

# Reduced Outcomes for Pal 11

Week of Apr 6 - 13 - 2.2 Students will be expected to identify barriers and solutions to participation in their physical activity interests in regard to cost, time, and access based upon a projected disposable income.

(7 day isolation plan for 45 minutes of movement and 5 online resources that helped you find fun ideas)

Week of Apr 13 - 20 - 2.4 Students will be expected to facilitate a learning experience that promotes active, healthy living within their school and/or community.

(design a full one hour practice in any jr high or high school sport, include a warm up/cool down, cardio or strength component, at least 3 skill development drills (how will you minimize safety risks) and a coaching plan that identifies an important leadership value or skill and the way you would ensure that it is met)

Week of Apr. 20 - 27 - Outcome 2.4 continued

(Watch video on leadership in sports either from a coach or athlete perspective, Write a 1 page reflection or short Vlog entry that discusses roles, skills, attitudes, and practices that successful coaches and athletes might use and how you might be able to employ some of these things in your own life)

Week of Apr 27 - May 4 - 3.1 Students will be expected to assess their personal level of health-related physical fitness.

(Read article about holistic approaches to fitness and different ways to assess it. Students will then develop a set of assessments to give an overall sense of their physical, emotional, spiritual and mental health.

Week of May 7 - May 14 - 3.2 Students will be expected to develop a fitness plan using a goal-setting approach.

(Using the baseline assessment of their overall health from previous week students will set s.m.a.r.t goals to improve one identified need in each health quadrant. (They can later write a reflection or make a vlog entry about the experience and its success)

Week of May 14 - 21 - 3.3 Students will be expected to demonstrate an understanding of health-related fitness components and how to use them to improve personal fitness levels.

(Students will review the 5 components of Physical Fitness by reading an article that identifies:

- Cardiovascular Endurance
- Muscular Strength
- Muscular endurance
- Flexibility
- Body Composition

Students will review a list of physical activities and determine which health-related fitness components each activity would help improve and answer some multiple choice questions about each of the 5 components of Physical Fitness)

May 21 - May 28 - Outcome 3.3 continued

Do some self-assessment on each component of Physical Fitness. Develop a plan for testing each component and record your results. Identify an area you would like to improve in and set some s.m.a.r.t goals to achieve it.

May 28 - June 4 - Outcome 4.3 Students will be expected to examine consumer rights and critically analyse issues related to health and fitness service products

(Brainstorm or research and create a list of health and fitness products targeted at people their age. Sort them into two categories - good value and fad or junk with some reason given for the judgement. Choose one product from each category and watch 2 or more ads: a tv ad, internet ad, print ad, social media ad, youtube product placement or review, or visit the company online to read the claims about the product, summarize each ad. What is the main theme of the ad or information, is it accurate, and how did the company market or brand the product for people your age?

June 4 - June 11 - Outcome 4.3 continued

(Watch the links to various ads about Sports Drinks. While watching note claims and disclaimers about the product, what is the theme of the ad, sum up the attempt to brand it, is there a slogan/tagline, how is it aimed at youth? Read the article about the "health" of sports drinks. Choose any of the ads to assess the accuracy of the message in the ad. Write a reflection or make a vlog entry about the issue. Do you drink sports drinks? Should others? What are the

possible health risks?)