Healthy Living and Personal and Fitness Activities – Fitness, Grade 12, Open (PAF4O)

2025-2026 Course Outline

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Credit Value: 1.0

Prerequisite Course: None

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Course Description

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

This course is being delivered primarily through a personal fitness lens. Students will be given the opportunity to focus on their own physical development through an individualized program that focuses on both muscle strength and cardiovascular endurance. Students will complete this course focused primarily through a fitness program, however they will also be exposed to other sports such as ultimate, soccer, golf, volleyball and other games of low organization.

Goals of the Physical Education Program

The goals of the health and physical education program are as follows. Students will develop:

- The living skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes;
- the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, through opportunities to participate regularly and safely in physical activity and to learn how to develop and improve their own personal fitness;
- the movement competence needed to participate in a range of physical activities, through opportunities to develop movement skills and to apply movement concepts and strategies in games, sports, dance, and other physical activities;
- an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and an understanding of how living healthy, active lives is connected with the world around them and the health of others.

The knowledge and skills acquired in health education and physical education form an integrated whole that relates to the everyday experiences of students and provides them with the physical literacy and health literacy they need to lead healthy, active lives.

Overall Expectations of the Course

LIVING SKILLS

By the end of this course, students will:

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

ACTIVE LIVING

By the end of this course, students will:

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

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

By the end of this course, students will:

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

HEALTHY LIVING

By the end of this course, students will:

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

COURSE OUTLINE

Unit Number	Unit Name	Topics Covered	Instructional Hours	Overall Curriculum Expectations
1	**Stretching**	▪ Personal Skills ▪ Active Participation ▪ Physical Fitness ▪ Safety ▪ Movement skills and concepts ▪ Movement Strategies	18	1.1, 1.2, 1.3, 1.4, 1.5 A 1.1, 1.2, 1.3 A 2.1, 2.2, 2.3, 2.4 A 3.1, 3.2, 3.3 B 1.1, 1.2, 1.3, 1.4 B 2.1, 2.2, 2.3,
2	**Endurance & Perseverance**	▪ Personal Skills ▪ Active Participation ▪ Physical Fitness ▪ Safety ▪ Movement skills and concepts ▪ Movement Strategies	18	1.1, 1.2, 1.3, 1.4, 1.5 A 1.1, 1.2, 1.3 A 2.1, 2.2, 2.3, 2.4 A 3.1, 3.2, 3.3 B 1.1, 1.2, 1.3, 1.4 B 2.1, 2.2, 2.3,
3	**Strength & Conditioning**	▪ Personal Skills ▪ Active Participation ▪ Physical Fitness ▪ Safety ▪ Movement skills and concepts ▪ Movement Strategies	18	1.1, 1.2, 1.3, 1.4, 1.5 A 1.1, 1.2, 1.3 A 2.1, 2.2, 2.3, 2.4 A 3.1, 3.2, 3.3 B 1.1, 1.2, 1.3, 1.4 B 2.1, 2.2, 2.3,
4	**Speed & Power**	▪ Personal Skills ▪ Active Participation ▪ Physical Fitness ▪ Safety ▪ Movement skills and concepts ▪ Movement Strategies	18	1.1, 1.2, 1.3, 1.4, 1.5 A 1.1, 1.2, 1.3 A 2.1, 2.2, 2.3, 2.4 A 3.1, 3.2, 3.3 B 1.1, 1.2, 1.3, 1.4 B 2.1, 2.2, 2.3,

				1.1, 1.2, 1.3, 1.4, 1.5 A 1.1, 1.2, 1.3 A 2.1, 2.2, 2.3, 2.4 A 3.1, 3.2, 3.3 B 1.1, 1.2, 1.3, 1.4 B 2.1, 2.2, 2.3,
5	**Testing**	▪ Active Participation ▪ Physical Fitness ▪ Movement skills and concepts ▪ Movement Strategies	18	
6	**Healthy Living**	▪ Healthy Eating ▪ Personal Safety ▪ Injury Prevention ▪ Substance use and abuse ▪ Human and sexual development	20	C 1.1, 1.2, 1.3, 1.4, 1.5 C 2.1,2.2, 2.3 C 3.1, 3.2, 3.3, 3.4
	Total Hours		110	

Although this course is broken down into sequential units, given the nature of the Phys. Ed. Curriculum and the sport specific nature of our program, these units are intertwined and taught simultaneously throughout the year and at various times.

