

A decorative graphic on the right side of the page features three green circles of varying sizes. A thin blue line starts from the top left and passes through the top-left edge of the largest circle and the bottom-left edge of the smallest circle. A thin dark green line starts from the top right and passes through the top-right edge of the largest circle and the bottom-right edge of the smallest circle. The largest circle is at the top, the smallest is in the middle, and another large circle is at the bottom right.

Active Living and Fitness Leadership 20L and 30L

Locally Developed Course: Saskatchewan Rivers
School Division #119

Educate and Promote Active Living for a
Lifetime

2/8/2012

Introduction

Fitness is a concept that broadens, extends, and reaches beyond the traditional ideas of fitness and health. It is a way of doing - a way of being, and a way of becoming - a predisposition to adopt and embrace key principles in one's life that lead to high levels of well-being and life satisfaction. Fitness can be defined as "a state [rather than a trait] of being in which a person's awareness, understanding, and active decision making capacity are aligned with a set of values and aspirations (Goss, Cuddihy & Brymer 2009). Notably, Fitness generally refers to an individual's functioning and is viewed as the umbrella over-arching well-being (Miller & Foster, 2010) and is best illustrated as an ongoing process rather than an endpoint.

This curriculum provides the learning outcomes that Active Living & Fitness Leadership 20/30 students are expected to achieve by the end of the course. Indicators are included to provide the breadth and depth of what students should understand, know, and be able to do in order to achieve the identified learning outcomes. Each level is taken from a different perspective.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. Active Living and Active Living & Fitness Leadership 20/30 contributes to the Goals of Education through helping students achieve understandings, skills, and attitudes related to the following:

Building Lifelong Learners

Students engaged in attaining and applying optimal Active Living and Fitness Leadership knowledge naturally build a positive disposition towards active living. Throughout their study of Active Living and Fitness Leadership, students demonstrate understandings, abilities and dispositions necessary to deeply understand Active Living and Fitness and to apply these understandings in a variety of settings. This course seeks to create connections between knowledge of performance and the properties of exercise physiology that maintain or increase fitness performance. These understandings will promote healthy lifestyle choices and provide the support for students as lifelong active individuals.

Rationale: To renew and localize the Active Living and Fitness Leadership curriculum into an outcome based inquiry oriented curricula.

Deep understanding requires performance based active living in a variety of situations.

Building a Sense of Self and Community

Students who possess a strong understanding of body and mind are more likely to make positive personal decisions when it comes to health related topics. A strong community is built around individuals who are willing to promote positive health initiatives and have the knowledge, skills, and abilities to carry them out. This creates a symbiotic relationship with the strengths of individuals being directly tied to the strength of the community, and vice versa. Increased Fitness knowledge and skills therefore creates a greater personal understanding, and a stronger community.

Building Engaged Citizens

Students who build a capacity for active involvement, an ethical sense of personal agency, and connections to the health of self, family, community, and the environment will contribute to the sustainability of local and global communities. Making positive and informed decisions in Active Living and Fitness education broadens students' understanding of, and responsibility for, the overall wellbeing of individuals and of the health of communities.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

This competency addresses how people make sense of the world around them. Understanding develops by building on what is already known, and by initiating and engaging in contextual thinking, creative thinking, and critical reasoning through cultural, experiential, and inquiry processes. Active Living & Fitness Leadership 20/30 is inquiry-based and recognizes the knowledge and abilities that students already possess. Students learn to self-reflect and purposefully seek, evaluate, and apply historical, contemporary, and evolving information to attain and/or maintain optimal well-being.

Individuals with a strong understanding of mind and body contribute to a strong community and vice versa.

Thinking and learning contextually

Thinking and learning creatively

Thinking and learning critically

Developing Identity and Interdependence

This competency addresses the ability to act autonomously in an interdependent world. It requires the learner to develop an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group well-being. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability.

Developing Literacies

This competency addresses a variety of ways, including using movement and technology, to interpret the world and express understanding of it. Multiple literacies involve the evolution of interrelated skills, strategies, and knowledge that contribute to the development of an individual's ability to participate in attaining and maintaining balance in the home, school, and community. Active Living & Fitness Leadership 20/30 requires students to use different literacies, including health literacy and physical literacy, effectively and contextually to represent and apply understanding about Fitness in multiple, flexible ways.

Developing Social Responsibility

This competency addresses how people contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the ability to participate with others in resulting Fitness opportunities. Active Living & Fitness Leadership 20/30 supports students in addressing mutual concerns for well-being and applying decisions for individual, family, community, and environmental leadership.

