do you choose 100% whole wheat or multigrain (e.g., bread, bagels, buns, wraps, or pizza)?	
Never	Always
Sometimes	
55. Have you <u>noticed</u> any of the following in your school in the last 12 months? (Mark all that apply)	
I am a new student and cannot answer	Healthier foods offered in vending machines and at canteens
A breakfast program	Healthier foods offered at cafeteria or in hot lunch program
A fruit and vegetable snack program	Information in your cafeteria about how to make healthier food choices
Healthier foods sold at sporting events or special food events (e.g., dances and movie nights)	Lower prices for healthier foods
Healthier foods or non-food items sold for fundraising	
56. Do you think students who <u>eat healthy</u> do better at school?	
Strongly agree	Strongly disagree
Agree	I do not know
Disagree	
57. Are you <u>aware</u> of the LINK program?	
No	Yes, I have used the LINK program.
Yes, I am aware of the LINK program, but I have never used it.	

58. In the last 7 days, how did you <u>usually</u> get to and from school? Actively (e.g., walk, bike, skateboard) Inactively (e.g., Car, bus, public transit)	Mixed (actively and inactively)
59. Your closest friends are the friends you like to spend the most time with. How many of your closest friends are <u>physically active</u> ? None 1 2	3 4 5 or more friends
60. How much do your parents, step-parents, or guardians <u>support</u> you in being physically active? (e.g., driving you to team games, buying you sporting equipment) Very supportive Supportive	Unsupportive Very unsupportive
61. In the last 7 days, <u>how many</u> Physical Education classes did you have at school? 0 classes 1 class 2 classes	3 classes 4 classes 5 or more classes
62. Do you have a chance to be physically active in <u>other classes</u> besides Physical Education at school? No Yes, some other classes	Yes, all other classes
63. Do you think students who are <u>physically active</u> do better at school? Strongly agree Agree Disagree	Strongly disagree I do not know
64. In general, compared to other people your age, how would you rate your <u>athletic ability</u> ? Excellent Good	Fair Poor
65. Do you usually part take in the following physical activities <u>not organized</u> by your school? (Yes, No) a) Non-competitive sports or physical activities (e.g., jogging, biking, skate boarding, swimming, Ultimate Frisbee) b) Competitive sports or physical activities (e.g., running, skiing, riding, hockey, baseball)	
66. Does your school have <u>awards</u> (certificates, points, ribbons, trophies) for students participating in competitive or non-competitive sports or physical activity clubs? (Yes, No, I don't know) a) Competitive b) Non-competitive	
67. In the last 7 days, <u>how many times</u> were your parents, step-parents or guardians physically activities (e.g. walking, running, biking, going to the gym, doing yard work) for at least 30-60 minutes? 0 times 1-2 times 3-5 times	6-7 times I'm not sure I have no parents, step-parents or guardians
68. In general, how <u>many</u> of the school staff (e.g., teachers, custodians) do you see...? (Insert Table: Most of the staff, Some of the staff, A few of the staff, None of the staff, I do not know) a) being physically active? b) eating healthy foods?	c) being smoke-free?
69. How often have you <u>been bullied</u> at school in the past couple of months in the ways listed below? (Mark one response for each item) {I have not been bullied this way; Only once or twice; 2-3 times a month; About once a week; Several times a week} a) I was called mean names, was made fun of, or teased in a hurtful way. b) Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me. c) I was hit, kicked, pushed, shoved around, or locked in or out. d) Other students told lies or spread false rumours about me and tried to make others dislike me.	

e) I was bullied with mean names and comments about my race/religion/personal features. f) Other students made sexual jokes, comments, or gestures to me. g) I was bullied using a computer or email messages or pictures. h) I was bullied using a cell phone.	
70. How often <u>have you bullied</u> another student/s at school in the past couple of months in the ways listed below? (Mark one response for each item) {I have not bullied another student in this way; Only once or twice; 2-3 times a month; About once a week; Several times a week}	
a) I called another student/s mean names, and made fun of, or teased him or her in a hurtful way. b) I kept another student/s out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her. c) I hit, kicked, pushed, shoved around, or locked another student/s in or out. d) I told lies or spread false rumours about another student/s and tried to make others dislike him or her. e) I bullied another student/s with mean names and comments about his or her race/religion/personal features. f) I made sexual jokes, comments, or gestures to another student/s. g) I bullied another student/s using a computer or email messages or pictures. h) I bullied another student/s using a cell phone.	
71. Think of the last time you saw or heard another student being bullied. <u>What</u> did you do? (Mark all that apply)	
I have not seen or heard another student being bullied. I ignored it. I told my parents about it. I told my teacher about it. I told my principal or vice-principal about it. I told an adult at the school about it. I told an adult outside of school about it. I told another student about it. At the time, I helped the person being bullied.	Later on, I helped the person being bullied. I stood and watched. I made a joke about it. I joined in the bullying. I got someone to help stop it. I stood up to the person who was doing it. I got back at the bully later. Other
72. If a student complains to an adult at school about bullying, how <u>often</u> is something done about it?	
Never Sometimes	Often Always
73. What <u>language</u> do you speak most often, when not at home or in school?	
English French	Other
74. During the school year do you recall seeing, hearing or reading any <u>information</u> about physical activity or increasing physical activity?	
Yes No	I'm not sure
75. Do you recall seeing, hearing or reading anything about " <u>in motion</u> "?	
Yes No	I'm not sure
76. Do you recall where you saw/ received information about " <u>in motion</u> "? (Mark all that apply )	
School bulletin boards School Announcements School newspaper/newsletter/website Posters in school School <i>in motion</i> Physical Activity Challenges School walking/jog club People (friends, family, teacher)	On buses or billboards Advertising or news (TV or radio) Physical education class Internet Other No I'm not sure
77. Do you <u>participate</u> in any of the following activities outside of school? (Mark all that apply)	