TEACHING/LEARNING STRATEGIES

Effective Lesson Design in All Subjects of the Ontario Curriculum

When designing lessons, effective teachers consider what they want students to learn, how they will know if students are learning, and how they will respond to students who are not making progress. As they determine what students will learn, teachers identify the broad ideas associated with the overall expectations, consider the context and the vehicle for learning, and identify and discuss learning goals with their students. Involving students in the process of identifying and clarifying learning goals helps make their learning more personally relevant and thus enhances their engagement with it.

As they look for evidence that students are learning, teachers consider not only what students have learned but also how they are learning. With this information, they can adjust instructional approaches to meet individual students' needs more effectively. It is also important to consider the most appropriate points at which to gather this information and the most appropriate assessment strategies, including guiding questions. Finally, when determining how to respond to students who are not making progress, teachers think about the most effective ways to activate those students' prior learning, and provide a context that will help engage them in the lesson. Teachers provide the support students need by reviewing and helping them understand the learning goals, and by scaffolding instruction to provide intensive support for struggling students. Teachers then monitor students' achievement of learning goals and provide additional instructional support as needed. Students learn best when instruction and assessment are both differentiated according to their needs, and when approaches and groupings of students best suited to the population of the class are used.

Effective Instruction in Health and Physical Education

Effective instruction is key to student success. In health and physical education, instruction is effective if it motivates students and instils positive habits of mind, such as a willingness and determination to explore and persist, to think and to question, to communicate clearly, and to take responsible risks. To be effective, instruction must be based on the belief that all students can be successful and that learning in health and physical education is critical for all students.

To provide effective instruction, teachers need to know their students – to be aware of their readiness to learn, understand their interests, and recognize their learning styles and preferences. An understanding of students' strengths and needs, their backgrounds, and their abilities can help teachers plan effectively for instruction and assessment. As teachers come to understand their students, they can respond to individual students' needs by effectively differentiating the learning approaches and materials they use, the ways in which they encourage students to demonstrate their learning, and the learning environment itself.

Teaching approaches should be informed by the findings of current research related to health and physical education. For example, research has provided evidence of the benefits of experiential learning and constructivist teaching, which emphasize the role of the teacher as co-learner and facilitator, promote authentic experiential learning and learning through inquiry, provide engagement through student-initiated work, create a sense of community through teamwork and collaboration, and provide options to accommodate different learning styles and intelligences. A well-planned program should provide activities at individual students' level of readiness but should also push students towards their optimal level of challenge for learning, providing support through shared and guided practice and gradually withdrawing support as the student achieves greater levels of independence in learning. It is important to have a balanced program that provides for both direct instruction in content and skills and opportunities for students to use their knowledge and skills in structured as well as unstructured activities.

Effective teaching approaches promote the development of higher-order thinking skills. Teachers should encourage students to think critically and creatively about what they are learning, their own health-related choices, and how they are learning. They should support students in developing the language and techniques they need to assess their own learning.

Students learn best by doing. Many of the skills emphasized in this curriculum are best taught and learned through participatory exploration experiences and hands-on activities, with numerous opportunities to practise and apply new learning. Learning by doing and group activities also enable students to develop personal and interpersonal skills as they acquire the knowledge, skills, and habits that will lay the foundation for lifelong healthy, active living. Through regular and varied assessments, teachers can give students the detailed feedback they need to further develop and refine their skills.

Students should have opportunities to participate in a wide range of activities and to complete assignments that not only help them master health and physical education concepts, but also enable them to develop inquiry and research skills and provide opportunities for self-expression and personal choice. Activities should be based on the assessment of students' individual needs, proven learning theory, and best teaching practices. Effective activities enable both direct teaching and modelling of knowledge and skills and the application of learning strategies that encourage students to express their thinking and that engage them in their learning.