Career Education: Blueprint for Life

The Blueprint for Life/Work is Canada's national learning outcome framework of the competencies (skills, knowledge and attitudes) citizens of all ages need to improve lifelong to prosper in career and life in the 21st century. This course has been developed to connect learning with life and work. The course has considered all 3 areas of the Blueprint for Life/Work: Personal Management, Learning and Work Exploration, and Life/Work Building.

Positive self-concept is attained through understanding and valuing oneself; one way to value self is through active living.

Students address mutual concerns for self, family, community, and the environment.

Aims and Goals of Active Living and Fitness Leadership 20 and 30

Aims

Educate and Promote Active Living for a Lifetime: To provide students who are interested in active living, leadership and non-traditional/ non-competitive forms of physical activity an opportunity to remain active and to participate in a variety of individual and group fitness experiences.

This course allows students to learn more about and focus on their own health and wellness as well as providing an opportunity to promote and encourage lifelong healthy active lifestyles.

Career Exploration: This course is an opportunity to survey and participate in fitness programming and the fitness industry for career exploration. This course will provide opportunity for students to inquire about, understand and prepare for possible careers within the fitness industry. As well, students can research job requirements, plan for and develop these qualifications.

Goals

Goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject area. Fitness 30 contributes to the achievement of both the K-12 Health Education and the K-12 Physical Education goals.

Active living (AL) Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family and community.

Relationships (R) Balance self through safe and respectful personal, social, cultural and environmental interactions in a wide variety of fitness related activities.

Life and Fitness Plan (LF) Students will engage in inquiry to construct a personal life fitness plan.

Active Living and Fitness Leadership is a targeted extension of the physical education and career education curricula.

Constructing Understanding through Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry focuses on the development of compelling questions, challenging opportunities, and personal application, to motivate and guide inquiries into concepts and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary and trans-disciplinary understanding.

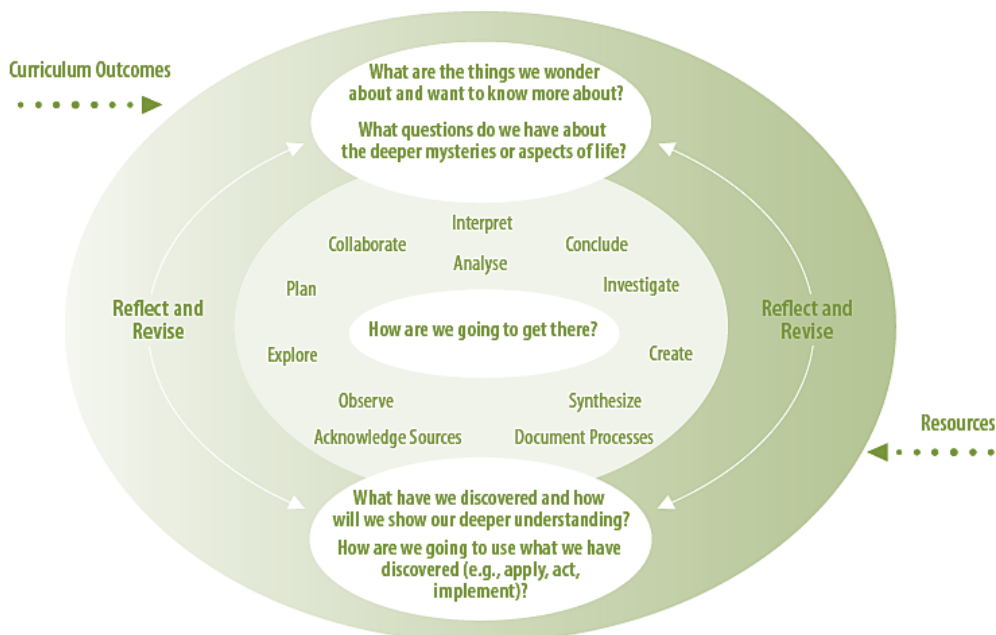
Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students who are engaged in inquiry:

- construct knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

(Mills & Donnelly, 2001, p. xviii, in Wellness 10)

Constructing Understanding Through Inquiry



Outcomes and Indicators

Guided by the document *Renewed Outcomes: Understanding Curricula* (Ministry of Education 2010), the outcomes for Kinesiology 30 were developed based on current research and practice to ensure coherence and rigour within the area of study while attaining complementarity across the areas of study within each grade level. Kinesiology 30 outcomes have the four characteristics of effective outcomes:

- are considered by most experts in the discipline a high priority for attaining deep understanding
- represent thinking or behaving like a subject discipline expert within the subject discipline
- require creation using different types and levels of knowledge including factual, conceptual, procedural, and metacognitive (i.e., addresses competency and not just content coverage)
- are expansive enough to encourage and require various ways of knowing and worldviews.

