

## **SECTION III: SPECIFIC CURRICULUM OUTCOMES**

### **Component: Active Lifestyles**

## ACTIVE LIFESTYLES

### Titles

**Specific Curriculum Outcomes** [with identified links to GCOs and KSCOs in Physical Education (PE) and Health (H) ]

### Impacts of an Active Lifestyle

Identify and analyse the impacts of an active lifestyle on physical, social, emotional, intellectual, and spiritual well-being. (PE-GCO3, KSCO2; H-GCO3, KSCO1)

Identify the impact of active lifestyles on society and the environment. (PE-GCO3, KSCO4; H-GCO3, KSCO3)

Demonstrate an understanding of the impact of movement and physical activity on body image including self-esteem and self-confidence. (PE-GCO3, KSCO1; H-GCO3, KSCO1)

Demonstrate and use various forms of movement as a means of creative expression. (PE-GCO1, KSCO2)

### An Active Lifestyle and You

Identify challenges in leading an active lifestyle. (PE-GCO3, KSCO2; H-GCO3, KSCO1)

Demonstrate the ability to make informed decisions concerning fitness issues pertaining to self, others, and the environment. (H-GCO3, KSCO2)

Demonstrate the ability to plan, organize, and implement cooperatively developed physical activities. (PE-GCO6, KSCO6; H-GCO3, KSCO2; GCO8, KSCO1)

Develop and implement a personal plan of action for an active lifestyle. (PE-GCO6, KSCO7; H-GCO3, KSCO2)

### An Active Lifestyle and Others

Demonstrate positive social interaction such as respect and cooperation related to activity programs. (PE-GCO6, KSCO4)

Promote, support, and participate in socially responsive physical activity programs at the school and community level. (PE-GCO4, KSCO2)

Demonstrate appropriate etiquette, rules, and principles of fair play. (PE-GCO5, KSCO3)

**Technology, the Media and an Active Lifestyle**

Critically analyse the media’s portrayal of fitness. (H-GCO9, KSCO1)

Demonstrate an understanding of the impacts of technology on individual and societal activity in relation to fitness. (H-GCO9, KSCO2)

Recognize and analyse how technological innovations influence fitness. (H-GCO9, KSCO2)

**Life Choices and an Active Lifestyle**

Identify careers associated with fitness and related fields. (PE-GCO2, KSCO6)

Demonstrate an understanding of the relationship between fitness and well-being and a range of career choices. (PE-GCO2, KSCO6)

## IMPACTS OF AN ACTIVE LIFESTYLE

### Specific Curriculum Outcomes

### Suggestions for Teaching and Learning

*Students will be expected to:*

Identify and analyse the impacts of an active lifestyle on physical, social, emotional, intellectual, and spiritual well-being.

Identify the impact of active lifestyles on society and the environment.

Demonstrate an understanding of the impact of movement and physical activity on body image including self-esteem and self-confidence.

Demonstrate and use various forms of movement as a means of creative expression.

1. Teachers could introduce the course by discussing the factors that determine health and then move on to a brief discussion of *lifestyle choices*, an aspect over which individuals have varying degrees of control. Following this, teachers could have students generate a wide-ranging list of health-related topics that are of interest and importance to young people. Students can work individually or in pairs to generate a short report on a topic from the list. Each report will contribute to a booklet that can serve as a resource as students generate personal action plans throughout the course and a Personal Strategic Health Plan near the completion of the course.
2.
  - a) As an introduction to the impacts of physical activity throughout the life cycle, teachers could have students generate a list of physical activities (sports, recreation, traditional classes) in which people often engage. They could group the activities by descriptors such as the following:
    - appeal to adolescents
    - appeal to adults
    - appeal to children
    - those that are inexpensive (no equipment, no fees)
    - those that are expensive (equipment, fees)
    - those that require specific skills
    - those that are seasonal
  - b) Teachers could refer to the article, “67 Ways to Get Physical” and compare the list in the article to that generated by the class.
3. Students should engage in individual or class “Fit Walks”. This activity demonstrates an alternative to traditional games as a means to improving personal fitness. To heighten awareness and interest, teachers could help students to determine resting heart rate, working heart rate, and target heart rate. They can monitor these rates during the walking activities. Also, while walking, students can discuss the impacts of walking and other physical activities on feelings, lifestyle, friends and family, society, and the environment.
4. To have students gain an appreciation of the physical effects of carrying added body weight, teachers could ask them to:
  - a) Engage in activities such as: walking flights of stairs, walking quickly, jogging measured distances, hopping or running on the

## Teaching Notes and Resources

Background information on the Determinants of Health and suggestions for teaching and learning, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 58-65.