To be effective, instruction in health and physical education must be developmentally appropriate.

Many of the expectations in the health and physical education curriculum are similar from grade to grade, to provide students with the numerous opportunities they need to explore the basic concepts and skills underlying these expectations in a wide variety of age-appropriate ways. Although all students go through predictable stages of motor development, differences in rates of maturation and in the kinds of opportunities they have had to practise motor skills contribute to significant variability in their skills and abilities. As noted earlier, development of motor skills is age-related, not age-dependent.

This is a subtle but important distinction that underscores the need for differentiated instruction and assessment. As they develop, students also pass through a number of cognitive and social/emotional developmental stages. To meet the needs of all students at different stages of development, effective teachers provide exposure to a wide range of activities, instruction on skill progressions, opportunities for focused practice, and detailed and supportive feedback and encouragement.

Planning and Scheduling Instruction

High-quality instruction in health and physical education is integrated in such a way that students have opportunities to make connections between concepts and skills in all three strands of the curriculum and in the living skill expectations.

Planning of the health education component of the curriculum requires careful consideration of when material should be taught explicitly and when topics and concepts can be integrated with learning in physical education and linked to learning in other subjects. Teaching health sporadically or when gymnasium facilities are being used for other purposes will not provide adequate opportunities for learning. Thirty per cent of instructional time should be allocated to health education. Ways of managing instruction will vary from school to school, depending on student needs, timetabling, and available facilities. If more than one teacher is responsible for teaching different parts of the health and physical education curriculum, communication and collaboration between these teachers for instructional planning, evaluation, and reporting is essential.

The living skills should serve as a linking mechanism between instruction in health education and physical education. Some healthy living topics can be taught through physical education and can also be connected to learning in other curriculum areas. The physical education component of the curriculum should include a balance of games, dance, movement education, outdoor and recreational activities, and opportunities to focus on developing fitness. A mix of individual and group activities, as well as of traditional and new games and activities, provides opportunities for students to think critically and apply movement skills and concepts in different ways. Careful school-wide planning helps to ensure that students experience different kinds of activities in the different grades, with activities in each grade serving as the vehicle for broader learning connected with movement skills, concepts, and strategies, active living, fitness, and safety.

Planning the Use of Facilities and Equipment

When planning the use of facilities and equipment, teachers should organize the learning environment in a way that allows for movement and ensures student comfort and safety. It is important to plan routines that students can follow as they move to and from the gymnasium or activity space, make transitions from one activity to another, and collect and put away equipment. Planning time and creating guidelines for changing clothes, using equipment, and other procedures can maximize student comfort and participation. In the classroom, teachers should strive to create a space that is comfortable and stimulating and that allows for flexible groupings for student discussion and activities. Displaying student work connected to healthy living discussions can help students make connections with learning in other subjects at school and with their lives outside school.

Teachers can use these as a source of ideas for adapting the delivery of the expectations to meet the particular needs of their students. When making decisions about equipment and facilities, teachers should ensure that they are distributed in a way that provides fair and equal access for all students, taking into account criteria such as gender and range of abilities, and that allows for a variety of activities and choice in activities. The principles and guidelines of Universal Design for Learning (see p. 49) should also be considered when planning the use of equipment and facilities, so that the needs of all students, including those with special education needs, can be met.

It is important to note that activities that help students fulfil the curriculum requirements, including daily physical activity, do not necessarily require the use of a school gymnasium. The scheduling and accommodation of regular physical education classes, however, may require some creativity, especially if facilities are limited and must be shared by large numbers of students. Classes may be combined if there is sufficient space to permit students to participate safely, and hallways, portables, and outdoor spaces can also be put to use. It may be possible as well to use alternative venues, such as nearby parks, fields, and recreation centres. The use of these various settings will have the advantage of increasing students' awareness of the facilities that are available in their communities.