Indicators are examples of ways that students might be asked to demonstrate achievement of an outcome. They serve as examples of the type of evidence that teachers would accept to determine the extent to which students have achieved the desired learning results. The set of indicators provided in the curriculum for an outcome:

- provides the intent (depth and breadth) of the outcome
- tells the story, or creates a picture, of the outcome
- defines the level and types of knowledge intended by the outcome
- is not a checklist or prioritized list of instructional activities or prescribed assessment items.

Student learning outcomes identify what students are expected to know and be able to do by the end of the course

Perspective

The Active Living and Fitness Leadership (ALF) 20 and 30 incorporate a specific perspective through which health understandings, skills, and confidences are acquired. Each year, students gain understandings, skills, and confidences from a different perspective:

ALF 20 – Basic Fitness Theory

The depth and breadth of the outcome, as indicated will be taught from the introspective perspective of oneself in the 20 level course.

ALF 30 – Group Fitness

The 30 level course allows students to expand on their knowledge and skills and assess self knowledge to adapt and grow as a group fitness leader. The 30 level course requires one to apply active living and fitness practices to lead others.

These perspectives exist as a continuum. In ALF 20, students focus on skills and understandings on active living philosophy, anatomy, exercise physiology, biomechanics, nutrition, weight management, injury prevention, and principles of exercise conditioning with a focus on personal planning.

In ALF 30, the same skills and understandings are expanded upon with an increasing focus on becoming a group fitness leader. Indicators that are specific to ALF 30 only, are denoted with an (A) for advanced.

The outcomes and indicators are the same in the 20 level course and the 30 level course.

The depth and breadth of the outcome, as indicated will be taught from the introspective perspective of oneself in the 20 level course.

The 30 level course allows students to expand on their knowledge and skills and assess self-knowledge to adapt and grow as a group fitness leader. The 30 level course requires one to apply active living and fitness practices to lead others.

Outcomes

AFL 1.0 Examine and apply the principles of training to personal action plans and focus on the improvement and or maintenance of health related fitness plans. [AL, R, LF]

Indicators

- a. Identify the components of physical fitness and describe the importance of each to overall wellbeing.
- b. Describe the frequency, intensity, time (duration), and type of exercise (FITT) for improving each of the following fitness components: flexibility, cardiovascular fitness (aerobic and anaerobic) and muscular conditioning (strength and endurance).
- c. Compare, contrast and model different techniques for improving joint range of motion (flexibility).
- d. Demonstrate functional exercises that are intended to assist in the performance of daily activities.
- e. Willingly engage in a variety of fitness related movement activities at a moderate to vigorous level of effort for at least 30 consecutive minutes.
- f. Explain the specific order to the performance of the components of fitness and the recommended period of time to be spent on each.
- g. Describe the following training methods and principles for a given program: continuous training versus intermittent training, isometric strength training, isotonic strength training, static stretching, dynamic stretching, weight-bearing exercises, non-weight-bearing exercises, warm-ups, and cool-downs, progressive overload, recovery and training specificity.
- h. Demonstrate a competent use of Canada's Physical Activity Guide.

Outcomes

AFL 2.0 Demonstrate methods for preventing and managing injuries. [AL, LF]

Indicators

- a. Describe the responsibilities and legal liabilities of the instructor/facility associated with a participant's personal injury background, and physical activity/exercise screening (ie. prescreening methods such as the PAR-Q). (A)
- b. Give precautionary measures for beginning exercise that are designed to prevent injury and increase safety for all components of fitness.
- c. For a given exercise, analyze its intended and actual purpose, potential risks to joint structures, and modifications or alternative exercises.
- d. Compare and contrast the signs and symptoms of acute and chronic physical distress with respect to overtraining and high intensity exercise.
- e. Identify and describe environmental factors that can affect the body's response to sustained physical activity.
- f. Know the set of emergency procedures for the facility (i.e. first aid, support procedures, medical referral procedures and follow-up).
- g. Explain the RICE principle (i.e. rest, immobilize, cold and elevation).
- i. Demonstrate the principle of exercise progression for a given muscle group.
- j. Describe and demonstrate correct body alignment.