For a list of all specific curriculum outcomes, see pages 18-19, 38-39, 56-57, and 76-77.

Note: This course is about what individuals can do to affect their health and well-being. It is not about recall of information or about looking to the next big scientific advancement to ensure health. (See cartoon, *LIFECHOICES: Healthy & Well*, Student Resource p. 49.)

“67 Ways to Get Physical”, *LIFECHOICES: Healthy & Well*, Student Resource, p. 88.

Teachers should encourage students to note activities that could be incorporated into their Actions Plans. They could also remind students of the importance and value of sleep and rest. See *LIFECHOICES: Healthy & Well*, Teacher Resource, #2, pp. 63-65 and “Later Class Start Needed for Teens” and “Jump Start Your Morning”, *LIFECHOICES: Healthy & Well*, Student Resource, p. 2 and p. 4.

*LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 91-94, 99-100.

*Canada's Physical Activity Guide to Healthy Active Living*: [www.paguide.com](http://www.paguide.com) or 1-888-334-7969

Physical Activity Readiness Questionnaire (PAR-Q): [www.hc-sc.gc.ca/hppb/paguide/parq.html](http://www.hc-sc.gc.ca/hppb/paguide/parq.html)

Health Canada Online: <http://www.hc-sc.gc.ca>

Throughout this component and where appropriate in other components, it is important to:

- model the importance of physical activity in daily living, and
- incorporate a range of physical activities from the simple (discussing a concept while walking) to the more complex (demonstrating the movements involved in cross country skiing).

## Suggestions for Assessment

1. Through discussion, presentation or collage, students demonstrate the impact of factors such as family genetics, culture and economics on fitness and well-being.

2. Students promote the benefits of an active lifestyle through a brochure, radio ad, a poster or a fitness routine.

3. Students compare four athletes who have different body types. For example: sumo wrestler, female gymnast, a basketball guard, and a hockey defense man. Students could:

- a) Describe how their bodies are different.
- b) Outline the requirements for the sport in which each athlete participates.
- c) Describe how the body type of each athlete is useful/necessary for their sport and how it may be impractical to other sports or activities.
- d) Discuss and/or illustrate the aesthetic aspect of each sport.

4. Students create a physical activity routine by linking a variety of movements to music.

Possible criteria for evaluation:

- a) the routine is creative, expressive and/or efficient
- b) 3-5 minutes in length
- c) movement that focuses on at least 4 body parts, i.e., legs, arms, back, and shoulders.
- d) the flow of movement is smooth and continuous, not disjointed

Note: Students should be aware of these criteria in advance of planning and designing routines.

## IMPACTS OF AN ACTIVE LIFESTYLE (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Teaching and Learning

*Students will be expected to:*

Identify and analyse the impacts of an active lifestyle on physical, social, emotional, intellectual, and spiritual well-being.

spot, or skipping. Note: It is important to choose a method of movement that would be practical in each teacher's particular setting and that is acceptable for the students with whom they are working. Teachers could have students record changes in breathing, pulse rate, and body temperature.

Identify the impact of active lifestyles on society and the environment.

b) Add increments of 1, 2 (up to 8) kilograms of weight to their bodies, using, for example, a backpack with books. These backpacks should be carried on the front of the body. Students should record changes in breathing, pulse rate, and body temperature.

Demonstrate an understanding of the impact of movement and physical activity on body image including self-esteem and self-confidence.

c) Identify differences and discuss their experiences.

5. a) Teachers could have students consider the physical, emotional, aesthetic and other dimensions of activities such as figure skating, aerobic dance, and alpine skiing. They could get the views and comments of individuals who are involved in these activities to determine the effects on lifestyle, self-esteem, self-confidence, and well-being.

Demonstrate and use various forms of movement as a means of creative expression.

b) Teachers could generate a list of activities that could be demonstrated by class members or resource people in the school or community. These activities could be scheduled for demonstration and/or participation by class members.

6. Teachers could ask students to identify community activities available in their area. Then select one activity and investigate it:

- How many months of the year can you engage in this activity?
- Are there yearly/monthly membership costs?
- Is equipment required? What is the cost of equipment?
- Are there tournaments? What is the registration and cost of travel, meals, accommodations?
- What are the benefits of this activity?