To support the development of specific skills and add interest to physical activities, a variety of equipment should be used. For example, an activity that focuses on students' catching objects of various sizes and shapes is more effective if it uses a variety of objects, such as beanbags, tennis balls, beach balls, rubber chickens, and discs. When supplies are limited, teachers will have to be resourceful to ensure that each student has opportunities to use as many different kinds of equipment as possible. Teachers must

provide specific instruction to students on the appropriate handling of equipment, ensure that equipment is in good repair and suitably organized, and take into account the size and age of the students when choosing the most appropriate equipment to use.

Coeducational and Same-Sex Classes
Although all the curriculum expectations can be achieved in either coeducational or same sex classes, addressing parts of the curriculum in same-sex settings may allow students to learn and ask questions with greater comfort. Same-sex settings may be of benefit to students not only for the discussion of some health topics, but also for developing and practising some physical skills. Such considerations are particularly relevant in the case of adolescent learners. It is also important to have time for coeducational learning, which can encourage learning about others, and about differences and commonalities among people, and allows for the development of relationship skills. Teachers should base their decisions about teaching in coeducational or same-sex settings on students' needs. Different strategies may be required at different times, so that students have opportunities to learn in a variety of different groupings.

Co-curricular programs
Within the context of a healthy school, the health and physical education curriculum provides all students with the skills and strategies they need to participate in a wide variety of physical activities. A supportive school environment will provide opportunities for students to continue their learning either in the school, at home, or in the community. Intramural programs allow all students to participate in activities that are informal and not highly competitive. Interschool programs offer students opportunities to participate in more organized and competitive activities. Other recreational activities and clubs also provide opportunities for students with common interests to participate in physical activities in non-competitive settings. In planning and organizing the health and physical education curriculum, schools should use community organizations, facilities, and programs as resources to provide students with additional experiences and opportunities for physical activity and healthy living.

In this course, students will have the opportunity to learn in a variety of ways: individually, cooperatively, independently, with teacher direction, through hands-on experience, and through examples followed by practice. These opportunities will address the expectations of the course with the guidance of a variety of teaching strategies. Teacher and student directed activities will explore new concepts from each strand of the curriculum. Living Skills, Active Living, and Movement Competence will be presented in units where students will attain the skills and knowledge through organizational activities, as well as cooperative, initiative and trust activities. Healthy Living will be presented in a more traditional classroom environment setting through cooperative activities, comprehension, discussion, and individual activities.

Additional strategies include rubrics, written assignments for practice of skills, and keeping organized notebooks.

ASSESSMENT & EVALUATION OF STUDENT PERFORMANCE

Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each subject in each grade. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, day-to-day observations, conversations or conferences, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario elementary schools, the value assigned will be in the form of a letter grade for Grades 1 to 6 and a percentage grade for Grades 7 and 8. Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement
- level descriptions given in the achievement chart on pages 38–39;
- are varied in nature, administered over a period of time, and designed to provide
- opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the
- needs and experiences of the students;
- are fair to all students;

Evaluation of Achievement of Overall Expectations
All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

Levels of Achievement
The characteristics given in the achievement chart (pages 38–39) for level 3 represent the "provincial standard" for achievement of the expectations. A complete picture of achievement at level 3 in health and physical education can be constructed by reading from top to bottom in the shaded column of the achievement chart, headed "Level 3". Parents of students achieving at level 3 can be confident that their children will be prepared for work in the next grade.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a grade. It indicates that the student has achieved all or almost all the expectations for that grade, and that he or she demonstrates the ability to use the knowledge and skills specified for that grade in more sophisticated ways than a student achieving at level 3.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should *not* be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and student that is specific to each of these two areas of achievement.

The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

Assessment in this course

Seventy percent (70%) of the final mark is based on nineteen assessments throughout the course and will provide information to students as they are learning and refining their skills. Physical Activity and Active Living strands are presented in the form of ten labs followed by ten unit tests. Healthy Living and Living Skills are presented in a classroom setting which will consist of six strands. These strands are presented in the form of six specific units followed by six unit tests; they will be assessed using rubrics as assessment tools. The purpose of these written tests is to demonstrate achievement in knowledge and understanding, thinking and inquiry, and communication.

Performance on physical activities and interactive challenges will be assessed using achievement chart application as well as peer and self evaluations. Evaluations will be conducted throughout the course, with special consideration given to more recent evidence of achievement.