Outcomes

AFL 3.0 Develop an understanding of Canada's Food Guide and apply the principles to enhancing and supporting personal fitness goals. [AL, LF]

Indicators

- a. Using Canada's Food Guide to Healthy Eating, identify the food groups, describe the main principles of the guide, and state the recommended servings per day for adults from each food group.
- b. Identify the recommended number of daily servings for each food group for healthy living.
- c. Describe a leader's professional limitations when discussing nutritional information with participants. (A)
- d. Develop an understanding of the relationship between caloric intake and output to support a healthy body weight and fitness goals.

Outcomes

AFL 4.0 Develop informed conclusions about the benefits of physical activity and its relationship to health and wellness. [AL, R, LF]

Indicators

- a. Summarize health-related benefits of physical activity.
- b. Describe health-related consequences of physical inactivity.
- c. Identify lifestyle behaviours that can and cannot be modified and how they increase or decrease health risk.

Outcomes

AFL 5.0 Apply the holistic approach to a personal action plan. [AL, R, LF]

Indicators

- a. Define holism, describe the benefits as they relate to physical activity, and discuss how to impart this knowledge in a fitness leadership setting.
 - b. Identify and define active living.
 - c. Describe and demonstrate various approaches a leader could take that value individual choice and diversity.
 - d. Describe and demonstrate ways to encourage self or other participants to commit to exercise and take responsibility for health and well-being.
 - e. Discuss the implications of using the holistic approach for fitness leadership and active living.
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Outcomes

AFL 6.0 Develop and demonstrate an understanding of human anatomy and its relationship to physical fitness. [AL, LF]

Indicators

- a. Identify the major muscle groups.
- b. Identify the types of joints, including Fibrous, Cartilaginous and Synovial. (e.g., Ball and Socket, Saddle, and Hinge). Describe how bone structure influences joint function.
- c. Identify joint structures and connective tissues, including Joint Capsule, Synovial Membrane, Articular Cartilage, Joint Cavity, Ligaments, and Tendons.
- d. Identify the major bones, including the Femur, Tibia, Fibula, Pelvic Girdle, Vertebrae, Scapula, Ribs, Cranium, Humerus, Radius, Ulna, and Clavicle.
- e. Identify and describe the anatomical limitations to joint range of motion (flexibility).
- f. Describe the various neuromuscular reflexes (e.g., stretch reflex, inverse stretch reflex) and how they affect range of motion and joint stability.

Outcomes

AFL 7.0 Develop and demonstrate an understanding of biomechanics involved in human movement. [AL, LF]

Indicators

- a. Identify the major joint actions, including flexion, extension, abduction, adduction, rotation, circumduction, hyperflexion, hyperextension, dorsi-flexion, plantar-flexion, pronation, supination, eversion, and inversion, protraction, retraction, elevation, depression, transverse abduction and transverse adduction.
 - b. Describe how to balance conditioning exercises for the muscles surrounding the major joints.
 - c. Define and describe muscle actions (e.g., concentric, eccentric, isometric).
 - d. Determine the most stable exercise position, and state which of the following three (3) factors is responsible for the increased stability: a) widening the base of support, b) lowering the centre of gravity, or c) moving the centre of gravity over the base of support.
 - e. Identify the pros and cons associated with static and dynamic stretching and when each is most appropriate.
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Outcomes

AFL 8.0 Develop and demonstrate an understanding of exercise physiology underlying human movement. [AL, LF]

Indicators

- a. Identify the average range for resting heart rate as well as the range for target exercise heart rate for an individual of a stated age and gender.
- b. Describe the acute exercise responses for each of the following systems: cardiovascular, respiratory, and musculoskeletal.
- c. Describe the long-term training adaptations of the basic fitness components.
- d. Identify and describe environmental factors (i.e., heat, humidity, cold) that can affect the body's response to sustained physical activity.
- e. List techniques to control and self-monitor pacing to prevent doing too much exercise too soon or too vigorously.
- f. Develop an understanding of how the oxygen transport system differs between a trained individual and an untrained individual.
- g. Describe the relative contribution of anaerobic and aerobic energy during the following: warm-up, aerobic workout, muscular strength/endurance, and selected physical activities.

Outcomes

AFL 9.0 Develop an understanding of safe and effective strategies for obtaining and maintaining a healthy body composition. [AL, FL]

Indicators

- a. Explain the concept of energy balance as it relates to healthy body composition; reference the energy-in/energy-out concept.
- b. Examine the Body Mass Index (BMI), and discuss this measurement's limitations.
- c. Explain how changes in body composition influence basal metabolic rate and subsequent energy balance.
- d. Engage in the skin fold measuring technique and its validity when measuring body composition.
- e. Identify means methods of managing a healthy body composition.
- f. Apply means of managing a healthy body composition to a personal action plan.