7. In small groups, students could discuss the following:

- a) benefits of active living
- b) excuses we use for not participating
- c) changes we can make to enable us to be more active.

Note: Teachers should have groups report to the class at the end of each discussion item before moving on to the next one.

8. Students could discuss the following myths:

"No pain, no gain" or "Women become masculine looking when they develop strength".

**Teaching Notes and Resources**

Note: To maximize learning, it is important to be sensitive to the feelings of students who may be uncomfortable with or sensitive about their weight or size.

Teachers could have students help prepare a file of community resource personnel. They could include information such as the following: name, title, business/association/department, phone and fax numbers, email and/or website address, mailing address, brief description or list of resources/topics.

**Suggestions for Assessment****5. Reflection/Self-assessment:**

In preparation for creating a personal action plan, teachers could ask students to keep a record of:

- their daily physical activity;
- the kinds of physical activity they most enjoy; and
- the opportunities they have each day for physical activity.

Note: See “Reflection/Self-assessment”, Appendix 1, p. 98.

## AN ACTIVE LIFESTYLE AND YOU

### Specific Curriculum Outcomes

### Suggestions for Teaching and Learning

*Students will be expected to:*

Identify challenges in leading an active lifestyle.

Demonstrate the ability to make informed decisions concerning fitness issues pertaining to self, others, and the environment.

Demonstrate the ability to plan, organize, and implement cooperatively developed physical activities.

Develop and implement a personal plan of action for an active lifestyle.

1.
  - a) Teachers should review the following terms: physical, social, emotional, and intellectual health and well-being.
  - b) They could have students complete a personal baseline survey such as the “Physical Activity Questionnaire” in *Concepts of Physical Fitness* or the “Personal Assessment (CLASS) Survey” in Appendix 3.
  - c) Teachers could have students reflect on their findings.
2. Through a daily physical activity log, teachers could:
  - a) Ask students to write and date an initial paragraph on how active they believe they are, how much time they devote to physical activity each week, and the types of activities in which they participate.
  - b) Ask students to keep a two-week daily log of physical activity. The record should include all forms of movement such as walking the dog, vacuuming the front room, and mowing the lawn.
  - c) Have students compare the log with their initial paragraph and reflect on the following:
    - their activity level;
    - whether or not they need to be more active;
    - how activity makes them feel (before, during and after);
    - obstacles that get in the way of an active lifestyle;
    - impact of an active lifestyle on factors such as school performance, work performance, rising medical costs, and the environment.
3. Students could stand in a circle and toss a ball from one person to another. When a student catches the ball, the teacher reads one of ten common excuses for not making physical activity part of the day. The student with the ball makes a response to address or refute the excuse and passes the ball to another student to do the same. The activity continues and new excuses are introduced as students run out of responses to the one being discussed.
4. Teachers could use the video from *Newfoundland Heart Health Leadership Manual* to illustrate how some Newfoundlanders and Labradorians have responded to the barriers to healthy living and how they have made changes in their lifestyle. They could discuss the process in making these changes and responding to the challenges. Are any of these issues relevant to student lifestyles?

**Teaching Notes and Resources**

*LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 26-29.

*Concepts of Physical Fitness with Laboratories*, Lab 1A, pp. L1-L2, pp. 14-15, Lab 3A, pp. L7-L8.

“Personal Assessment (CLASS) Survey”, Appendix 3, p. 102.

*Canada’s Physical Activity Guide to Healthy Active Living*, [www.paguide.com](http://www.paguide.com) or 1-888-334-7969

Health Canada Online: <http://www.hc-sc.gc.ca>  
Note: The Healthy Living link deals with topics addressed in this course: Alcohol and Drug Abuse, Food and Nutrition, Mental Health, Physical Activity, and Smoking.

“But I Can’t Because...”, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 62-63.

*Newfoundland Heart Health Leadership Manual* and video

Note: This resource manual and video also incorporates concepts of healthy eating and controlling substances.