Thirty percent (30%) of the final mark is based on three summative assignments that is evaluated using the Achievement Chart as a basis for the rubrics provided. These assignments are based on the entire course and will occur at the end of the year.

CONSIDERATIONS FOR PROGRAM PLANNING

SAFETY IN HEALTH AND PHYSICAL EDUCATION

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and ministry policies.

Teachers are responsible for ensuring the safety of students during classroom activities and also for encouraging and motivating students to assume responsibility for their own safety and the safety of others. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in health and physical education activities. Safety guidelines should outline the practices to be followed for each activity, addressing questions related to equipment, clothing and footwear, facilities, special rules and instructions, and supervision. They should also reflect school board policies on how to conduct activities, and they should be reviewed on a regular basis. While all physical activity involves an element of risk, administrators and teachers have an obligation to provide a safe environment to minimize that risk. Safety awareness, based on up-to-date information, common sense observation, action, and foresight, is the key to safe programming.

Concern for safety should be an integral part of instructional planning and implementation. The primary responsibility for ensuring safer practices rests with the school board and its employees. Wherever possible, potential risks must be identified and procedures developed to prevent or minimize incidents and injuries. In a safe learning environment, the teacher will:

- be aware of up-to-date safety information;
- plan activities with safety as a primary consideration;
- observe students to ensure safe practices are being followed;
- have a plan in case of emergency;
- show foresight;
- act quickly.

Teachers must think about safety before having students participate in any activity. They must consider any potential dangers, assess those dangers, and implement control measures to protect the students from the risks. By implementing safer instructional practices, such as using logical teaching progressions and transitions and choosing age-appropriate and developmentally appropriate activities, teachers can reduce risk and guard against injury.

PLANNING HEALTH AND PHYSICAL EDUCATION PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. They commit to assisting every student to prepare for living with the highest degree of independence possible. ***Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6, 2005*** describes a set of beliefs, based in research, that should guide all program planning for students with special education needs. Teachers planning health and physical education programs need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.
- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning health and physical education programs for students with special education needs, teachers should begin by examining both the curriculum expectations for the appropriate grade level of the individual student and his or her strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations or modifications;
- accommodations only;

- modified expectations, with the possibility of accommodations;
- alternative expectations, which are not derived from the curriculum expectations for a grade and which constitute alternative programs.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs, can be found in ***The Individual Education Plan (IEP): A Resource Guide, 2004.*** For a detailed discussion of the ministry's requirements for IEPs, see ***Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000.***

Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular curriculum and to demonstrate learning independently. (Accommodations do not alter the provincial curriculum expectations for the grade level.) The accommodations required to facilitate the student's learning must be identified in his or her IEP (see ***IEP Standards, 2000***, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, subject areas.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- ***Instructional accommodations*** are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ***Environmental accommodations*** are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- ***Assessment accommodations*** are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the ***IEP Resource Guide, 2004*** for more examples).

If a student requires "accommodations only" in health and physical education, assessment and evaluation of his or her achievement will be based on the appropriate grade-level curriculum expectations and the achievement levels outlined in this document. The IEP box on the student's Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations

In health and physical education, modified expectations for most students with special education needs will be based on the regular grade-level curriculum, with changes in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable achievements, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

Modified expectations must indicate the knowledge and/or skills the student is expected to demonstrate and have assessed in each reporting period (***IEP Standards, 2000***, pages 10 and 11). Modified expectations should be expressed in such a way that the student and parents can understand exactly what the student is expected to know or be able to do, on the basis of which his or her performance will be evaluated and a grade or mark recorded on the Provincial Report Card. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (***IEP Standards, 2000***, page 11).

If a student requires modified expectations in health and physical education, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. On the Provincial Report Card, the IEP box must be checked for any subject in which the student requires modified expectations, and the appropriate statement from the ***Guide to the Provincial Report Card, Grades 1–8, 1998*** (page 8) must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the subject.

Guidelines for Meeting Special Needs in Health and Physical Education

The following general guidelines can help teachers ensure that students with special education needs are able to participate as fully as possible in health and physical education activities:

- Focus instruction on what the student is able to do rather than on his or her disability or special education needs.
- Consult with the student about his or her needs and about choosing strategies that will help him or her feel comfortable and included.