<ul style="list-style-type: none"> <li>a) Dance (e.g., hip hop, lyrical, tap, highland)</li> <li>b) Drama (e.g., plays, cultural)</li> <li>c) Music (e.g., piano, strings, voice)</li> <li>d) Art (e.g., drawing, crafting, photography)</li> </ul>	<ul style="list-style-type: none"> <li>e) Science or Technology (e.g., computer clubs)</li> <li>f) Community or Youth Groups (e.g., Scouts/Guides, 4-H, church, charities)</li> <li>g) Other</li> </ul>														
<p>78. In the last 12 months, have you <u>helped</u> with any of the following activities for healthy eating, physical activity or tobacco-free living, organized by your school? (Mark all that apply)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">School assembly</td> <td style="width: 50%;">Healthy living contest</td> </tr> <tr> <td>Class activity</td> <td>Counselling or support program</td> </tr> <tr> <td>School health fair</td> <td>Presentations to other students</td> </tr> <tr> <td>Breakfast or lunch program</td> <td>Noon or after school activities (e.g., intramurals, clubs)</td> </tr> <tr> <td>Healthy living promotion (e.g., morning announcements, posters)</td> <td>I have not helped with any of these activities</td> </tr> <tr> <td>Community event outside of school</td> <td></td> </tr> </table>		School assembly	Healthy living contest	Class activity	Counselling or support program	School health fair	Presentations to other students	Breakfast or lunch program	Noon or after school activities (e.g., intramurals, clubs)	Healthy living promotion (e.g., morning announcements, posters)	I have not helped with any of these activities	Community event outside of school			
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Breakfast or lunch program	Noon or after school activities (e.g., intramurals, clubs)														
Healthy living promotion (e.g., morning announcements, posters)	I have not helped with any of these activities														
Community event outside of school															
<p>79. In the last 12 months, did you <u>engage</u> in any of the following volunteer activities (outside of school requirements and without being paid)? (Yes, No, Not applicable)</p> <ul style="list-style-type: none"> <li>a) Supporting a cause (e.g. food bank, UNICEF, Operation Christmas Child)</li> <li>b) Fund raising (e.g. charity, school trips)</li> <li>c) Helping in my community (e.g. coaching sports, helping at Sunday School, volunteering at hospital)</li> <li>d) Helping neighbours or relatives (e.g. cutting grass, babysitting, shovelling snow)</li> <li>e) Doing other organized volunteer activity</li> </ul>															
<p>80. How <u>often</u> do you volunteer? Insert table (Never, Sometimes, Usually)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a) Daily</td> <td style="width: 50%;">c) Monthly</td> </tr> <tr> <td>b) Weekly</td> <td>d) Yearly</td> </tr> </table>		a) Daily	c) Monthly	b) Weekly	d) Yearly										
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<p>81. Do you have a <u>part-time job</u> outside of school?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Yes</td> <td style="width: 50%;">No</td> </tr> </table>		Yes	No												
Yes	No														
<p>82. When do you <u>usually</u> work at your part-time job? Insert table (Never, Sometimes, Often)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a) I do not have a part-time job</td> <td style="width: 50%;">c) Weekdays</td> </tr> <tr> <td>b) Weekends</td> <td>d) School Vacations</td> </tr> </table>		a) I do not have a part-time job	c) Weekdays	b) Weekends	d) School Vacations										
a) I do not have a part-time job	c) Weekdays														
b) Weekends	d) School Vacations														
<p>83. How long do you usually spend <u>sleeping</u> each night? (Do not include time spent resting)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Under 2 hours</td> <td style="width: 50%;">6 hours to less than 7 hours</td> </tr> <tr> <td>2 hours to less than 3 hours</td> <td>7 hours to less than 8 hours</td> </tr> <tr> <td>3 hours to less than 4 hours</td> <td>8 hours to less than 9 hours</td> </tr> <tr> <td>4 hours to less than 5 hours</td> <td>9 hours or more</td> </tr> <tr> <td>5 hours to less than 6 hours</td> <td></td> </tr> </table>		Under 2 hours	6 hours to less than 7 hours	2 hours to less than 3 hours	7 hours to less than 8 hours	3 hours to less than 4 hours	8 hours to less than 9 hours	4 hours to less than 5 hours	9 hours or more	5 hours to less than 6 hours					
Under 2 hours	6 hours to less than 7 hours														
2 hours to less than 3 hours	7 hours to less than 8 hours														
3 hours to less than 4 hours	8 hours to less than 9 hours														
4 hours to less than 5 hours	9 hours or more														
5 hours to less than 6 hours															
<p>84. How <u>old</u> were you when you <u>tried</u> cigarette smoking, even just a few puffs?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">I have never done this</td> <td style="width: 50%;">13 years</td> </tr> <tr> <td>I do not know</td> <td>14 years</td> </tr> <tr> <td>8 years or younger</td> <td>15 years</td> </tr> <tr> <td>9 years</td> <td>16 years</td> </tr> <tr> <td>10 years</td> <td>17 years</td> </tr> <tr> <td>11 years</td> <td>18 years</td> </tr> <tr> <td>12 years</td> <td>19 years or older</td> </tr> </table>		I have never done this	13 years	I do not know	14 years	8 years or younger	15 years	9 years	16 years	10 years	17 years	11 years	18 years	12 years	19 years or older
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I do not know	14 years														
8 years or younger	15 years														
9 years	16 years														
10 years	17 years														
11 years	18 years														
12 years	19 years or older														
<p>85. How <u>old</u> were you when you smoked your first <u>whole</u> cigarette?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">I have never done this</td> <td style="width: 50%;">13 years</td> </tr> <tr> <td>I do not know</td> <td>14 years</td> </tr> <tr> <td>8 years or younger</td> <td>15 years</td> </tr> <tr> <td>9 years</td> <td>16 years</td> </tr> <tr> <td>10 years</td> <td>17 years</td> </tr> <tr> <td>11 years</td> <td>18 year</td> </tr> <tr> <td>12 years</td> <td>19 years or older</td> </tr> </table>		I have never done this	13 years	I do not know	14 years	8 years or younger	15 years	9 years	16 years	10 years	17 years	11 years	18 year	12 years	19 years or older
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8 years or younger	15 years														
9 years	16 years														
10 years	17 years														
11 years	18 year														
12 years	19 years or older														
<p>86. Thinking back over the last 30 days, on the days you smoked, <u>how many</u> cigarettes did you usually smoke?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">None</td> <td style="width: 50%;">6 to 10 cigarettes</td> </tr> <tr> <td>A few puffs to one whole cigarette</td> <td>11 to 20 cigarettes</td> </tr> </table>		None	6 to 10 cigarettes	A few puffs to one whole cigarette	11 to 20 cigarettes										
None	6 to 10 cigarettes														
A few puffs to one whole cigarette	11 to 20 cigarettes														