**Suggestions for Assessment**

1. Students develop and administer a questionnaire to determine the frequency of challenges to being physically active. Report on the results and make recommendations for addressing the documented challenges.
2. Students develop a display, presentation, or web page which highlights the benefits of physical activity. They should elicit viewer response to the display, presentation, or web page.
3. Students plan, organize, implement and evaluate a class or school event that profiles a number of activities which can contribute to an active, healthy lifestyle and which appeal to a range of student interests.
4. Students work individually or in small groups to design movement games or activities for implementation in class. They should include with their submission: duration, number of participants, and rules or guidelines for the game or activity.
5. Students could demonstrate the concept of risk reduction through:
  - correct form and proper procedure for a specific movement,
  - safe and proper use of a piece of equipment used in a physical activity or sport.
6. In pairs or small groups, students design posters to illustrate risk reduction in active living. Examples could include: wearing a helmet when bike riding, or using reflectors while jogging.

## AN ACTIVE LIFESTYLE AND YOU (cont'd)

### Specific Curriculum Outcomes (repeated)

### Suggestions for Teaching and Learning

*Students will be expected to:*

Identify challenges in leading an active lifestyle.

Demonstrate the ability to make informed decisions concerning fitness issues pertaining to self, others, and the environment.

Demonstrate the ability to plan, organize, and implement cooperatively developed physical activities.

Develop and implement a personal plan of action for an active lifestyle.

5. In small groups, teachers could have students plan a physical activity and implement with the class.
6. Risk Reduction: Teachers could discuss the benefits of risk reduction for individuals and society. They could identify activities and exercises that pose potential risk, point out cautions, and list alternatives; choose some of the identified activities and practise proper execution; and discuss how the activities relate to the major components of fitness and how they can contribute to personal health in the future. Where appropriate, teachers should make the suggested activities part of each class.
7. Teachers could have students read the articles, "Hockey Injuries" and "Death By Accident". Students should consider the issue of risk reduction and taking smart risks or calculated risks.
8. Students can set a goal of walking the distance that would take them to various places in the province. They should record the distances walked and chart them on a map of the province.
9. Teachers could have students perform athletic movements to music such as a right hand lay up without the ball, a volleyball spike or block. Then they could ask students to link a number of sport-related movements together to a piece of music.
10. Students could plan and organize physical activities for a specific setting, such as a hike. They should implement and evaluate the plan.
11. Teachers could examine and discuss scenarios from *Canada's Physical Activity Guide to Healthy Active Living*.
12. Teachers could have each student develop and implement a personal plan for an active lifestyle. Each student would document and assess his/her progress. Plans would be revised and up-dated as deemed necessary by the student.

## Teaching Notes and Resources

## Suggestions for Assessment

Teachers should encourage students to make risk reduction a part of personal action plans in this and in other components of the course.

Health Canada Online: <http://www.hc-sc.gc.ca>

“Hockey Injuries” and Death By Accident”, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 64-65 and 16-18.

*LIFECHOICES: Healthy & Well*, Teacher Resource, #s 6 and 7, p. 64; Background Information, pp. 64-65.

*Canada’s Physical Activity Guide to Healthy Active Living*, [www.paguide.com](http://www.paguide.com) or 1-888-334-7969

*Concepts of Physical Fitness with Laboratories*, Lab 17, pp. L49-L54.

Background Information for Action Plans, *LIFECHOICES: Healthy & Well*, Teacher Resource, pp. 157-158, 163-165.

Note: Teachers should have students consider issues with time management when creating action plans.

7. Each student could write a brief report of the activity carried out in # 5 p. 26 and include suggestions for improvements to the plan and its implementation.

8. Students select articles about active lifestyles in which individuals who have taken specific actions that impact on health are depicted. Students should analyse these actions and comment on their effectiveness. Were the actions health enhancing? If not, what could have been done to make them so?

9. Students could create a brochure or small poster that identifies and promotes the benefits of physical activity suitable for peers. See *LIFECHOICES: Healthy & Well*, Student Resource pp. 24-30 for suggestions.

10. Teachers should evaluate student action plans for this component of the course. Note: The plan will be re-assessed and revised throughout the year. The Action Plan will constitute one part of the student’s Personal Strategic Health Plan.

## AN ACTIVE LIFESTYLE AND OTHERS

### Specific Curriculum Outcomes

### Suggestions for Teaching and Learning

*Students will be expected to:*

Demonstrate positive social interaction such as respect and cooperation related to activity programs.

Promote, support, and participate in socially responsive physical activity programs at the school and community level.

Demonstrate appropriate etiquette, rules, and principles of fair play.