- Approach each situation on an individual basis, in consultation with the special education teacher and/or support systems and agencies, making individual adaptations in response to the student's needs, and requirements outlined in the IEP.
- Make adjustments only when necessary and consider adjustments to be temporary and fluid. Continue to make accommodations and modifications as needed.
- Break down new skills and focus on building each skill in a structured progression.
- Be fair to all participants and avoid drawing attention to accommodations or modifications that are provided for individual students.
- Make sure appropriate equipment is available, and use specialized equipment, such as balls of appropriate sizes, colours, weights, and/or textures, when necessary.
- Adjust the rules of activities to increase students' chances of success while retaining a suitable level of challenge (e.g., by increasing the number of tries/attempts allowed, making a target bigger or bringing it closer, adjusting the size of the playing area, varying the tempo of the music, lengthening or shortening the playing time).
- Give verbal cues or prompts.
- Have a partner provide assistance.

Consider what accommodations, adjustments, or special guidelines may be required to assist students in understanding social rules and codes of conduct in a variety of spaces, and in coping with change room routines, transitions between activities, and moving to and from the gymnasium.

Depending on the special education needs of the students, some additional considerations may be relevant for their instruction in health education. These considerations may apply to all health topics, but are particularly relevant to human development and sexual health. Some students with intellectual and physical disabilities may be at greater risk of exploitation and abuse. These students may also have had fewer formal and informal opportunities to participate in sexual health education. Teachers need to ensure that these students' privacy and dignity are protected, and that the resources used are appropriate to their physical, intellectual, and emotional development. Different kinds of accommodations and approaches will be required for different students, but it is important to ensure that all students have access to information and support regarding their sexual health. Some students with special education needs may have difficulty with abstract thinking, including thinking about the consequences of their behaviour, and may have trouble understanding the boundaries between private and public with respect to behaviour or their own bodies. When teaching students with special education needs about sexual health, it is important to teach the information in a variety of ways and to provide ample opportunity for information to be repeated and for skills such as refusal skills to be practised and reinforced. Examples need to be concrete. Students need to be taught about their right to refuse and about ways of showing affection appropriately.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

They each have a language, a culture, and background experiences. Effective teachers draw on these resources and build new concepts on this strong experiential base.

Y.S. Freeman and D.E. Freeman, *Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Learners* (Portsmouth, NH: Heinemann, 2002), p. 16

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately twenty per cent of the children in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes many First Nation and Inuit languages, the Métis language, and many African, Asian, and European languages. It also includes some varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these children are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their

own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs:

English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These children generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some First Nation, Métis, or Inuit students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

In planning programs for children with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, children who are in an early stage of English-language acquisition may go through a "silent period" during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the gymnasium and classroom for health and physical education. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations for health and physical education include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modelling; peer support; use of music, movement, and gestures; open-ended activities; extensive use of visual cues, images, diagrams; visual representations of key ideas; graphic organizers scaffolding; preteaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., simplified text, illustrated guides or diagrams that show how to use equipment or perform skills, word walls with vocabulary specific to health and physical education, food guides and other health resources available in languages that students speak at home, bilingual dictionaries, visual material, displays; music, dances, games, and materials and activities that reflect cultural diversity);
- use of assessment accommodations (e.g., provision of extra time; use of interviews and oral presentations; demonstration of learning through participation in movement activities, songs, or chants; use of portfolios, demonstrations, visual representations or models, or tasks requiring completion of graphic organizers instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Teachers need to adapt the program for English language learners as they acquire English proficiency. For students in the early stages of language acquisition, teachers need to modify the curriculum expectations in some or all curriculum areas. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents.

The health and physical education program provides English language learners with multiple modes of expression beyond written and oral texts. The program meets the widely differing needs of these students by giving them opportunities to demonstrate competence and experience success through participation in many different kinds of physical activities.