2 to 3 cigarettes 4 to 5 cigarettes	21 to 29 cigarettes 30 or more cigarettes
87. Where do you <u>usually</u> get your cigarettes? I do not smoke I buy them myself at a store I buy them from a friend or someone else I ask someone to buy them for me My brother or sister gives them to me	My mother or father gives them to me A friend or someone else gives them to me I take them from my mother, father or siblings Other
88. Have your parents, step-parents, or guardians <u>ever talked</u> to you about not smoking? Yes	No
89. What are the <u>rules</u> about smoking in your home? No one is allowed to smoke in my home Only special guests are allowed to smoke in my home	People are allowed to smoke only in certain areas in my home People are allowed to smoke anywhere in my home
90. This school has a clear set of <u>rules</u> about smoking for students to follow? Yes No	I don't know
91. If students are caught breaking the smoking rules at this school, they get into <u>trouble</u> ? Yes No	I don't know
92. Please answer the following questions based on your <u>opinion</u> . (Yes, No, I don't know)	
a) Do people have to smoke for many years before it will hurt their health?	
b) Is there any danger to your health from an occasional cigarette?	
c) Can smoking help people when they are bored?	
d) Does smoking help people relax?	
e) Does quitting smoking reduce health damage even after many years of smoking?	
f) Does smoking help people stay slim?	
g) Can people become addicted to tobacco?	
h) Can tobacco smoke be harmful to the health of non- smokers?	
i) Do people who smoke become more popular?	
j) Can smokers quit anytime they want?	
k) Do you think smoking is cool?	
l) Should smoking be allowed around kids at home?	
m) Should smoking be allowed around kids in cars?	
n) Is it nicer to date people who do not smoke?	
93. In the last 6 months, have you <u>seen</u> cigarettes displayed inside stores? Yes No	I don't know
94. Have you ever had a <u>drink</u> of alcohol that is more than just a sip? (e.g., a beer, wine cooler, glass of wine or shot of liquor) Yes	No
95. How <u>old</u> were you when you first had a drink of alcohol that is more than a sip? I have never drank alcohol I have only had a sip of alcohol I do not know 8 years or younger 9 years 10 years 11 years 12 years	13 years 14 years 15 years 16 years 17 years 18 years 19 years or older
96. In the last 12 months, how <u>often</u> did you drink alcohol? I have never drank alcohol I have not drank alcohol in the last year I have only had a sip of alcohol Less than once a month Once a month	Once a week 2 or 3 times a week 4 to 6 times a week Every day I do not know