1. a) Reflection/Self-assessment: Teachers could have students describe a healthy lifestyle activity in which they engage or plan to engage. They could talk about why they made the choice and how they feel about it.
- b) As an extension of the above reflection, the class can carry out a school survey to determine what makes a healthy school, what needs to be done in the school to make it a healthier place for students and staff. This can be done via video, audio, or written survey. Students can present the survey results to the School Improvement Committee and/or School Council for feedback and follow-up. As well, a copy could be given to the principal for submission to the Healthy Living 1200 teacher and class in the following year.
2. As a follow-up to the walking activity # 8, p. 26, students could seek support to plan and implement walking/environmental trails around the school and/or in the community. Students could be involved in the project depending on the nature of the work involved.
3. Teachers could have students bring a piece of their favorite music to class and have them incorporate various movements. These movements can be prescribed by the teacher or decided by students. They can work individually or in groups. Movements such as the following could be incorporated: landings, statics, locomotions, swings, springs or rotations.

## Teaching Notes and Resources

*LIFECHOICES: Healthy & Well*, Teacher Resource, #6, p. 159.

Activity # 1b), opposite, can be introduced in this component. The focus should be on health and well-being in the broad sense. Planning and implementation of this activity can be carried out over an extended period of time with a plan to present the findings at a time when action can be considered by the recipients of the report.

This activity would work towards the intended outcomes of having students follow through on: 1) taking responsibility and acting conscientiously to support and enhance lifelong health (*Healthy Living 1200 Curriculum Guide*, p. 4), and 2) effecting policy decisions and actions that have a positive effect on health and well-being. (*Healthy Living 1200 Curriculum Guide*, p.5)

*Canada's Physical Activity Guide to Healthy Active Living*, [www.paguide.com](http://www.paguide.com) or 1-888-334-7969

## Suggestions for Assessment

1. Students demonstrate how to prepare for an exercise activity and explain why these preparations are necessary.

Note: Discussion around particular exercises/sports and the appropriate warm-ups may be included.

2. Students design an information poster for a fitness class or sports activity.

3. In small groups, students create a game or activity for the class. This may include designated equipment and/or skills previously learned. They should implement the newly created game or activity.

4. Students select a sport or activity, suggest three warm-up and cool-down exercises for the sport or activity, and explain why they are appropriate.

5. International Focus: In groups of 3-5, students could select a country or region as the basis for research and presentation. In this Active Lifestyles component, students will: 1) examine the games, sports, dances, traditional events, and activities, and 2) demonstrate an activity from the country or region.

Note: There is a similar activity with a global focus in each of the other components.

Students complete reports of projects according to criteria such as:

- a range of examples are provided in number 1 above;
- examples are described or illustrated; and
- background information on the country or region is provided.

## AN ACTIVE LIFESTYLE AND OTHERS (cont'd)

### Specific Curriculum

#### Outcomes (repeated)

#### Suggestions for Teaching and Learning

*Students will be expected to:*

Demonstrate positive social interaction such as respect and cooperation related to activity programs.

Promote, support, and participate in socially responsive physical activity programs at the school and community level.

Demonstrate appropriate etiquette, rules, and principles of fair play.

4. Teachers could use a cooperative activity such as the human chain, the electric fence, or a basketball game to achieve social interaction. Any number of activities can be modified to be cooperative in nature.

a) Human chain: A group of students randomly join all hands together and try to “undo” themselves to form a circle without breaking the chain. This can be done initially in small groups of 5 - 6 students. After students grasp the concept, they could make the group larger and larger until it includes, if possible, the entire class.

b) Electric fence: Equipment needed for this activity is a symbol of a fence, such as two high-jump poles with a rope strung between them at heights that signify the distance of the top and bottom of the fence from the ground.

Mats can be placed on either side of the fence. Students have to work cooperatively to get group members over or under the fence. If a student touches the fence, he or she is “electrocuted”.

Make a rule that the same manoeuver can only be used a set number of times, i.e., twice. It is important to stress safety: no running dives allowed without a crash mat and do not drop another student.

c) Basketball: During a game of basketball, enforce a passing rule where every person on a team must touch the ball before it is shot. This can be done in other activities as well. Students will move more on offense and the other team will learn to play defense, and passing will improve.

5. Teachers could distribute phrases or titles created by students and the teacher to small groups and have them act them out after one or two minutes of preparation time. Examples could include: water boiling, bus stopping, clothes drying, grass growing.