Opportunities to build relationships, interact with other students, play, and cooperate can help students from other countries adjust to their new environment. Some students may need additional support in discussions of topics in the health and physical education program that may conflict with their personal experiences and cultural norms. Sensitivity is required in assessing and addressing these students' individual needs.

ENVIRONMENTAL EDUCATION IN HEALTH AND PHYSICAL EDUCATION

Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things.The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009), p. 6

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in ***Acting Today, Shaping Tomorrow*** are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of providing leadership by implementing and promoting responsible environmental practices throughout the education system so that staff, parents, community members, and students become dedicated to living more sustainably.

Health and physical education offers many opportunities for accomplishing these goals. The learning environments for health and physical education include the school yard, fields and trails in the vicinity of the school, and various other outdoor venues. Teaching students to appreciate and respect the environment is an integral part of being active in these spaces. Appreciating the value of fresh air and outdoor spaces, understanding the environmental benefits of healthy practices such as active transportation and the environmental implications of various food choices, being aware of the impact of using trails, and understanding the health risks associated with environmental factors such as sun exposure and air pollution are all components of environmental education that can be integrated with learning in health and physical education. To facilitate these connections, health and physical education teachers are encouraged to take students out of the classroom and into the world beyond the school to help students observe, explore, and appreciate nature as they discover the benefits of being active outdoors.

Living skills, which are integrated throughout the health and physical education curriculum, are also closely tied to environmental education and education for sustainable development. As students learn more about themselves through the development of personal skills, learn to work effectively and respectfully with others through the development of interpersonal skills, and acquire the capacity for systems thinking through the development of critical and creative thinking skills, they increase their capacity to make connections with the world around them and to become environmentally responsible citizens.

HEALTHY RELATIONSHIPS AND HEALTH AND PHYSICAL EDUCATION

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, harassing, or inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

Several provincial policies and initiatives, including the "Foundations for a Healthy School" framework, the equity and inclusive education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, ***Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships***, the Safe Schools Action Team confirmed "that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum" (p. 11). Teachers can promote this learning in a variety of ways. For example, by giving students opportunities to apply critical thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means, they can help them develop and practise the skills they need for building healthy relationships. Co-curricular activities such as clubs and intramural and interschool sports provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a decisive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of "teachable moments" to address immediate relationship issues that may arise among students.

In health education, the study of healthy relationships, particularly with respect to bullying/harassment and violence prevention, should include a focus on sexist, racist, and homophobic behaviour. Examination of other types of harassment, including weight-based teasing or teasing based on appearance or ability, should also be addressed. In creating an inclusive and respectful learning environment, teachers should be able to examine their own biases and seek out support for presenting material with which they are not comfortable.

The skills that are needed to build and support healthy relationships can be found throughout the health and physical education curriculum. Expectations that focus on the characteristics of healthy relationships and on ways of responding to challenges in relationships introduce students, in age-appropriate ways, to the knowledge and skills they will need to maintain healthy relationships throughout their lives.

Students need to develop and practise effective interpersonal skills to support their ability to relate positively to others. The living skills component of the health and physical education curriculum provides the basis for developing the communication, relationship, and social skills that are necessary for forming and maintaining healthy relationships. Physical activities in the gymnasium and other spaces and health education discussions in the classroom provide numerous and varied opportunities for students to interact and refine these skills. In addition, students improve their ability to contribute to healthy relationships as they develop self-awareness skills, personal coping and management skills, and critical and creative thinking skills and processes in all strands of the health and physical education curriculum.

EQUITY AND INCLUSIVE EDUCATION IN HEALTH AND PHYSICAL EDUCATION

The Ontario equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating the discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nation, Métis, and Inuit peoples, they enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society.

In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs of all students.

School–community interactions should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and community members from diverse communities, and to encourage their participation in and support of school activities, programs, and events. Family and community members should be

invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nation, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school.