2 or 3 times a month	
97. In the last 12 months, how <u>often</u> did you have 5 drinks of alcohol or more on one occasion? I have never done this I did not have 5 or more drinks on one occasion in the last 12 months 1 or 2 times 3 to 5 times 6 to 9 times	10 to19 times 20 to 39 times 40 or more times I do not know
98. Have you <u>ever</u> used marijuana or cannabis? Yes	No
99. How <u>old</u> were you when you first used marijuana or cannabis? I have never used marijuana I do not know 8 years or younger 9 years 10 years 11 years 12 years	13 years 14 years 15 years 16 years 17 years 18 years 19 years or older
100. In the last 12 months, how <u>often</u> did you use marijuana or cannabis? (a joint, pot, weed, hash...) I have never used marijuana I did not smoke marijuana in the last 12 months 1 or 2 times 3 to 5 times 6 to 9 times	10 to19 times 20 to 39 times 40 or more times do not know
101. Do you think in the future you <u>might try</u> using marijuana or cannabis? I have already tried marijuana Definitely yes Probably yes	Probably not Definitely not
102. If one of your best friends was to offer you marijuana or cannabis would you <u>try</u> it? I have already tried marijuana Definitely yes Probably yes	Probably not Definitely not
103. At any time during the <u>next year</u> do you think you will try using marijuana or cannabis? I have already tried marijuana Definitely yes Probably yes	Probably not Definitely not

# **Activity Self-Assessment**

Name of activity - \_\_\_\_\_

On a scale of 1 (did not enjoy) to 5 (enjoy) rate the activity.

Enjoyment rating – 1 2 3 4 5

Explanation:

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Participation rating score – 1 2 3 4 5 6 7 8 9 10 (How much did I really engage in the activity?)

Health-related components: Cardio/ Strength/ Musc. End./ Flex./ Body Fat(Circle)

What do you like about this activity?

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What didn't you like about this activity?

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Is this an activity you could possibly do after high school? Yes No (circle)

Is this activity currently available in your community? Yes No (circle)

Other

comments: \_\_\_\_\_

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## **The Dimensions of Wellness**

The Dimensions of Wellness - The wellness lifestyle is a coordinated and integrated living pattern that involves seven dimensions: physical, intellectual, emotional, social, spiritual, environmental and occupational. There is a strong interconnection among these dimensions.

1. **Physical Dimension** – Involves the functional operation of the body. It involves the health-related components of physical fitness – muscular strength, muscular endurance, cardio-respiratory endurance, flexibility and body composition.
2. **Intellectual Dimension** – Addresses the use of the mind. Maintaining an active mind contributes to total well-being.
3. **Emotional Dimension** – Includes the abilities to laugh, enjoy life, adjust to change, cope with stress, and maintain intimate relationships are examples of the **emotional dimension** of wellness.
4. **Social Dimension** - Includes the ability to get along with others, appreciate the uniqueness of others, and feel connected to others.
5. **Spiritual Dimension** – Is the personal search for meaning and direction in life.
6. **Environmental Dimension** – Involves with the preservation of natural resources as well as the protection of plants and wildlife.
7. **Occupational Dimension** – Is the deriving of personal satisfaction from one’s vocation.

**Source: Text A *Wellness Way of Life***

## Wellness Wheel

The Wellness Wheel is a representation of a person's overall health using spokes to convey a number of important aspects of wellness. Individuals may use these aspects and their extensions to help evaluate and improve their overall health and wellness. It serves as a visual reminder of the balance between many different aspects which make up a healthy life style. Looking at the wellness wheel can assist in finding an area that may be targeted for improvement.

Objective: To have students assess their personal wellness.

To have student set goals for improving areas of their wellness which need enhancement.

Each student will complete a wellness wheel.

**Directions:** Answer the following questions and score at the end of each section. Colour the section of the wheel with the appropriate score.

### 1. Physical

I am active for at least 30-60 minutes a day. Yes \_\_\_ No\_\_\_

I eat fresh fruits and vegetables, and include fibre in my daily diet. Yes \_\_\_ No\_\_\_

I eat breakfast every morning. Yes \_\_\_ No\_\_\_

I drink at least 4-6 glasses of water a day. Yes \_\_\_ No\_\_\_

I get enough sleep so that I feel rested and alert. Yes \_\_\_ No\_\_\_

Number of Yes responses \_\_\_\_\_ x 2 = \_\_\_\_\_

Number of No responses \_\_\_\_\_ x 0 = \_\_\_\_\_

Total \_\_\_\_\_

### 2. Social

I get along well with my family. Yes \_\_\_ No\_\_\_

I develop and maintain strong friendships. Yes \_\_\_ No\_\_\_

I help others in need. Yes \_\_\_ No\_\_\_

I have friends who support a positive lifestyle. Yes \_\_\_ No\_\_\_

My behaviour reflects a positive attitude. Yes \_\_\_ No\_\_\_

Number of Yes responses \_\_\_\_\_ x 2 = \_\_\_\_\_

Number of No responses \_\_\_\_\_ x 0 = \_\_\_\_\_

Total \_\_\_\_\_

### 3. Emotional

I have a good sense of humour. Yes \_\_\_ No\_\_\_

My sleep is restful, I receive adequate sleep. Yes \_\_\_ No\_\_\_

I am able to express my feelings appropriately. Yes \_\_\_ No\_\_\_

I relax my body and mind without using drugs. Yes \_\_\_ No\_\_\_

I feel positive about myself. Yes \_\_\_ No\_\_\_

Number of Yes responses \_\_\_\_\_ x 2 = \_\_\_\_\_

Number of No responses \_\_\_\_\_ x 0 = \_\_\_\_\_

Total \_\_\_\_\_

### 4. Intellectual

I am interested in learning new concepts and skills. Yes \_\_\_ No\_\_\_

I listen to the radio, watch TV, read a newspaper to be aware of current events. Yes \_\_\_ No\_\_\_