Outcomes

AFL 10.0 Understand and apply communication and leadership skills to motivate individuals (self) to participate in physical activity. [R, LF]

Indicators

- a. Demonstrate how to use effective communication skills when working with a variety of participants. (A)
- b. Describe and apply the principles of effective leadership.
- c. Identify intrinsic and extrinsic factors that may motivate individuals (or self) to participate in physical activity.
- d. Identify strategies to avoid demotivation (or something individual like that)

Outcomes

AFL 11.0 Design a fitness program using established training methods to support an ongoing active lifestyle.
[AL, LF]

Indicators

- a. Describe pre-screening strategies for safe and effective program delivery and physical activity/exercise participation.
- b. Describe ways to assess the appropriateness and effectiveness of the goals of a physical activity program.
- c. Apply the principles of Canada's Physical Activity Guide to program planning. (A)
- d. Apply the principles of the Health and Fitness Benefits of Physical Activity Zone Chart to program planning. (A)
- e. Integrate established training methods and principles into an effective physical activity/exercise program.

ASSESSMENT/EVALUATION and COMMUNICATION

(Ministry of Education, 2010)

Assessment is derived from the Latin word *assidere* which implies "to sit beside". In the educational context, teachers sit with their students on a daily basis in order to understand their learning needs. We often confuse assessment with evaluation. If assessment is to collect information on student learning, evaluation is the culminating act of interpreting the information gathered for the purpose of making decisions or judgements about students' learning and needs, often at reporting time.

Several principles serve to guide educators when students are assessed and evaluated.

Assessment and evaluation should be planned, continuous activities derived from the curriculum outcomes.

- A variety of assessment and evaluation techniques should be used.
- These techniques should be communicated to students in advance.
- Assessment and evaluation practices should be fair and equitable.
- Assessment and evaluation practices should help students by providing encouragement.
- The diverse needs of students should be considered when planning assessment and evaluation.
- Results should be communicated to students and parents in meaningful ways.

Student assessment in Active Living and Fitness Leadership 20 and 30 will be based on a variety of authentic measures that determine growth of the student. Assessment in each course must address the perspective of the course as a student grows from internal leader at the 20 level to external group leader at the 30 level. A triangulation of conversations, observations, and products will all be used to determine if students are successful. Successful learners take ownership for and are engaged in their learning. They are on their way to becoming self-reliant and personally responsible. Appendix B is the Successful Learner diagram from the Alberta Assessment Consortium.

*Assessment **for** learning* involves the use of information about student progress to support and improve student learning, inform instructional practices.

*Assessment **as** learning* actively involves student reflection on learning and monitoring of her/his own progress

*Assessment **of** learning* involves teachers' use of evidence of student learning to make judgments about student achievement

Appendix A Resources

Canada Food Guide

Healthy Active Living Guide

The Canadian Physical Activity Fitness and Lifestyle Approach

Strength Training: National Strength and Conditioning Association – (NSCA) Lee E. Brown, Editor, 2007

Websites:

Saskatchewan in motion - www.saskatchewaninmotion.ca

Heart and Stroke Foundation of Saskatchewan - www.heartandstroke.sk.ca

Canadian Fitness Education Services Ltd. – www.canadianfitness.net

The Citizen's Handbook - www.vcn.bc.ca/citizens-handbook/

The Community Tool Box - <http://ctb.ku.edu/en/>

Canadian Association for Health Physical Education Recreation and Dance - www.cahperd.ca

National Center for Chronic Disease Prevention and Health Promotion - www.cdc.gov/nccdphp/sgr/fact.htm

Canadian Fitness and Lifestyle Research Institute - www.cflri.ca

Coalition for Active Living - www.activeliving.ca

BC Healthy Living Alliance - www.bchealthyliving.ca/advocacy

Alberta Centre for Active Living - www.centre4activeliving.ca/about/facts

Suggested Guest Speakers:

City of Prince Albert Recreation Professionals/Managers

College or University Representative

Gym or Recreation Centre Supervisor

Health Care Workers (Physiotherapists, Massage Therapists, Chiropractic, SportsMedicine, Kinesiologist)

First Aid and CPR instructor

Fitness Instructors (Weight Trainers or Group Fitness Leaders)

In Motion Champions; Promotions

Medical Professionals

Saskatchewan Parks & Recreation Association Representative

Appendix B

Alberta Assessment Consortium Successful Learner Diagram.



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