APPENDIX 1 – ACHIEVEMENT CHART

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content *(e.g., facts, terminology, definitions, safe use of equipment and materials)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts, ideas, theories, principles, procedures, processes)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and inquiry, research, and problem-solving skills and/or processes				
	The student:			
Use of initiating and planning skills and strategies *(e.g., formulating questions, identifying the problem, developing hypotheses, selecting strategies and resources, developing plans)*	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies *(e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)*	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies *(e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)*	uses critical/ creative thinking processes, skills, and strategies with limited effectiveness	uses critical/ creative thinking processes, skills, and strategies with some effectiveness	uses critical/ creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/ creative thinking processes, skills, and strategies with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* **in oral, visual, and/or written forms** *(e.g., diagrams, models)*	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (*continued*)				
	The student:			
Communication for different audiences *(e.g., peers, adults)* **and purposes** *(e.g., to inform, to persuade)* **in oral, visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms *(e.g., symbols, formulae, scientific notation, SI units)*	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., concepts and processes, safe use of equipment, scientific investigation skills)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., concepts and processes, safe use of equipment, scientific investigation skills)* **to unfamiliar contexts**	transfers knowledge and skills to unfamiliar contexts with limited effectiveness	transfers knowledge and skills to unfamiliar contexts with some effectiveness	transfers knowledge and skills to unfamiliar contexts with considerable effectiveness	transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness
Making connections between science, technology, society, and the environment *(e.g., assessing the impact of science on technology, people and other living things, and the environment)*	makes connections between science, technology, society, and the environment with limited effectiveness	makes connections between science, technology, society, and the environment with some effectiveness	makes connections between science, technology, society, and the environment with considerable effectiveness	makes connections between science, technology, society, and the environment with a high degree of effectiveness
Proposing courses of practical action to deal with problems relating to science, technology, society, and the environment	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action

APPENDIX 2 - LEARNING SKILLS & WORK HABITS

LEARNING SKILLS AND WORK HABITS IN GRADES 1 TO 12

Learning Skills and Work Habits	Sample Behaviours
Responsibility	The student: • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

APPENDIX 3 - RESOURCE LIST

1. Youth Leadership In Action, Barbi Burrington, Steve Fortier, Robin Conrad Frensee, Susan Henry, Sanu Mishra, Zachary Pichette, Jessica Taft, Roger Thomasson and Abe Wilson; 1995 Project Adventure Inc.
2. Quicksilver Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership, Karl Rohnke and Steve Butler, 1995 Project Adventures Inc.
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4. Funn'N Games, Karl Rohnke, 2004 Karl Rohnke.
5. The Bottomless Bag Revival Second Edition, 1991, 1993 Karl Rohnke.
6. National Coaching Certification Program, Coaching Theory 1 & 2.
7. The Sports Rules, second edition, Thomas Hanlon, 2004 Human Kinetics Publishers Inc.
8. Stretching, Bob Anderson, 1980 Robert A. Anderson and Jean E. Anderson.
9. Soccer Steps to Success, Third Edition, Joseph A. Luxbucher , Ph.D.
10. Individuals and Families Diverse Perspectives, Maureen Holloway, Garth Holloway and Jane Wittle, 2010 McGraw-Hill Ryserson Ltd.
11. Glencoe Health First Edition, Mary Bronson Merki, Ph.D. and Don Merki, Ph.D., 2004 Glencoe/McGraw-Hill.
12. Choosing Health, 1997 ETR Associates
    - Abstinence
    - Sexuality & Relationships
    - STD and HIV
    - Body Image and Eating Disorders
    - Tobacco, Alcohol and Drugs
    - Fitness and Health
    - Violence and Injury
    - Communication and Self-Esteem, 1997 ETR Associates
13. A Child is Born, Lennart Nilsson
14. Ottawa Carleton Health Department, Grade 9
    a) There's Only One You
    b) Anatomy
    c) Contraception
    d) STD's
    e) Aids
    f) Healthy Relationships
    g) Changing Me
15. The Canadian Foundation for AIDS Research, National Youth Network
16. The Miracle of Life (video), The Nature of Things with David Suzuki
17. The Incredible Human Machine (video), National Geographic
18. AIDS, Can I Get It? (video), Light, V.T.
19. Sex, Lies and The Truth (video), Focus on the Family
20. Health and Physical Education Curriculum (2010) Ministry of Education in Ontario

Youtube.com videos

BBC videos