I read 6 or more books a year. Yes \_\_\_ No\_\_\_

I am interested in understanding the views of others. Yes \_\_\_ No\_\_\_

I understand that I will be a lifelong learner. Yes \_\_\_ No\_\_\_

Number of Yes responses \_\_\_\_\_ x 2 = \_\_\_\_\_

Number of No responses \_\_\_\_\_ x 0 = \_\_\_\_\_

Total \_\_\_\_\_

### 5. Spiritual

I spend time thinking, wondering or writing about my life and its meaning (prayer, meditation, journal writing). Yes \_\_\_ No\_\_\_

I am part of something greater than myself. I realize that my actions affect those around me as well as myself. Yes \_\_\_ No\_\_\_

My beliefs demonstrate a respect for myself as well as others. Yes \_\_\_ No\_\_\_

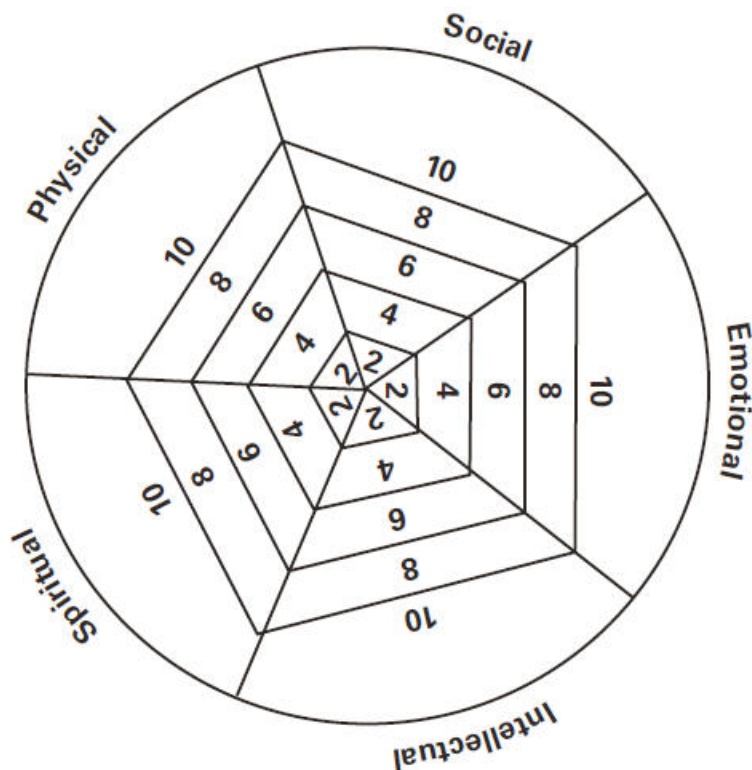
I enjoy being outside and experiencing the wonders of nature. Yes \_\_\_ No\_\_\_  
(solitude, energy level, appealing to the senses).

I am optimistic. Yes \_\_\_ No\_\_\_

Number of Yes responses \_\_\_\_\_ x 2 = \_\_\_\_\_

Number of No responses \_\_\_\_\_ x 0 = \_\_\_\_\_

Total \_\_\_\_\_



Have students colour in their wellness wheels with the appropriate score. Is the wheel in balance? What areas need to be improved? The goal is to be as close to 10 in all domains of wellness.

### Goal setting

Is your wheel well balanced? The goal is to be as close to 10 in all domains of wellness.

Are there areas of your wellness that need to improve?

This year I am going to improve in my \_\_\_\_\_ domain.

I will do this by \_\_\_\_\_

### Decision-Making Skills

Life is a continuous decision-making process. To help people gain more control over their lives and to enhance their lifestyle, they need to approach life in a thoughtful rather than in a haphazard way. Using a decision-making process can help serve as a plan of action, when you

are faced with a problem or decision.

### ***Decision-Making Process***

1. Clearly define the problem.
2. Establish your criteria (what is important to you).
3. List your alternatives.
4. Evaluate your alternatives based on your criteria.
5. Make a decision.
6. Devise an action plan to carry out the decision.
7. Review and evaluate your decision and alter it as possible/necessary/appropriate.

### **W.W.I.N Problem-Solving Process**

Just as a mechanic or a doctor uses a checklist when inspecting a car or a patient, you may use a checklist when you are trying to solve problems. This checklist is called the W.W.I.N Process.

Each of the four letters has a special meaning presented below.