6. “What’s the News”: Students could collect and summarize recent newspaper or magazine articles about physical activity. They should include the date, title, summary and comment on the articles’ significance or impact. These can be presented in a “What’s the News” class.

**Teaching Notes and Resources**

**Suggestions for Assessment**

Caution: Teachers must assess the situation and setting before making the decision to carry out this activity.

## TECHNOLOGY, THE MEDIA AND AN ACTIVE LIFESTYLE

### Specific Curriculum Outcomes

### Suggestions for Teaching and Learning

*Students will be expected to:*

Critically analyse the media's portrayal of fitness.

Demonstrate an understanding of the impacts of technology on individual and societal activity in relation to fitness.

Recognize and analyse how technological innovations influence fitness.

1. Teachers could have students compose a collage of fitness images portrayed by the media. They could explain what message(s) the collage sends. This can lead to a class discussion of such issues as: the media's portrayal of fitness, the accuracy of media portrayals, health issues surrounding pressures to conform to the images portrayed.
2. Project: Teachers could have students evaluate a fitness product such as an ab master, treadmill or running shoes. What do consumer reports say about this product?
3. Select a fitness/activity-related product for evaluation. Teachers could:
  - a) Have students contact sports stores, sporting goods manufacturers or use the Internet to research product costs (include cost comparisons from a variety of sources) and what each product promotes (motorized, non-motorized, range of speed, range of elevation, motor size, etc.);
  - b) Check consumer reports regarding the benefits/safety as well as other characteristics of the product(s); and/or
  - c) Have students explain which one they would recommend for purchase and why.
4. Teachers could have students view a number of web sites that focus on active, healthy lifestyles. They could design an evaluation form for web sites that students could complete once they accessed a site. Teachers could ask students to devise a top ten list of favourite web sites promoting active lifestyles, sports, and fitness.
5. Students and teacher could visit a computer-enhanced sports facility to try out the equipment.

**Teaching Notes and Resources**

Resources: magazines, images from the Internet, or video clips from television or movies.

*LIFECHOICES: Healthy & Well*, Teacher Resource, #9, p. 38.

Additional suggestion: abtronic device, training centres, exercise balls.

Suggested criteria for website evaluation:

1. Design (navigability, links clear, site offers interactivity, can find information easily, graphics interesting)
2. Content (information is useful, additional links/resources included, compares in content to similar websites, has reliable information)
3. Technical Elements (links work, graphics download quickly, can see print information within 30 seconds)
4. Credibility (email contact, last update included, names the host, links kept current)

**Suggestions for Assessment**

1. Students debate the effects of media images in movies, television, and magazine advertisements on participation in physical activities.
2. Students develop a plan for a media promotional campaign related to active lifestyles. What steps would they follow in its design? What factors are important to recognize in the design and implementation of such a campaign?

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**LIFE CHOICES AND ACTIVE LIFESTYLES****Specific Curriculum****Outcomes****Suggestions for Teaching and Learning**

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*Students will be expected to:*

Identify careers associated with fitness and related fields.

Demonstrate an understanding of the relationship between fitness and well-being and a range of career choices.

1. Teachers could have students investigate a variety of careers in which physical fitness is a requirement and/or an asset. Examples include police officer, firefighter (paid or volunteer), recruiter for the Canadian Armed Forces, a corrections officer, aerobics instructor, cleaner, and entertainer (opera singer, violinist, acrobat, dancer).
2. Teachers could provide examples of and demonstrate the physical requirements for a number of careers. For example, firefighter: transporting a dead weight; aerobics instructor: sustaining a move or activity. Students could discuss the role of physical activity and fitness in career choice.
3. Teachers could have students use an Internet search engine to identify careers related to active lifestyles. As the students views sites, they could make a list of career possibilities.
4. As a class, students could generate a list of jobs and occupations in the recreation/active living field, then work in small groups to analyse the characterises and qualities of individuals who do these jobs.

**Teaching Notes and Resources****Suggestions for Assessment**

*CHOICES* (occupational exploration program, consult with guidance counsellor)

*LIFECHOICES: Healthy & Well*, Teacher Resource, #17, p. 24.

1. Students demonstrate, through examples, an understanding of:
  - a) the implications of career choice on the development and maintenance of personal fitness; and/or
  - b) physical fitness requirements and safety in the work place.
2. Students could interview a professional regarding the following:
  - education and training
  - professional development
  - job responsibilities
  - job opportunities
  - related positions
  - why they chose their career
  - what they like most about the job