**W** – What do you really want? To pass my Math test.

**W** – What are you doing to get that? Paying attention in class, doing my work at school and at home.

**I** – Is it working? Yes.

**N** – New plans, if necessary. I may choose to make new plans, which will help me to do better.

*Personal Development and Career Planning Curriculum (2000) New Brunswick Department of Education and Early Childhood Development*

## Mental Fitness Self Assessment

[http://www.psych.rochester.edu/SDT/measures/bpns\\_description.php](http://www.psych.rochester.edu/SDT/measures/bpns_description.php)

Central to self-determination theory is the concept of basic psychological needs that are assumed to be innate and universal. According to the theory, these needs--the needs for competence, autonomy, and relatedness--must be ongoingly satisfied for people to develop and function in healthy or optimal ways (Deci & Ryan, 2000). Many of the propositions of SDT derive from the postulate of fundamental psychological needs, and the concept has proven essential for making meaningful interpretations of a wide range of empirically isolated phenomena.

The Basic Need Satisfaction in Life Scale (i.e., the general scale) was used in Gagné (2003) and in Kashdan, Julian, Merritt, and Uswatte (2006). An adaptation of the scale for assessing need satisfaction in physical education classes was created and used by Ntoumanis (2005).

### Basic Need Satisfaction in Life Scale

#### Feelings I Have

Please read each of the following items carefully, thinking about how it relates to your life, and then indicate how true it is for you. Use the following scale to respond:

1	2	3	4	5	6	7
not at all			somewhat			very
true			true			true

1. I feel like I am free to decide for myself how to live my life.
2. I really like the people I interact with.
3. Often, I do not feel very competent.
4. I feel pressured in my life.
5. People I know tell me I am good at what I do.



6. I get along with people I come into contact with.
7. I pretty much keep to myself and don't have a lot of social contacts.
8. I generally feel free to express my ideas and opinions.
9. I consider the people I regularly interact with to be my friends.
10. I have been able to learn interesting new skills recently.
11. In my daily life, I frequently have to do what I am told.
12. People in my life care about me.
13. Most days I feel a sense of accomplishment from what I do.
14. People I interact with on a daily basis tend to take my feelings into consideration.
15. In my life I do not get much of a chance to show how capable I am.
16. There are not many people that I am close to.
17. I feel like I can pretty much be myself in my daily situations.
18. The people I interact with regularly do not seem to like me much.
19. I often do not feel very capable.

20. There is not much opportunity for me to decide for myself how to do things in my daily life.
21. People are generally pretty friendly towards me.

**Scoring information.** Form three subscale scores, one for the degree to which the person experiences satisfaction of each of the three needs. To do that, you must first reverse score all items that are worded in a negative way (i.e., the items shown below with (R) following the items number). To reverse score an item, simply subtract the item response from 8. Thus, for example, a 2 would be converted to a 6. Once you have reverse scored the items, simply average the items on the relevant subscale. They are:

Autonomy: 1, 4(R), 8, 11(R), 14, 17, 20(R)

Competence: 3(R), 5, 10, 13, 15(R), 19(R)

Relatedness: 2, 6, 7(R), 9, 12, 16(R), 18(R), 21

## **Appendix D: Proposed NB 21<sup>st</sup> Century Competencies**

### **1. Critical thinking and creative problem solving**

Students will know and be able to use strategies and processes to think creatively, understand deeply, conduct meaningful reflection and solve problems. Through innovative ideas, entrepreneurship, and/or artistic expression, students will demonstrate that they:

- have learned the elements and processes associated with critical thinking and problem solving.
- have a deep understanding of complex concepts and the ability to work creatively in order to generate new ideas, theories, products and knowledge.
- have learned to think logically and to solve ill-defined problems by identifying and describing the problem, framing and testing hypothesis and by formulating creative solutions.
- are exploring and developing their creative abilities and applying them in a variety of ways.
- are able to acquire, process and interpret information critically to make informed decisions.

### **2. Collaboration**

Students will be able to interact with others in generating ideas and developing products. They will use appropriate interpersonal skills within a variety of media and social contexts. Students will demonstrate that they:

- understand how to relate to other people in varying contexts, including those in which they manage or are managed by others.
- are able to collaborate across networks, using various technologies.
- are able to effectively participate as a team member and know their own capacities for filling different team roles.
- have developed proficiency in managing personal relationships.
- are able to use various means to manage conflict.
- understand the creative process through collaboration, exchange of ideas and building upon the achievement of others.
- have been sensitized to the issues and processes associated with collaborating across cultures

### **3. Communication**

Students will be able to communicate effectively using the arts; mathematical and scientific concepts and symbols; and the listening, viewing, speaking, reading and writing modes of language(s). They will communicate using a variety of media and technologies. Students will demonstrate that they:

- think divergently and creatively through use of analogies, metaphors and visual thinking.
- create, explore, reflect on and express their own ideas, learning, perceptions and feelings.
- understand ideas and relationships presented through words, actions, numbers, symbols, graphs, sound, movement, images and charts.
- have a level of proficiency in their second official language.

- manage, access, process, evaluate and present information clearly, logically, concisely, aesthetically and accurately for a variety of audiences.
- critically interpret and evaluate ideas presented through a variety of media.
- acknowledge, consider and respond to different points of view.

#### **4. Personal development and self-awareness**

Students will be resourceful, reliable and resilient. They will see themselves as capable learners, aware of their own potential. They will make well-informed, healthy choices that contribute to the well-being of themselves and others. Students will demonstrate that they:

- make decisions and take responsibility for those decisions.
- pursue an active, healthy lifestyle.
- have developed techniques for managing change, risk and uncertainty in a wide range of contexts.
- have persistence and determination.
- demonstrate motivation and confidence.
- acknowledge and consider different points of view.
- are able to take control of learning.
- are well positioned and prepared for post-secondary pursuits.
- have developed an awareness of cultural heritage.

#### **5. Global citizenship**

Students will be able to assess social, cultural, economic and environmental interdependence in a local, national and global context. Students will demonstrate that they:

- understand the dynamic interactions of Earth's systems, the dependence of our social and economic systems on these natural systems, our fundamental connection to all living things, and the impact of humans upon the environment.
- comprehend Canada's political, social and economic systems in a global context.
- are able to critically analyze the social, political, cultural and economic forces that have shaped the past and present and apply those understandings in planning for the future.
- understand key ideas and concepts related to democracy (for example: human rights).
- comprehend and appreciate cultural and societal diversity in local, national and global contexts.
- possess the dispositions and skills necessary for effective civic engagement.
- use creative and critical thinking to develop innovative solutions to complex societal and environmental problems.
- understand key ideas and concepts related to culture and human expression.

## Appendix E: Assessment Strategies and Sample Rubrics

Gathering/ Interpreting Information	Method	Description
	Questioning	Asking focused questions to elicit understanding
	Observation	Systematic observations of students as they process ideas
	Homework	Assignments to elicit understanding
	Conferences	Investigative discussions with students about their understanding
	Demonstrations, Presentations	Opportunities for students to show their learning in oral and media performances/exhibitions
	Quizzes, Tests, Examinations	Opportunities for students to show their learning through written/oral response
	Rich Assessment Tasks	Complex tasks that encourage students to show connections that they are making among concepts they are learning
	Technology Applications	Systematic and adaptive software applications connected to curriculum outcomes; digital presentations
	Simulations, Docudramas	Simulated or role-playing tasks that encourage students to show connections that they are making among concepts they are learning
	Learning Logs	Student descriptions of the process they go through in their learning
	Projects and Investigations	Opportunities for students to show connections in their learning through investigation and production of reports or artifacts
	Responses to Text	Opportunities for students to show connections in their learning through oral, written, or visual responses to text

	Developmental Continua	Profiles describing student learning to determine extent of learning and define next steps, and to report progress and achievement
	Checklists	Descriptions of criteria to consider in understanding students' learning
	Rubrics	Descriptions of criteria with gradations of performance described and defined
	Reflective Journals	Student reflections about their learning and what they need to do next
	Self-Assessment	Process in which students reflect on their own performance and use defined criteria for determining the status
	Peer Assessment	Process in which students reflect on the performance of their peers and use defined criteria for determining the status of the learning of their peers
<b>Record Keeping</b>	Anecdotal Records	Focused, descriptive records of observations of student learning over time
	Student Profiles	Information about the quality of students' work relative to curriculum outcomes or a student's individual learning plan
	Videotapes or Audiotapes, Photographs	Visual or auditory images that provide artifacts of student learning
	Portfolios/ E-portfolios	Systematic collection of student work that demonstrates accomplishments, growth, and reflection about student learning
<b>Communicating</b>	Demonstrations, Presentations	Formal student presentations to show student learning to parents, judging panels, or others
	Parent-Student-Teacher Conferences	Opportunities for teachers, parents, and students to examine and discuss the student's learning, and plan next steps
	Records of Achievement	Detailed records of students' accomplishments relative to the curriculum outcomes

	Report Cards	Periodic symbolic representations and brief summaries of student learning for parents
	Learning and Assessment Newsletters	Routine summaries for parents, highlighting curriculum outcomes, student activities, and examples of student learning

**ASSESSING AND EVALUATING STUDENT ACHIEVEMENT (CAMET)**

## Rubrics

The strength of rubrics is that they clarify expectations and ensure that student creations are judged on common criteria. One of the greatest strengths of a rubric comes when it has been co-created with students prior to the assigned task. This helps to ensure that the students truly understand the task and the expected level of performance. Rubrics also provide students with information and direction for the future.

Rubrics are helpful assessment tools because they provide students and teachers with a written description of various degrees of success. Rubrics are simply charts that identify criteria for success and describe various degrees of success. The challenge when creating rubrics is to ensure that the criteria reflect what is truly important and that the descriptors are specific enough that when one looks at the work, the correct criteria can be easily identified.

Here are some suggestions for creating rubrics:

- Involve the students in the process.
- Try to avoid or limit the use of words and phrases such as “very,” “often,” “sometimes,” and “to a great extent” because they are hard to qualify.
- Limit the number of criteria. It is difficult for students to focus on more than three to five items at once. It may be necessary to reduce this number for individual students in the class.
- Consider the range of descriptors that are provided: three is a minimum, five a maximum.
- Decide whether certain criteria require only two descriptors (this may be necessary if a criterion is simply met or not, with no range in between).
- Decide whether some criteria are more important than others. If this is the case, you may want to weight these criteria more heavily, especially if grades are being assigned as a result of the rubric.
- Use student work samples to generate criteria and descriptors. Have students examine them and build the rubric with these in mind.

<b>Achievement Indicators for Wellness Through Physical Education 110</b>						
<b>Reporting Period</b>		<b>Not Meeting (59 and below)</b>	<b>Beginning (60 – 69)</b>	<b>Developing (70 - 79)</b>	<b>Accomplished (80 – 89)</b>	<b>Exemplary (90 – 100)</b>
<b>Student name</b>						
<b>Criteria</b>	<b>Unit:</b>					
	<b>Product:</b>					



# Sample Rubric: Opening Doors To Living Well

Achievement Indicators for Wellness Through Physical Education 110						
Product: Designing a Personal Healthy Active Living Plan						
Student name		Not Meeting (59 and below)	Beginning (60 – 69)	Developing (70 - 79)	Accomplished (80 – 89)	Exemplary (90 – 100)
Criteria						
<b>SMART Goal is evident (Specific, Measurable, Achievable, Realistic and Time-bound)</b>		Goal statement does not reflect SMART criteria	Goal statement successfully includes 1-3 elements of the SMART criteria	Goal statement successfully includes 3-5 elements of the SMART criteria	Goal statement includes effective application of all elements of the SMART criteria	Goal statement includes exceptional application of all elements of the SMART criteria
<b>Incorporates health and skill related fitness goals</b>		Plan includes minimal to no health and skill-related fitness goals	Plan includes health and skill-related fitness goals that are not fully developed	Plan includes clear health and skill-related fitness goals	Plan includes well-written health and skill-related fitness goals	Plan includes articulate and well thought out health and skill-related fitness goals
<b>Incorporates nutritional goals</b>		Plan includes minimal to no nutritional goals	Plan includes nutritional goals that are not fully developed	Plan includes clear nutritional goals	Plan includes well-written nutritional goals	Plan includes articulate and well thought out nutritional goals
<b>Incorporates mental fitness goals</b>		Plan includes minimal to no mental fitness goals	Plan includes mental fitness goals that are not fully developed	Plan includes clear nutritional goals	Plan includes well-written nutritional goals	Plan includes articulate and well thought out nutritional goals
<b>Includes a monitoring plan that measures growth</b>		There is no monitoring plan to measure personal growth toward personal goals	The monitoring plan captures basic information in measuring growth toward personal goals	The monitoring plan adequately measures growth toward personal goals	The monitoring or evaluation plan thoroughly measures growth toward personal goals	The monitoring plan thoroughly and precisely measures growth toward personal goals

# Sample Rubric: Taking Action on Wellness

Achievement Indicators for Wellness Through Physical Education 110					
Product: Designing An Action Plan to Support Wellness					
Student name	Not Meeting (59 and below)	Beginning (60 – 69)	Developing (70 - 79)	Accomplished (80 – 89)	Exemplary (90 – 100)
Criteria					
<b>Conducts a needs assessment</b>	Students do not or improperly conduct a needs assessment of a community group	Students conduct a needs assessment but the design is not effective for data gathering	Students conduct an adequate needs assessment but there may be some gaps in information	Students conduct a needs assessment and gather valuable data that informs their plan	Students administer an exceptionally designed needs assessment that provides extensive information
<b>Communicates clearly and sensitively with the target group</b>	There is minimal communication between the students and the target group	Communication is limited, but functional between the students and the target group	Communication is clear, respectful and includes interaction between the student and target group	Communication is clear, respectful and frequent between the student and target group	Communication is thoughtful, respectful and frequent between the student and the target group
<b>Designs wellness activities that suit the group</b>	Wellness activities do not reflect realistic activities or goals for the population	Wellness activities reflect suitable activities for the target group	Wellness activities reflect suitable activities for the target group	Wellness activities reflect well-suited and well-designed activities for the target group	Wellness activities reflect well-suited and innovative activities for the target group
<b>Includes a monitoring and evaluation plan to measure the effectiveness of the plan</b>	There is no monitoring or evaluation plan to measure effectiveness	The monitoring or evaluation plan captures basic information in measuring effectiveness	The monitoring or evaluation plan adequately measures the effectiveness and offers helpful information	The monitoring or evaluation plan thoroughly measures the effectiveness of the plan and offers helpful information	The monitoring or evaluation plan thoroughly measures the effectiveness of the plan and offers meaningful information
<b>Includes a Sharing Forum for Wellness Information</b>	The sharing forum is incomplete or does not enable sharing of information	The sharing forum is established but is not user-friendly	The sharing forum is established and shares information in a clear manner	The sharing forum is established and shares information in an engaging manner	The sharing forum is established and shares information in an engaging and creative manner

# Observation Grid

Student Name and Date	Notes and Observations (What the students knows and is able to do)	Next Steps
Name:  Date:		
Name:  Date:		
Name:  Date:		
Name:  Date:		
Name:  Date:		

